Third-Graders' Motivation, Metacognition, and Transaction As They Learn About Women in History

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THIRD-GRADERS' MOTIVATION, METACOGNITION, AND TRANSACTION AS THEY LEARN ABOUT WOMEN IN HISTORY

A thesis
Presented to the
Department of Teacher Education
and the
Faculty of the Graduate College
University of Nebraska
In Partial Fulfillment
Of the Requirements for the Degree
Master of Science
University of Nebraska at Omaha

by
Joyce Pawlenty
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THESIS ACCEPTANCE

Acceptance for the faculty of the Graduate College, University of Nebraska, in partial fulfillment of the requirements for the degree Master of Science, University of Nebraska at Omaha.

Committee

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THIRD-GRADERS’ MOTIVATION, METACOGNITION, AND TRANSACTION AS THEY LEARN ABOUT WOMEN IN HISTORY

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University of Nebraska, 2001

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The purposes of this study were to describe (1) the process(es) students use to choose women in history to research; (2) students’ motivation to read literature about women; (3) metacognitive strategies students used as they read, wrote, and learned about women; and (4) ways in which students transacted with ideas in the literature they read.

Eighteen third-grade students participated in a class unit about women in history. Four of those students who had demonstrated lower reading achievement were the focus of more in-depth study. Students chose and read a biography about a woman. As the students read, they wrote their personal responses in a journal. Students met in groups of four at least twice a week to share what they learned about the women they studied. The four focus students comprised one of these groups. At the end of the unit, the four focus students met in a small group with me. Finally, each focus student met one last time with me individually. All of the small group meetings and meetings with me were audiotaped.

When given the opportunities to make choices about their learning, on-task behavior, journal writings, and discussions all demonstrated ongoing motivation.
Students demonstrated more about the way they think as they used literature response journals to record their plans for the assignment, their notes about the woman they studied, their thoughts as they read, and new ways of thinking that developed throughout the project. Also, students made efferent transactions with the text as well as aesthetic transactions. Finally, students’ knowledge about women increased and they learned that women were important contributors to the history of our world.
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Chapter 1

Overview and Background

Each March is celebrated as Women’s History Month. During that time, third-grade students select and study one woman to help them understand the important contributions women have made in history. To better understand the processes of motivation, metacognition, and transaction, I chose to investigate these processes as my students participated in a three-week unit focusing on women in history.

Studying Women

I required an in-depth study of women in history because I believed my students knew very little about the contributions of women to our world. From my experience with third-grade textbooks, women are featured in pictures and biographical sketches, but rarely included in the narrative text. The trade books available in my school feature a majority of male characters and few biographies about women are part of the curriculum. Background knowledge shared in classroom conversations by students typically exemplified the roles of males.

It was my intention, therefore, to convey to my students through their own studies the significant contributions women have made. Sadker and Sadker (1994) confirmed that children acknowledge the contribution women have made to their country when they read about them. Whaley and Dodge (1993) recounted women as thinkers, philosophers, readers, writers, critics, and knowers. When women are not a part of the curriculum, students see a distorted picture of the history of their world. In
addition, Gaskell and McLaren (1991) believed that studying women allows children to learn the ways everyday people lived their lives so students can make connections with people like themselves.

It is important to have children read about women since more biographies are written about men than women, children tend to believe that men are more important than women (Ernst, 1995). In addition, the people written about in biographies serve as role models for children. When more biographies are written about males than females, the suggestion is that women rarely serve as role models.

**Motivation**

I, like other teachers, am concerned about students' motivation in the classroom. Motivation is categorized as intrinsic or extrinsic. When a child learns something because he found the task gratifying, Csikszentmihalyi (1991) describes the child as being intrinsically motivated. Extrinsic motivation occurs when a child engages in an activity to get something (stickers, certificates, candy, etc.) outside the activity itself (Csikszentmihalyi & Nakamura, 1989). As a teacher/researcher, my experience in the classroom supported the research that suggested children become motivated when they are given choices. In this study, students selected the woman they studied. This gave me the opportunity to examine the students' motivation to pursue a long-term task when they chose their topic of study. Guthrie and McCann (1997) found that when given the freedom to choose their own topics, tasks, and resources for learning, students took ownership of their growth as learners.
Malone and Lepper (1987) discussed several sources of motivation that lead a child to become intrinsically motivated while engaged in a project. The first source is the challenge an activity provides. The task must vary in its demands and have meaning for the student if reaching the goal is to be challenging. A second source is curiosity. Projects that provide new information or are incongruous with existing beliefs evoke curiosity on the part of the learner. Finally, control empowers students to direct the results of their projects, thus setting high standards for themselves and allowing ownership of their own learning.

Since my experience demonstrated that students knew very little about women in history, their challenge was to find as much information as possible about these women for reasons specific to each child. Since the learning was new, it was my expectation that students’ curiosity would be stimulated as they began to learn that women have indeed been contributors to our world. Since students were required to respond to the literature they read through literature response journals and small group discussions, they had control and ownership of their own learning. This research recorded the varying ways these children met the challenge of this project, the curiosity they exhibited, and how they used that control and ownership to complete the multiple facets of the project.

**Metacognition**

Metacognition as defined by Wilson and Jan (1993) is the knowledge we have about our own thinking processes and strategies, and our ability to monitor and regulate these processes. Hyde and Bizar (1989) describe metacognition as thinking
about thinking and making changes in how we think. Elaborating metacognition, Jacobs and Paris (1987) include ways in which knowledge can be shared between individuals, through demonstration, communication, examination, and discussion.

Paris and Ayres (1994) found that metacognitive thinking was nourished when students work in an atmosphere where their interests, values, and goals were respected and accommodated. Wilson and Jan (1993) found that students’ metacognitive skills developed when teachers trust children to take ownership of their learning, and students work in an environment that encourages independent and cooperative group work.

Wilson and Jan (1993) believed that through writing, students developed analytical, reflective, and metacognitive skills. The literature response journals encouraged students to write about the variety of personal responses they had to the literature they read. Students had opportunities to meet in small groups to discuss what they had learned and shared responses in their journals if they so desired. It was expected that students began to learn more about their thinking processes as they were challenged by other members of the group to explain their thinking and the strategies they used to make sense of their reading. It was also my contention that students’ ways of thinking were challenged as the content of this project was new to them.

Transaction

Rosenblatt (1978, 1993) defined transaction as a circular process that involves a reader and a text. As the reader responds to the words of the text, he or she also makes connections to past and present experiences to construct an understanding of
the experience of the text. Transactions can be efferent or aesthetic. Rosenblatt (1985) described an efferent transaction as one in which the reader seeks information, focusing on what should be comprehended. The aesthetic transaction focuses on what the reader lives through and what is created during the reading. Spiegel (1998) explained that children learn to respond to literature when their choices of books were honored, children spent more time reading than learning about reading, and their reading was authentic because it was done for their own purposes.

In this research, it was expected that children would develop efferent transactions since the content was relatively new to them. What they chose as important information to remember was recorded. I predicted that students would begin to think in new ways, learn more about the way they thought, and make changes in their thinking about women. It was presumed that the adventures students lived through as they read about these women allowed them to also transact aesthetically; to experience, think, and feel during their reading.

**Purpose**

The purposes of this study were to describe (1) the process(es) students used to choose women in history to research; (2) students’ motivation to read literature about women; (3) metacognitive strategies students used as they read, wrote, and learned about women; and (4) ways in which students transacted with ideas in the literature they read.
Chapter 2

Review of Related Literature

Overview of Chapter

This chapter is divided into four sections. The first section reviews literature about motivation in education and more specifically, motivation in reading. Reviews include the differentiation between intrinsic and extrinsic motivation, strategies for intrinsically motivating children to engage in literature, and studies where children reveal their motivations for reading. The second section deals with metacognition and the reading, writing, and learning strategies children use. The third section looks at transaction with literature, especially the ways children transact with ideas in the literature they are reading. Finally, the fourth section addresses the question, “Why study women?” This section looks at women and how they have been omitted from literature for children and why children should learn about women in history.

Motivation

Several educators have examined the construct of motivation. Maehr (1976) describes motivation as the willingness to return to and continue working on a task, with an emphasis on the importance of sustained engagement with the task. Wittrock (1986) defines motivation in terms of initiating, sustaining, and directing activity. Reeve (1996) defines “motivation [as] the study of the internal processes that give behavior its energy and direction” (p. 2). He goes on to say that motivation originates from internal processes (needs, cognitions, and emotions), and that these processes energize and direct behavior in ways such as starting, sustaining, intensifying, focusing, and stopping it.
Before children enter school, Lepper and Hodell (1989) report that they have limitless curiosity, a thirst for knowledge, and a will to learn. Lack of motivation to learn is not an issue at this point in their lives. As children proceed through elementary school, a new picture emerges where motivation becomes a problem. These authors attribute lack of motivation to straying of attention, wandering minds, and the need for extrinsic incentives to motivate children to learn. They suggest that this occurs because information in school is presented in abstract forms, rather than in ways it might be of everyday use. Information is presented according to a planned schedule, not when children are interested or ready to learn the subject matter.

Csikszentmihalyi (1991) explains the following:

The chief impediments to learning are not cognitive. It is not that students cannot learn; it is that they do not wish to. If educators invested a fraction of the energy they now spend trying to transmit information in trying to stimulate students’ enjoyment of learning, we could achieve much better results (p. 115).

Motivation is categorized as one of two types - intrinsic or extrinsic. Intrinsic motivation occurs when a child learns something because he finds the task enjoyable (Csikszentmihalyi, 1991) or when there is an inner desire to engage in an activity, whether or not the activity has an external value (Sweet, 1997). Reeve (1996) describes intrinsic motivation as an innate drive to exert the necessary effort to exercise and develop skills and capabilities. Intrinsic motivation moves students toward self-regulation where the student assumes a personal responsibility for learning, generating a motivation from within, and discovers the satisfaction within the learning process itself. The reward of intrinsic motivation is described as “a state of
consciousness that is so enjoyable as to be autotelic (having its goal within itself)” (Csikszentmihalyi & Nakamura, 1989, p. 52).

In contrast, Csikszentmihalyi (1989) explains that when the only reason for doing an activity is to get something outside the activity itself, the motivation becomes extrinsic. Sweet (1997) adds that when a student is prompted to engage in an activity by an incentive or anticipated outcome that is external to the activity, the student is extrinsically motivated.

Sweet (1997) reports that in 1992, a National Reading Research Center poll showed the most important issue affecting education was motivation to read. To address what motivates children to read in the absence of incentives, Gambrell and Marinak (1997) describe Csikszentmihalyi’s concept of “flow,” which is the mental state in which an individual is so completely engrossed in a task, such as reading, that the individual loses track of time. “Flow” is experienced for readers when they enjoy or are satisfied by what they are reading and that experience becomes its own reward.

Many researchers believe that an increased motivation to read by students will occur when changes are made within teachers themselves and the classrooms in which they teach. According to Csikszentmihalyi, (1991) “standard reading texts and uniform curricula make life easier for teachers and administrators, but they make it very difficult for students to get involved with the material at the level that is right for them, and therefore to find intrinsic rewards in learning” (p. 134).

An alternative to this standardized curriculum is for teachers to act as consultants or coaches, organizing activities around questions and projects that fit the needs and interests of students, posing problems and encouraging students to search for solutions (Paris & Ayres, 1994). Tasks given by teachers should be open-ended to encourage students to construct their own meaning from the books they read and the
writing they do. In this way, students take the initiative to direct their own learning. Zimmerman (1989) describes this as being “self-regulated to the degree that students are metacognitively, motivationally, and behaviorally active participants in their own learning process” (p. 4). Students see more of an investment in their studies if they pursue meaningful content through self-directed inquiry individually or in small groups (Lapp & Flood, 1994).

Self-efficacy (Schunk & Zimmerman, 1997) also plays a role in students’ motivation. This refers to the beliefs a student has about his or her learning capabilities. Research shows that self-efficacy influences a student’s choice of tasks, effort, persistence, and achievement. Students who feel efficacious about reading and writing are more apt to concentrate on task, use proper procedures, manage time, seek assistance when needed, monitor performance, and adjust strategies as needed.

Ruddell and Unrau (1997) found that influential teachers “elicit students’ internal motivation by stimulating intellectual curiosity, exploring students’ self-understanding, using aesthetic imagery and expression, and focusing on problem solving” (p. 103). Giving students the freedom to choose their own topics, tasks, and resources for learning, enables students to take ownership of their growth as learners (Guthrie & McCann, 1997).

Sweet (1997) found that integrating instruction of reading, writing, literature, science, and social studies was another way to increase students’ intrinsic motivation. Students become self-directed learners, identifying their own interests, pursuing appropriate books, and learning what is important to them at the time. Concept Oriented Reading Instruction (CORI) (Guthrie & McCann, 1997), a program designed to integrate science and language arts, relates seven principles that characterize this form of integrated teaching. These principles are conceptual, observational, self-
directed, strategy supportive, collaborative, self-expressive, and coherent. Strategies used by students in CORI include problem finding, using prior knowledge, searching for information, comprehending informational text, self-monitoring, and interpreting literary text.

Questionnaires were distributed to students after participating in CORI for one year, and to students who learned science and reading through more traditional methods. Students in CORI showed a significantly higher level of motivation to read based upon curiosity, aesthetic enjoyment, social exchange, and challenge (Guthrie & McCann, 1997).

Challenge is the first of four primary sources of intrinsic motivation that an activity might provide (Malone & Lepper, 1987). The student’s task must vary in its demands and have meaning for them if reaching the goal is to be challenging. Turner (1997) states that success at a challenging task increases self-efficacy and interest, as well as conveys to students that teachers have confidence in their abilities to learn. Gambrell and Morrow (1996) found that challenging tasks involve an investment of effort on the part of the learner, and if effort is expended, there is a reasonable chance for success.

The second of four primary sources of intrinsic motivation as described by Malone and Lepper (1987) is curiosity. Tasks that provide information or ideas that are surprising, incongruous, or discrepant from existing beliefs will elicit curiosity on the part of the learner. The third primary source, control, empowers students to direct the outcome of the task. Turner (1997) refers to this as autonomy. When students make their own decisions and participate in evaluation, they set high standards for themselves and have ownership of their own learning.
Malone and Lepper's (1987) last primary source of intrinsic motivation is fantasy. Encouraging the learner to become involved in fantasy and make believe evokes images of physical and social situations not actually present. A variety of rewards and satisfactions, which are not available in real life, may be experienced by students through a process of identifying with fictional characters.

Many researchers have begun questioning students about what motivates them to read. When Gambrell (1996) asked elementary school children what teachers should do to get them interested and excited about reading, some students responded:

"Teachers should let us read more."
"Please make sure you do not interrupt us while we’re reading."
"Read to the class. I always get excited when I hear my favorite book..."
"Make sure there are lots of books." (p. 14).

Gambrell (1996) asserts that teachers play a critical role in motivating children to be readers.

In an eight month collaboration with a combined fifth and sixth grade classroom, Oldfather (1993) found that students believe motivating classrooms are created through self-expression whereby students link learning activities "with who they are, how they think, and what they care about" (p. 674). Students see respect for their thinking and freedom to take risks as important characteristics of motivating classrooms. Turner and Paris (1995) emphasize that motivation for literacy is not something a child brings to instruction. Rather, it is the interaction between students and their literacy environments.

Students also emphasize that motivating classrooms provide a richness of experiences and encourage students' personal construction of meaning (Oldfather, 1993). Gambrell (1996) describes this engaged reader as knowledgeable, using
information acquired from previous experiences to construct new meaning. Readers then apply their knowledge in personal, intellectual, and social contexts.

Teachers in motivating classrooms encourage students to make sense of things rather than just getting the correct answer (Oldfather, 1993). It is important for teachers to have high expectations of students, encouraging the explanation of things rather than telling the answers. Turner and Paris (1995) describe this as constructive meaning, making sense of learning by using comprehension strategies and metacognition to understand literacy and how to use it. Such strategies include decoding, interpreting, comprehending, monitoring, and regulating the reading process to meet individual goals (Gambrell, 1996).

Through questionnaires and conversational interviews, Palmer, Codling, and Gambrell (1994) asked third and fifth graders about their reading preferences, habits, and behaviors. Students related four influences on their motivation to read. The first influence was prior experience with books: reading books previously read by teachers or parents, reading books seen on TV or the movies, and reading series books. The second was social interaction with books: reading books that they hear about from friends, parents, and teachers. Book access was the third influence, referring to classroom libraries and personal libraries at home. Finally, reading books of their own choice was highly motivating.

When Gambrell and Morrow (1996) asked 48 third and fifth graders about the most interesting fiction book they had read for pleasure, 88% reported a book they had personally chosen to read. Only 10% named a fiction book assigned by the teacher. In a like manner, when asked about an informational book, 62% talked about books they self-selected as compared to 18% who spoke about an assigned book. These findings suggest the importance of book choice.
Gambrell and Morrow also asked those same students about challenge in their reading. Eighty percent of the 48 students liked to read books that were “a little difficult” as opposed to “easy” books. Students suggested they learned more by reading difficult books.

Finally, when asked about collaboration, Gambrell and Morrow found that 75% of the children spoke about social interactions with family members about books, 73% interacted with friends about the books they were reading, 15% discussed books with teachers, and 5% with parent volunteers.

**Metacognition**

Many researchers have defined metacognition. Garner (1987) describes metacognition as cognition about cognition. Hyde and Bizar (1989) refer to metacognition as the ability of individuals to understand and manipulate their own cognitive processes. It is thinking about thinking and making changes in how we think. Metacognition is the knowledge we have about our own thinking processes and strategies, and our abilities to monitor and regulate these processes (Wilson & Jan, 1993).

Clark (1990) characterizes metacognition as the mind’s management system. Encompassed is the ability to focus awareness and the ability to direct mental processing to achieve goals. Metacognitive awareness allows attention to be concentrated on one item at a time. The work of metacognition includes timing, sequencing, recognizing checkpoints in a process, aiming for effects, evaluating errors, choosing and adapting strategies, and checking output against goals. Jacobs and Paris (1987) elaborate metacognition as knowledge about cognitive states or processes that can be shared between individuals. This knowledge can be demonstrated, communicated, examined, and discussed verbally or used privately.
Paris, Lipson, and Wixson (1983) categorize metacognitive knowledge into declarative, procedural, and conditional knowledge. Students have declarative knowledge when they have information about the strategies available to them. Knowing how strategies operate is procedural knowledge. Conditional knowledge is knowing the circumstances under which strategies are helpful, when they should be applied, and why they are necessary.

The growth of metacognitive knowledge is slow and gradual through many years of experiences in the domain of cognitive activity (Garner, 1987). Paris and Ayres (1994) describe learners being capable of metacognitive thinking during early to middle childhood. That capability is nourished when students work in an environment where their interests, values, and goals are respected and accommodated. According to Hyde and Bizar (1989), psychologists believe that metacognition develops through social interaction with adults and children who give feedback and suggestions about a child's experience. One-to-one mediation is most beneficial. Small group work also promotes metacognition because students have to be engaged in appropriate behavior to stimulate metacognitive experiences for each other.

When knowledge about thinking is shared by people, individuals can then report it to others, use it to direct another's performance, or use it to analyze and manage their own thinking. Thus, metacognition becomes a way of promoting problem solving with "cognitive tools." It is the belief that as students become aware of their own thinking, they can heighten their learning as they read, write, and problem solve in school (Paris & Winograd, 1990).

Paris and Winograd (1990) found that metacognitive instruction in the classroom is brief and infrequent, yet with capabilities of playing a powerful role. Durkin (1984) proposes that a lack of emphasis on metacognition in the classroom
explains why classroom observation research shows that elementary teachers often fail to develop ample purposes for reading instruction. Smith and Feathers (1983) suggest that content area teachers set short and general purposes for reading content area texts. Most purpose setting in the classroom is teacher-directed and students locate and recall information (Blanton, Wood, & Moorman, 1990). Hyde and Bizar (1989) express the need to stimulate metacognition purposely in a variety of ways, in all areas, and in as many activities as possible. Then teachers must help students see the commonalities in what they have done and help them build bridges.

Blanton, Wood, and Moorman (1990) describe three ways in which purpose setting enhances reading comprehension. In the first way, skillful readers develop a purpose for reading that provides a guidance tool for processing information in text before reading. This purpose for reading amplifies comprehension and recall, and motivates students to read. Secondly, purpose initiates a cognitive blueprint for the student to use while reading. The blueprint summons the reader to make connections about a topic, activate background knowledge and schemata for experiences, and provides for discussion after reading since the reader had a plan. Lastly, purpose assists the reader in separating relevant from irrelevant information during reading. In summary, these authors believe that the more experience and expertise students accrue in purpose setting, the more they gain metacognitive control of an incisive process in independent reading.

There are several processes described by Hyde and Bizar (1989) in which learners consider what they are doing and thinking through. The processes are:

1. self-planning or strategizing
2. self-monitoring or checking
3. self-regulating
4. self-questioning
5. self-reflecting
6. self-reviewing (p. 51).

The prefix "self" stresses the importance of teaching students to take more responsibility for their own thinking. Nolan (1991) sees the need to combine self-questioning with prediction. Self-questioning directs the student's attention to critical aspects of the text, while prediction develops a purpose for reading and increases motivation by creating a desire to see if an hypothesis is accurate.

Metacognitive instruction takes a variety of forms. Palincsar and Brown (1984) developed a peer-tutoring program called "reciprocal teaching". Students alternated roles of tutor and learner and were instructed in the use of these strategies: self-questioning, summarizing, paraphrasing, and predicting. The results of this program showed that after 20 consecutive days of instruction, students showed significant gains in reading comprehension and memory.

Duffy, Roehler, and Meloth (1986) found that teachers can be trained to model metacognitive strategies in reading. They conducted a study in which 22 fifth grade teachers were trained to give explicit verbal explanations about strategies during basal reading instruction using a five-step lesson format. The format taught was introduction, modeling, guided interaction, practice, and application. The results of this study verified that teachers quickly learned to be more explicit in their verbal explanations of lessons.

Modeling reflective thinking strategies is another way to develop metacognition (Wilson & Jan, 1993). Teachers should reflect on their own teaching and learning and must model this process and reasons for reflecting with their students. In so doing, Wilson and Jan believe students take more responsibility for their own learning. A regular time commitment must be made to practice reflecting
on individual work. Sharing these reflections with peers can heighten motivation to continue this practice.

Students should be taught to use particular metacognitive strategies in particular settings to accomplish distinct tasks, rather than taught as individual skills within isolated subject areas (Wilson & Jan, 1993; Paris & Winograd, 1990).

The teacher and students will have to change their power relationship so that student-controlled behavior necessary for metacognitive growth can develop (Wilson & Jan, 1993). One way to accomplish this is for schools to spend more time helping students set their own standards, rather than teachers establishing those standards independent of the student and in advance of their experience (Walters, Seidel, & Gardner, 1994). In summary, to develop students’ metacognitive skills, teachers must trust children to take responsibility for their own learning; develop a classroom environment that entices students to work independently and in cooperative groups, and make expectations; allow time for practice; and model reflection strategies (Wilson & Jan, 1993).

The think aloud is a reflective thinking strategy to help students develop the competency to monitor their reading comprehension and utilize strategies to guide or facilitate meaning (Baumann, Jones, & Seifert-Kessell, 1993). Think alouds obligate a reader to stop periodically, reflect on how a text is being processed and understood, and recount orally what reading strategies are being used. Paris, Wasik, and Turner (1991) found that children who are able to reflect on whether or not comprehension is taking place and are able to employ strategies, as necessary, are inclined to understand, interact with, and retain information embodied in written texts.

Baumann, Seifert-Kessell, and Jones (1992) conducted a study to ascertain if thinking aloud is an effective approach for helping students learn to monitor their
reading comprehension. A group of fourth grade students were taught a variety of comprehension monitoring and fix-up strategies through the think aloud approach. A second group of students read the same stories employing the Directed Reading Thinking Activity which places emphasis on predicting and verifying, or the Directed Reading Activity, which introduces new vocabulary, activates or provides background knowledge, and guides the students' reading through questioning.

The results of the study verified that the Directed Reading Thinking Activity illustrated some positive outcomes on students' comprehension monitoring. However, the think aloud training was highly effective in helping students attain a wide range of strategies to embellish their understanding of written text and to act upon their comprehension difficulties (Baumann, Seifert-Kessell, & Jones, 1992). Participants of the think aloud group were enthusiastic, enjoyed thinking aloud, and felt empowered by their extended ability to regulate their cognitive processing during reading.

Graphic organizers can assist in the development of metacognitive strategies. Clark (1990) describes the use of graphic organizers as "displayed metacognition" whereby a visible form of the thought processes is displayed so they may be discussed, practiced, and refined. When the thought processes become automatic, the graphic organizers are no longer needed. For students, the purpose of displaying the metacognitive processes is to illustrate how their minds can work and increase their control over different ways of thinking (Clark, 1990).

Wilson and Jan (1993) found that learning logs are tools that can help students learn more about themselves and develop analytical, reflective, and metacognitive skills. Students think about their learning processes as they write; therefore, they are
learning how to learn. Learning logs are journals in which students recognize the processes they are using in their learning experience and can record:

1. what they do/do not understand  
2. the purpose of activities 
3. the effectiveness of their learning 
4. the strategies used (p. 86).

Learning logs can show teachers their students’ perceived needs, strengths, and difficulties and respond accordingly. Teachers may also gain insight into the thought processes of a student and use that information to measure the effectiveness of a certain teaching strategy (Wilson & Jan, 1993).

Transaction

Many researchers of literary transaction refer to Rosenblatt’s conception of the transactional theory. In defining a transaction, Rosenblatt (1978) states:

“a two way, or better, a circular process can be postulated in which the reader responds to the verbal stimuli offered by the text but at the same time he must draw selectively on the resources of his own fund of experience and sensibility to provide and organize the substance of his experience” (p. 43).

Rosenblatt (1993) describes reading as a transaction involving a reader and a text at a particular time under particular circumstances. Transaction suggests that the reader brings to the text a network of past experiences in literature and in life (Rosenblatt, 1985).

Rosenblatt (1985) refers to two types of transactions, efferent and aesthetic. In an efferent transaction, the reader is seeking information and his attention is focused on what should be retained. In the aesthetic transaction, the reader centers on what he is living through and what is being created during the reading. Spiegel (1998)
characterizes the aesthetic transaction as what the reader experiences, thinks, and feels during the reading. Rosenblatt (1985) clarifies that this is when the literary work "happens."

Rosenblatt (1993) encourages that both efferent and aesthetic reading should be taught to students. However, aesthetic reading is most neglected in our schools. Most questions in classrooms turn the reader's attention away from the lived-through experience toward an efferent reading and analysis of the text (Rosenblatt, 1985).

Pappas, Kiefer, and Levstik (1995) describe several ways in which children engage with and respond to texts before, during, and after reading:

1. *emotional, experiential, and autobiographical* - the reader's initial response, showing involvement with the text,
2. *connective* - readers make analogies, they link the text with prior experiences, attitudes, ideas, and similar texts,
3. *descriptive and analytic* - the features of the text are noted, choice or function of particular words, characters and events, style, etc.,
4. *interpretive and elaborative* - the sense-making, problem-solving strategies readers use to predict, consider, infer, explain, ponder, and question ideas to decide what the text means for them,
5. *evaluative* - readers evaluate the text according to criteria related to appropriateness, effectiveness, difficulty, relevance, importance of content, or form,

There is no hierarchy in these engagements; many occur simultaneously, overlapping and affecting each other.

Bomer (1998) describes several ways that a student can learn to transact with the text. The teacher acts as demonstrator, visibly enacting in front of children so students "see" teachers figure things out. The teacher's function is to help students reflect on their experience, clarify the significance for themselves, or reinforce their own insights (Rosenblatt, 1985). Assisted performance allows students to practice what is to be learned. Reflective description refers to the time when students are working independently and given the chance to talk about how their work is going,
what they are working on to improve, and when they have chosen to try something they have just learned (Bomer, 1998).

Anzul (1993) believes the classroom setting must encourage free and spontaneous expression of personal responses. Students must be inspired to speak to one another rather than primarily to the teacher. In an attempt to change the way they used literature in their reading program, Jewell and Pratt (1999) made changes in their teaching practices that were consistent with Rosenblatt’s reader response theory. With their second and third graders:

1. groups were heterogeneous;
2. students were given choices in their reading;
3. discussions were on individual students’ responses to the text;
4. teachers moved out of the central role as questioners and into a more facilitative role, enabling students to create and direct the content of the discussion;
5. instruction in reading skills were taught during other instructional periods.

As a result of implementing these changes, Jewell and Pratt (1999) found the following student outcomes:

1. quality student-generated discussion topics
2. a greater degree of inferential thinking
3. opinion statements
4. connections with the interpretations of their peers
5. agreements and disagreements
6. use of supporting evidence
7. overall increase in student motivation (p. 850).

Anzul (1993) proposes several strategies which lead to an awareness of personal transactions with a text:

1. allow time for reading in class,
2. give the opportunity to write or draw whatever comes to students’ minds during discussion,
3. begin class discussions with an open-ended question like “talk about what touched you the most”,
4. be aware of experiences as you read,
5. direct attention back to the text during discussions to see what provoked certain responses or what could support a student’s interpretations or predictions,
6. reread texts and encourage future returns to text.

As these strategies were used, Anzul (1993) found that students were making connections between literature and life experiences as they became further absorbed in their books. Student talk increased and higher levels of thinking were detected. Also, as membership in literature groups became more open, advancement into higher groups was common.

Spiegel (1998) explains how the reader response approach can play a role in the development of readers of all ages. With this approach, book choices are honored, children spend more time reading than learning about reading, and their reading is authentic because it is done for their own purposes and not the teacher’s. Spiegel reiterates that research shows that students who experience this teaching approach grow in at least six areas in their ability to respond to literature:

1. they develop ownership of what they read and of their responses;
2. they make personal connections with literature;
3. they gain an appreciation for multiple interpretations;
4. they become more reflective critical readers;
5. they move to higher levels of thinking and a richer understanding of literature;
6. they increase their repertoire of responses to literature.

Several researchers consider the journal as a tool that promotes students to transact with a text. Spiegel (1998) found the journal can be used to record written responses that will eventually be shared with peers. These written responses help readers rehearse the ideas they want to talk about in peer discussion groups. Berthoff (1987) views the journal as having a metacognitive function that serves as an audit of
meaning that enables students to return to their written ideas for assessment and possible revision.

Van Horn (1997) has students write questions and comments about the text in a journal that will be used in peer discussions. This allows students to delve into issues of a personal nature and sometimes clear up confusion with the text. Van Horn found that teachers learn about students’ thought processes when they are encouraged to write in journals. In summary, these students come to view themselves as readers and writers who have a duty to think and create. Students become motivated by intrinsic rewards such as understanding, creating, and sharing.

Dugan (1997) describes the Transactional Literature Discussion (TLD) as an instructional approach for reading, writing, and talking about books. TLD encourages students to respond openly to literature and become actively involved in the meaning-making process. TLD discussions are described as cycles of literacy events that include getting ready, reading and thinking aloud, wondering on paper, talking, thinking on paper, and looking back. The meaning-making process involves three participants: student, teacher, and the text. The goal is for students and teachers to understand the story by transacting with the text and interacting with one another.

Dugan (1997) implemented TLD in a qualitative study involving six struggling readers. The results indicated that the students became actively involved with reading, thinking aloud, wondering, responding, and writing to make sense of the story. TLD seemed to have a positive impact on students’ involvement with the meaning-making process. Students changed from passive readers to active readers who assumed responsibility for reading, talking, and writing about the story as a group. The group wrote short responses to the story during or immediately following the reading each day to facilitate peer discussions. Participants learned to justify their responses,
question the text and one another, reread portions of the story to clarify and interpret, and acknowledged and respected each other’s contributions. Most notably, students attained an aesthetic appreciation for the story whereby the story became an event in their lives to be enjoyed and experienced.

**Why Study Women?**

Numerous researchers have shown that the study of women has been left out of the curriculum. In textbook studies of the 1970’s, Holt (1990) found that the sparse references to women in textbooks were one-sided images of dependency, domesticity, and passivity. Sexton (1976) found that textbooks stereotyped sex roles: boys were portrayed as leaders, active and courageous; girls were depicted as mothers, helpful and subordinate. Darling and Glendinning (1996) reported that in stories found in school classrooms, boys were likely to take the lead, learn new skills, show initiative and be successful. Mothers were restricted to the domestic responsibilities of the home.

Holt (1990) reported that coverage of women in textbooks increased in the 1980’s, but neither the quality nor quantity of the coverage was adequate. Women were included in the margins of textbooks, in photographs, or biographical sketches, rather than as parts of the narrative text. There was also a tendency to highlight female “firsts” in history, such as Sandra Day O’Connor as the first female Supreme Court Justice. Little remembrance was given to the pioneer women who braved the western frontier, to the women working on farms and in factories, to the women in the labor movement, or to women as providers in urban and rural environments.

Sleeter and Grant (1991) examined 47 textbooks used in grades 1-8 with copyright dates between 1980 and 1988. They found that textbooks addressed gender issues by excluding most sexist language. Male coverage still surpassed that of
females. Students acquired little understanding of the history or culture of women, and learned very little about sexism or current issues involving gender. Overall, the textbooks communicated the idea that sexism was not an issue, and that any struggle for gender equality had been won.

In the 1990's, Darling and Glendinning (1996) found that educational publishers were more sensitive about including women in textbooks. Publishers were not necessarily committing themselves to equal opportunities for women. Rather, a changing social climate made it evident that purchasers of texts were making commitments to equal opportunities policies.

Through reviewing *The Horn Book Guide*, which organizes books into categories, Ernst (1995) found that in the second half of 1992 there were more than twice as many biographies written about males than females. In the first half of 1993, there were over three times as many biographies written about males than females. To young readers, this might suggest that men are more important than women and men do more things that justify being written about than women do. Since the people written about in biographies serve as role models for children, and one gender is written about more than the other, the disparity in numbers of biographies written about men and women suggest that girls have fewer role models than boys.

Noddings (1992) found that though social studies texts contained more pictures and references to women than in previous texts, they were still excluding them from the written text. In some instances, women were shown in pictures whether or not their presence was relevant to a particular event. Although women have done great things in history, those accomplishments have gone unrecognized because they were done by women and the focus of their efforts has not been the focus of political
history. Women's true contributions have been glossed over because they did not fit the male model of achievement.

Many researchers recount the importance of children learning about women in history. Sadker and Sadker (1994) state that when children read about women, they are more likely to recognize that women have made important contributions to their country. Whaley and Dodge (1993) affirmed that while men designed the laws and waged the wars, women wove the fabric of supportive life so that men could do those things (Of course, women were not permitted to participate in the political or defense arenas). Women were nurturing and compassionate, peace-makers, conversation extenders, helpers, and child-rearers. At the same time, women were also thinkers, philosophers, readers, writers, inventors, artists, musicians, politicians, scientists, critics, and knowers. Students need to study women because without them they see only a distorted picture of the history of their world.

By studying women in history through literature, students can be changed by the experience and see the world in a new way (Bieger, 1996). History comes to life when students confront the personal sides of people in history (Young & Vardell, 1993). Bieger (1996) suggests that students who find their own life experiences reflected in books receive acceptance of themselves and their culture, thus feeling pride and self-worth. Pinsent (1997) states that literature which depicts females in an accurate way can help females become aware of their own potentialities, and can anticipate for males the real-life experience of having to work with women on equal terms.

Gaskell and McLaren (1991) explain that adding women to the curriculum means changing understandings of what students should learn in history and why they should study history in the first place. It means learning about the ways everyday
people lived their lives so students can understand the history of people like themselves. It means including more social history, how families were organized and how work was apportioned in other historical timeframes. It means understanding the ways gender has shaped society and how women were often marginalized by a patriarchal society.
Chapter 3
Methodology

Overview

This study examined many of the processes in which the 18 third graders I taught in 2000-2001 were engaged as they participated in a class unit of study focusing on women in history. First, this study examined students' motivation to read literature about women. Although motivation has been characterized as intrinsic or extrinsic, this study focused on intrinsic motivation. Second, this study described the metacognitive processes of students during their reading, writing, and learning. Third, this study showed the ways in which students made efferent and aesthetic transactions with the literature they were reading about women.

Setting

This study took place in my third-grade classroom in a suburban elementary school in the Midwest. Accommodating grades K-5, this school had an approximate enrollment of 360 students and was located in an upper middle class/high socioeconomic division of the suburb. There were 18 students in my third-grade class, 11 girls and 7 boys. The students in this class were primarily Caucasian.

Throughout the year, students read books in small groups called literature circles. Sometimes books were chosen by me to integrate with content taught in social studies or science. I also chose books that reflected a variety of genres, such as realistic fiction, mystery, poetry, etc. At other times, small groups of students decided which book the group would read from a choice of books I chose that were appropriate for their reading level. Students determined the number of pages that were read every two days and then came prepared to discuss the book in their literature circles. I was
often a participant in the literature circles, primarily asking questions, and at other
times listening to the discussions that took place.

Eight students used literature response journals throughout the year. These
students were identified by the school district as challenge (advanced) students and the
journals were used to enhance their reading, writing, and thinking abilities. I collected
these journals weekly, read the students’ responses, and then wrote back in their
journals commenting on their responses and asking more questions. Prior to this
study, no other students used literature response journals in my class.

Participants

My entire class of eighteen students participated in this class unit about women
in history. I chose the four students, Kaye, Lydia, Susan, and Matthew (pseudonyms),
from my class who are struggling readers and learners as the focus of this study. These
students were identified as struggling readers and learners in our school by various
forms of assessments such as reading inventories (Basic Reading Inventory or
Scholastic Reading Inventory), READ program, standardized achievement tests, or
teacher observation.

During the course of the year, all four students were motivated to read for
literature circles. However, only Kaye and Susan were motivated to read at times
during each day when individualized silent reading took place. During that time,
Lydia and Kevin had to be reminded that it was time to read or they would choose
picture books to read, often looking at the pictures, rather than reading the text.

I decided to have these four focus students work together in a literature circle
because their achievement levels were similar. Garner (1994) reports that struggling
readers rarely employ metacognitive thinking but instead focus on decoding the
words. Since the focus students were slower readers and writers, I was concerned that
their engagement with this unit would be overshadowed by those students at higher achievement levels and that they would not have to think. Also, by putting them together in one group, I would be better able to discern their literacy processes. In addition, the four focus students usually were not active participators in classroom conversations. I hoped this opportunity would allow them to speak more and be heard. All parents and students gave their permission to participate in this research project.

**Procedure**

Our study of women in history lasted for three weeks during the end of the spring semester. To begin this study, I gave all the students five minutes to write down the names of as many famous women and men of which they could think. I used this information to discover how exposed these students were to information about women in history and whether they knew more about men than women.

Although some students were familiar with biographies, as a class, we had not studied this genre prior to this unit. To introduce this genre, I read a biography entitled, *Nobody Owns the Sky, the Story of "Brave Bessie" Coleman* (Lindbergh, 1992). As I read this story aloud, I modeled my thinking about issues presented in the book. I especially focused on the fact that Bessie Coleman was a woman who wanted to fly airplanes, but the people around her believed that only men should be pilots. She was the first woman of color to become a pilot and realize her lifelong goal. Some students had read or heard about Amelia Earhart and I wondered aloud why we had never heard about Bessie Coleman before now. Students asked questions, made comments, and shared their thinking about the issues. We also discussed the characteristics of a biography.
I then provided my students with a variety of biographies written about women. The biographies were chosen from my personal library and those I collected from the school library. Although some of the biographies reflected women named on the student-generated lists of women, students were challenged to read about a woman of whom they had little knowledge. The students were invited to choose one of the biographies I provided, one from the school library, or to make another choice from the public library.

Students browsed and selected books in small groups with one focus student in each group so I could record information about the focus student and the selection process. After they made their selections, they returned to their seats and began reading. As students began reading their biographies, I walked around the classroom answering any questions individual students had about this project. Often I was stopped by students because they were discovering new information in their books and wanted to share the news with me. All students read at least one biography for this project.

I encouraged students to find additional literature in the forms of autobiographies, textbooks, nonfiction trade books, journals or diaries, and to check the internet for information. I took students to the school library to search for these resources and helped them locate whatever resources were available. I also suggested they visit their local public libraries and use the resources there to collect whatever information was available about the woman they chose to study. I reminded students that the librarian at the public library is also a resource to be used when looking for information that may not be so easily found.

Prior to beginning their reading, students were given notebooks to serve as literature response journals. Guidelines for the literature response journals were
adapted from Hancock (1992). These guidelines suggested ways in which children might respond to the literature they were reading in their literature response journals. For example, children were free to write their personal responses to the literature, sharing their feelings, opinions, thoughts, likes, and dislikes about the content. They could ask questions while reading to help make sense of the characters and plot. (See Appendix A for these guidelines.) Students had guidelines attached to the front cover of their notebooks. We reviewed these guidelines and any questions were addressed.

For the next three weeks, students were given 30 minutes each day of classroom time to read their biographies and other related literature they had gathered. I encouraged students to read at home as well. Any time during their reading, students were able to react to what they were reading in their literature response journals using the guidelines if needed. Every three days, I collected, read, and responded to their literature response journals. Literature response journals were returned promptly to students the following morning.

Twice every week for the duration of the unit all students in my class met together in literature circles for at least fifteen minutes and oftentimes quite longer depending on the interest and needs of the group. The four focus students were in one group and the remainder of the class was divided into groups of four and five. Group membership remained constant throughout the unit. These conversations were audiotaped and transcribed. As teacher, I moved from group to group, but my role was more of listener rather than leader of the group.

Using their reading material and literature response journals, students were encouraged to lead conversations concerning what they were learning about women and themselves. Students were familiar with the format of literature circle discussions as they participated in literature circles all year. As a class, guidelines for
the literature circles were discussed which included sharing new information about women, obstacles women faced as they worked to accomplish their goals, and what students were thinking as they read about women.

After all students completed their reading and finished their response journal entries at the end of the unit, the entire class met. At this meeting, the students decided that they would each like to share some information with the group about the women they read. The following day, the whole class met a final time to discuss what they learned overall about women and the contributions they made to our world.

After the whole group meetings, the four focus students met with me one last time. During that time, I was a participant as well, speaking with students about the study they had just completed. I asked the students what they learned about themselves as they were engaged in this project. This conversation was also audiotaped. Following the small group meeting, I met with each participant to speak individually about his or her experience and to learn anything that the student might have been hesitant to share in a group setting.

Data Collection

The first purpose of this study was to describe the process(es) students used to choose women in history to research. I observed the selection process and wrote anecdotal records as the four focus students made their choices. I asked all eighteen students to make a personal response in their literature journals to explain their selection process.

The second purpose of this study was to describe students' motivation to read literature about women. Data were collected in many ways. My observation of the number of resources all students collected to use in their research presented itself as motivation to learn about the woman. In addition, I read all students' literature
response journals, observed all small group meetings as they were audiotaped and later transcribed, and took field notes as all students were involved in their learning.

The third purpose of this study was to describe metacognitive strategies students used as they read, wrote, and learned about women. Much of these data were collected from the literature response journals of the four focus students. The transcriptions of students in their literature circles about women and questions and answers by students gave me the opportunity to describe how students were reflecting upon their own thinking and listening to the other students’ points of view.

The final purpose of this study was to describe the ways in which students transacted with ideas in the literature that they read. Data were collected from literature response journals, anecdotal records, observations of small group meetings, transcribed literature circle discussions, audiotapes, or field notes. Although data were collected from all 18 students, the work of Kaye, Lydia, Susan, and Matthew was my focus. These data provided the connections students made to their own lives, the lives of the women they read about, and the lives of other women they learned about from the students in their group.

Data were also collected from the transcribed audiotapes of the four focus students when they met with me at the conclusion of this research. The meeting with the group and then my meetings with the individual focus students allowed me to ask questions that may not be addressed in the previous data sources.

Data Analysis

After the completion of this unit of study, I collected all literature response journals and read them thoroughly, concentrating on the journals of the four focus students. All audiotapes were transcribed. I used my anecdotal records of the book
selection process and literature response journals to describe the process(es) students used to choose women in history to research.

As I read the journals, three of the four primary sources of intrinsic motivation described by Malone and Lepper (1987) were evident. Curiosity, challenge, and control were aspects of the project that students focused on in their writing. I then reviewed my anecdotal records, transcriptions, and field notes to add any new information about motivation that these data sources provided.

I used the four focus students' literature response journals to uncover information about metacognition. Blanton, Wood, and Moorman (1990) described three ways in which purpose setting activates metacognitive strategies. Students wrote about their plans for participating and completing this project. Then they chose the information that was most important for them to learn and took a variety of notes about the women. Finally, students recorded what they were thinking about as they read and how their thoughts changed as they progressed through the project.

Transactions with literature were both efferent and aesthetic. I collected these data from literature response journals and audiotapes from literature circle discussions. Efferent transactions were obvious as the information about women was mostly new to all students. Aesthetic transactions developed as students began relating their own experiences to the lives and accomplishments of these women.
Chapter 4

The Results

In this chapter, I describe what I learned about the processes of motivation, metacognition, and transaction as my class participated in an assignment focusing on women in history. Although Kaye, Lydia, Susan, and Matthew were the main focus of this study, my general observations of the other students in the class are occasionally integrated into these descriptions. These results combine data from my observations; students’ literature response journals; audiotaped literature circle discussions; a debriefing discussion with the focus group; and individual meetings I had with each focus student at the end of the project. I collected all this data, sorted the information into categories, and wrote the qualitative text. (Note: All journal quotes have been corrected for spelling.)

Women and Men Listed by Students

To begin this study, the 18 students in my class were given five minutes to write down the names of as many famous women and men that came to their minds. Students listed 28 different women and 59 different men. The names appearing most often on students’ lists of women were Britney Spears, Christina Aguilera, Mia Hamm, Helen Keller, and Jennifer Lopez. Students most frequently listed these men: George Bush, Abraham Lincoln, George Washington, Michael Jordan, and the music group, NSync. (See Appendix B for the names of women and men listed by all
students and Appendix C for the names of women and men listed by the focus students.)

At the end of this study, students again listed the names of as many famous women and men they could think of in five minutes. Students listed 38 different women and 33 different men. Although Britney Spears and Christina Aguilera still topped the lists of most students, many more references were made to women that individual students studied. For example, Anne Frank, Wilma Rudolph, Annie Oakley, Sacajawea, Rosa Parks, Helen Keller, Pocahontas, Eleanor Roosevelt, and Amelia Earhart appeared many times on students' lists. Topping the lists of men were still George Bush, George Washington, and Abraham Lincoln. (See Appendix D for the names of women and men listed by all students and Appendix E for the names of women and men listed by the focus students.)

Prior to this project, students identified more men than women. By the end of the three weeks, students identified more women and less men than at the beginning of the project. When these lists were collected from students, many of them remarked that they had trouble thinking of men to write down because many more names of women were in their minds as a result of this study.

**Choosing a Biography About a Woman**

I provided my students with a variety of biographies written about women in history from which to choose. (See Appendix F for a complete list of books students chose.) Students' literature response journals and my observations gave me
information about how students chose which women to study. These descriptions about book choices demonstrate the selection process of the four focus students.

While observing Lydia as she chose a book, she remarked that she was torn between choosing to read about Kristi Yamaguchi or Amelia Earhart. "I want to learn about Amelia because she was lost and I want to learn the facts. I want to learn about Kristi because I love ice skating," Lydia explained (5/8/01, discussion). She finally decided to learn about Kristi Yamaguchi because "I would like to be an ice skater." (5/8/01, journal).

Matthew also had difficulty choosing a biography. He picked up several books and asked me about them. He finally chose a book about Christa McAuliffe and returned to his desk. Five minutes later he returned to the biographies and asked me if he could trade Christa McAuliffe for Wilma Rudolph. He explained, "I chose this book because I like learning about athletes and I don't know a lot about her and I think it will be interesting to learn about her." (5/8/01, journal).

Kaye's first choice was a book about Rosa Parks. Shortly thereafter, she asked to trade Rosa Parks for a book about Christa McAuliffe. "I chose Christa McAuliffe because I watched the History Channel and learned a little about her. I want to know what happened," she explained (5/8/01, journal).

Susan had no problem making her choice. She readily picked up a biography about Sacajawea and wrote in her journal that she chose this book because "Sacajawea was a very good person." (5/8/01, journal). (We learned a bit about Sacajawea in our classroom study of Lewis and Clark.)
There were four other students who picked up a biography, looked at it, and then asked to exchange it for another biography. Most students chose their biography because they did not know anything about the woman or they had heard something about her and wanted to know more. Some students made choices according to their interests. For example, one student chose to read about Margaret Wise Brown because he liked to make things up. Another student read about Marie Curie because he wants to be a scientist.

Motivation to Learn

Although research describes motivation as intrinsic or extrinsic, this study focused on students’ intrinsic motivation to learn. Malone and Lepper’s (1987) first three primary sources of motivation were evident in this research. Students’ curiosity about women, challenges to find information, and opportunities to make their own choices showed that students were intrinsically motivated to complete this project. Oftentimes these categories overlapped as students shared their curiosity, described their challenges, and explained how they liked having the control to make their own choices about the books they read and the information they learned.

Curiosity. Curiosity was certainly aroused when I presented over 50 biographies about women to the class. From the results of the student-generated lists about women and men familiar to them, it was clear that all my students knew few women outside the realm of their everyday lives and those women they had heard about in previous grades. Curiosity was evoked as I gave a short synopsis about what I knew about each woman and conversations began to unfold. Students shared
whether they had heard of a particular woman or what they knew about her. Rosa
Parks and Harriet Tubman were known because of our studies of Martin Luther King,
Jr., the civil rights movement, and slavery. Sacajawea was familiar to students as we
had studied Lewis and Clark.

After Kaye chose her book about Christa McAuliffe, her curiosity led her to
ask, “Why is she famous?” (5/8/01, journal). As Lydia looked at the book about Kristi
Yamaguchi, she thought, “I wonder if she is married.” (5/8/01, journal). Matthew
wondered if he would learn more about the Olympics by reading about Wilma
Rudolph. Susan was curious about how Sacajawea helped people.

Other students were curious about certain women because their achievements
reflected the personal desires of the students. One student wrote that she was
interested in Martha Graham because “I love to dance and can express my feelings
when I dance.” (5/8/01, journal). Another student wanted to read about Jackie Joyner
Kersee because “I want to be in the Olympics and win gold medals.” (5/8/01, journal).

Florence Nightingale was an easy choice for a student since her mom goes to
the doctor everyday because she is battling cancer and she was “curious to know more
about nursing” (5/8/01, journal). Yet another student heard several theories about
what had happened to Amelia Earhart and he wanted to know “why she never came
back” (5/8/01, journal).

During the three weeks of this project, Kaye, Lydia, and Matthew read one
biography each about the woman they studied. The fourth focus student, Susan, read
four biographies about Sacajawea because she was curious to learn if she could find
out different information in each book. Six other students in my class went beyond
the assignment and read biographies about two women as they became fascinated by
this project and wanted to know more about women.

Challenge. Students were challenged to find as much information as possible
about the women they were studying and to use this information for their own
purposes. Kaye had watched a show on the History Channel that featured information
on Christa McAuliffe. She told her literature circle that she engaged in many
conversations with her father about the information on that show and what she was
learning from her biography. Since Lydia could not find another biography about
Kristi Yamaguchi, she searched through books about the Olympics for more
information. Matthew went to the public library three times looking for another
biography about Wilma Rudolph that had been checked out by someone else;
unfortunately it had not been returned during the course of this project. Susan
remembered seeing a book about Sacajawea at home, so she searched for the book and
brought it to school to read.

One student in class was excited to know that there was an upcoming show on
television about Anne Frank that he planned to watch. He hoped to learn new
information about Anne Frank and what it was like to be secluded for so long.
Reading about Annie Oakley challenged one student to learn more about women and
guns. He could not believe that Annie Oakley could shoot better than some men.

In addition to using books, I asked our media specialist to use one of our
technology classes to teach students how to access information on the Internet about
women in history. She found four sites on the Internet for students to browse and use if there was information about the women they were studying. (See Appendix G for a list of these sites.) There were several students who could not find information about their women on these sites so the media specialist taught them to search for individual women. The challenge was to visit as many sites as possible and find as much new information as possible. Our next two technology classes were used to explore the Internet and learn more about women.

Lydia was especially challenged when she learned she could watch videos of Kristi Yamaguchi's performances on the Internet. Words like "awesome" and "amazing" were used by Lydia as she watched Kristi Yamaguchi skate. Another student in my class found conflicting information about how Amelia Earhart acquired her first plane. His biography told him she bought the plane and the Internet information said it was a gift. His challenge was to see if he could find any other information that would clear the discrepancy.

In addition to reading their individual biographies, students had to be ready to participate in literature circles. These circles consisted of four to five students. Students were challenged to set their own paces for the amount of reading they did each day in class so that they would have new information to share in their next literature circle. After meeting for their first literature circle, students were challenged to know as much as possible about their women to be able to answer questions presented by other members of the group.
Student Empowerment. Students were empowered at the very beginning of this project when they were asked to make their own choices about the biographies they would read. Students took ownership of their own learning as they chose to read about a woman that related in some way to their own lives or because they were curious about her accomplishments and wanted to know more.

Though each student received guidelines to consider for their literature response journal, control of this journal belonged to each student. Matthew used his journal primarily to record information about Wilma Rudolph. He also recorded some questions to ask other members of his literature circle. For instance, he asked Kaye, “Was Christa McAuliffe’s body ever found?” (5/11/01, journal). Matthew asked Lydia, “How are you feeling about Kristi Yamaguchi’s accomplishments since you like ice skating so much?” (5/11/01, journal).

Kaye used her journal to record her feelings about the disaster that Christa McAuliffe met. She wrote about how scary it must have been when the Challenger exploded. Kaye was interested that Christa McAuliffe had been a teacher and how hard the training must have been to be a part of the Challenger crew.

Lydia found things about Kristi Yamaguchi that related to her own life. Of course, she wanted to be an ice skater. Kristi also was a cheerleader as Lydia would like to be someday. Lydia did lots of wondering in her journal. At one time, Kristi wore a leg brace because her foot turned inward. Lydia wondered what a leg brace would feel like and how anyone could go from wearing a leg brace to being an Olympic skater.
Susan used her journal as a chapter by chapter review of what was happening in the biography she was reading.

Many other students used their journals to record information about the women they studied. One student was empowered to change the way men thought about women. She wrote, “Men today still think that the only things women are good for is cooking, sewing, and doing HOUSEWORK! That makes me so MAD!” (5/24/01, journal). Another student wrote, “When I grow up, I want to do something great to change some more of our rights.” (5/22/01, journal).

Students also met in literature circles. In these circles, students were in control of the conversations they had about the women they were researching. Kaye, Lydia, Susan, and Matthew, the four focus students, comprised one literature circle. They chose to begin their discussions by introducing the woman they were learning about and sharing what they knew about her thus far. After the first three sessions, discussions changed. Students shared their feelings about the person they were studying and questioned each other about the other women in the group. Matthew explained, “I feel sorry for Wilma Rudolph because she suffered so much from childhood diseases, but I feel great because Wilma was able to accomplish her goals, even if other people never thought she would.” (5/18/01, discussion). Lydia asked Susan, “Do you think Sacajawea was a good person to hang out with? Would you like to hang out with her?” (5/18/01, discussion). Susan responded positively because Sacajawea had so many exciting adventures. Kaye “felt good that Christa McAuliffe got to be a little girl, mother, and wife for a short time” (5/18/01, discussion). Susan
asked Kaye, “Are you happy that Christa died doing what she wanted to do?”
(5/18/01, discussion). Kaye said she was happy that Christa died in space because she really wanted to be an astronaut.

Metacognition

As metacognition has been described as thinking about thinking, students used literature response journals and small group discussions with other classmates in literature circles to learn more about their thinking. Students developed a plan that would guide them through the completion of this project. Each student thought about what he or she wanted to learn and took notes accordingly. Thinking about what they were reading was important as well as the development of new ways of thinking about women as students learned about their accomplishments.

Planning. As the students in my class conversed with me in their literature response journals, I wrote in their journals asking them what they thought they would have to do to complete this project. The four focus students made their own decisions about the plan they formulated for this project. Susan said she would start reading and when something really interesting caught her eye she would try to think of a sentence to write about the woman and then write it. Lydia explained that she picked the book, wrote in her journal, and read the book. Kaye responded that she would first choose a book, write in her journal, tape literature circle conversations, look on the Internet for information, write about her book, and answer questions. Matthew explained that he would look things up about his woman and work hard to finish it.
Other students in the class said they would choose their books, use their journals to write down their thoughts and how they felt, meet in literature circles and share ideas with other members of the group. Then they would write more, share literature response journals with the teacher, read her comments and questions, and then respond back to her.

Two of the focus students shared how their thinking changed about the project after they began reading and learning. Matthew shared in the group discussion I had with the four focus students, “I did not think this project was going to be easy. I wasn’t sure I would feel anything to write because whenever I read a book, I don’t write.” (5/25/01, discussion). However, his biography about Wilma Rudolph captured his interest, and the book gave him a lot to write about that he never knew before. Susan said, “I thought it would be difficult to write and read at the same time but it wasn’t.” (5/25/01, discussion).

Note-taking. The literature response journals gave students the chance to take notes regarding the women they were learning about and to summarize those aspects of the women’s lives that were important for them to know. Matthew used his journal to reiterate Wilma Rudolph’s struggle with childhood illnesses and how she had to work hard to overcome these illnesses. Susan summarized every chapter of her book about Sacajawea. She was especially taken with the fact that Sacajawea was a guide to Lewis and Clark which led her to cross the Rocky Mountains with these explorers. Susan’s journal and her recounting of this event in her literature circle demonstrated a sense of pride on her part that a woman could accomplish such a task. Lydia was
amazed at the talent of Kristi Yamaguchi. She took notes about the different ice skating moves that Kristi had to learn and the difficulties and triumphs she met. Kaye used her journal to record the disaster of the Challenger. At one point she did not understand why the spaceship was called the Challenger. She asked her literature circle for their thoughts about the name. Lydia replied, “Going into space seemed to be a challenge.” (5/18/01, journal). Susan suggested, “Christa McAuliffe’s job was a teacher and that was a challenge.” (5/18/01, journal).

Many other students in the class used their literature response journals to take notes about the women’s lives. For example, one student recorded how African Americans were treated during the time of Rosa Parks and the Civil Rights Movement and how he felt about their treatment.

Thinking While Reading. In my meeting with the four focus students at the end of this project, I asked the group what they were thinking most about while they were reading. Matthew kept thinking that Wilma Rudolph would not reach her goals. Susan shared that Sacajawea got sick as she was crossing the Rocky Mountains with Lewis and Clark so she started to think that Sacajawea would not be able to complete her journey. Lydia did not think that Kristi Yamaguchi would be able to skate because her legs were turned inward at one point. Lydia declared that Kristi’s circumstance helped her pursue something important to her. Kaye kept thinking she really wanted to be a scientist or teacher now because she learned that women can do whatever they want.
Other members of my class discovered new ways of thinking over the course of this project as demonstrated in their literature response journals. One student read about Margaret Mead and thought people are meant to be different so they can be themselves and not anyone else. A second student recounted how she learned a great deal about other women from the classmates in her literature circle. She concluded she now knows that without women, the United States would not be where it is today. Still another student thought women changed things in our history that we did not know about. Now she knows women are a big part of history.

Transaction

Both efferent and aesthetic transactions were made with the biographies children read about women in history. These transactions were evident in students’ literature response journals and literature circle discussions.

Efferent Transactions. It is clear the subject of this project, women in history, was new to students. Children were learning new content about women and their accomplishments. In addition, they were teaching other children about women, too. Children were reading biographies and as they were reading they focused on what they wanted to learn and share with other students in the class.

In her literature response journal, Susan shared that she learned, “Native American women were not able to choose their own husbands. They were also responsible for growing crops and taking care of their young.” (5/14/01, journal). She also wrote the accomplishments of Sacajawea were honored because we have a United States coin with her picture on it.
Kaye wrote in her journal that she learned about the process Christa McAuliffe went through to be the first teacher in space. “Christa McAuliffe had to complete a lot of paperwork, go through hard training, and be away from her family for a long time.” (5/16/01, journal).

In his journal, Matthew wrote that he learned how difficult life was for Wilma Rudolph without the full use of her legs. During childhood, Wilma spent many years in leg braces. She was not strong enough to walk on her own and could not attend school. A tutor came to her house to teach her. Wilma had to work hard to strengthen her legs and suffered much pain.

Lydia wrote that she learned more about the role of a coach when training for a sport. Kristi Yamaguchi spent many hours a day training. She practiced the same move over and over to make it good.

At the conclusion of this project, I brought the entire class together to discuss the project. The first day we met, the class decided they would share what they learned about the women they studied with the rest of the class. Sharing information in this discussion was optional. Every student chose to participate except Matthew, one of the four focus students. We sat in a circle and one at a time each student described the life of the woman and her accomplishments.

**Aesthetic Transactions.** In allowing children to choose their own biographies, reading became authentic to the students because they were reading for their own purposes. Literature response journal guidelines and previous experiences with
literature circles encouraged aesthetic transactions so they were able to share what they were experiencing, thinking, and feeling as they read.

Kaye actually expressed some fear as she read about Christa McAuliffe. Her personal connection to this tragedy was that her aunt's cousin was Judith Resnick, the woman astronaut who also lost her life on the Challenger. At first, Kaye could not understand how the Challenger could ever blow up. She continued to read and was comforted to know that NASA made some changes in the next spaceship to assure future spaceships would be safe. In fact, she decided that she might go into space now because she was so fond of it and science was her best subject.

Kaye asked Christa questions in her journal. She asked, “Were you scared when the ship blew up? How many people were alive for how long in the ship when it fell in the ocean? Could you smell smoke when the fuel tank blew up and made the ship blow up? When the ship blew up did you pray that you would not die?” (05-12-01, journal).

Perhaps Kaye’s closest connection to Christa was her happiness that Christa got to be the first teacher in space. Although the event was tragic, Kaye felt she was happy because she died doing something she really wanted to do. Kaye wrote, “I never knew Christa had so much confidence about going into space.” (5/23/01, journal). Kaye acknowledged she learned more about herself by learning that women can do a lot more things than she thought.

It seems that Lydia was living her dream by reading about Kristi Yamaguchi. She loves ice skating, but revealed that her mom, dad, and she never have time to go
ice skating because they were committed to other sports. She would like to skate one day though. Lydia wanted to meet Kristi with hopes she could get some ice skating tips. Lydia also found it was interesting and fun to learn about women. She wants to stick with her commitments. She shared that she had wanted to get her ears pierced for a long time but she was too “chicken”. Now she was thinking she could do it!

From my experiences with Matthew this year, he was reluctant to pick up a book on his own and read it from cover to cover. I watched Matthew read diligently during the time allotted in class to read his biography. His literature response journal was always open and he wrote consistently. His mother commented that she had never seen Matthew so interested in a book. Matthew loves sports and Wilma Rudolph allowed him to see the struggles and triumphs that women may experience. In his journal, Matthew retold a time when he found it difficult to do a flip but he tried again and again, every time a little bit harder, until he got it right. He relates this to Wilma’s encounters. Matthew also shared, “I was a bit embarrassed at being the only boy in the group. After a while I wasn’t embarrassed and said anything I wanted to say.” (5/25/01, discussion). He continued, “I will try to help women have every right men have. Women have gone a long way and they can go the rest of the way and have everything men have.” (5/25/01, discussion).

Susan’s aesthetic transactions were limited. She compared herself to Sacajawea because they are both adventurous and retold a story about a trip she had taken to Colorado with her family. Susan shared that she did not know about any of
the women her group was studying, but she was learning about what the other students thought and what they learned from their books.

There were other connections being made by other students in the class. One student read a biography about Eleanor Roosevelt. She was able to tell us that Eleanor once sent a note to Ruby Bridges (choice of a student) that encouraged her efforts to be integrated into a white school. Martha Graham (another choice) once danced at the White House when the Roosevelt’s were in office. A student reading about Helen Keller remembered a time when Martha Graham met Helen Keller. Amelia Earhart (another choice) was friends with Eleanor Roosevelt. These connections were important because students would talk with each other about their women once they learned they shared something in common.

Why Study Women?

Many students were encouraged by the accomplishments of these women in history. Susan said, “I’m starting to feel really interested in women.” (5/24/01, journal). Lydia explained, “I think women are important and I think this project is fun.” (5/24/01, journal). Kaye stated, “Women did things that were quite amazing. They make us think how great women are.” (5/25/01, journal). Matthew added, “I know more about women now.” (5/25/01, journal).

Another student in class explained she learned that women can do just as much as men. Women are just as important as men. She explained, “Some women were discouraged and told not to do things but they kept on doing it anyway and then they were famous. We should follow them as role models.” (5/25/01, journal). This student
said she would be more courageous. A second student remarked that men have always
gotten more publicity for their accomplishments and women should receive that too.
A third student told us that whenever she hears a woman’s name on TV or the radio,
her ears perk up, and she is really attentive because she wants to learn more now.

Several students commented in their journals that men have received all the
credit and women should get credit, too. “Women have done great things, they have
changed our lives, they are very special,” one student remarked (5/24/01, journal).
Another student said, “Women have shown me that if I believe or have trust in myself,
I can do anything. They taught me to stand up for things that are right.” (5/24/01,
journal). Finally, a student commented that she feels better because she knows the
history of our country. “I know so much that my brain is overflowing!” she exclaimed
(5/25/01, journal).
Conclusions

It was evident that the third-grade students' knowledge about women in history was minimal when I began this study. Important women to them were rock stars and sports stars. After reading a variety of biographies about women in history, the students acknowledged the contributions women made to our country and the world. They read about authors, environmentalists, explorers, sports stars, dancers, slaves, Native Americans, inventors, and more. They learned that these women were everyday people like themselves and with conviction and courage could accomplish the same tasks as men. The students learned that women make up the history of our country as well.

The students were intrinsically motivated throughout this project. Because the content of this project was new to them, they were engrossed in their learning about women. This project was intended to be open-ended; one in which students constructed their own meaning from their reading and writing. They made their own choices about what to write in their literature response journals and what to discuss in their literature circles. Their curiosity was stirred, and they responsibly met the intense challenge of this project.

My observations of Kaye, Lydia, Susan, and Matthew, the four focus students,
indicated they were more motivated to read during this project than at other times of the year.

This was also the first time that Kaye, Lydia, Susan, and Matthew used literature response journals. It appeared they were very interested in recording information about the women they studied. The journal gave them the opportunity to record their thoughts on paper and bring those thoughts to the literature circle discussions. It also gave them the opportunity to write down questions that could be asked at the next literature circle.

Matthew was significantly more motivated with this project than any other project throughout the year. The choice he made to read about Wilma Rudolph motivated him to read because he is very athletic and likes sports. When Matthew first entered third grade, his reading abilities were below third grade level. Over the course of the year, he worked hard to read at grade level. His confidence in his reading abilities increased and I saw the results of that growth in his dedication to this project.

Paris, Lipson, and Wixson (1983) categorized metacognitive knowledge into declarative, procedural, and conditional knowledge. Declarative knowledge in this project referred to the parameters of this project and what plans children would have to make to complete it. Procedural knowledge encompassed their processes of thinking while they read. What information did students want to learn and what notes should be taken? What are students' thoughts as they are reading and how are these thoughts changing from what they knew about women in history. Conditional
knowledge referred to what children would have to do for each aspect of the project. When they were reading independently, students knew they could respond in their journals freely and at their own pace. When it was time for literature circles, students knew they would have to have read a certain amount of their book to contribute new information. They knew they would have to be knowledgeable about the women they were studying in order to answer questions by other classmates. They had to listen attentively to learn new content and ask questions of other people too.

I knew that my students would make many efferent transactions as the content of this project was new to them. Most impressive were the aesthetic transactions students made with the women they were reading. They became involved with the text, asking questions of women in their response journals. They felt for these women as many were discouraged from doing the things they most wanted to do.

Students reflected on their own lives and saw these women as role models. They were encouraged to partake in what they believed in and developed the courage to stick with a project until its completion, following their own instincts and trust.

Discussion

Although I was certain that the girls in my class would find it fulfilling to learn about women in history, I was skeptical about the boys’ involvement. Little did I know that Matthew, the male focus student of this study, would be so committed to his learning. Matthew grew to lead the literature circle. He asked questions of other members, always wanting to know how they were thinking about the women they were studying. Matthew was most comfortable in a small group literature circle and
shared freely. When given the opportunity to share with the whole class, he chose not to participate. Throughout the literature circle discussions, Matthew assumed leadership of the group. He would initiate the conversations. When discussions were with the whole group, it appeared that he did not perceive himself to be a leader and chose to listen instead.

Overall, the comments in my classroom from boys about women were very positive. They liked to study women in history. They felt that women did not have the rights to do all the things that men were allowed to do and should have those rights. One boy commented that women did great things to change their rights. Another boy related his feelings that women were great, too.

My wish would be that there was more than one biography written about each important woman. Students wanted to read more about their women and oftentimes the amount of biographies written about them were limited. In addition, Internet sites about women were limited and the articles about women were often short.

As I read a biography aloud to my students at the beginning of this project, I modeled my thinking processes and asked open-ended questions to get children to think as well. My modeling throughout the year was evident in children’s abilities to think in new and different ways. They questioned each other, pondered their thoughts, and then questioned some more.

Perhaps my biggest challenge in completing this project was the difficulty I had in separating motivation, metacognition, and transaction. In my experiences with
this project, it was hard to differentiate where one ended and another began. They all seemed intertwined.

Classroom Implications

The motivational, metacognitive, and transactional processes of the four focus students were primary in this project. I previously identified these students as struggling readers and learners. This identification was based upon a number of assessments given by our district and by my observations.

Each focus student chose and successfully completed reading a biography about a woman (one focus student read four biographies about the same woman). Each developed a plan that led to the completion of this project. The students managed their time so they would be prepared to participate in literature circles. The students shared their learning with other members of their literature circle and even taught other students in the class as classroom conversations about women became more common.

The focus students had participated in literature circle discussions throughout the year. At those times, they were responsible for choosing how much of the book they would read each night and coming to class prepared to discuss what they read. I was often the leader of this group, asking questions and guiding the conversations that took place. This project taught me that these students are capable of guiding their own conversations and asking questions of one another. In fact, this was true for the entire class. I always felt that I had to be a participant in their discussions for learning to take place. After reading the literature response journals and listening to all the
audiotapes, I learned that there was a lot of learning taking place, and more importantly, it was learning that was motivated by the students themselves.

It was clear that all students in my class should have been given the opportunity to use literature response journals throughout the year. Although I had only used the journals for eight students labeled as "challenge" by the district, it was evident that all students’ reading, writing, and thinking abilities were enhanced by using these journals.

My observations led me to believe that the four focus students were proud of their accomplishments. They showed a genuine interest in learning about women and recognizing the success many of the women had in reaching their goals. Excitement filled the air when these students had information to share with other members of their literature circle and the class because they were no longer just learners, they were teachers as well.

I was excited about the accomplishments of the four focus students. Their engagement in this project was intense. I was particularly pleased with the writing in their literature response journals. That writing reflected what they were thinking as they read. They demonstrated personal connections with the triumphs and struggles that each woman endured. This project showed me that students who are categorized as struggling can be successful when given the opportunities to make their own choices and take control of their learning. They certainly learned about women and that learning encompassed what was important to them.
Typically, Allington (1991) found that struggling readers are less likely than better readers to have the opportunities to read text. Isolated drill and practice activities encompass their instruction. Little emphasis is placed on developing thinking skills. In this project, struggling students proved that they were capable of reading books. Their task was the same as the rest of the class, and they did learn to think, which was evident in their writing and discussions.

In visiting with other groups and listening to their audiotapes, I learned that children love to teach each other. They were attentive to the information they were learning and often related experiences to their own lives. They asked questions because they had the desire to learn more.

I found that students learned more about the issues of the past while engaged in this project. Reading about Harriet Tubman and Sojourner Truth allowed students to learn about slavery. Rosa Parks and Ruby Bridges taught children about civil rights and such concepts as integration and segregation. They learned how Anne Frank suffered under the tyranny of Hitler. Students discovered that women of color were often discouraged from pursuing their goals, not only because they were women but because of the color of their skin.

In their studies, students learned new vocabulary. They found that the Underground Railroad was a series of hiding places for slaves, Martha Graham was a dancer as well as a choreographer, and a policeman in England is called a bobbie.

Most importantly, I learned that when given the opportunity, all children were successful in taking control of their learning. They were able to make choices and
work independently. They felt empowered when they made decisions about what they chose to learn, which led them to become great conversationalists about their topic.

They were learners and teachers as well.
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Appendix A: Guidelines for Literature Response Journals

GUIDELINES FOR LITERATURE RESPONSE JOURNALS

1. Write about your feelings, opinions, thoughts, likes, and dislikes as you read the biography.
2. Write down anything that you are thinking while you read. Jot down any thoughts you may have as you interact with the book.
3. If you are reading and write a response, record the page number on which you are reading when you write the response. You might want to look back at this page when you meet with your literature circle.
4. Relate the book to your own experiences. If something in the book has happened to you too, write about the event. If something has happened in your biography that has happened in other books that you’ve read, share that information.
5. Ask questions while you are reading to help you make sense of the biography. If you don’t have the answers, maybe someone in your literature circle will be able to help you.
6. Make predictions as you read. You can change those predictions anytime you need to change them. Tell whether your predictions were right or wrong.
7. Talk to the characters in your book. Give them advice. Agree or disagree with what they are doing. Put yourself in their place and share how you would act in a similar situation.
8. Write about what you like or dislike about the book.
9. Record any questions that you might like to ask the other members of your literature circle.
10. If someone in your literature circle makes a comment that makes you think, write about what you are thinking.
11. In this journal, you may write about anything. Share your personal responses to this biography and the woman you are learning about through this journal.

Appendix B: Names of Women and Men Listed By All Students
At the Beginning of the Project

**Women** (Total = 28)  
Christina Aguilera  
Lucille Ball  
Laura Bush  
Chelsea Clinton  
Hillary Clinton  
Amelia Earhart  
Mia Hamm  
Marion Jones  
Helen Keller  
Michelle Kwan  
Monica Lewinski  
Tara Lipinski  
Jennifer Lopez  
Wilma Mankiller  
Ann M. Martin  
Marilyn Monroe  
Florence Nightingale  
Rosie O’Donnell  
Ashley Olsen  
Mary Kate Olsen  
Rosa Parks  
Betsy Ross  
Jessica Simpson  
Britney Spears  
Shirley Temple  
Harriet Tubman  
Oprah Winfrey  
Sarah Winnemuca

**Men** (Total = 59)  
John Adams  
John Quincy Adams  
Buzz Aldrin  
Johnny Appleseed  
Neil Armstrong  
Back Street Boys  
Beach Boys  
Beatles  
Marc Brown  
George H. Bush  
George W. Bush  
Aaron Carter  
Jimmy Carter  
Bill Clinton  
James Cook  
Eric Crouch  
Tom Cruise  
Hal Daub (current Mayor)  
Charles Dickens  
Duke Ellington  
Brett Favre  
Dan Fogelburg  
Gerald Ford  
Henry Ford  
Ben Franklin  
Bill Gates  
Ken Griffey Jr.  
Andrew Jackson  
Michael Jackson  
Derek Jetter  
Michael Jordan  
John F. Kennedy  
Martin Luther King Jr.  
Ralph Lauren  
Abraham Lincoln  
Charles Lindberg
Men

James Madison
Michaelangelo
Monkees
James Monroe
Richard Nixon
NSync
Shaquille O’Neil
Picasso
Dav Pilkey
Elvis Presley
Pee Wee Reese
Jerry Rice
Jackie Robinson
Franklin Roosevelt
Teddy Roosevelt
Ozzie Smith
Will Smith
Mike Solich
Sammy Sosa
R.L. Stine
Zachary Taylor
George Washington
Robin Williams
Appendix C: Names of Women and Men Listed By Focus Students
At the Beginning of the Project

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<th>Men (Total = 18)</th>
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<td>Christine Aguilera</td>
<td>Backstreet Boys</td>
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<tr>
<td>Lucille Ball</td>
<td>Marc Brown</td>
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<tr>
<td>Laura Bush</td>
<td>George W. Bush</td>
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<tr>
<td>Mia Hamm</td>
<td>George W. Bush</td>
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<td>Ann M. Martin</td>
<td>Aaron Carter</td>
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<td>Rosie O’Donnell</td>
<td>Bill Clinton</td>
</tr>
<tr>
<td>Betsy Ross</td>
<td>Eric Crouch</td>
</tr>
<tr>
<td>Jessica Simpson</td>
<td>Hal Daub (current Mayor)</td>
</tr>
<tr>
<td>Britney Spears</td>
<td>Brett Favre</td>
</tr>
<tr>
<td>Shirley Temple</td>
<td>Henry Ford</td>
</tr>
<tr>
<td>Sarah Winnemucca</td>
<td>Ben Franklin</td>
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<tr>
<td></td>
<td>Abraham Lincoln</td>
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<td></td>
<td>Michaelangelo</td>
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<tr>
<td></td>
<td>NSync</td>
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<td></td>
<td>Jerry Rice</td>
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<td></td>
<td>Mike Solich</td>
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<tr>
<td></td>
<td>Sammy Sosa</td>
</tr>
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<td></td>
<td>George Washington</td>
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Appendix D: Names of Women and Men Listed By All Students
At the End of the Project

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<th>Women (Total = 37)</th>
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<tbody>
<tr>
<td>Christine Aguilera</td>
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<tr>
<td>Ruby Bridges</td>
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<tr>
<td>Margaret Wise Brown</td>
</tr>
<tr>
<td>Laura Bush</td>
</tr>
<tr>
<td>Rachel Carson</td>
</tr>
<tr>
<td>Marie Curie</td>
</tr>
<tr>
<td>Katherine Dunham</td>
</tr>
<tr>
<td>Amelia Earhart</td>
</tr>
<tr>
<td>Anne Frank</td>
</tr>
<tr>
<td>Mia Hamm</td>
</tr>
<tr>
<td>Faith Hill</td>
</tr>
<tr>
<td>Whitney Houston</td>
</tr>
<tr>
<td>Janet Jackson</td>
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<tr>
<td>Helen Keller</td>
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<tr>
<td>Monica Lewinski</td>
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</tr>
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<td>Florence Nightingale</td>
</tr>
<tr>
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</tr>
<tr>
<td>Rosie O’Donnell</td>
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<tr>
<td>Marie Osmond</td>
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<tr>
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<td>Pocahontas</td>
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<tr>
<td>Eleanor Roosevelt</td>
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<tr>
<td>Betsy Ross</td>
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<tr>
<td>Wilma Rudolph</td>
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<tr>
<td>Sacajawea</td>
</tr>
<tr>
<td>Britney Spears</td>
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<tr>
<td>Anne Sullivan</td>
</tr>
<tr>
<td>Shirley Temple</td>
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<tr>
<td>Tina Turner</td>
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<tr>
<td>Sojourner Truth</td>
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<tr>
<td>Harriet Tubman</td>
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<tr>
<td>Oprah Winfrey</td>
</tr>
<tr>
<td>Kristi Yamaguchi</td>
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<table>
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<tr>
<th>Men (Total = 33)</th>
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<tbody>
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<td>John Adams</td>
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<tr>
<td>John Quincy Adams</td>
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<tr>
<td>George H. Bush</td>
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<tr>
<td>George W. Bush</td>
</tr>
<tr>
<td>Aaron Carter</td>
</tr>
<tr>
<td>Bill Clinton</td>
</tr>
<tr>
<td>Eric Crouch</td>
</tr>
<tr>
<td>Haul Daub (current Mayor)</td>
</tr>
<tr>
<td>Albert Einstein</td>
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<tr>
<td>John Elway</td>
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<td>Henry Ford</td>
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<td>Ben Franklin</td>
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<td>Bill Gates</td>
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<td>Michael Jackson</td>
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<td>Thomas Jefferson</td>
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<td>Michael Jordan</td>
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<tr>
<td>John F. Kennedy</td>
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<tr>
<td>Martin Luther King Jr.</td>
</tr>
<tr>
<td>Lewis and Clark</td>
</tr>
<tr>
<td>Abraham Lincoln</td>
</tr>
<tr>
<td>Richard Nixon</td>
</tr>
<tr>
<td>NSync</td>
</tr>
<tr>
<td>Shaquille O’Neil</td>
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<tr>
<td>Donny Osmond</td>
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<td>Regis Philbin</td>
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<tr>
<td>Pee Wee Reese</td>
</tr>
<tr>
<td>Jerry Rice</td>
</tr>
<tr>
<td>Jackie Robinson</td>
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<tr>
<td>Franklin Roosevelt</td>
</tr>
<tr>
<td>Teddy Roosevelt</td>
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<tr>
<td>Babe Ruth</td>
</tr>
<tr>
<td>George Washington</td>
</tr>
<tr>
<td>Tiger Woods</td>
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Appendix E: Names of Women and Men Listed By Focus Students
At the End the Project

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<thead>
<tr>
<th>Women (Total = 11)</th>
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<td>Christine Aguilera</td>
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<tr>
<td>Anne Frank</td>
<td>Aaron Carter</td>
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<tr>
<td>Faith Hill</td>
<td>Martin Luther King Jr.</td>
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<tr>
<td>Christa McAuliffe</td>
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<tr>
<td>Annie Oakley</td>
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<td>Wilma Rudolph</td>
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<tr>
<td>Sacajawea</td>
<td>Jerry Rice</td>
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<tr>
<td>Britney Spears</td>
<td>George Washington</td>
</tr>
<tr>
<td>Harriet Tubman</td>
<td>Tiger Woods</td>
</tr>
<tr>
<td>Kristi Yamaguchi</td>
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Appendix F: Bibliography of Biographies About Women Students Selected


Appendix G: Websites


