

# **Social Studies in Our Nation's High Schools**

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A National Random Survey of High School Social Studies  
Teachers' Professional Opinions, Values, and Classroom Practices

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In 1995, a special interest group was established within the National Council for the Social Studies. The Contrarian Perspectives on Social Studies Education SIG has provided a forum and a source of collegiality centered on challenging the political correctness and anti-content bias many established social studies professionals have seen as endemic to the field. This survey is the third major Contrarian project following on the heels of the publication of *Where Did Social Studies Go Wrong?* (Leming, Ellington, & Porter, 2003) and the national random survey of social studies teachers in elementary and middle schools—*Social Studies in Our Nation's Elementary and Middle Schools* (Leming, Ellington, & Schug, 2006a). To carry out a complex project such as a random sample of our nation's high school social studies teachers takes support from many sources. We could not have carried out this time-consuming and expensive research without generous grants from the Lynde and Harry Bradley Foundation of Milwaukee and an Excellence in Education grant from the Council for Economic Education. The sampling and telephone interviews were conducted under contract by the Center for Survey Research and Analysis (CSRA) with a high level of expertise. We appreciate the fine work and collaborative spirit of Chris Melchiorre and Christine Kraus and their staff at CSRA.

Finally, we express our gratitude and respect to the 1,201 teachers who found time in their busy day to share with us their views on their life's work as social studies teachers.

# EXECUTIVE SUMMARY

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From the founding of the United States to the present day, Americans have accorded schools a central role to play in the development of each new generation of citizens. Within schools, citizenship has been seen as an especially important priority for social studies. Until the 1960s, the dominant approach to civics and history was a traditional one. Emphasis was placed upon presenting solid content about the nation's history and government. The great achievements of citizens and heroes, and the struggles to protect and defend freedom in the U.S. and elsewhere, were considered important curricular topics.

Over the past four decades, what exactly constitutes appropriate history and civic education has become increasingly controversial. Critics of traditional approaches to history and civic education have called for greater attention to the postmodern concerns of race, class and gender and proposed a greater emphasis on U.S. government oppression and exploitation of various groups both here and in other countries. Although some of this shift in content emphasis can be justified as correcting the historical record, the case can be made that the pendulum has swung so far that many Americans are now doubtful or unaware of the centripetal forces that make the U.S. a coherent civic and political entity. A recent Harris Interactive poll (Harris Interactive, 2008) found that 63 percent of Americans feel our national identity is weakening. An even more disturbing finding of this poll was that young people are less likely than older Americans to be proud of our nation or to believe it has a unique national identity.

While debates over the proper approach to history and civic education have raged on college campuses and in policy circles, a significant source of information regarding the status of civic education—the viewpoints, preparation, and practices of social studies teachers—has remained largely unexamined. This study fills in that gap by taking a detailed look at a national random sample of high school social studies teachers.

The data found in this report is based on a national random survey of 1,201 high school social studies teachers equally divided between U.S. history, world history, civics/government, and U.S. economics. The research was funded by grants from the Bradley Foundation and an Excellence in Education grant from the Council for Economic Education. The polling organization was the Center for Survey Research and Analysis of Storrs, CT. The data was collected between December, 2007 and April 2008.

The findings from the national survey reflect a diversity of viewpoints and practices among social studies teachers. Some of the findings indicate that teachers possess common sense views on many of the most divisive issues facing education today, while other findings suggest some alarm with regard to the schools ability to carry out its civic mission.

**When social studies teachers were asked their most important reasons for teaching social studies, they report that developing critically-minded reflective students is significantly more important than teaching about heroes and heroines or teaching historical facts and concepts.**

When asked to choose their most important and second most important reasons for teaching their subject matter, 60 percent of U.S. history teachers selected (combined importance) “developing critically minded reflective citizens” compared to 19 percent for “emphasis on historical facts.” Only 18 percent of world history teachers ranked learning historical facts and concepts as important or very important; this reason was ranked last among six possible rationales for teaching world history. Learning about American heroes and heroines was rated the least important rationale by U.S. history and civics teachers. World history teachers had similar responses regarding the study of the individuals who influenced world events; they ranked learning about great people who shaped history last in importance among a list of possible reasons for teaching world history.

### **Social studies teachers’ views on teaching diversity are complex and at times conflicting.**

More than nine in ten teachers agreed that when studying other cultures both flaws and strengths should be included (93%) and an important goal should be to enable students to evaluate other cultures from the perspective of widely accepted democratic values (89%). However, 79 percent of teachers agreed that the purpose of multicultural education should be to get students to embrace all forms of diversity. A little over half (52%) of the teachers disagreed with the idea of being careful never to present information that might offend members of any cultural group.

### **U.S. history and civics teachers view themselves as very patriotic, but do not attach much importance to emphasizing developing patriotism in their classroom curriculum.**

Ninety-three percent of U.S. history and civics teachers saw themselves as very patriotic, yet only 17 percent of U.S. history teachers and 14 percent of civics teachers saw developing patriotism in students as a priority for curricular emphasis.

### **Although a clear majority of social studies teachers view their teaching style as student-centered, almost half used a teacher-centered technique in their most recent class period.**

Sixty-one percent of teachers viewed their teaching style as student-centered. Similarly, 71 percent of teachers believed the district leaders in their community preferred student-centered learning to be used. However, when asked which technique they used in their most recent class period, 47 percent indicated they used whole class teacher presentation and discussion. More experienced teachers tended to be more teacher-centered than less experienced teachers.

### **Social studies teachers report presenting content effectively and improving subject matter knowledge as high need areas for professional development**

Sixty-five percent of teachers rated presenting content effectively as a high need area. Improving subject matter knowledge was also one of the top two professional development needs with 63 percent of teachers rating it as a high need area.

### **Social studies teachers report that only with regard to U.S. history is state testing taking place in over 50 percent of classrooms. Accountability by testing in social studies is spread unevenly across subject matter areas and regions of the nation.**

Thirty-seven percent of teachers reported that no tests are administered in social studies. Civics (31%) and economics (25%) were the least tested, and despite a growth in state course requirements, nationally, small numbers of world history students (39%) were tested as well. More than half of social studies teachers from the northeast and west reported that no state tests were ever administered in high school social studies.

**Social studies teachers report dissatisfaction with their professional education courses—especially their social studies methods courses.**

Only 25 percent of teachers rated their professional education and methods courses as very good. Nearly twice as many social studies teachers rated their subject matter courses and student teaching as very good.

**Teachers report that their views on moral, social and political issues influence their approach to teaching social studies.**

Four in ten teachers said their views on moral, social, and political topics were either more liberal (38%) or in line (38%) with the majority of the community in which they teach. Only 15 percent of teachers felt their views were more conservative than those of the community. Most teachers said their views did influence how they teach. Eleven percent of teachers said their views influenced their teaching all of the time and 45 percent some of the time.

Three major concerns emerged from the results presented in this report. First, if the goal of history and civic education is, as the results from social studies teachers suggested, to produce critically minded and reflective citizens, while teachers placed relatively weak emphasis on teaching historical and civic facts and concepts, one can legitimately ask what content do students actually learn about the U.S. and the world that will help them be better U.S. citizens?

Second, if state governments are serious about students developing civic, economic, and historical literacy, they will hold teachers and students accountable for learning content through expansion and systematization of social studies assessment. A finding of our previous elementary and middle school study was that schools did not take social studies seriously when compared to several other school subjects. This trend continues into the secondary level with the glaring absence of state government-initiated accountability tools. As long as systematic testing does not occur, this will not change.

Third, the role of heroes and heroines in U.S. history and of great individuals in shaping world history is ignored in schools, making history less meaningful and depriving young students of civic role models that help them both to better understand human affairs and to contribute to the development of reflective American patriots. Regarding the study of U.S. history, the general public certainly appears to view teaching about the lives of heroes as much more important than do high school social studies teachers. In the 2008 Harris Interactive poll (Harris Interactive, 2008), 69 percent of adults said that Americans should learn much more or somewhat more about American heroes, but only 11 percent of social studies teachers viewed this as an important instructional objective.

We believe the findings of our larger report and earlier elementary/middle school study constitute a powerful argument that too many students are leaving social studies classrooms without basic knowledge of civics, economics, and history and with no particular affinity for the democratic institutions and freedoms that have made the U.S. a positive force in the world. In these challenging times is this an acceptable educational status quo?

## INTRODUCTION

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It is difficult to find a more controversial and significant aspect of twenty-first century life in the United States than public schools. Educational issues such as creationism, sex education, the No Child Left Behind legislation, school funding, student achievement levels, and a host of other topics frequently dominate school board meetings, media headlines, and national political commentary. While all of these educational concerns are significant, no aspect of the school curriculum is more important for the nation than the social studies curriculum.

Ever since it first appeared as a curricular area during the second decade of the twentieth century, three general controversial questions have been raised about the social studies: what content are students learning?; are the social studies building an appropriate foundation for students for later adult civic participation?; and, what are appropriate goals for the social studies curriculum?

While it is beyond the scope of this report to detail the historical trajectory of the debates about these issues, current examples of the controversies are illustrative of ongoing concerns. National stories like “Most seniors lack basic history knowledge” continually reoccur in the print and electronic media. This particular story was based upon data from the 2006 National Assessment of Education Progress (NAEP) United States History (Lee & Weiss, 2007). Results indicate that only 48 percent of 12<sup>th</sup> graders had even a basic understanding of U.S. history. “Basic” level of content mastery means students have attained only partial mastery while “proficient” level students achieve solid academic performance and the ability to apply knowledge to actual situations. Only 11 percent of high school seniors were found to score at the proficiency level or above, while the average score of 12<sup>th</sup> graders was “below basic.”

The picture was slightly better with regard to NAEP civics data (Lutkus & Weiss, 2007). Only 27 percent of 12<sup>th</sup> graders were at or above the proficient level; a level that has remained unchanged since 1998. Similarly alarming were national results showing a lack of student knowledge which have been reported in recent years in world history and geography. Much of this information is anecdotal since little or no organized assessment exists at federal or state levels for these subjects.

Student performance on the NAEP 2006 economics assessment was somewhat more encouraging (N. Mead & Sandene, 2006). Seventy-nine percent of students scored at the basic level or higher, however, unlike other NAEP tests, assessment was limited to high school seniors.



Not only does it appear that young people lack sufficient historical and civic knowledge to fully understand their nation's political traditions and civic institutions, but youth also show alarmingly low levels of that most essential form of civic participation—voting. Although only 52 percent of eligible adults voted in the midterm election of 2006, a mere 22 percent of eligible citizens between 18 and 29 voted. The latter percentage was 10 percent lower than the same cohort in 1982 elections. In the general election of 2004 the numbers were somewhat better with 47 percent of 18-24 year olds voting. However, young people again had the lowest turnout rates when compared to the 64 percent of all eligible voters who voted in the 2004 election.

The declining interest in political participation among 19 to 29 year olds does not auger well for the future of the republic. Apparently, over half of young voters leave high school with alarmingly low levels of historical and civic knowledge and don't participate in the political process on local, state, and often national levels.

In addition to controversies surrounding young people's lack of knowledge and civic engagement, the goals and ideology of the social studies curriculum have been frequent targets for debate. Most recently, that debate has focused on attempts to make the social studies curriculum a forum where students explore issues of race, gender, class, and sexual orientation. This movement, emanating from universities, seems to be especially focused upon American history as evidenced by the popularity of Howard Zinn's (2003) revisionist *A People's History of the United States*.

Zinn focuses most of his work upon American social and economic injustices. The curricular changes seem designed to insure that students discover that the United States is an evil nation. Revisionists in a number of social studies areas seem focused upon replacing a long-held vision of American exceptionalism with one that characterizes the U.S. as a national and international moral failure that disenfranchises and oppresses its own minorities and many peoples throughout the developing world.

A wide array of critics, among them the authors of this study, charge that the current historical revisionism is a distortion of American history and the nation's role in world affairs (Leming et al., 2003). Textbook and curriculum materials evaluators note that some U.S. and World History texts and curricular guides pay more attention to the internment of Japanese-American citizens during World War II than to the attack on Pearl Harbor; or magnify the evils of the European industrial revolution; or focus exclusively on the excesses of the Gilded Age in the U.S. Materials provide little understanding of, or acknowledgement of, the many benefits of capitalism (Ravitch, 2004; Stotsky, 2004).

Given a shrinking world and an increasingly multicultural America, it is imperative that students both understand our nation's cultural diversity and learn more accurate information about other nations. However, the denigration of America's free institutions in the name of "diversity" and multiculturalism is not likely to instill good citizenship. The late historian Arthur Schlesinger was one of the first public intellectuals to grapple with this issue in his seminal 1998 book, *The Disuniting of America*. More recently, the Bradley Project on America's National Identity (Bradley Project, 2008) concluded that

America is facing an identity crisis. The next generation of Americans will know less than their parents know about our history and founding ideas. And many Americans are more aware of what divides us than what unites us. We are in danger of becoming not “from many, one”—*E Pluribus Unum*—but its opposite, “from one, many.” (p. 1)

The high school social studies curriculum, while only one subject area in the school curriculum, is the subject matter area where celebration of diversity is increasingly lauded as the ultimate goal of social studies. Too often, critics charge, diversity is celebrated while critique is reserved only for issues related to national identity and heroes. However, as both identity politics as well as the research of such eminent social scientists as Robert Putnam (2007) have demonstrated, there are divisive practical effects of constantly emphasizing differences at the expense of inculcating a common civic consciousness in the school curricula.

Data to inform the debates about the social studies curriculum have come from a variety of sources. Information on student mastery of the subject matter has come from national assessments. Data on civic engagement have come from various national surveys. Information regarding the goals and practice of social studies education has come from a variety of studies on topics ranging from social studies methods courses to textbooks and state standards.

One source that has been almost entirely ignored in an attempt to understand the status of contemporary social studies has been teachers. The authors could find very little research on social studies teachers at the high school level. This study is an attempt to answer the questions

Who are our nation’s high school social studies teachers?

What practices do they use in their classroom?

What educational rationales do they subscribe to?

What do they emphasize in their classrooms?

What are their values and positions on important issues of the day?

How do they view their preparation and staff development needs?

The research reported in this study attempts to contribute to the debate over the social studies by providing solid data on social studies teachers and their classrooms in our nation’s high schools. There are data here that should advance the debate by moving the discussion toward how things actually are. As can be imagined, the reality is often more complex than defenders and critics would have us believe.

This study was funded through generous grants by the Bradley Foundation and an Excellence in Education grant administered by the National Council on Economic Education. This study follows an earlier study by the first three authors of elementary and middle school social studies teachers (Leming, Ellington, & Schug, 2006b).

The data reported in this study were based on telephone interviews with a national random sample of high school social studies teachers. One hundred five respondents elected to complete the survey online. Phone interviews and online surveys were conducted between December 2007 and April 2008. The interviews and sampling strategies were carried out by the Center for Survey and Research and Analysis of Storrs, Connecticut.

# I. HOW DO TEACHERS VIEW THEIR CURRICULUM?

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## A. U.S. History

Teachers were read a list of reasons (rationales) why U.S. history should be included in the school curriculum and were asked to indicate the importance, or lack thereof, for each reason. Overall, there was not much differentiation between reasons. The majority of teachers rated each reason as either very important or somewhat important. The largest percentage of respondents indicated the following to be the most important: teaching students core democratic values (85%); helping students become critically-minded, reflective citizens (82%); and teaching students essential facts, concepts, and generalizations about the nation’s history and government (80%). It is interesting to note that teachers with more experience tend to view most reasons as very important in contrast to those teachers with less experience who assigned importance to fewer reasons. However, due to small base sizes, statistical significance cannot be established.

### Reasons to Include U.S. History in the Curriculum

*IQ6. Here are some reasons offered by people as to why U.S. history should be included in the school curriculum. Please tell me if each of the following is very important, somewhat important, not very important, or not important at all as a reason why U.S. history should be included.*

	<b>Very important</b>	<b>Somewhat important</b>
U.S. history teaches students core democratic values	85%	14%
U.S. history helps students become critically-minded, reflective citizens	82%	17%
U.S. history teaches students essential facts, concepts, and generalizations about the nation's history and government	80%	19%
U.S. history teaches students patriotism and helps students feel pride in our democratic institutions, respect for our nation, and loyalty to our country	67%	29%
U.S. history helps students become well adjusted, productive members of society—helping them survive in an increasingly complex world	65%	32%
U.S. history helps students learn about other countries and cultures in an increasingly interdependent world	61%	31%
U.S. history teaches students how to be social and political activists for causes such as cleaning up the environment, reducing poverty, and correcting social injustice	53%	39%

Teachers were then asked to prioritize the reasons by indicating what they considered to be the most important and second-most important reason for including U.S. history in the school curriculum. Teachers ranked forming critically-minded, reflective citizens (60%); promoting

democratic values (35%); and producing well adjusted members of society (32%) as the top three reasons to include U.S. history in the curriculum. Building patriotism (17%) and encouraging political activism (11%) are the two least important reasons.

### Most Important Reasons to Include U.S. History in the Curriculum

*Q7A/B. Considering all the reasons we have discussed for teaching U.S. history, what do you consider to be the most/second-most important reason?*

	<b>Combined importance</b>	<b>Most important</b>	<b>2<sup>nd</sup> most important</b>
Forming critically-minded, reflective citizens	60%	41%	20%
Promoting democratic values	35%	16%	20%
Producing well adjusted members of society	32%	15%	18%
Building cultural understanding	19%	5%	15%
An emphasis on historical facts and concepts	19%	7%	12%
Building patriotism	17%	9%	8%
Encouraging political activism	11%	3%	8%

Although the majority of U.S. history teachers thought all these reasons important, when asked to prioritize, respondents assigned higher priority to four affective reasons than they assigned to teaching U.S. history facts and concepts. The four reasons teachers selected as more important than students learning U.S. history facts and concepts are of such breadth, it is difficult to imagine that educators could reach consensus upon the meaning of any one reason. It is also virtually impossible to test and objectively assess what students actually learn based upon such general rationales.

The fifth ranking reason (historical facts and concepts) by contrast is easier to understand as a rationale for U.S. history and lends itself to assessment. When both respondent answers to this question and to the questions about whether knowledge of U.S. history is systematically assessed by state or local educational agencies are taken into account, a case can be made that they constitute at least a partial answer to the problem of long-time low levels of American historical literacy on the part of students. A disproportionately high number of teachers select ill-defined curricular rationales as most important. State and local educational agencies don't bother to systematically assess students' knowledge. Forty percent of all students aren't even tested on U.S. history.

Teachers were also asked the importance of emphasizing certain topics in their classroom curriculum. Over 90 percent of U.S. history teachers thought all these reasons for teaching the subject were very important or somewhat important. When asked to prioritize the reasons for teaching U.S. history, i.e., select the most important or second most important reason, respondents selected four affective reasons over teaching U.S. history facts and concepts. These four preferences selected as more important than students learning U.S. history content are so broad that it is difficult to imagine that educators could reach a consensus upon the meaning of any one of these reasons. It is also virtually impossible to test or objectively assess what students

have actually learned based upon the utilization of any of these reasons as a rationale for teaching U.S. history.

The fifth ranking reason (historical facts and concepts) by contrast is easier to understand as a rationale for U.S. history and lends itself to assessment. When respondent answers to this question and to the questions about whether U.S. history is tested are compared, potential keys to understanding low levels of student understanding of U.S. history appear. The reasons U.S. history teachers choose to teach the subject can't be easily defined and results can't be measured. Forty percent of all students nationally aren't even tested on U.S. history.

Though the base sizes are too small for statistical significance, it is interesting to note ideology plays a role in U.S. history teachers' opinions on topic emphasis. Those whose views are more conservative say that emphasizing heroes and heroines in American history is very important—more so than those who view themselves as more liberal. Conversely, those who view themselves as more liberal say emphasizing injustice in the American system and promoting the acceptance of cultural diversity are very important—more than those who view themselves as more conservative.

### Emphasis on U.S. History Topics in the Curriculum

*IQ13. Now, I have a few questions about classroom curriculum. Please tell me how important **emphasizing** each of the following is when teaching U.S. history.*

	<b>Very important</b>	<b>Somewhat important</b>
The Constitution and the U.S. system of government	89%	10%
Thinking critically about American institutions and American society	83%	15%
Injustice in the American system, with particular attention paid to race, gender, class and economic injustice	73%	24%
Promoting the acceptance of cultural diversity	67%	29%
Heroes and heroines in American history	32%	59%

### Most Important Topics to Emphasize in the U.S. History Curriculum

*Q13F/G. Considering all the reasons we have discussed regarding where the emphasis should be in the U.S. history curriculum, which do you think should receive the most/second-most emphasis?*

	<b>Combined importance</b>	<b>Most important</b>	<b>2<sup>nd</sup> most important</b>
Thinking critically about American institutions and society	64%	45%	20%
Building an understanding of the U.S. Constitution and political system	62%	33%	30%
Promoting acceptance of cultural diversity	34%	9%	26%
Fighting injustice in American society	24%	8%	17%
Learning about heroes and heroines in American history	8%	2%	6%

When asked to prioritize the topics, respondents rated thinking critically about American institutions and society (64%) and building an understanding of the U.S. Constitution and political system (62%) as the most important topics to emphasize. Only a few teachers (8%) considered learning about heroes and heroines in American history as either the most or second-most important topics to emphasize.

When we moved from the general (asking for important rationales and reasons to nuts and bolts U.S. history curricular questions), we uncovered some good news. Teachers gave high rankings to the U.S. Constitution and political system as important classroom topics. However, the bad news is that teaching about heroes and heroines in U.S. history was rated as least important by our respondents. Note that our companion elementary and middle school social studies study yielded an identical response from teachers at those levels. Heroes and heroines in U.S. history ranked last in importance compared to other curricular topics. We find this alarming for several reasons.

If our study accurately reflects what teachers do in classrooms, high school social studies teachers don't think teaching about the vision and deeds of our most outstanding American citizens is very important. We think that both historical and civic understanding is greatly threatened by this glaring curricular omission. Learning about outstanding individuals in our countries' past can be inspiring to children and young people. Engaging in class room activities where this is a central focus, both teaches them and gives them positive role models. Also, with this kind of young people about our countries history and political system and apparent de-emphasis of the role of the individual in shaping events, are students being taught that larger impersonal economic and social events shape destiny and people can't make a difference?

## B. World History

When asked how important certain reasons are as to why world history should be included in the school curriculum, world history teachers said it is *very important* to enable students to better understand important current affairs (86%); to teach students a basic knowledge and understanding of the major events in the history of the world (84%); and to help students become more tolerant of people who are different in an increasingly diverse country and world (81%). Of less importance is teaching students to better appreciate core democratic values; helping them to be more intelligent, patriotic, and loyal American citizens (61%); and helping them better understand how individuals shape world events through the study of heroes and villains from a variety of cultures (60%). All of the reasons (rationales) were strongly endorsed by world history teachers. However, the rationale “world history helps students better understand how individuals shape world events...” received the lowest percentage of “very important” responses.

We consider world history teacher’s de-emphasis of significant individuals in history, a significant finding when considered along with the low ranking teachers assigned to teaching about American historical heroes and heroines in both our earlier elementary study and in our present research. Beginning with the work of Thucydides, Herodotus, and Plutarch as well as early Chinese historians such as Sima Qian, prominent historians traditionally emphasized the moral and civic lessons that could be learned through examination of great individuals. By contrast in the 20<sup>th</sup> century, many historians denigrated the role of the individual in shaping events while arguing that larger forces such as materialism or ideology exclusively determined historical outcomes. Our data strongly support the argument that teachers largely, (for better or worse), agree with most contemporary historians in discounting the in-depth study of the great individual in history.



## Reasons to Include World History in the Curriculum

*IQ8. Here are some reasons offered by people as to why world history should be included in the school curriculum. Please tell me if each of the following is very important, somewhat important, not very important, or not important at all as a reason why world history should be included.*

	<b>Very important</b>	<b>Somewhat important</b>
World history enables students to better understand important current affairs issues such as the Middle East and U.S.-China relations	86%	13%
World history teaches students a basic knowledge and understanding of the major events in the history of the world	84%	15%
World history helps students become more tolerant of people who are different in an increasingly diverse country and world	81%	15%
World history teaches students how to be active global citizens by working on problems that affect all people such as the environment, poverty, and social injustice	66%	29%
World history teaches students to better appreciate core democratic values and be more intelligent, patriotic and loyal American citizens because it compares and contrasts totalitarian and authoritarian societies with liberal democracies	61%	33%
World history helps students better understand how individuals shape world events through the study of heroes and villains from a variety of cultures	60%	37%

World history teachers believed developing a tolerance of cultural differences (55%); developing an understanding of current affairs (42%); and developing active global citizens (36%) are the most important reasons to include world history in the curriculum. Few teachers found developing an understanding of individuals' roles in shaping world events (23%); developing an appreciation of core democratic values (23%); or an emphasis on historical facts and concepts (18%) as the most important reasons.

It was striking to us, as educators who believe that academic disciplines should receive the most attention in schools, that world history teachers place student mastery of facts and concepts at the bottom of their prioritization rankings. Also, as is the case with U.S. history, responses in this study, the reason encompassed the content that can be best assessed, received the lowest ranking, while other reasons which are so difficult to assess, actually mere platitudes, were ranked so high.

## Most Important Reasons to Include World History in the Curriculum

*Q9A/B. Considering all the reasons we have discussed for teaching world history, what do you consider to be the most/second-most important reason?*

	<b>Combined importance</b>	<b>Most important</b>	<b>2<sup>nd</sup> most important</b>
Developing a tolerance of cultural differences	55%	31%	24%
Developing an understanding of current affairs	42%	22%	20%
Developing active global citizens	36%	20%	16%
Developing an understanding of individuals' roles in shaping world events	23%	10%	13%
Developing an appreciation of core democratic values	23%	9%	14%
An emphasis on historical facts and concepts	18%	7%	11%

World history teachers believe emphasis should be placed on cultures that most influenced the development of today's world, especially European cultures. However, 67 percent of teachers say it is very important for both European cultures and major non-western civilizations to receive equal emphasis. They also believe it is very important that European cultures receive emphasis because of their influence on the development of American institutions (62%). They feel emphasizing a thematic, rather than a national focus (46%) and an equal study of all regions of the world (42%) require less emphasis.

The two lowest rankings are probably some of the most encouraging findings in our study. Although educational theorists often develop intellectually sophisticated arguments for thematic instruction, our anecdotal feedback from working with thousands of teachers and students in our careers suggests that thematic rather than chronological approaches confuse students and leave them ignorant of basic world history. Walter Russell Mead (2006), author of one of the most complete national studies of world history, *The State of State World History Standards* corroborated our concerns by giving Ds or Fs to thematic based state standards.

Mead also made a strong argument in the same study that more influential cultures in world history (e.g. Great Britain, China) should receive more extensive treatment than less influential cultures. A majority of respondents rejected "an equal treatment of all cultures" thereby potentially positioning themselves to separate significant historical events from merely encyclopedic ones.

## Emphasis on World History Topics in the Curriculum

*Q14. Now, I have a few questions about classroom curriculum. Please tell me how important emphasizing each of the following is when teaching world history.*

	Very important	Somewhat important
Both European cultures that most influenced the development of American institutions and major non-western civilizations and belief systems such as China, or the Islamic world should receive significant emphasis	67%	30%
European cultures such as Greece, Rome, and the British Isles because of their influence on development of American institutions	62%	34%
Cultures that had regional and world influence such as ancient Greece and Rome, Imperial China, and the British Isles	59%	37%
A thematic, rather than a national focus, of world history	46%	44%
Equal study of all regions of the world since we are in an era of globalization	42%	43%

When asked which topic is the most important or somewhat important to emphasize in world history, each topic is considered almost equally important. Forty-four percent of teachers believe emphasizing European cultures that had an impact on American institutions is either the most or second-most important topic, the most of all the topics. The least important topic is an equal study of all regions in which 35% of teachers believe it is the most or second-most important topic to emphasize.

## Most Important Topics to Emphasize in the World History Curriculum

*Q14F/G. Considering all the reasons we have discussed regarding where the emphasis should be in the world history curriculum, which do you think should receive the most/second-most emphasis?*

	Combined importance	Most important	2 <sup>nd</sup> most important
European cultures that impacted American institutions	44%	20%	24%
Both European and nonwestern cultures	41%	21%	20%
A thematic approach rather than national approach	40%	25%	15%
Cultures that had regional or international influence	36%	16%	20%
Equal study of all regions	35%	17%	18%

## C. Civics

Telephone interviewers read civics teachers the same list of reasons (with modification to include civics content in one reason) as U.S. history teachers on why civics should be included in the school curriculum and asked them to indicate the importance of each reason. Civics teachers responded very similarly to U.S. history teachers. They report the top three most important reasons civics should be in the school curriculum include teaching students core democratic values (89%), helping students become critically-minded, reflective citizens (82%), and teaching students essential facts, concepts, and generalizations about the nation’s history and government (73%). Teaching students how to be social and political activists (58%) and helping students learn about other countries and cultures (54%) received the lowest percentage rankings.

### Reasons to Include Civics in the Curriculum

*IQ6. Here are some reasons offered by people as to why civics should be included in the school curriculum. Please tell me if each of the following is very important, somewhat important, not very important, or not important at all as a reason why civics should be included.*

	<b>Very important</b>	<b>Somewhat important</b>
Civics teaches students core democratic values	89%	10%
Civics helps students become critically-minded, reflective citizens	82%	18%
Civics teaches students essential facts, concepts, and generalizations about the nation's history and government	73%	26%
Civics helps students become well adjusted, productive members of society—helping them survive in an increasingly complex world	73%	25%
Civics teaches students patriotism and helps students feel pride in our democratic institutions, respect for our nation, and loyalty to our country	64%	32%
Civics teaches students how to be social and political activists for causes such as cleaning up the environment, reducing poverty, and correcting social injustice	58%	37%
Civics helps students learn about other countries and cultures in an increasingly interdependent world	54%	38%

Civics teachers were then asked to rate the above reasons (rationales) in order of their importance (most important and second most important). In terms of the most important reasons (combined) to include civics in the curriculum, teachers ranked forming critically-minded, reflective citizens (62%); promoting democratic values (47%); and producing well adjusted members of society (39%) as the top three most important reasons to include civics in the curriculum. Building patriotism (14%); building cultural understanding (12%); and an emphasis on historical facts and concepts (6%) were the three least important reasons.

## Most Important Reasons to Include Civics in the Curriculum

*Q7A/B. Considering all the reasons we have discussed for teaching civics, what do you consider to be the most/second-most important reason?*

	<b>Combined importance</b>	<b>Most important</b>	<b>2<sup>nd</sup> most important</b>
Forming critically-minded, reflective citizens	62%	43%	19%
Promoting democratic values	47%	21%	26%
Producing well adjusted members of society	39%	19%	20%
Encouraging political activism	20%	7%	13%
Building patriotism	14%	4%	10%
Building cultural understanding	12%	4%	8%
An emphasis on historical facts and concepts	6%	2%	4%

Teachers responded to the same two questions regarding various curricular civics topics as teachers of the first three subjects included in the project. Civics teacher answers are similar to those of U.S. history teachers. Emphasis on the Constitution and the U.S. system of government (96%) and thinking critically about American institutions and American society (81%) were rated as very important. Heroes and heroines in American history (16%) were not seen very important to emphasize to most civics teachers.

## Emphasis on Civics Topics in the Curriculum

*IQ13. Now, I have a few questions about classroom curriculum. Please tell me how important emphasizing each of the following is when teaching civics.*

	<b>Very important</b>	<b>Somewhat important</b>
The Constitution and the U.S. system of government	96%	4%
Thinking critically about American institutions and American society	81%	19%
Injustice in the American system, with particular attention paid to race, gender, class, and economic injustice	69%	29%
Promoting the acceptance of cultural diversity	66%	31%
Heroes and heroines in American history	16%	70%

Teachers were then asked to rate the above topics in order of the emphasis they would give on them in the classroom curriculum (most important and second most important). Civics teachers said the two most important topics to emphasize were building an understanding of the U.S. Constitution and political system (74%) and thinking critically about American institutions and society (59%). Only a few teachers (5%) consider learning about heroes and heroines in American history as either the most or second-most important topic to emphasize.

As with teachers who teach American and world history, a case can be made for both encouraging and discouraging observations gleaned from this data. Understanding the Constitution is certainly fundamental to understanding American government and teachers in this study were apparently clear about this. However, those who held beliefs in American exceptionalism and the notion that outstanding individuals shape events will find little solace in the low importance civics teachers place upon American heroes and heroines.

**Most Important Topics to Emphasize in the Civics Curriculum**

*Q13F/G. Considering all the reasons we have discussed regarding where the emphasis should be in the civics curriculum, which do you think should receive the most/second-most emphasis?*

	<b>Combined importance</b>	<b>Most important</b>	<b>2<sup>nd</sup> most important</b>
Building an understanding of the U.S. Constitution and political system	74%	49%	25%
Thinking critically about American institutions and society	59%	31%	28%
Promoting acceptance of cultural diversity	33%	11%	22%
Fighting injustice in American society	28%	7%	21%
Learning about heroes and heroines in American history	5%	1%	4%

## D. Economics

What do we know about economics in the curriculum? Although there have been a variety of studies on the status of economics in the school curriculum, these have tended to focus on matters related to academic standards, state testing, overall levels of economic and financial literacy and the number of formal economics courses teachers have taken. While these matters are important, almost nothing has been reported regarding issues related to curriculum and instruction. Instead, economics teachers are assumed to be more or less the same as their colleagues who teach other social studies courses. This current study, then, presents important new information regarding what economics teachers regard as important.

When asked why economics should be included in the school curriculum, economics teachers reported that economics enables students to better understand important current economic issues (87%). This suggests that macroeconomic content and international trade issues are a high priority to economics teachers. Economics teachers also reported that economics helps students become well adjusted, productive members of society (80%) by enabling them to understand basic concepts and generalizations of the discipline (79%). However, they do not find it as important to teach students how to be activists supporting economic policies using market-oriented solutions (45%) or to teach students how to be activists supporting economic policies that use the power of government (41%).

## Reasons to Include Economics in the Curriculum

*IQ10. Here are some reasons offered by people as to why economics should be included in the school curriculum. Please tell me if each of the following is very important, somewhat important, not very important, or not important at all as a reason why economics should be included.*

	Very important	Somewhat important
Economics enables students to better understand important current affairs issues such as unemployment, inflation, poverty, and international trade agreements	87%	13%
Economics helps students become well adjusted, productive members of society—helping them survive in an increasingly complex financial and economic world	80%	20%
Economics enables students to understand basic concepts and generalizations of the discipline such as the laws of supply and demand, inflation, and fiscal and monetary policy	79%	21%
Economics helps students become critically-minded, reflective citizens	76%	23%
Economics teaches students core values regarding economic freedoms such as respect for the advantages of a free-market system which favor private ownership, competition and the profit motive over non-market systems which favor a dominant role for government	64%	31%
Economics helps students learn about other countries and cultures in an increasingly interdependent world	52%	42%
Economics teaches students how to be activists supporting economic policies using market-oriented solutions	45%	48%
Economics teaches students how to be activists supporting economic policies that use the power of government for cleaning up the environment, reducing poverty and correcting social injustice	41%	45%

A different pattern begins to emerge when economics teachers were then asked to rate the above reasons (rationales) in order of their importance (most important and second most important). Most economics teachers appear to regard economics content as an important tool in developing critical thinking skills. In this regard, they seem to be on the same page with other social studies teachers. When asked which of the reasons for teaching their subject is the most important, economics teachers say forming critically-minded, reflective citizens (48%). One would expect that economics teachers would stress the importance of mastering basic economic concepts and this appears to be the case. Developing an understanding of basic economic concepts was endorsed as the second most important reason (42%) to include economics in the school curriculum. Developing activists using the government (12%) and the market (11%), as well as,



helping students learn about other countries (6%) were viewed as the least important reasons to include economics in the school curriculum.

### Most Important Reasons to Include Economics in the Curriculum

*Q11A/B. Considering all the reasons we have discussed for teaching economics, what do you consider to be the most/second-most important reason?*

	<b>Combined importance</b>	<b>Most important</b>	<b>2<sup>nd</sup> most important</b>
Forming critically-minded, reflective citizens	48%	28%	20%
Developing an understanding of basic economic concepts	42%	24%	18%
Using economics to better understand current affairs	34%	14%	20%
Developing an appreciation of core economic values and freedoms	23%	11%	12%
Helping students adjust to society	20%	10%	10%
Developing activists to use government to solve current societal problems	12%	4%	8%
Developing activists to use market to solve current societal problems	11%	6%	5%
Helping students learn about other countries	6%	2%	4%

For years, the standard principles of economics textbooks used in high schools have been simplified versions of college principles textbooks. Basic economic concepts are stressed—choice, opportunity cost, features of a market economy, the laws of supply and demand, and so forth. A chapter or two would be devoted to consumer issues of personal finance. Yet, it appears that economics teachers place a high value on personal finance and consumer education; 62 percent of the respondents ranked personal finance and consumer education as the most important content. This was followed by microeconomic content and macroeconomic content—widely regarded to be the major content in a typical economics course—ranking second (36%) and third (31%) as the most important content respectively, far below personal finance and critical thinking about free market institutions. Interestingly, while forming critical thinking skills was the most important reason for including economics in the social studies, thinking critically about free market institutions ranks fourth at 30 percent. Perhaps most surprising of all, international trade and institutions—topics of heated debate in the 2008 presidential election—was seen as the most important content by 13 percent of the respondents. So much for concern about a developing student understanding of a changing global economy!

## Emphasis on economics topics in the curriculum

*IQ15. Now, I have a few questions about classroom curriculum. Please tell me how important emphasizing each of the following is when teaching economics.*

	<b>Very important</b>	<b>Somewhat important</b>
Personal finance and consumer education	79%	18%
Thinking critically about free market institutions such as private ownership, competition, and the profit motive	75%	24%
Microeconomic concepts and principles	66%	32%
Macroeconomic concepts and principles	61%	36%
The contributions of market systems to increasing prosperity, rewarding productive work and reducing domestic poverty	60%	36%
Injustice in the American economic system, with particular attention paid to race, gender, class, and economic injustice	42%	44%
International trade and institutions	38%	54%
Non-market or alternative economic systems	15%	71%

Economics teachers say personal finance and consumer education (62%) are the most important to emphasize. Teachers also feel that micro-economic concepts (36%), macro-economic concepts (31%), and critical thinking about free market institutions (30%) are the most important topics to emphasize. Only two teachers thought non-market economic systems is the most important topic to emphasize.

## Most Important Topics to Emphasize in the Economics Curriculum

*Q15I/J. Considering all the reasons we have discussed regarding where the emphasis should be in the economics curriculum, which do you think should receive the most/second-most emphasis?*

	<b>Combined importance</b>	<b>Most important</b>	<b>2<sup>nd</sup> most important</b>
Personal finance and consumer education	62%	44%	18%
Microeconomic concepts	36%	14%	22%
Macroeconomic concepts	31%	14%	17%
Critical thinking about free market institutions	30%	15%	15%
How markets create prosperity	13%	5%	8%
International trade and institutions	13%	4%	9%
Injustice in the economic system	11%	3%	8%
Non-market economic systems	0%	0%	0%

Economics teachers, probably like most others, are interested in finding supplemental curriculum materials and attending professional development events to keep them up to date on content and to enliven their teaching. However, the field of economic education is also marked by competition between a few organizations which produce supplemental curriculum materials and provide teachers with opportunities for professional development. Given this rivalry, we decided to examine this topic in more detail than we did for civics, world history and U.S. history.

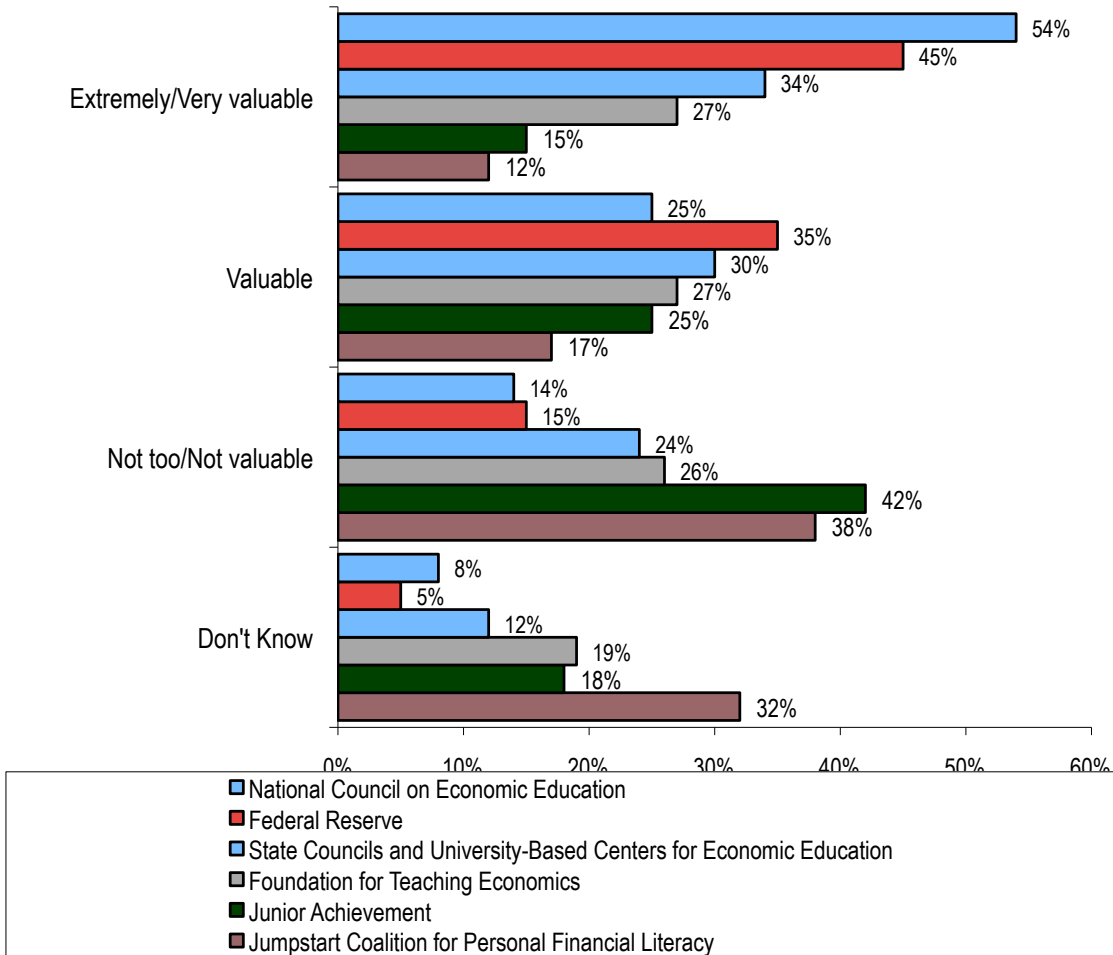
Economics teachers were asked about the value of specific economic organizations in terms of the supplemental curriculum and professional development they provide. For both supplemental curriculum and professional development, the National Council on Economic Education is reported by teachers to be extremely or very valuable, 54 and 43 percent respectively.

Teachers also valued the Federal Reserve and State Councils and University-Based Center for Economic Educations. Forty-five percent of teachers rated the Federal Reserve's supplemental curriculum as extremely or very valuable, and 33 percent rated it similarly for its professional development opportunities. Thirty-four percent of teachers rated the supplemental curriculum from State Councils and University-Based Centers for Economic Education as extremely or very valuable, and 35 percent said the same about the professional development opportunities.

Conversely, economics teachers found both Junior Achievement and Jumpstart Coalition for Personal Financial Literacy as not too valuable (42%) or not valuable (38%) for supplemental curriculum or for professional development (45% and 43%, respectively). It is important to note some teachers were unfamiliar with the Foundation for Teaching Economics (19%), Junior Achievement (18%), and Jumpstart Coalition for Personal Financial Literacy (32%) and, therefore, could not rate the value of the materials and opportunities provided by these organizations.

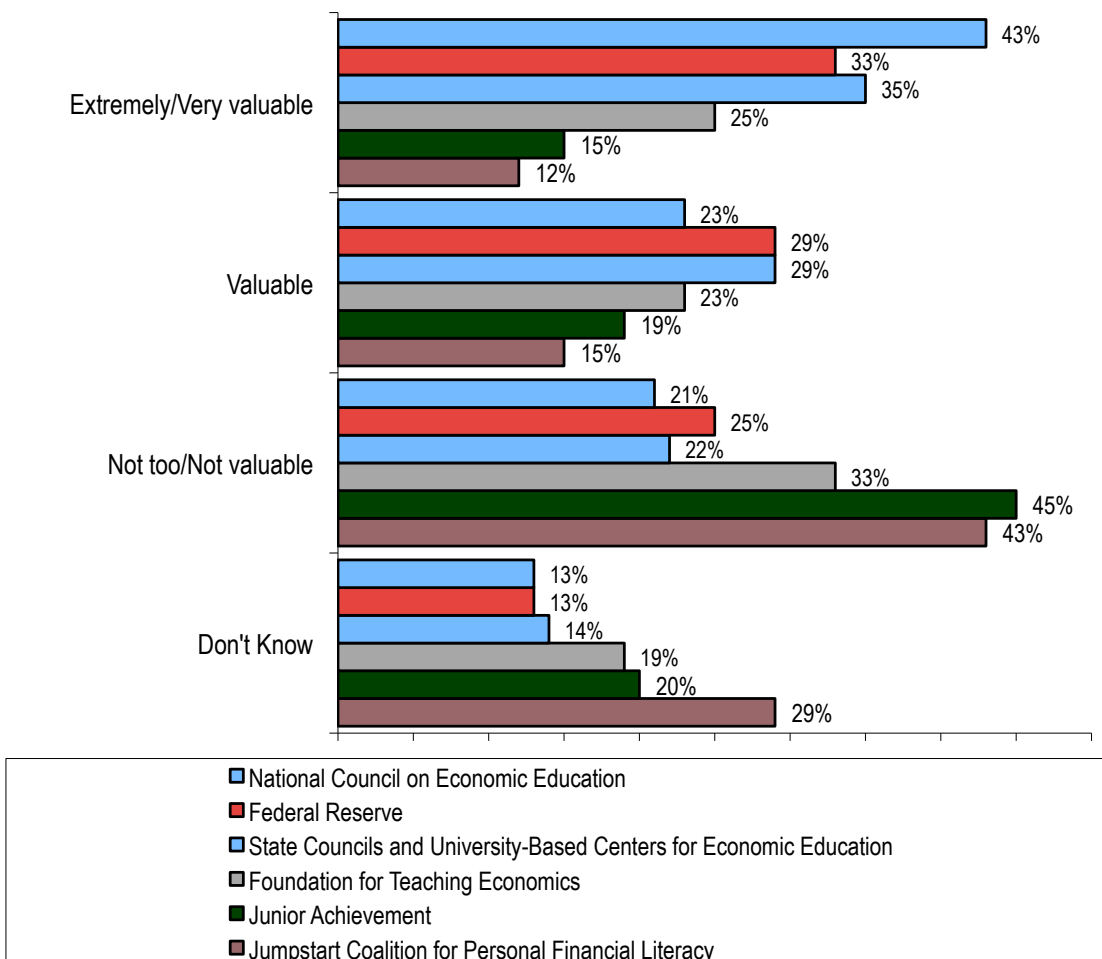
**Figure 1 Economics Organizations—Supplemental Curriculum**

*IQ16. Several organizations provide economics teachers with supplemental curriculum materials. Please rate the following organizations according to how valuable, if at all, each is to you in providing instructional materials.*



## Figure 2 Economics Organizations—Professional Development

*IQ17. Several organizations provide economics teachers with professional development opportunities including courses, workshops, and conferences. Please rate the following organizations according to how valuable, if at all, each is to you in providing professional development opportunities.*



In some ways, it seems safe to conclude that economics teachers are more or less like their colleagues in other areas of the social studies. Most economics teachers like other social studies teachers appeared to regard economics content as an important tool in developing critical thinking skills.

A surprising finding was that personal finance and consumer education content were regarded as being more important than ranked basic principles of economics. This raised several questions. Is this a recent development due to increasing economic responsibilities being placed on individual households or has it always been this way? Does it mean that personal finance and consumer education, while important, still occupy a relatively small portion of the high school economics course itself—as reflected in the table of contents of traditional high school economics textbooks? Does the significant difference between teaching personal finance and

consumer education (62%) and other economic topics reflect a “substitution effect” for the other areas of economics in the economics curriculum? Perhaps it is the case that economics teachers really don’t stress basic economics as much as the textbook tables of contents imply. Alternatively, it may be the case that economics teachers’ professional development and content knowledge may be so weak that personal finance serves as a substitute subject area.

Finally, for many years, the National Council on Economic Education has regarded itself as the premier provider of supplemental curriculum and, through its network of State Councils and Center for Economic Education, as a provider of professional development. While other organizations—most notably the Federal Reserve System—are regarded as valuable sources, the National Council on Economic Education ranks far ahead of its competitors.

## II. HOW DO TEACHERS VIEW MULTICULTURALISM— TEACHING ABOUT DIVERSITY?

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Teachers were asked their level of agreement with a set of statements about teaching diversity. Overall, they agreed with each statement. Ninety-three percent of teachers, almost four in ten, either strongly agreed or agreed (56%) that studying other cultures should include the study of a culture's flaws as well as its strengths.

More than three-quarters of the teachers disagreed with the statement "The fact that Judeo/Christian values have had a major influence on the development of our civic and governmental institutions should not be emphasized for fear of offending some students" (24% strongly disagree; 54% disagree). Teachers are mixed on the statement, "When teaching about diversity, teachers should be careful never to present any information that might offend any member of any cultural group," with 41 percent agreed and 52 percent disagreed.

High school social studies teachers generally seem to support the idea that both *unum* and *pluribus* are desirable goals for multicultural education. Exactly how this will occur in classrooms is not clear as evidenced by the contradiction between teachers' support for studying cultural flaws (93%), and their support for getting students to embrace all forms of diversity (79%). To take one of many possible examples, it is unclear how these teachers would handle the professed respect for diversity in the consideration of the still existing practice in a few cultures of stoning women to death for adultery.

## Teaching Diversity

*IQ29. Now I have a few questions about teaching about diversity*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Studying other cultures should include the study of a culture's flaws as well as its strengths	37%	56%	2%	0%
One goal of multicultural education should be to enable students to evaluate other cultures from the perspective of such widely accepted democratic values as freedom of speech and women's rights	27%	62%	4%	1%
Schools should teach a thoughtful allegiance to American values and an appreciation for America's distinctive place in the history of nations	26%	60%	6%	1%
The purpose of multicultural education should be to get students to embrace all forms of diversity	25%	54%	12%	1%
Multicultural education should motivate students to work to change society	17%	61%	13%	1%
When teaching about diversity, teachers should be careful to never present any information that might offend any member of any cultural group	10%	31%	41%	11%
The fact that Judeo/Christian values have had a major influence on the development of our civic and governmental institutions should not be emphasized for fear of offending some students	2%	13%	54%	24%

Overall, subgroup analysis did not result in many differences among these questions. Teachers in the South (48%) and females (47%) were significantly more likely to agree when teaching about diversity that teachers should be careful to never present any information that might offend any member of any cultural group as compared to groups in the Northeast (37%), the Midwest (39%), the West (36%). Nationally, larger percentages of females (47%), than males (38%), agree with the same statement.



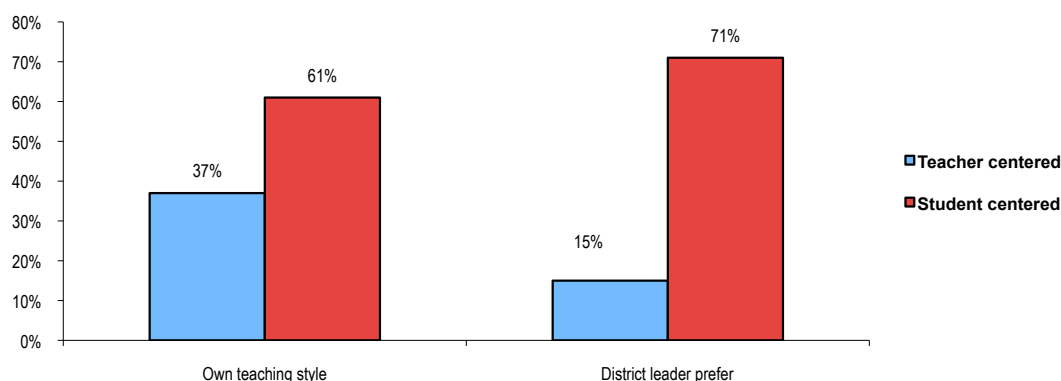
### III. HOW DO TEACHERS TEACH?

Teachers viewed both their teaching style and how the district would like them to teach to be student-centered learning. Sixty-one percent of respondents viewed their teaching style as student-centered learning. A higher percentage of teachers (71%) believed leaders in their district preferred student-centered learning.

#### Teacher-Centered vs. Student-Centered Teaching

*Q26. When it comes to teaching, would you say that your teaching style leans more towards TEACHER-centered learning or STUDENT-centered learning?*

*Q27. How do leaders in your school district prefer that you teach—more TEACHER-centered learning or more STUDENT-centered learning?*



Experienced teachers (20+ years) tended to practice teacher-centered pedagogy more than less experienced teachers (<10 years), however the majority of teachers among the most experienced still preferred student-centered pedagogy.

*Q26. When it comes to teaching, would you say that your teaching style leans more towards TEACHER-centered learning or STUDENT-centered learning?*

Years Teaching Experience	Teacher Centered	Student Centered
1-9	30.2%	67.8%
10-19	38.4%	59.0%
20+	41.6%	55.7%

High school teachers most frequently used class time to have students engage in critical thinking activities. Thirty-one percent of teachers did this every class, and an additional 49 percent reported doing this almost every class. Teachers also frequently used their class time for whole class teacher presentation and discussion (23% every class, and 51% almost every class) and had students engage in problem-solving activities (19% every class and 42% almost every class).

Technology-based activities were less frequently used. About two-thirds of teachers used them only occasionally. Computer-based activities were reported used by only 4 percent of teachers in every class and by 11 percent of teachers in almost every class. Similarly, Internet and video-based activities were used in every class by 3 and 1 percent of teachers, respectively; and in almost every class by 10 and 9 percent, respectively.

**Instruction**

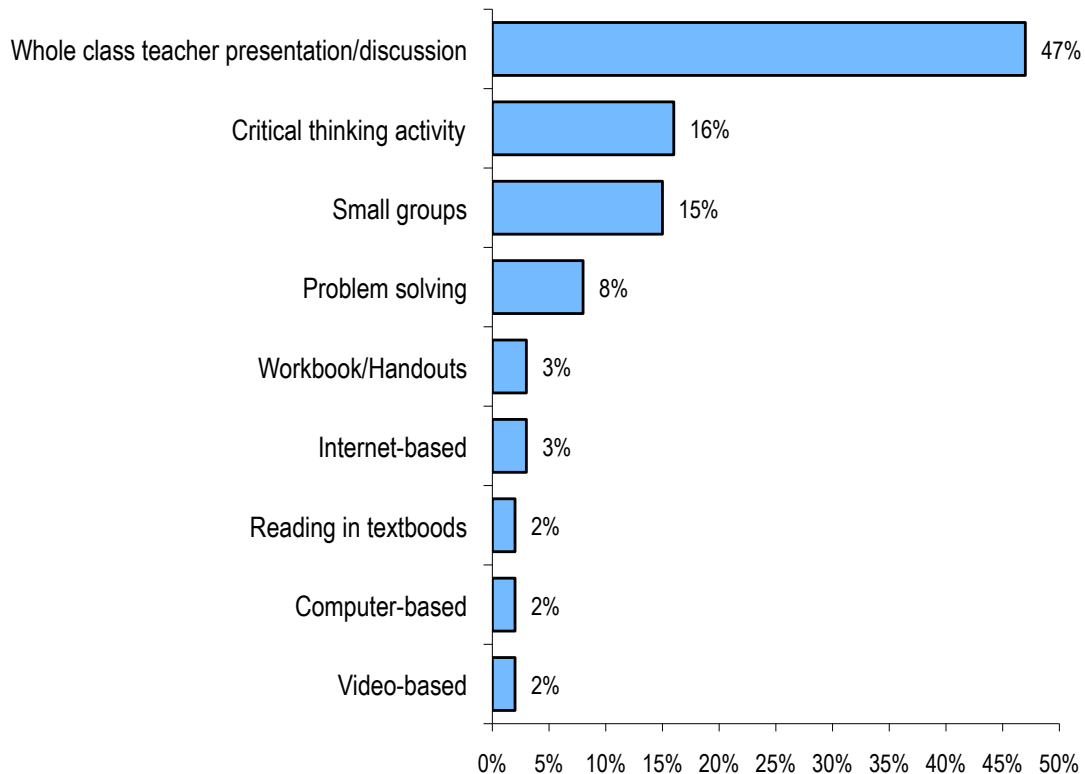
*IQ18. Please tell me the frequency of the following activities in your classes.*

	<b>Every class</b>	<b>Almost every class</b>	<b>Occasionally</b>
Students engaged in critical thinking activity	31%	49%	19%
Whole class teacher presentation/discussion	23%	51%	22%
Students engaged in problem solving activity	19%	42%	36%
Students reading in textbook	13%	25%	35%
Students working in small groups	7%	30%	55%
Students working in workbook or on handouts	6%	21%	46%
Computer-based activity	4%	11%	61%
Internet-based activity	3%	10%	63%
Video-based activity	1%	9%	67%

When asked which activity they spent the majority of their time in during their most recent class period, almost half of the teachers reported they used their time for whole class teacher presentation and discussion (47%). Students engaged in critical-thinking activity (16%) and students working in small groups (15%) were the next highest on the list of activities most recently used.

## Most Recent Instruction

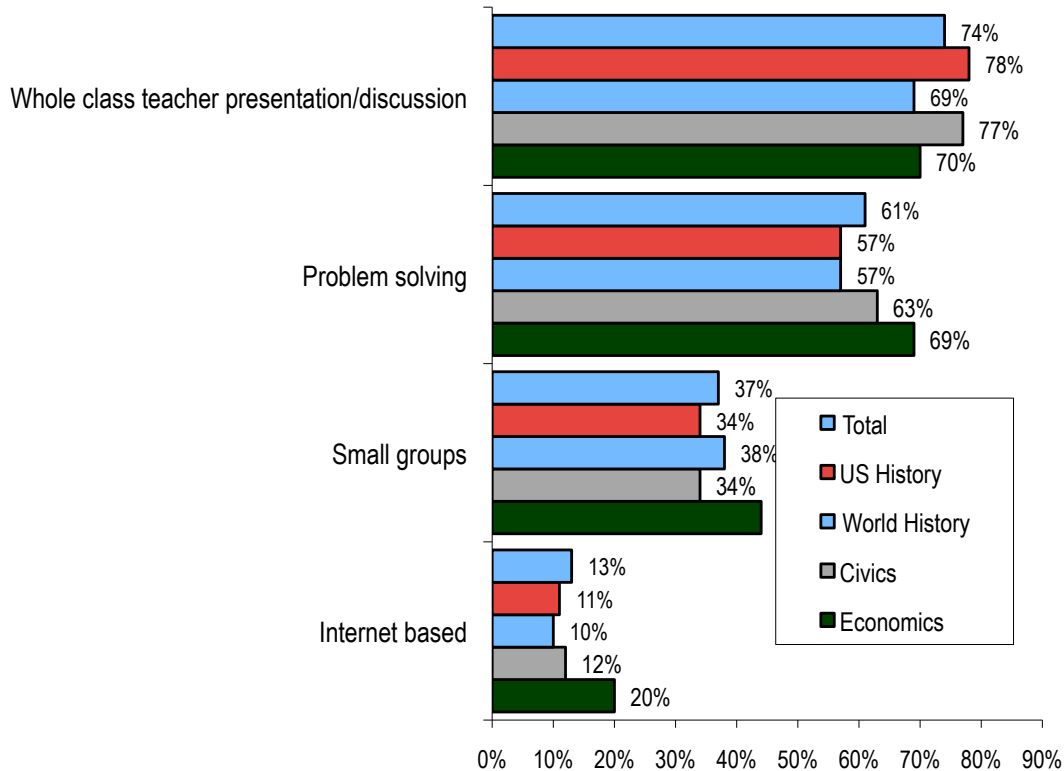
*Q19. On which of the following did you spend the majority of time in your MOST RECENT class period?*



Whole class teacher presentation/discussion was the most widely used activity by teachers. While seven in ten economics teachers reported using this activity frequently, this is less than that reported by the U.S. history (78%) and civics teachers (77%). This is further illustrated by only 38 percent of economics teachers using whole class teacher presentation and discussion in their most recent class, while half of the teachers in the other subjects used it. Economics teachers spent more class period time working in small groups, on problem-solving activities, and on internet-based activity in comparison with the other subject teachers. One reason for the varied methodology in economics classes when compared to classes in other disciplines may be that economics as a discipline lends itself more to pedagogical techniques based on analysis, problem solving, and critical thinking than the three other subjects that are more humanities focused.

## Instruction—By Subject

*IQ18. Please tell me the frequency of the following activities in your classes. (% saying every class or almost every class)*



We consider the apparent contradictions between what teachers indicated that they preferred to do in the classroom and what they asserted their district leaders wanted them to do, (student-centered instruction) and what they actually used in the most recent class they taught and frequently in general (teacher centered instruction) to be an important finding. In our earlier elementary and middle school study we had virtually identical findings. After much reflection the only logical explanation we have for these findings is an ideological one.

For over 80 years the public school “educational establishment” (most education professors, many school administrators, and most bureaucrats at every level) has inculcated virtually all of the nation’s teaching public school teachers in the virtues of student-centered instruction and the evils of teacher-centered instruction despite substantial evidence that the former is often more problematic than the latter. There is an excellent chance that teachers are pragmatic; they intone this mantra of the “educational establishment” while often using techniques like whole-class instruction that seem to be more effective

Some other interesting notes based on demographic analysis are:

**Region**—Teachers in the South reported using their class time in every or almost every class more for whole class teacher presentation and discussion (79%) and having students reading in textbooks (44%) than teachers in the other regions.

**Urbanicity**—Teachers in rural communities (77%) used their class time more for whole class teacher presentation and discussion than those in suburban (71%) or urban (69%) communities. This is supported by 52 percent of teachers in rural communities who reported using their most recent class period for this while only 43 percent of suburban and 37 percent of urban teachers doing the same.

**School**—Smaller schools were more likely to use classroom time for individual student activities such as reading in textbooks and working in workbooks or on handouts than large schools do.

**Teaching style**—As expected, teachers who viewed their teaching style as teacher centered (81%) use whole class teacher discussion more frequently than those who viewed their teaching style as student centered (70%). Conversely, student-centered teachers used student-centered learning techniques more frequently than those who used teacher-centered learning such as students working in small groups (46% to 23%), students engaged in problem-solving activity (70% to 47%), and students engaged in critical-thinking activity (85% to 73%). This is supported by analyzing how teacher- centered versus student-centered learning teachers used their most recent class period. Sixty-four percent of teachers who viewed their teaching style as teacher centered used whole class teacher presentation and discussion in their last class period, while only 37 percent of student-centered learning teachers did the same. Nineteen percent of student-centered learning teachers used small groups, 10 percent used a problem-solving activity, and 20 percent used critical thinking activities compared to 9 percent, 5 percent, and 8 percent, respectively, of teachers who viewed their learning style as teacher centered.

## IV. HOW DO TEACHERS VIEW AND USE TEXTBOOKS?

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Despite much rhetoric in many educational circles about the impending death of textbooks, 75 percent of teachers used textbooks for both in-class work and for homework assignments. Fifteen percent of teachers used textbooks so students had access to them in class but not for homework, 7 percent used the texts as a reference but students did not have copies, and only 2 percent did not use texts at all.

Although 66 percent of teachers in the Northeast used textbooks for both class and homework, they were less likely to use them for this purpose than teachers in other regions of the country. Teachers with 10 or more years of experience were also more likely to use texts for this purpose than teachers with less than 10 years of experience.

### Textbook Usage —By Years of Experience

*Q20A. Which of the following best represents the use of textbooks in your current teaching?*

	<b>Total</b>	<b>&lt;10 years</b>	<b>10-19 years</b>	<b>20+ years</b>
My students and I use textbooks in class and for homework	75%	70%	77%	80%

Of those teachers who used textbooks, most rated the quality of the textbooks they used as good (52%) or excellent (29%). Only 15 percent rated their textbooks as fair, and 3 percent rated them as poor.

Teachers with greater experience were more likely to rate the quality of the textbooks they used as excellent than those teachers with less experience, perhaps one of the reasons they used textbooks more often.

### Textbook Quality—By Years of Experience

*Q20B. How would you rate the quality of the textbooks you use? (Asked of those who use textbooks)*

	<b>Total</b>	<b>&lt;10 years</b>	<b>10-19 years</b>	<b>20+ years</b>
Excellent	29%	22%	28%	36%

## V. WHAT ARE SOCIAL STUDIES TEACHERS' VIEWS ON TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT NEEDS?

Respondents were asked to assess the importance of a variety of professional development needs on a scale of 1 to 10, where 1 means a very low need and 10 means a high need. Overall, teachers reported the following as high professional development needs (8, 9 and 10): presenting content effectively (65%), subject matter knowledge (63%), assessing student performance (53%), and meeting the academic needs of culturally and learning diverse students in their school (51%). The two most popular professional development requests of high school teachers, effective content presentation and more subject matter knowledge, were the same professional development needs that elementary and middle school teachers in our earlier study ranked highest.

### Professional Development—By Subject

*IQ21. Here's a list of professional development needs teachers frequently identify. For each one, please rate how important it is to YOU in your own professional development. Use a scale from 1 to 10, where 1 means it is a very low need area for your professional development, and a 10 means it is a very high need area. (% saying 8, 9, 10—high need area)*

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Presenting content effectively	65%	64%	65%	70%	61%
Subject matter knowledge	63%	64%	61%	65%	60%
Assessing student performance	53%	55%	55%	57%	47%
Meeting the academic needs of culturally and learning diverse students in my school	51%	56%	51%	55%	44%
Classroom management	42%	43%	47%	45%	33%
Meeting students' social and psychological needs	42%	41%	48%	45%	35%
Constructivist teaching techniques	39%	39%	42%	39%	37%
Preparing students for test taking	36%	37%	38%	38%	32%

Economics teachers were less likely than teachers of other subjects to report a high need for classroom management (33%), assessing student performance (47%), meeting students' social and psychological needs (35%), and meeting the academic needs of culturally and learning diverse students in their school (44%).

High need areas for professional development are dependent on many demographics including region, urbanicity, education, and years of experience.

Teachers in different regions reported different needs for professional development. Teachers in the Northeast had less need for classroom management, while teachers in the South reported a high need for preparing students for test taking, possibly as a result of high schools in the South administering more state tests than other regions.

### Professional Development—By Region

*(% saying 8, 9, 10 – high need area)*

	<b>Total</b>	<b>Northeast</b>	<b>Midwest</b>	<b>South</b>	<b>West</b>
Classroom management	42%	32%	42%	47%	41%
Preparing students for test taking	36%	24%	34%	45%	32%

There are also differences based on urbanicity. Teachers in rural high schools, and, to a lesser extent, teachers in suburban high schools, generally expressed a greater need for professional development than those in urban high schools. These professional-development needs included: classroom management, preparing students for test taking, presenting content effectively, and meeting students’ social and psychological needs.

### Professional Development—By Urbanicity

*(% saying 8, 9, 10 – high need area)*

	<b>Total</b>	<b>Urban</b>	<b>Suburban</b>	<b>Rural</b>
Presenting content effectively	65%	57%	67%	66%
Classroom management	42%	30%	40%	46%
Meeting students’ social and psychological needs	42%	35%	42%	44%
Preparing students for test taking	36%	29%	33%	39%

Teachers with a Bachelors Degree, as compared to those with a post-graduate degree, were more likely to need professional development in classroom management, constructivist teaching techniques, preparing students for test taking, and meeting students’ social and psychological needs.



### Professional Development—By Education

(% saying 8, 9, 10 – high need area)

	Total	Bachelor's Degree	Post Graduate Degree
Classroom management	42%	48%	38%
Meeting students' social and psychological needs	42%	48%	39%
Constructivist teaching techniques	39%	43%	37%
Preparing students for test taking	36%	40%	34%

Teachers with 20 years or more experience reported needing professional development in subject matter knowledge, assessing student performance, and presenting content effectively more so than those with less experience. Conversely, teachers with less than 10 years of experience needed more professional development in meeting students' social and psychological needs.

### Professional Development—By Experience

(% saying 8, 9, 10 – high need area)

	Total	<10 years	10-19 years	20+ years
Presenting content effectively	65%	61%	64%	70%
Subject matter knowledge	63%	58%	60%	69%
Assessing student performance	53%	49%	51%	61%
Meeting students' social and psychological needs	42%	47%	40%	40%

**Teacher Training**—The teachers surveyed generally had either a Master's Degree (44%) or a Bachelors Degree (40%). Overall, many had an undergraduate degree in history (30%) or a social studies composite (17%). Others had education degrees (31%), which included 22 percent with a social studies education concentration. Those with a graduate degree mainly had it in an education discipline (70%), which included administration (16%), social studies education (12%), and curriculum and instruction (8%). Twelve percent received their Masters degrees in history, and 4 percent in social studies.

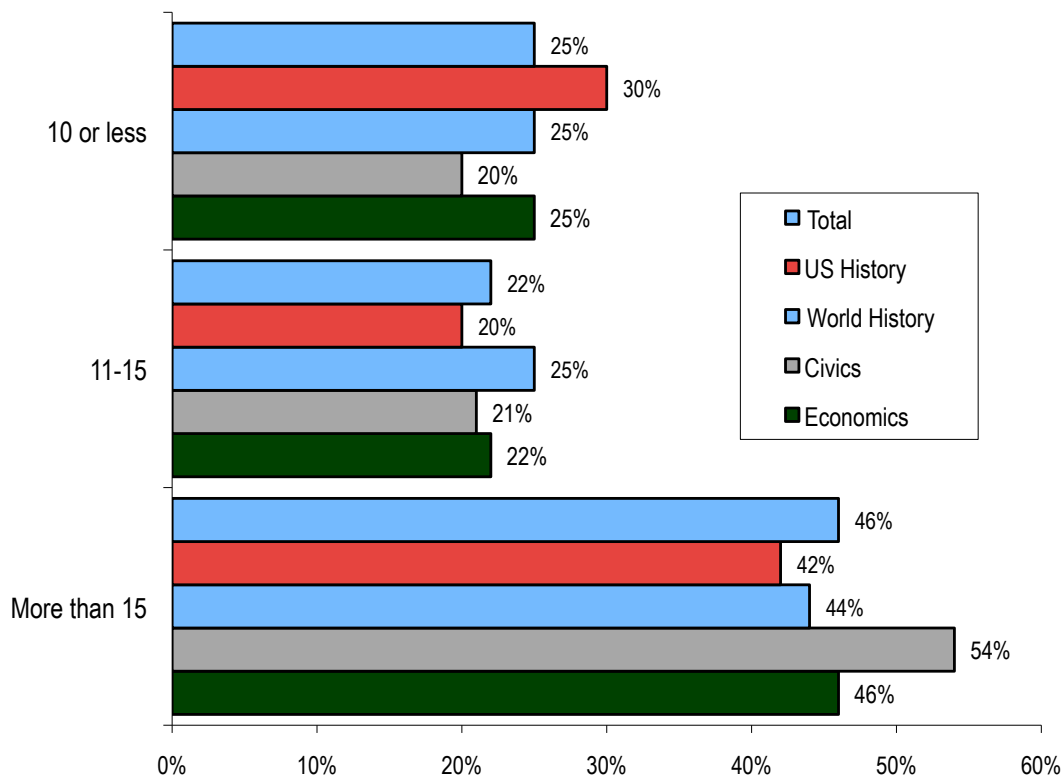
In terms of experience teaching social studies, 42 percent of teachers had been teaching for less than ten years, 30 percent had been teaching for 10-19 years, and 28 percent for 20 years or more. Overall teaching experience included 33 percent for less than ten years, 32 percent for 10-19 years, and 34 percent for 20 years or more.

Respondents were asked about how many courses they took in their primary teaching area as an undergraduate. Most teachers took more than 15 classes (46%). There is little differentiation between teachers by subject area with one exception: civics teachers completed more social science classes than did teachers from the other subject areas.

Seventy-one percent of teachers took a course in methods of teaching history, civics, or economics as undergraduates.

### History/Social Science Courses Taken

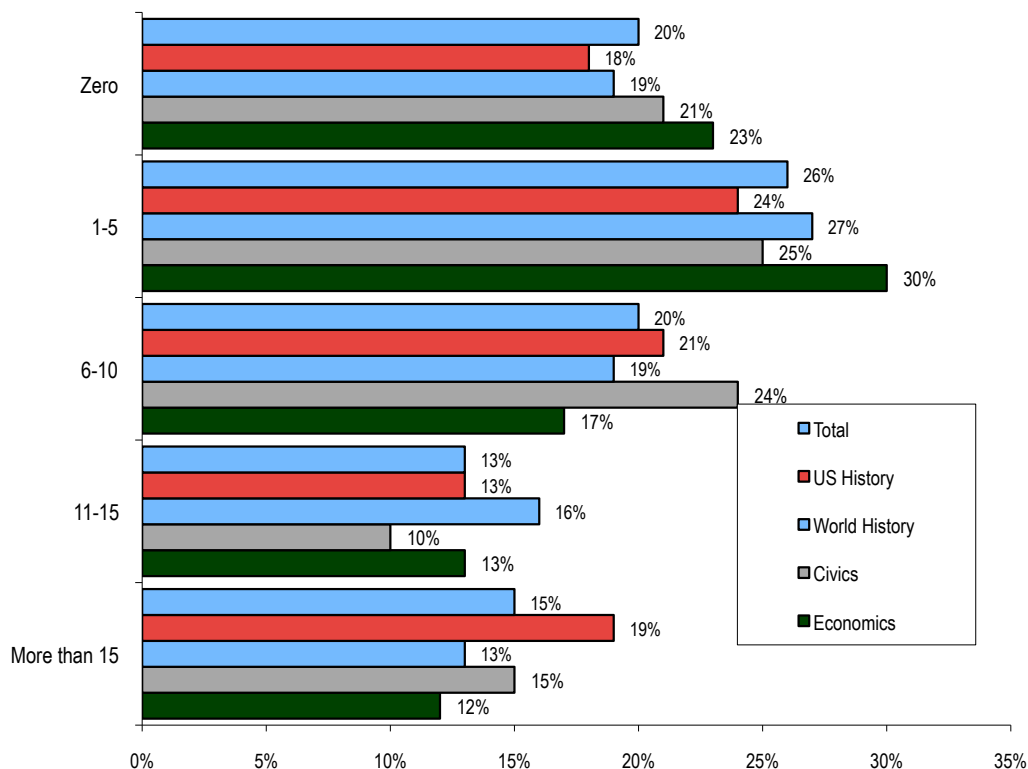
*Q22A. As an UNDERGRADUATE, how many courses did you take in your primary teaching area of U.S. history, world history, civics, or economics?*



By contrast, as graduate students, most teachers had taken 5 classes or less (46%) in their primary teaching area, and this included those who didn't take any (20%). However, 28% of teachers with a graduate degree had taken more than 10 courses in their primary teaching area. Fewer teachers (48%) had taken a course in the methods of teaching history, civics, or economics as a graduate than as an undergraduate.

## History/Social Science Courses Taken

Q22B. As a GRADUATE, how many courses did you take in your primary teaching area U.S. history, world history, civics, or economics? (Asked of those with a graduate degree)



All teachers were asked to rate the quality of various aspects of their teacher preparation in college both as undergraduates and as graduate students. Overall, teachers rated the quality of their history, political science, economic courses, and student teaching experience highly, with 55% and 47% saying very good, respectively. Only about one-fourth of teachers rated their professional education courses and courses in the methods of teaching social studies as very good, (25% and 24%, respectively) although about half rated them as good.

## Quality of Teacher Preparation—By Subject

IQ25. Please rate the quality of the following aspects of the teacher preparation that you received in college and, if applicable, graduate school. (% saying very good)

	Total	U.S. History	World History	Civics	Economics
Your history, political science, and economics courses	55%	49%	54%	59%	60%
Student teaching	47%	47%	47%	49%	46%
Your professional education courses, excluding student teaching	25%	17%	24%	28%	31%
Courses in the methods of teaching social studies	24%	19%	24%	24%	27%

## VI. HOW DO TEACHERS VIEW THE CURRENT EMPHASIS ON STANDARDS AND STATE TESTING?

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U.S. history is the most commonly administered test nation-wide, as 60 percent of high schools administered these state tests. An additional 39 percent of high schools administered a world history state test, and 31 percent administered a civics state test. Only one-quarter of high schools administered state tests in economics.

Nationally, most high schools administer state tests in at least one of the four subjects investigated in this survey. However, this statistic is only true because of the relatively high percentages of Southern (85%) and Midwestern (58%) schools which administer tests in at least one, if not more, subjects compared to the West and the Northeast. In these latter two regions, the majority of high schools (West, 52% and Northeast, 56%), administer no state tests in the four subjects featured in this report.

Typically, high schools in the South and Midwest are more likely to administer state tests. This is especially true in the subjects of civics and economics, where teachers in the South and Midwest administered state tests in these subjects as compared to less than 10 percent for both subjects in the Northeast and approximately 11 percent for the two subjects in the West.

If one believes that assessment of demonstrable knowledge of content is important, then state governments in the South and Midwest take social studies subject matter knowledge more seriously than those in the West and Northeast.

### State Tests—By Region

*Q12A. In which of the following subject areas are STATE tests administered in your high school?*

	<b>Total</b>	<b>Northeast</b>	<b>Midwest</b>	<b>South</b>	<b>West</b>
U.S. history	60%	47%	53%	79%	44%
World history	39%	32%	42%	38%	39%
Civics	31%	8%	46%	36%	11%
Economics	25%	5%	39%	30%	10%
No state tests in social studies are ever administered	37%	52%	42%	15%	56%

If one believes that knowledge of history, civics, and economics is important, the national assessment picture is not pretty. In only one subject, U.S. History, are a majority of secondary students tested nationally. The east and west coasts test students in social studies at a much lower percentage than the schools in the south or the midwest.

In none of the other three disciplines included in the study (economics, civics, and world history) was the national average for testing higher than 39 percent. Assuming that knowledge of civics

and economics among citizens contributes to intelligent voting decisions, reasoned patriotism and commitment to America’s tradition of ordered liberty and a market economy, then in one of the most populous areas of the United States, the Northeast, social studies teachers reported that only 8 percent and 5 percent of students were held accountable for understanding civics and economics. The West was only slightly better in the testing of these two subjects. The regional disparities between social studies assessment when the Northeast and the West are compared with the South and Midwest are striking. In the Northeast and West less than half of these states’ students were held accountable for what they learned in the academic disciplines included in this study.

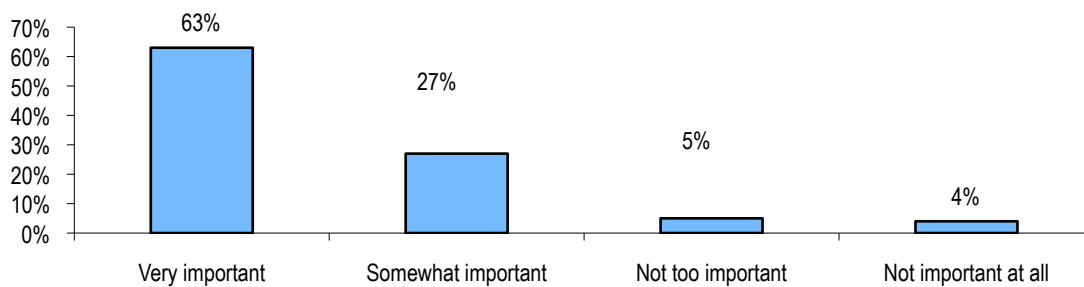
Apparently, despite the fact that a number of states required economics courses, only 25 percent of all high school students nationally were held accountable for knowledge of the subject by state governments. Nationally, state governments hold less than one-third of high school students accountable for government-content knowledge. The South leads the nation in testing. Eighty-five percent of students are tested in at least one of the four social studies subjects.

Most teachers in schools where one or more state social studies tests were administered reported that preparing students to take them was an important (63%) or somewhat important (27%) classroom duty.

These last findings, seem to provide evidence that the practice of national assessment and accountability for student performance in the four subjects included in this study leaves much to be desired. Entire regions don’t hold most students accountable for subject matter knowledge. In the subjects of civics and economics the situation can be accurately described as abysmal.

### Importance of Preparing for State Tests

*Q12B. Among your teaching duties, how important do you consider it to be to prepare your students for these state tests? (Asked of teachers whose schools administer state test)*



Teachers in the South (74%) were more likely to feel that it is very important to prepare their students for these tests than teachers in the Northeast (63%), West (51%), and Midwest (50%).

## VII. WHO ARE AMERICA’S HIGH SCHOOL SOCIAL STUDIES TEACHERS?

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One part of the debate regarding the state of social studies in our nation’s high schools has focused on the teachers themselves. The charge from the Right, has been that social studies teachers are left wing educational progressives and postmodernists, indoctrinated by their college professors to teach in a way that devalues America, its traditions, institutions, values, and accomplishments. The charge from the left has been that high school social studies teachers are social and political conservatives who do little more than pass on to students an uncritical view of America’s institutions and history. The caricature of the “stand and deliver” high school coach, who is typically also a social studies teacher, is the model for this point of view. While the data presented in this section will not put this debate to rest, it will permit conclusions regarding the differences and similarities between high school social studies teachers, their fellow teachers, and the general public on a variety of demographic data and positions on selected social and political issues.

**Race and gender**—In this study 68 percent of high school social studies teachers were found to be male and 32 percent female. In the 2007 NCES Digest of Educational Statistics (U.S. Department of Education, 2007), among all teachers at all grade levels, 21 percent of teachers were male and 79 percent female. In elementary schools men made up just 9 percent of teachers. In secondary schools (grades 9-12) 44 percent of teachers were male and 56 percent female. Of all the subject matter teaching areas the social studies had the highest percentage of male teachers, 68 percent compared to 65 percent (NCES).

Teachers in this sample were similar to the NCES sample with regard to ethnicity. In this sample, 89 percent described their race as white; in the NCES general teacher sample that number was 85 percent. In this sample, 3 percent reported their ethnicity as black while in the 2007 NCES general teacher sample that number was 7 percent. Overall, high school social studies teachers were less diverse than the general teacher population.

**Highest earned degree**—In this sample, 40 percent of high school social studies teachers had earned a Bachelors degree and 44 percent a Masters degree. In the NCES sample these numbers were 44 percent and 48 percent respectively.

**Years of teaching experience**—Thirty-three percent of high school social studies teachers in this sample had a total ten years or less of teaching experience in any subject area. In the 2007 NCES general teacher sample, that number was 45 percent. In the NCES sample 28 percent of social studies teachers reported over twenty years’ experience. In this sample that number was 34 percent. High school social studies teachers, in general, were an older and more experienced group than their fellow teachers.

**School distance from family home**—In their professional lives, high school social studies teachers have tended to stay near where they grew up. Nearly half, 46 percent, of teachers, taught within an hour’s drive or less (40 miles) from where they grew up. Thirty-seven percent taught more than 100 miles from where they grew up.

**Political identification**—The high school social studies teachers in this study anticipated voting more Democratic than Republican in the upcoming national election of 2008. Thirty-five percent anticipated voting Democratic and 22 percent anticipated voting Republican. Sixteen percent anticipated voting Independent, and 17 percent haven't decided yet.

Compared with a recent national poll (Pew Research Center, 2007) social studies teachers tend to be more independent and undecided. This current national poll found party identification to be Democratic at 50 percent and Republican at 35 percent.

**Anticipated Vote—By Subject**

*Q30. In the upcoming national election of 2008, do you anticipate that you will vote mostly...*

	<b>Total</b>	<b>General Public</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Democratic	35%	40%	36%	35%	37%	34%
Republican	22%	27%	22%	22%	19%	26%
Independent	16%	20%	17%	14%	19%	13%
Haven't decided yet	17%	13%	18%	20%	17%	14%

Note: General public data is from the AP/Yahoo poll (Knowledge Networks, 2008)

More teachers in the Northeast anticipated voting Democratic in the upcoming national election when compared to teachers in the other regions. Teachers in the South were evenly split between the Democratic and Republican parties (27%) with regard to their likely vote. When party support across geographic region was compared, slightly more teachers in the South planned to vote Republican than those in other regions.

**Anticipated Vote—By Region**

*Q30. In the upcoming national election of 2008, do you anticipate that you will vote mostly...*

	<b>Total</b>	<b>Northeast</b>	<b>Midwest</b>	<b>South</b>	<b>West</b>
Democratic	35%	46%	39%	27%	35%
Republican	22%	9%	21%	27%	24%
Independent	16%	16%	17%	15%	17%
Haven't decided yet	17%	18%	15%	20%	16%

**Satisfaction/dissatisfaction with the way things are going**—High school social studies teachers were asked whether overall they are satisfied or dissatisfied with the way things are going in the country. Almost two-thirds of teachers (64%) were dissatisfied with the present state of the country. Twenty-eight percent are satisfied.

In a Pew national random sample of adults conducted in January of 2007 (Pew Research Center, 2007) the results were almost the same for the general public: satisfied (30%) and dissatisfied (63%). The 2008 AP/Yahoo poll (Knowledge Networks, 2008) found 27 percent of Americans believing the country is on the right track and 72 percent believed the country is on the wrong track. High school social studies teachers appeared to mirror the national sentiment on this issue.

Many factors influenced social studies teacher satisfaction with the current state of the nation. Teachers in the Midwest (31%) and South (32%) were more likely to be satisfied than high school social studies teachers (see next table) in the Northeast (18%) and West (23%). The ideology of teachers also had an influence on teacher satisfaction. Those whose views were more conservative or in line with the community (41% and 37% respectively) were more likely to be satisfied than those with more liberal views (17%). Factors that also contributed to differences in satisfaction were teaching experience (33% for less than 10 years versus 23% for 20 years or more), education (32% with a Bachelors versus 25% with post graduate), and gender (31% for males versus 22% for females).

**Social studies teachers and community values**—When asked to compare the values of the community in which they taught to their own, social studies teachers were generally either more liberal than the majority in the community (38%) or very much in line with the majority in the community (38%). Only 15 percent reported that they were more conservative than the majority in the community. Overall survey responses were analyzed by how social studies teachers viewed themselves (i.e., more liberal, more conservative, or aligned with community values). Despite the uneven proportion, responses to questions were not found to be significantly different due to this factor, except on political issues. These differences were noted in the section on current events.

**Moral, Social, and Political Values—Elementary /Middle and High School Social Studies Teachers**

*Q31. With regard to the values of the community in which you teach on moral, social and political issues would you say your views are. . .*

	<b>High School</b>	<b>Elementary/ Middle School</b>
More liberal than the majority in the community	38%	26%
More conservative than the majority in the community	15%	25%
Very much in line with the majority in the community	38%	47%

Data from the high school sample were compared with data from the elementary middle school study. Generally, high school teachers reported that they are more liberal and less conservative than elementary/middle school social studies teachers when compared to their community.



## Moral, Social, and Political Values—By Subject Area

*Q31. With regard to the values of the community in which you teach on moral, social and political issues would you say your views are. . .*

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
More liberal than the majority in the community	38%	38%	38%	42%	33%
More conservative than the majority in the community	15%	15%	18%	14%	14%
Very much in line with the majority in the community	38%	40%	36%	37%	41%

Teachers in the Northeast were more likely to report they were more liberal than the majority in the community in which they taught. Forty-six percent of these teachers were more liberal than the majority in the community compared to teachers in the Midwest (39%), South (33%), and West (37%). Teachers in these regions tended to be either very much in line with or more conservative than the majority in the community in which they taught.

When asked how often their views on moral, social, and political issues influenced their approach to the teaching of social studies, most teachers reported that their views do affect their teaching either all of the time (11%) or some of the time (45%). The remainder of teachers said seldom (27%) or never (10%).

## Influence of Values in Teacher—By Subject

*Q32. How often would you say that your views on moral, social, and political issues influence your approach to the teaching of social studies?*

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
All the time	11%	13%	12%	7%	12%
Some of the time	45%	48%	46%	47%	40%
Seldom	27%	25%	25%	29%	29%
Never	10%	9%	11%	11%	10%

**Social studies teachers' and the general public's views on contemporary issues**—Teachers were also asked their opinions about political, economic, and social issues and their effects on the nation. An overwhelming majority (93%) of teachers felt they were very patriotic: 46 percent strongly agreed and 47 percent agreed. Of the teachers who reported that their values are more conservative than their community 58 percent strongly agreed that they are very patriotic. Of the teachers who reported that they were more liberal than their community that number is 37 percent. Teachers who were more liberal than their community are decidedly less patriotic than other teachers.

Most teachers strongly agreed or agreed with the following:

- The strength of this country is mostly based on the success of American business (67%).
- The rich just get richer while the poor get poorer (61%).
- We should restrict and control people coming into our country more than we do now (61%).
- Business corporations make too much profit (59%).

Most teachers (69%) disagreed that the growing number of newcomers from other countries threatened traditional American customs and values.

A recent Harris Interactive poll (2008) asked a random sample of Americans who shares their values. Sixty-five percent of Americans reported that K-12 teachers share their values. Interestingly, in this study, only 38 percent of high school teachers reported that their values were very much in line with their community.

Insight into the differences and similarities of viewpoints on contemporary social, moral and political issues can be examined by a comparison of the Pew Research Center (2007) national survey with the results of this survey.

## Opinions on Issues

*IQ28B. For the following questions, please tell me if you strongly agree, agree, disagree or strongly disagree.*

	SA	A	Agree NET	D	SD	Disagree NET
	<b>I am very patriotic</b>					
SS TEACHERS	46%	47%	93%	2%	0%	2%
NATIONAL SAMPLE						
PEW NATIONAL SAMPLE	49%	41%	90%	6%	2%	8%
	<b>Business corporations make too much profit</b>					
SS TEACHERS	17%	42%	59%	30%	3%	33%
NATIONAL SAMPLE						
PEW NATIONAL SAMPLE	30%	35%	65%	22%	8%	30%
	<b>Today it is true that the rich just get richer while the poor get poorer</b>					
SS TEACHERS	14%	47%	61%	29%	4%	33%
NATIONAL SAMPLE						
PEW NATIONAL SAMPLE	37%	36%	73%	18%	7%	25%
	<b>We should restrict and control people coming into our country more than we do now</b>					
SS TEACHERS	13%	48%	61%	27%	4%	31%
NATIONAL SAMPLE						
PEW NATIONAL SAMPLE	41%	34%	75%	14%	6%	20%
	<b>The strength of this country is mostly based on the success of American business</b>					
SS TEACHERS	11%	56%	67%	25%	1%	26%
NATIONAL SAMPLE						
PEW NATIONAL SAMPLE	19%	53%	72%	18%	6%	24%
	<b>Government regulation of business usually does more harm than good</b>					
SS TEACHERS NATIONAL SAMPLE	6%	32%	38%	49%	5%	54%
PEW NATIONAL SAMPLE	18%	39%	57%	30%	5%	35%
	<b>The best way to insure peace is through military strength</b>					
SS TEACHERS NATIONAL SAMPLE	6%	34%	40%	41%	12%	53%
PEW NATIONAL SAMPLE	18%	31%	49%	30%	17%	47%
	<b>The growing number of newcomers from other countries threatens traditional American customs and values</b>					
SS TEACHERS NATIONAL SAMPLE	5%	20%	25%	52%	17%	67%
PEW NATIONAL SAMPLE	18%	30%	48%	30%	16%	46%

A few differences on selected issues indicated the teachers did not reflect the values of the general public. On immigration, high school social studies teachers were far more likely to be accepting of immigrants, did not want to restrict the flow of immigrants or did not see them as a threat. Social studies teachers were also substantially more accepting of government regulation of business than the general public.

### Support for Policy Proposals

*IQ28J. For the following questions, please tell me if you strongly favor, favor, oppose or strongly oppose.*

	<b>Strongly favor</b>	<b>Favor</b>	<b>Favor NET</b>	<b>Oppose</b>	<b>Strongly oppose</b>	<b>Oppose NET</b>
	<b>The U.S. government guaranteeing health insurance for all citizens, even if it means raising taxes</b>					
<b>SS TEACHERS</b>	19%	39%	58%	23%	10%	33%
<b>NATIONAL SAMPLE</b>						
<b>PEW NATIONAL SAMPLE</b>	27%	39%	66%	11%	18%	29%
	<b>Allowing gays and lesbians to marry legally</b>					
<b>SS TEACHERS</b>	12%	34%	46%	26%	14%	40%
<b>NATIONAL SAMPLE</b>						
<b>PEW NATIONAL SAMPLE</b>	13%	24%	37%	33%	22%	55%
	<b>Affirmative action programs designed to help blacks, women and other minorities to get better jobs and education</b>					
<b>SS TEACHERS</b>	8%	50%	58%	27%	4%	31%
<b>NATIONAL SAMPLE</b>						
<b>PEW NATIONAL SAMPLE</b>	28%	42%	70%	8%	17%	25%
	<b>Making it more difficult for a woman to get an abortion</b>					
<b>SS TEACHERS</b>	8%	21%	29%	37%	20%	57%
<b>NATIONAL SAMPLE</b>						
<b>PEW NATIONAL SAMPLE</b>	17%	18%	35%	27%	29%	55%

With regard to support for specific policy proposals, high school teachers were more supportive of allowing gays to marry (46%) than the general public (37%), but this support did not reach 50 percent. Generally, high school social studies teachers were little different than the general public on the issue of abortion rights.

**Support for policy issues by subject matter taught**—Most of the differences on policy issues between subject matter samples were relatively minor, however, economic teachers stood out as having distinctly different views about economic issues than other subject area teachers. Economics teachers were more likely to agree that the strength of this country is mostly based on the success of American business (74%) and that government regulation of business usually does more harm than good (47%). They were also less likely to agree that the rich just get richer while the poor get poorer (51%) or that business corporations make too much profit (49%).

This is also reflected in terms of support on policies. Economics teachers are also less likely to support the U.S. government guaranteeing health insurance for all citizens than teachers of other subjects (51%).

### Opinions on Issues—By Subject

*IQ28B. For the following questions, please tell me if you strongly agree, agree, disagree or strongly disagree. (% agreeing)*

	Total	U.S. History	World History	Civics	Economics
The strength of this country is mostly based on the success of American business	67%	64%	68%	62%	74%
Government regulation of business usually does more harm than good	38%	30%	40%	36%	47%
Business corporations make too much profit	59%	64%	63%	61%	49%
Today it is true that the rich just get richer while the poor get poorer	61%	65%	65%	61%	51%

### Support for Proposals—By Subject Taught

*IQ28J. For the following questions, please tell me if you strongly favor, favor, oppose or strongly oppose. (% favoring)*

	Total	U.S. History	World History	Civics	Economics
The U.S. government guaranteeing health insurance for all citizens, even if it means raising taxes	58%	59%	62%	61%	51%

The South had different views with regard to the military, the importance of military strength and concerns with immigration. Teachers in the South were more likely to agree with restricting and controlling people coming into our country (71%), that the best way to insure peace is through military strength (50%), and that the growing number of newcomers from other countries threatens traditional American customs and values (32%).

## Opinions on Issues—By Region

*IQ28B. For the following questions, please tell me if you strongly agree, agree, disagree or strongly disagree. (% agreeing)*

	<b>Total</b>	<b>North-East</b>	<b>Mid-West</b>	<b>South</b>	<b>West</b>
We should restrict and control people coming into our country more than we do now	61%	50%	60%	71%	56%
The best way to insure peace is through military strength	40%	28%	38%	50%	35%
The growing number of newcomers from other countries threatens traditional American customs and values	25%	17%	22%	32%	24%

Both the Northeast and the South had different views on policies in terms of support, while the Midwest and West had generally similar views. Teachers in the Northeast were more in favor of allowing gays and lesbians to marry legally (71%), of affirmative action programs (69%), and of guaranteeing health insurance to all citizens (69%). They were less likely to favor making it more difficult for a woman to get an abortion (17%). Teachers in the South were less likely to favor allowing gays and lesbians to marry legally (31%) or guaranteeing health insurance for all citizens (51%). When comparing the favorability ratings (strongly agree/agree) of teachers across geographic regions, the Midwest and West tended to fall between the generally higher ratings of the Northeast and the somewhat lower ratings of the South.

## Support for Proposals—By Region

*IQ28J. For the following questions, please tell me if you strongly favor, favor, oppose or strongly oppose. (% favoring)*

	<b>Total</b>	<b>North-East</b>	<b>Mid-West</b>	<b>South</b>	<b>West</b>
Allowing gays and lesbians to marry legally	46%	71%	48%	31%	53%
The U.S. government guaranteeing health insurance for all citizens, even if it means raising taxes	58%	69%	60%	51%	60%
Affirmative action programs designed to help blacks, women and other minorities to get better jobs and education	58%	69%	60%	52%	58%
Making it more difficult for a woman to get an abortion	29%	17%	32%	33%	27%

Similar to southern teachers, teachers in rural schools also were more likely to agree with restricting and controlling people coming into the country (66%), that the best way to insure peace is through military strength (45%), and that the growing number of newcomers from other countries threatens traditional American customs and values (31%).

Teachers in rural communities were more likely to favor making it more difficult for a woman to get an abortion (36%) and less likely to favor allowing gays and lesbians to marry legally (38%) than teachers in suburban or urban communities.

### Opinions on Policy Issues—By Urbanicity

*IQ28B. For the following questions, please tell me if you strongly agree, agree, disagree or strongly disagree. (% agreeing)*

	<b>Total</b>	<b>Urban</b>	<b>Suburban</b>	<b>Rural</b>
We should restrict and control people coming into our country more than we do now	61%	52%	57%	66%
The best way to insure peace is through military strength	40%	30%	33%	45%
The growing number of newcomers from other countries threatens traditional American customs and values	25%	16%	17%	31%

### Support for Proposals—By Urbanicity

*IQ28J. For the following questions, please tell me if you strongly favor, favor, oppose or strongly oppose. (% favoring)*

	<b>Total</b>	<b>Urban</b>	<b>Suburban</b>	<b>Rural</b>
Making it more difficult for a woman to get an abortion	29%	20%	19%	36%
Allowing gays and lesbians to marry legally	46%	57%	58%	38%

**Opinions on policy issues and support for proposals by ideology and education —**

Those who report their views as more liberal than the community have distinctly different opinions on issues than those whose views are more conservative or are in line with the community. As expected, ideology is a major factor in terms of teachers’ opinions on issues. Those who reported their views as more liberal than the community are more likely to agree that:

- Business corporations make too much profit (70%)
- Today it is true that the rich just get richer while the poor get poorer (77%)

Teachers who report that their values are more conservative or are in line with the community’s values are more likely to agree with the other statements.

**Opinions on Policy Issues—By Ideology**

*IQ28B. For the following questions, please tell me if you strongly agree, agree, disagree or strongly disagree. (% agreeing)*

	<b>Total</b>	<b>Liberal</b>	<b>In line</b>	<b>Conservative</b>
Today it is true that the rich just get richer while the poor get poorer	61%	77%	55%	51%
Business corporations make too much profit	59%	70%	56%	58%
The growing number of newcomers from other countries threatens traditional American customs and values	25%	17%	30%	40%
Government regulation of business usually does more harm than good	38%	29%	44%	51%
The best way to insure peace is through military strength	40%	26%	51%	57%
The strength of this country is mostly based on the success of American business	67%	63%	73%	75%
We should restrict and control people coming into our country more than we do now	61%	49%	72%	78%

Finally, teachers’ level of education also affects their opinions on business and immigration issues. Teachers with a Bachelors degree are more likely to agree that the strength of the country is mostly based on the success of American business (71%), that government regulation of business usually does more harm than good (42%), that we should restrict and control people coming into our country more then we do now (71%), and that the growing number of newcomers from other countries threatens traditional American customs and values (30%).



## Opinions on Issues—By Education

*IQ28B. For the following questions, please tell me if you strongly agree, agree, disagree or strongly disagree. (% agreeing)*

	<b>Total</b>	<b>Bachelor's Degree</b>	<b>Post Graduate Degree</b>
The growing number of newcomers from other countries threatens traditional American customs and values	25%	30%	22%
Government regulation of business usually does more harm than good	38%	42%	36%
The strength of this country is mostly based on the success of American business	67%	71%	65%
We should restrict and control people coming into our country more than we do now	61%	71%	55%

Teachers with a post-graduate degree are more likely to favor allowing gays and lesbians to marry (53%) and the government guaranteeing health insurance for all citizens (61%). They are less likely to favor making it more difficult for a woman to get an abortion (22%).

Support for proposals, not surprisingly, is highly dependent upon ideology. As expected, teachers who view themselves as more liberal than the community are more likely to favor all of the programs except for making it more difficult for a woman to get an abortion (14%). Those who report their views are in line with the community also have different views than those who are more liberal or more conservative. As expected, their support falls in between these two extremes.

### Support for Proposals—By Ideology

*IQ28J. For the following questions, please tell me if you strongly favor, favor, oppose or strongly oppose. (% favoring)*

	Total	Community		
		More Liberal	In line	More Conservative
Allowing gays and lesbians to marry legally	46%	70%	39%	23%
The U.S. government guaranteeing health insurance for all citizens, even if it means raising taxes	58%	80%	54%	38%
Affirmative action programs designed to help blacks, women and other minorities to get better jobs and education	58%	72%	59%	44%
Making it more difficult for a woman to get an abortion	29%	14%	38%	57%

### Support for Proposals – By Education

*IQ28J. For the following questions, please tell me if you strongly favor, favor, oppose or strongly oppose. (% favoring)*

	Total	Bachelors Degree	Post-Graduate Degree
Allowing gays and lesbians to marry legally	46%	39%	53%
The U.S. government guaranteeing health insurance for all citizens, even if it means raising taxes	58%	55%	61%
Making it more difficult for a woman to get an abortion	29%	40%	22%

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## APPENDIX A—Methodology

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The Center for Survey Research and Analysis (CSRA) at the University of Connecticut was commissioned to conduct a survey of high school social studies teachers across the nation regarding opinions, values, and classroom practices. Telephone interviews were conducted by CSRA using a Computer-Assisted-Telephone-Interviewing (CATI) system. Professional survey interviewers trained in standard protocols for administering survey instruments conducted the interviews. In addition, an Internet version was offered to teachers if they were unavailable to complete the survey over the phone. The Internet version was worded slightly different where necessary. The draft survey questionnaire and field protocols were thoroughly tested prior to starting the formal data collection period. Interviews were extensively monitored to ensure that CSRA standards for quality were continually met.

Data collection for this project was conducted from December 2007 to April 2008. A total of 1,201 surveys were completed, 105 via the Internet. Surveys were conducted with 300 U.S. history teachers, 300 world history teachers, 300 Economics teachers, and 301 Civics/Government teachers. Telephone interviews averaged 19 minutes in length.

For the most part, all respondents received the same core questionnaire. Each subject had separate questions related to specific topics within the subject. The posted questionnaire in the appendix shows all of the questions including the additional subject specific questions.

In order to achieve a representative, national sample of public high school social studies teachers, CSRA employed the following multi-step method. A nationally-representative random sampling of public high schools was drawn from the comprehensive, representative database available from the National Center for Educational Statistics (which maintains and regularly updates this database). The sampling frames were cleaned of all schools that do not teach grades 9, 10, 11, or 12. Schools were stratified by size (number of students), region, and urbanicity to ensure a representative sample. The size of the school within each stratification was factored into the selection process; larger schools (those with more students) had a greater chance of being selected.

In these types of surveys, it is typically more difficult to reach larger schools in the urban centers. The Northeast is also typically harder than the South or Midwest. Therefore, a strict one-to-one replacement protocol based on these three variables (urbanicity, size, and region) was used. For example, if a large urban school in the Northeast was randomly selected for the study and refused to participate in the study, another school that was also large, urban, and in the Northeast was selected to take its place. This helped ensure proper national representation of all public schools.

Initially, telephone calls were placed to the front office of the selected schools, asking for the school's participation in this study.

## Sampling Error for Sample Subgroups

	<b>Sampling Error</b>
Total (n=1201)	±2.8%
U.S. history (n=300)	±5.7%
World history (n=300)	±5.7%
Civics (n=301)	±5.7%
Economics (n=300)	±5.7%
Northeast (n=184)	±7.2%
Midwest (n=393)	±4.9%
South (n=412)	±4.8%
West (n=212)	±6.7%
Urban (n=164)	±7.7%
Suburban (n=326)	±5.4%
Rural (n=711)	±3.7%
Less than 10 years of teaching (n=398)	±4.9%
10-19 years of teaching (n=388)	±5.0%
20 years or more (n=411)	±4.8%
More liberal (n=451)	±4.6%
In line (n=460)	±4.6%
More conservative (n=182)	±7.3%
Bachelor's degree (n=484)	±4.5%
Post graduate (n=700)	±3.7%
Male (n=818)	±3.4%
Female (n=383)	±5.0%

## APPENDIX B—National Social Studies Teacher Survey Responses

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Q1. Just to confirm, do you currently teach U.S. history, world history, civics, or economics as either all or part of your teaching duties?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Yes	100%	100%	100%	100%	100%
Count	1201	300	300	301	300

Q2. How many sections of U.S. history, world history, civics, or economics do you teach each week?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
One	4%	3%	5%	4%	4%
Two	14%	16%	13%	12%	13%
Three	25%	24%	27%	25%	22%
Four	21%	24%	22%	23%	16%
Five	22%	20%	20%	19%	29%
Six	14%	11%	13%	17%	15%
Don't Know	0%	0%	0%	0%	1%
Refused	0%	1%	0%	1%	0%
Count	1201	300	300	301	300

Q3. What other courses do you teach each week?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
History	56%	62%	65%	52%	43%
Civics	34%	16%	17%	64%	40%
Economics	24%	7%	9%	15%	64%
Geography	15%	16%	17%	14%	13%
Psychology	7%	8%	8%	10%	1%
Sociology	6%	7%	8%	6%	2%
English/Language Arts	3%	3%	4%	3%	2%
Physical Education	3%	4%	2%	2%	3%
Current Issues	3%	4%	3%	4%	2%
Law	2%	1%	2%	5%	1%
Art	1%	2%	0%	1%	1%
Philosophy	1%	1%	0%	1%	1%
Academic Enrichment	1%	0%	3%	1%	0%
Math	0%	0%	0%	0%	1%
Science	0%	0%	0%	0%	0%
Health	0%	0%	1%	0%	0%
Music	0%	0%	0%	0%	0%
Computer Science	0%	1%	0%	0%	0%
Journalism	0%	0%	0%	0%	0%
Anthropology	0%	0%	0%	0%	0%
Communications	0%	0%	1%	0%	0%
Accounting	0%	0%	0%	0%	1%
Does not teach another class	14%	17%	16%	11%	13%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	0%	0%	0%	0%
Count	1201	300	300	301	300

Q3A. Which subject do you teach the most?

	<b>Total</b>
U.S. History	25%
World History	25%
Civics	25%
Economics	25%
Count	1201

Q4. Including this year, how many years have you been teaching U.S. History, world history, civics, or economics?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Less than 10 years	42%	37%	48%	38%	45%
10 to less than 20 years	30%	31%	28%	33%	28%
20 years or more	28%	31%	24%	29%	26%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300

Q5. Including this year, how many years have you been teaching, in any subject or grade?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Less than 10 years	33%	29%	40%	29%	35%
10 to less than 20 years	32%	32%	29%	37%	32%
20 years or more	34%	39%	30%	34%	34%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300



**(The following section was only asked of those who teach U.S. History or Civics the most)**  
 IQ6. Here are some reasons offered by people as to why U.S. History/Civics should be included in the school curriculum. Please tell me if each of the following is very important, somewhat important, not very important, or not important at all as a reason why U.S. History/Civics should be included. First...

Q6A. U.S. History/Civics teaches students essential facts, concepts, and generalizations about the nation's history and government.

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Very important	76%	80%	73%
Somewhat important	22%	19%	26%
Not too important	1%	0%	1%
Not important at all	0%	0%	0%
Don't Know	0%	0%	0%
Refused	0%	1%	0%
Count	601	300	301

Q6B. U.S. History/Civics teaches students core democratic values.

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Very important	87%	85%	89%
Somewhat important	12%	14%	10%
Not too important	1%	0%	1%
Not important at all	0%	0%	0%
Don't Know	0%	0%	0%
Refused	0%	1%	0%
Count	601	300	301

Q6C. U.S. History/Civics teaches students patriotism and helps students feel pride in our democratic institutions, respect for our nation, and loyalty to our country.

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Very important	66%	67%	64%
Somewhat important	31%	29%	32%
Not too important	2%	2%	2%
Not important at all	0%	1%	0%
Don't Know	0%	0%	1%
Refused	0%	1%	0%
Count	601	300	301

Q6D. U.S. History/Civics teaches students how to be social and political activists for causes such as cleaning up the environment, reducing poverty and correcting social injustice.

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Very important	56%	53%	58%
Somewhat important	38%	39%	37%
Not too important	5%	6%	3%
Not important at all	1%	1%	1%
Don't Know	0%	0%	0%
Refused	0%	1%	0%
Count	601	300	301

Q6E. U.S. History/Civics helps students become well-adjusted, productive members of society—helping them survive in an increasingly complex world.

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Very important	69%	65%	73%
Somewhat important	28%	32%	25%
Not too important	2%	2%	2%
Not important at all	0%	0%	0%
Don't Know	0%	0%	0%
Refused	0%	1%	0%
Count	601	300	301

Q6F. U.S. History/Civics helps students become critically-minded, reflective citizens.

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Very important	82%	82%	82%
Somewhat important	17%	17%	18%
Not too important	0%	0%	1%
Not important at all	0%	0%	0%
Don't Know	0%	0%	0%
Refused	0%	1%	0%
Count	601	300	301

Q6G. U.S. History/Civics helps students learn about other countries and cultures in an increasingly interdependent world.

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Very important	57%	61%	54%
Somewhat important	34%	31%	38%
Not too important	7%	7%	7%
Not important at all	1%	1%	1%
Don't Know	0%	0%	0%
Refused	0%	1%	0%
Count	601	300	301

Q7. Is there another reason for why U.S. History/Civics should be included in the school curriculum that is very important to you that has NOT been mentioned?

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Have an understanding of democracy to become better citizens	13%	7%	19%
Have a cultural understanding of the past and present	12%	17%	7%
So mistakes of the past aren't repeated	4%	8%	0%
Improve analytical skills	4%	4%	3%
Have a structural understanding of government systems	2%	2%	2%
State requirement	0%	1%	0%
Other	1%	1%	0%
No additional reasons	64%	59%	68%
Don't Know	0%	0%	0%
Refused	0%	0%	0%
Count	601	300	301

Q7A. Considering all the reasons we have discussed for teaching U.S. History/Civics, what do you consider to be the most important reason?

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Forming critically minded, reflective citizens	42%	41%	43%
Promoting democratic values	18%	16%	21%
Producing well-adjusted members of society	17%	15%	19%
Building patriotism	6%	9%	4%
An emphasis on historical facts and concepts	5%	7%	2%
Encouraging political activism	5%	3%	7%
Building cultural understanding	4%	5%	4%
Don't Know	2%	3%	0%
Refused	0%	1%	0%
Count	601	300	301

Q7B. What do you consider to be the second most important reason?

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Promoting democratic values	23%	20%	26%
Producing well-adjusted members of society	19%	18%	20%
Forming critically minded, reflective citizens	19%	20%	19%
Building cultural understanding	11%	15%	8%
Encouraging political activism	10%	8%	13%
Building patriotism	9%	8%	10%
An emphasis on historical facts and concepts	8%	12%	4%
Don't Know	1%	1%	0%
Refused	0%	0%	0%
Count	588	289	299

IQ13. Now, I have a few questions about classroom curriculum. Please tell me how important emphasizing each of the following is when teaching U.S. History/Civics.

Q13A. Heroes and heroines in American History.

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Very important	24%	32%	16%
Somewhat important	64%	59%	70%
Not too important	9%	9%	10%
Not important at all	1%	0%	3%
Don't Know	0%	0%	0%
Refused	0%	1%	0%
Count	601	300	301

Q13B. Injustice in the American system, with particular attention paid to race, gender, class and economic injustice.

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Very important	71%	73%	69%
Somewhat important	26%	24%	29%
Not too important	2%	2%	2%
Not important at all	0%	0%	1%
Don't Know	0%	0%	0%
Refused	0%	1%	0%
Count	601	300	301

Q13C. The Constitution and the U.S. system of government.

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Very important	93%	89%	96%
Somewhat important	7%	10%	4%
Not too important	0%	0%	0%
Not important at all	0%	0%	0%
Don't Know	0%	0%	0%
Refused	0%	1%	0%
Count	601	300	301

Q13D. Promoting the acceptance of cultural diversity.

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Very important	67%	67%	66%
Somewhat important	30%	29%	31%
Not too important	2%	2%	2%
Not important at all	1%	1%	1%
Don't Know	0%	0%	0%
Refused	1%	1%	0%
Count	601	300	301

Q13E. Thinking critically about American institutions and American society.

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Very important	82%	83%	81%
Somewhat important	17%	15%	19%
Not too important	1%	1%	1%
Not important at all	0%	0%	0%
Don't Know	0%	0%	0%
Refused	0%	1%	0%
Count	601	300	301

Q13F. Considering all the reasons we have discussed regarding where the emphasis should be in the U.S. History/Civics curriculum, which do you think should receive the most emphasis?

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Building an understanding of the U.S. Constitution and political system	41%	33%	49%
Thinking critically about American institutions and society	38%	45%	31%
Promoting acceptance of cultural diversity	10%	9%	11%
Fighting injustice in American society	7%	8%	7%
Learning about heroes and heroines in American history	1%	2%	1%
Don't Know	1%	2%	1%
Refused	1%	1%	1%
Count	601	300	301

Q13G. Which should receive the second most emphasis?

	<b>Total</b>	<b>U.S. History</b>	<b>Civics</b>
Building an understanding of the U.S. Constitution and political system	28%	30%	25%
Promoting acceptance of cultural diversity	24%	26%	22%
Thinking critically about American institutions and society	24%	20%	28%
Fighting injustice in American society	19%	17%	21%
Learning about heroes and heroines in American history	5%	6%	4%
Don't Know	1%	1%	1%
Refused	0%	0%	0%
Count	587	290	297

**(The following section was only asked to those who teach World History the most)**

IQ8. Here are some reasons offered by people as to why World History should be included in the school curriculum. Please tell me if each of the following is very important, somewhat important, not very important, or not important at all as a reason why World history should be included.

First...

Q8A. World History teaches students a basic knowledge and understanding of the major events in the history of the world.

	<b>Total</b>
Very important	84%
Somewhat important	15%
Not too important	1%
Not important at all	0%
Don't Know	0%
Refused	0%
Count	300

Q8B. World history teaches students to better appreciate core democratic values and be more intelligent, patriotic and loyal American citizens because it compares and contrasts totalitarian and authoritarian societies with liberal democracies.

	<b>Total</b>
Very important	61%
Somewhat important	33%
Not too important	4%
Not important at all	2%
Don't Know	0%
Refused	0%
Count	300

Q8C. World History teaches students how to be active global citizens by working on problems that affect all people such as the environment, poverty, and social injustice.

	<b>Total</b>
Very important	66%
Somewhat important	29%
Not too important	4%
Not important at all	0%
Don't Know	0%
Refused	0%
Count	300

Q8D. World history helps students better understand how individuals shape world events through the study of heroes and villains from a variety of cultures.

	<b>Total</b>
Very important	60%
Somewhat important	37%
Not too important	2%
Not important at all	1%
Don't Know	0%
Refused	1%

Count | 300  
 Q8E. World history helps students become more tolerant of people who are different in an increasingly diverse country and world.

	<b>Total</b>
Very important	81%
Somewhat important	15%
Not too important	3%
Not important at all	1%
Don't Know	0%
Refused	0%
Count	300

Q8F. World history enables students to better understand important current affairs issues such as the Middle East and U.S.-China relations.

	<b>Total</b>
Very important	86%
Somewhat important	13%
Not too important	0%
Not important at all	0%
Don't Know	0%
Refused	0%
Count	300

Q9. Is there another reason for why World history should be included in the school curriculum that is very important to you that has NOT been mentioned?

	<b>Total</b>
Have an understanding of cultural differences and how they formed	14%
Have an understanding of the past and present	7%
So mistakes of the past aren't repeated	4%
Improve analytical skills	2%
State requirement	2%
Have an understanding of democracy to become better citizens	1%
Other	2%
No additional reasons	69%
Don't Know	0%
Refused	0%
Count	300



Q9A. Considering all the reasons we have discussed for teaching World History, what do you consider to be the most important reason?

	<b>Total</b>
Developing a tolerance of cultural differences	31%
Developing an understanding of current affairs	22%
Developing active global citizens	20%
Developing an understanding of individuals roles in shaping world events	10%
Developing an appreciation of core democratic values	9%
An emphasis on historical facts and concepts	7%
Don't Know	1%
Refused	1%
Count	300

Q9B. What do you consider to be the second most important reason?

	<b>Total</b>
Developing a tolerance of cultural differences	24%
Developing an understanding of current affairs	20%
Developing active global citizens	16%
Developing an appreciation of core democratic values	14%
Developing an understanding of individuals roles in shaping world events	13%
An emphasis on historical facts and concepts	11%
Don't Know	1%
Refused	1%
Count	296

IQ14. Now, I have a few questions about classroom curriculum. Please tell me how important emphasizing each of the following is when teaching World History.

Q14A. Cultures that had regional and world influence such as ancient Greece and Rome, Imperial China, and the British Isles.

	<b>Total</b>
Very important	59%
Somewhat important	37%
Not too important	3%
Not important at all	0%
Don't Know	0%
Refused	1%
Count	300

Q14B. Equal study of all regions of the world since we are in an era of globalization.

	<b>Total</b>
Very important	42%
Somewhat important	43%
Not too important	12%
Not important at all	2%
Don't Know	0%
Refused	0%
Count	300

Q14C. European cultures such as Greece, Rome and the British Isles because of their influence on development of American institutions.

	<b>Total</b>
Very important	62%
Somewhat important	34%
Not too important	2%
Not important at all	1%
Don't Know	0%
Refused	0%
Count	300

Q14D. A thematic, rather than a national focus, of world history.

	<b>Total</b>
Very important	46%
Somewhat important	44%
Not too important	6%
Not important at all	1%
Don't Know	2%
Refused	1%
Count	300

Q14E. Both European cultures that most influenced the development of American institutions and major non-western civilizations and belief systems such as China, or the Islamic world should receive significant emphasis.

	<b>Total</b>
Very important	67%
Somewhat important	30%
Not too important	3%
Not important at all	0%
Don't Know	0%
Refused	0%
Count	300

Q14F. Considering all the reasons we have discussed regarding where the emphasis should be in the World history curriculum, which do you think should receive the most emphasis?

	<b>Total</b>
A thematic approach rather than national approach	25%
Both European and nonwestern cultures	21%
European cultures that impacted American institutions	20%
Equal study of all regions	17%
Cultures that had regional or international influence	16%
Don't Know	1%
Refused	0%
Count	300

Q14G. Which should receive the second most emphasis?

	<b>Total</b>
European cultures that impacted American institutions	24%
Cultures that had regional or international influence	20%
Both European and nonwestern cultures	20%
Equal study of all regions	18%
A thematic approach rather than national approach	15%
Don't Know	4%
Refused	0%
Count	297

**(The following section was only asked to those who teach Economics the most)**

IQ10. Here are some reasons offered by people as to why Economics should be included in the school curriculum. Please tell me if each of the following is very important, somewhat important, not very important, or not important at all as a reason why Economics should be included. First...

Q10A. Economics enables students to understand basic concepts and generalizations of the discipline such as the laws of supply and demand, inflation, and fiscal and monetary policy.

	<b>Total</b>
Very important	79%
Somewhat important	21%
Not too important	0%
Not important at all	0%
Don't Know	0%
Refused	0%
Count	300

Q10B. Economics enables students to better understand important current affairs issues such as unemployment, inflation, poverty and international trade agreements.

	<b>Total</b>
Very important	87%
Somewhat important	13%
Not too important	0%
Not important at all	0%
Don't Know	0%
Refused	0%
Count	300

Q10C. Economics teaches students core values regarding economic freedoms such as respect for the advantages of a free-market system which favor private ownership, competition and the profit motive over non-market systems which favor a dominant role for government.

	<b>Total</b>
Very important	64%
Somewhat important	31%
Not too important	4%
Not important at all	1%
Don't Know	0%
Refused	0%
Count	300

Q10D. Economics teaches students how to be activists supporting economic policies that use the power of government for cleaning up the environment, reducing poverty and correcting social injustice.

	<b>Total</b>
Very important	41%
Somewhat important	45%
Not too important	11%
Not important at all	3%
Don't Know	1%
Refused	0%
Count	300

Q10E. Economics teaches students how to be activists supporting economic policies such using market-oriented solutions—competition, private ownership, and the profit motive—for cleaning up the environment, reducing poverty and correcting social injustice.

	<b>Total</b>
Very important	45%
Somewhat important	48%
Not too important	5%
Not important at all	2%
Don't Know	0%
Refused	0%
Count	300

Q10F. Economics helps students become well-adjusted, productive members of society—helping them survive in an increasingly complex financial and economic world.

	<b>Total</b>
Very important	80%
Somewhat important	20%
Not too important	0%
Not important at all	0%
Don't Know	0%
Refused	0%
Count	300

Q10G. Economics helps students become critically-minded, reflective citizens.

	<b>Total</b>
Very important	76%
Somewhat important	23%
Not too important	1%
Not important at all	0%
Don't Know	0%
Refused	0%
Count	300

Q10H. Economics helps students learn about other countries and cultures in an increasingly interdependent world.

	<b>Total</b>
Very important	52%
Somewhat important	42%
Not too important	5%
Not important at all	1%
Don't Know	0%
Refused	0%
Count	300

Q11. Is there another reason for why Economics should be included in the school curriculum that is very important to you that has NOT been mentioned?

	<b>Total</b>
Personal finance/Financial responsibility	26%
Become better citizens by understanding how economics influences society	9%
Having a general understanding of economics	6%
Improve analytical skills	3%
No additional reasons	56%
Don't Know	0%
Refused	0%
Count	300

Q11A. Considering all the reasons we have discussed for teaching Economics, what do you consider to be the most important reason?

	<b>Total</b>
Forming critically minded, reflective citizens	28%
Developing an understanding of basic economic concepts	24%
Using economics to better understand current affairs	14%
Developing an appreciation of core economic values and freedoms	11%
Helping students adjust to society	10%
Developing activists to use market to solve current societal problems	6%
Developing activists to use government to solve current societal problems	4%
Helping students learn about other countries	2%
Don't Know	0%
Refused	0%
Count	300

Q11B. What do you consider to be the second most important reason?

	<b>Total</b>
Using economics to better understand current affairs	20%
Forming critically minded, reflective citizens	20%
Developing an understanding of basic economic concepts	18%
Developing an appreciation of core economic values and freedoms	12%
Helping students adjust to society	10%
Developing activists to use government to solve current societal problems	8%
Developing activists to use market to solve current societal problems	5%
Helping students learn about other countries	4%
Don't Know	2%
Refused	0%
Count	298

IQ15. Now, I have a few questions about classroom curriculum. Please tell me how important emphasizing each of the following is when teaching Economics.

Q15A. Personal finance and consumer education.

	<b>Total</b>
Very important	79%
Somewhat important	18%
Not too important	2%
Not important at all	1%
Don't Know	0%
Refused	0%
Count	300

Q15B. Microeconomic concepts and principles.

	<b>Total</b>
Very important	66%
Somewhat important	32%
Not too important	2%
Not important at all	0%
Don't Know	0%
Refused	0%
Count	300

Q15C. Macroeconomic concepts and principles.

	<b>Total</b>
Very important	61%
Somewhat important	36%
Not too important	3%
Not important at all	0%
Don't Know	0%
Refused	0%
Count	300

Q15D. International trade and institutions.

	<b>Total</b>
Very important	38%
Somewhat important	54%
Not too important	8%
Not important at all	0%
Don't Know	0%
Refused	0%
Count	300

Q15E. Non-market or alternative economic systems.

	<b>Total</b>
Very important	15%
Somewhat important	71%
Not too important	13%
Not important at all	1%
Don't Know	0%
Refused	0%
Count	300

Q15F. Injustice in the American economic system, with particular attention paid to race, gender, class and economic injustice.

	<b>Total</b>
Very important	42%
Somewhat important	44%
Not too important	10%
Not important at all	3%
Don't Know	0%
Refused	0%
Count	300

Q15G. The contributions of market systems to increasing prosperity, rewarding productive work and reducing domestic poverty.

	<b>Total</b>
Very important	60%
Somewhat important	36%
Not too important	3%
Not important at all	1%
Don't Know	0%
Refused	0%
Count	300

Q15H. Thinking critically about free market institutions such as private ownership, competition and the profit motive.

	<b>Total</b>
Very important	75%
Somewhat important	24%
Not too important	1%
Not important at all	0%
Don't Know	0%
Refused	0%
Count	300



Q15I. Considering all the reasons we have discussed regarding where the emphasis should be in the Economics curriculum, which do you think should receive the most emphasis?

	<b>Total</b>
Personal finance and consumer education	44%
Critical thinking about free market institutions	15%
Microeconomic concepts	14%
Macroeconomic concepts	14%
How markets create prosperity	5%
International trade and institutions	4%
Injustice in the economic system	3%
Non-market economic systems	0%
Don't Know	1%
Refused	0%
Count	300

Q15J. Which should receive the second most emphasis?

	<b>Total</b>
Microeconomic concepts	22%
Personal finance and consumer education	18%
Macroeconomic concepts	17%
Critical thinking about free market institutions	15%
International trade and institutions	9%
Injustice in the economic system	8%
How markets create prosperity	8%
Non-market economic systems	0%
Don't Know	1%
Refused	0%
Count	298

IQ16. Several organizations provide economics teachers with supplemental curriculum materials. Please rate the following organizations according to how valuable, if at all, each is to you in providing instructional materials.

Q16A. Foundation for Teaching Economics.

	<b>Total</b>
Extremely valuable	9%
Very valuable	18%
Valuable	27%
Not too valuable	6%
Not valuable	20%
Don't Know	19%
Refused	0%
Count	300

Q16B. Junior Achievement.

	<b>Total</b>
Extremely valuable	6%
Very valuable	9%
Valuable	25%
Not too valuable	15%
Not valuable	27%
Don't Know	18%
Refused	0%
Count	300

Q16C. Jumpstart Coalition for Personal Financial Literacy.

	<b>Total</b>
Extremely valuable	3%
Very valuable	9%
Valuable	17%
Not too valuable	10%
Not valuable	28%
Don't Know	32%
Refused	1%
Count	300

Q16D. National Council on Economic Education.

	<b>Total</b>
Extremely valuable	21%
Very valuable	33%
Valuable	25%
Not too valuable	7%
Not valuable	7%
Don't Know	8%
Refused	0%
Count	300

Q16E. State Councils and University-Based Centers for Economic Education.

	<b>Total</b>
Extremely valuable	11%
Very valuable	23%
Valuable	30%
Not too valuable	13%
Not valuable	11%
Don't Know	12%
Refused	0%
Count	300

Q16F. The Federal Reserve.

	<b>Total</b>
Extremely valuable	12%
Very valuable	33%
Valuable	35%
Not too valuable	9%
Not valuable	6%
Don't Know	5%
Refused	0%
Count	300

IQ17. Several organizations provide economics teachers with professional development opportunities including courses, workshops and conferences. Please rate the following organizations according to how valuable, if at all, each is to you in providing professional development opportunities.

Q17A. Foundation for Teaching Economics.

	<b>Total</b>
Extremely valuable	7%
Very valuable	18%
Valuable	23%
Not too valuable	9%
Not valuable	24%
Don't Know	19%
Refused	0%
Count	300

Q17B. Junior Achievement.

	<b>Total</b>
Extremely valuable	4%
Very valuable	11%
Valuable	19%
Not too valuable	14%
Not valuable	31%
Don't Know	20%
Refused	0%
Count	300

Q17C. Jumpstart Coalition for Personal Financial Literacy.

	<b>Total</b>
Extremely valuable	3%
Very valuable	9%
Valuable	15%
Not too valuable	9%
Not valuable	34%
Don't Know	29%
Refused	1%
Count	300

Q17D. National Council on Economic Education.

	<b>Total</b>
Extremely valuable	16%
Very valuable	27%
Valuable	23%
Not too valuable	7%
Not valuable	14%
Don't Know	13%
Refused	0%
Count	300

Q17E. State Councils and University-Based Centers for Economic Education.

	<b>Total</b>
Extremely valuable	9%
Very valuable	26%
Valuable	29%
Not too valuable	8%
Not valuable	14%
Don't Know	14%
Refused	0%
Count	300

Q17F. The Federal Reserve.

	<b>Total</b>
Extremely valuable	11%
Very valuable	22%
Valuable	29%
Not too valuable	12%
Not valuable	13%
Don't Know	13%
Refused	0%
Count	300

**(Asked to everyone)**

IQ12. The next few questions are about standards and state testing.

Q12A. In which of the following subject areas are STATE tests administered in your high school?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
U.S. History	60%	60%	51%	63%	65%
World History	39%	37%	37%	40%	41%
Civics	31%	31%	25%	38%	29%
Economics	25%	26%	20%	30%	27%
No state tests in social studies are ever administered	37%	38%	45%	34%	31%
Don't Know	1%	0%	1%	1%	1%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300

**(Asked to those who have state tests administered for any subject)**

Q12B. Among your teaching duties, how important do you consider it to be to prepare your students for these state tests?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Very important	63%	66%	66%	58%	62%
Somewhat important	27%	27%	27%	31%	24%
Not too important	5%	5%	5%	6%	3%
Not important at all	4%	2%	2%	5%	8%
Don't Know	0%	0%	0%	0%	1%
Refused	0%	0%	0%	1%	1%
Count	749	184	161	198	206

IQ18. Please tell me the frequency of the following activities in your classes:

Q18A. Whole class teacher presentation/discussion.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Never	1%	1%	1%	1%	0%
Hardly ever	2%	2%	4%	2%	2%
Occasionally	22%	18%	25%	19%	28%
Almost every class	51%	53%	48%	53%	49%
Every class	23%	25%	21%	24%	21%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300

Q18B. Students reading in textbook.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Never	10%	8%	9%	8%	13%
Hardly ever	17%	16%	20%	15%	17%
Occasionally	35%	38%	33%	35%	35%
Almost every class	25%	26%	22%	28%	23%
Every class	13%	11%	16%	14%	11%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300

Q18C. Students working in workbook or on handouts.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Never	8%	8%	9%	7%	7%
Hardly ever	20%	20%	22%	20%	17%
Occasionally	46%	48%	44%	46%	46%
Almost every class	21%	19%	20%	21%	23%
Every class	6%	4%	6%	6%	7%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300

Q18D. Students working in small groups.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Never	1%	0%	2%	1%	0%
Hardly ever	6%	7%	8%	6%	4%
Occasionally	55%	58%	52%	60%	51%
Almost every class	30%	30%	28%	26%	36%
Every class	7%	4%	10%	8%	8%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300

Q18E. Students engaged in problem solving activity.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Never	0%	0%	0%	1%	0%
Hardly ever	3%	3%	4%	2%	1%
Occasionally	36%	40%	39%	35%	30%
Almost every class	42%	40%	36%	44%	50%
Every class	19%	17%	21%	19%	19%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300

Q18F. Students engaged in critical thinking activity.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Never	0%	0%	0%	0%	0%
Hardly ever	1%	1%	1%	0%	0%
Occasionally	19%	21%	21%	17%	18%
Almost every class	49%	46%	45%	53%	52%
Every class	31%	32%	33%	29%	29%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300

Q18G. Internet based activity.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Never	5%	6%	6%	3%	3%
Hardly ever	18%	18%	25%	17%	14%
Occasionally	63%	64%	59%	67%	63%
Almost every class	10%	9%	6%	10%	16%
Every class	3%	2%	4%	2%	4%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300

Q18H. Computer based activity.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Never	5%	4%	8%	4%	4%
Hardly ever	19%	19%	22%	20%	13%
Occasionally	61%	64%	59%	61%	62%
Almost every class	11%	8%	7%	12%	17%
Every class	4%	4%	3%	3%	5%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300

Q18I. Video based activity.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Never	2%	2%	1%	1%	4%
Hardly ever	20%	16%	16%	21%	26%
Occasionally	67%	71%	69%	65%	64%
Almost every class	9%	10%	12%	9%	6%
Every class	1%	1%	2%	3%	0%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300



Q19. On which of the following did you spend the majority of time in your MOST RECENT class period?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Whole class teacher presentation/discussion	47%	50%	49%	52%	38%
Students engaged in critical thinking activity	16%	18%	13%	19%	13%
Students working in small groups	15%	13%	18%	14%	17%
Students engaged in problem solving activity	8%	4%	8%	6%	13%
Students working in workbook or on handouts	3%	3%	3%	2%	3%
Internet based activity	3%	2%	1%	2%	7%
Students reading in textbook	2%	2%	3%	2%	2%
Computer based activity	2%	2%	1%	1%	3%
Video based activity	2%	4%	3%	1%	1%
Don't Know	1%	1%	0%	1%	2%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300

IQ20. Next are a few questions about textbooks.

Q20A. Which of the following best represents the use of textbooks in your current teaching?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
My students and I use textbooks in class and for homework	75%	79%	71%	78%	73%
Students have access to texts in class but do not use them for homework assignments	15%	13%	18%	13%	15%
I use one or more texts as a reference but students do not have copies	7%	5%	9%	6%	7%
Texts are not used at all	2%	1%	1%	1%	4%
Don't Know	1%	0%	1%	1%	1%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300

**(Asked to those who use textbooks)**

Q20B. How would you rate the quality of the textbooks you use?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Excellent	29%	32%	29%	31%	24%
Good	52%	48%	52%	50%	58%
Fair	15%	18%	14%	15%	13%
Poor	3%	1%	4%	3%	5%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	0%	0%	0%	0%
Count	1082	277	267	274	264

**(Asked to everyone)**

IQ21. Now, a few questions about professional development. Here's a list of professional development needs teachers frequently identify. For each one, please rate how important it is to YOU in your own professional development. Use a scale from 1 to 10, where 1 means it is a very low need area for your professional development, and a 10 means it is a very high need area. First...

Q21A. Classroom management.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
1	16%	17%	12%	12%	23%
2	10%	9%	10%	8%	11%
3	7%	6%	6%	8%	8%
4	4%	5%	1%	6%	5%
5	10%	9%	10%	12%	9%
6	5%	5%	5%	3%	5%
7	6%	6%	7%	6%	6%
8	10%	12%	10%	9%	8%
9	8%	7%	8%	11%	6%
10	24%	23%	29%	24%	19%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300
Top 3	42%	43%	47%	45%	33%
Middle 4	25%	25%	24%	27%	25%
Bottom 3	32%	32%	29%	28%	42%
Mean	5.88	5.89	6.33	6.15	5.16

Q21B. Subject matter knowledge.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
1	4%	4%	5%	5%	3%
2	4%	5%	4%	5%	3%
3	4%	5%	3%	4%	4%
4	3%	4%	3%	1%	6%
5	7%	6%	10%	6%	7%
6	4%	3%	5%	5%	4%
7	10%	9%	10%	8%	13%
8	16%	16%	17%	17%	15%
9	13%	15%	10%	12%	16%
10	33%	33%	34%	37%	29%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	0%	0%	0%	0%
Count	1201	300	300	301	300
Top 3	63%	64%	61%	65%	60%
Middle 4	25%	22%	28%	21%	30%
Bottom 3	12%	14%	11%	13%	10%
Mean	7.52	7.52	7.45	7.63	7.48

Q21C. Constructivist teaching techniques.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
1	3%	4%	1%	2%	4%
2	2%	2%	2%	3%	2%
3	4%	3%	3%	3%	4%
4	4%	5%	3%	4%	5%
5	14%	12%	15%	15%	16%
6	8%	9%	9%	7%	7%
7	19%	20%	17%	19%	18%
8	19%	21%	19%	17%	18%
9	10%	10%	8%	12%	8%
10	11%	8%	14%	10%	11%
Don't Know	7%	6%	7%	7%	7%
Refused	0%	1%	1%	0%	0%
Count	1201	300	300	301	300
Top 3	39%	39%	42%	39%	37%
Middle 4	45%	45%	44%	45%	45%
Bottom 3	9%	9%	6%	8%	11%
Mean	6.78	6.72	7.01	6.80	6.58

Q21D. Assessing student performance.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
1	3%	3%	2%	1%	4%
2	3%	2%	4%	1%	5%
3	4%	4%	3%	4%	7%
4	4%	3%	3%	5%	4%
5	11%	12%	11%	10%	12%
6	8%	7%	7%	9%	9%
7	13%	13%	14%	13%	13%
8	22%	23%	21%	27%	18%
9	13%	15%	13%	14%	9%
10	18%	16%	21%	17%	19%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	0%	1%	0%	0%
Count	1201	300	300	301	300
Top 3	53%	55%	55%	57%	47%
Middle 4	36%	35%	36%	36%	37%
Bottom 3	10%	10%	9%	6%	16%
Mean	7.12	7.13	7.29	7.34	6.73

Q21E. Preparing students for test taking.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
1	5%	5%	5%	3%	6%
2	6%	4%	4%	7%	9%
3	7%	8%	5%	7%	8%
4	5%	4%	5%	6%	6%
5	14%	11%	16%	12%	16%
6	10%	13%	10%	9%	9%
7	17%	18%	16%	18%	15%
8	15%	16%	18%	15%	12%
9	9%	10%	7%	9%	8%
10	12%	11%	13%	14%	12%
Don't Know	0%	0%	1%	0%	0%
Refused	0%	0%	0%	0%	0%
Count	1201	300	300	301	300
Top 3	36%	37%	38%	38%	32%
Middle 4	46%	46%	47%	45%	46%
Bottom 3	18%	17%	14%	17%	23%
Mean	6.28	6.36	6.41	6.42	5.92

Q21F. Presenting content effectively.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
1	3%	3%	3%	2%	4%
2	3%	4%	2%	4%	3%
3	3%	3%	4%	3%	4%
4	3%	3%	3%	2%	4%
5	7%	6%	7%	6%	9%
6	4%	5%	4%	4%	4%
7	11%	11%	11%	8%	12%
8	17%	18%	16%	19%	14%
9	16%	16%	15%	17%	15%
10	32%	31%	34%	34%	32%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	1%	0%	1%	0%
Count	1201	300	300	301	300
Top 3	65%	64%	65%	70%	61%
Middle 4	25%	26%	25%	21%	29%
Bottom 3	9%	9%	9%	9%	10%
Mean	7.72	7.69	7.78	7.86	7.55

Q21G. Meeting students social and psychological needs.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
1	2%	1%	3%	2%	5%
2	5%	4%	5%	2%	7%
3	4%	3%	4%	5%	5%
4	6%	5%	5%	7%	5%
5	15%	15%	15%	10%	19%
6	10%	12%	7%	12%	10%
7	15%	18%	13%	16%	14%
8	21%	23%	24%	22%	14%
9	8%	8%	6%	9%	10%
10	13%	10%	18%	14%	11%
Don't Know	0%	0%	0%	0%	0%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300
Top 3	42%	41%	48%	45%	35%
Middle 4	46%	51%	40%	45%	48%
Bottom 3	11%	7%	11%	9%	17%
Mean	6.67	6.78	6.84	6.85	6.19

Q21H. Meeting the academic needs of culturally and learning diverse students in my school.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
1	3%	1%	4%	2%	5%
2	3%	3%	5%	3%	2%
3	4%	4%	3%	5%	4%
4	4%	3%	4%	3%	5%
5	10%	10%	8%	10%	14%
6	8%	6%	8%	10%	9%
7	15%	16%	15%	13%	16%
8	20%	25%	20%	21%	16%
9	10%	10%	9%	14%	9%
10	21%	21%	23%	20%	19%
Don't Know	0%	1%	0%	0%	0%
Refused	0%	1%	0%	0%	0%
Count	1201	300	300	301	300
Top 3	51%	56%	51%	55%	44%
Middle 4	37%	34%	36%	35%	45%
Bottom 3	11%	9%	12%	10%	11%
Mean	7.11	7.34	7.07	7.23	6.80

IQ22. Now, a few questions about your educational background.

Q22A. As an UNDERGRADUATE, how many courses did you take in your primary teaching area U.S. history, world history, civics, or economics?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Less than 10	25%	30%	25%	20%	25%
11-15	22%	20%	25%	21%	22%
More than 15	46%	42%	44%	54%	46%
Don't Know	6%	7%	5%	5%	7%
Refused	1%	1%	2%	1%	0%
Count	1201	300	300	301	300

(Asked of those who have at least a graduate degree)

Q22B. As a GRADUATE, how many courses did you take in your primary teaching area U.S. history, world history, civics, or economics?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
0	20%	18%	19%	21%	23%
1-5	26%	24%	27%	25%	30%
6-10	20%	21%	19%	24%	17%
11-15	13%	13%	16%	10%	13%
More than 15	15%	19%	13%	15%	12%
Don't Know	3%	2%	2%	3%	4%
Refused	3%	4%	4%	2%	1%
Count	716	185	160	174	197

Q23. In your undergraduate program, did you take a course in the methods of teaching history, civics, or economics?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Yes	71%	73%	69%	72%	69%
No	29%	26%	31%	26%	31%
Don't Know	0%	0%	0%	1%	0%
Refused	0%	0%	1%	1%	0%
Count	1201	300	300	301	300

(Asked of those who have at least a graduate degree)

Q24. In your graduate program, did you take a course in the methods of teaching history, civics, or economics?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Yes	48%	50%	49%	48%	46%
No	51%	50%	49%	51%	53%
Don't Know	0%	0%	1%	0%	1%
Refused	1%	1%	1%	1%	0%
Count	716	185	160	174	197

IQ25. Please rate the quality of the following aspects of the teacher preparation that you received in college and, if applicable, graduate school.

Q25A. Your history, political science, and economics courses.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Very good	55%	49%	54%	59%	60%
Good	41%	47%	39%	39%	38%
Poor	3%	2%	5%	2%	2%
Very Poor	0%	0%	1%	0%	0%
Don't Know	1%	1%	1%	0%	1%
Refused	0%	1%	1%	0%	0%
Count	1201	300	300	301	300

Q25B. Your professional education courses, excluding student teaching.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Very good	25%	17%	24%	28%	31%
Good	56%	63%	55%	53%	51%
Poor	15%	16%	16%	14%	12%
Very Poor	2%	2%	1%	2%	2%
Don't Know	2%	1%	3%	2%	4%
Refused	1%	1%	1%	1%	0%
Count	1201	300	300	301	300

Q25C. Student teaching.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Very good	47%	47%	47%	49%	46%
Good	41%	42%	40%	41%	43%
Poor	5%	7%	4%	6%	4%
Very Poor	1%	2%	1%	1%	0%
Don't Know	4%	1%	6%	3%	4%
Refused	2%	1%	2%	2%	2%
Count	1201	300	300	301	300

Q25D. Courses in the methods of teaching social studies.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Very good	24%	19%	24%	24%	27%
Good	47%	52%	41%	50%	47%
Poor	17%	16%	20%	16%	16%
Very Poor	3%	3%	4%	3%	2%
Don't Know	5%	6%	6%	4%	5%
Refused	3%	4%	4%	3%	3%
Count	1201	300	300	301	300



Q26. When it comes to teaching, would you say that your teaching style leans more towards TEACHER-centered learning or STUDENT-centered learning?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Teacher centered learning	37%	44%	37%	33%	33%
Student centered learning	61%	54%	60%	63%	66%
Don't Know	2%	1%	3%	3%	2%
Refused	0%	0%	1%	0%	0%
Count	1201	300	300	301	300

Q27. How do leaders in your school district prefer that you teach - more TEACHER-centered learning or more STUDENT-centered learning?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Teacher centered learning	15%	16%	17%	15%	12%
Student centered learning	71%	71%	68%	68%	77%
Don't Know	13%	12%	14%	16%	10%
Refused	1%	1%	1%	1%	1%
Count	1201	300	300	301	300

IQ28. Now I'd like to ask you a few questions about current events and current issues facing our nation today.

Q28A. All in all are you satisfied or dissatisfied with the way things are going in the country today?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Satisfied	28%	27%	29%	29%	26%
Dissatisfied	64%	67%	62%	62%	66%
Don't Know	4%	4%	5%	4%	4%
Refused	4%	2%	3%	5%	4%
Count	1201	300	300	301	300

IQ28B. For the following questions, please tell me if you strongly agree, agree, disagree or strongly disagree.

Q28B. The strength of this country is mostly based on the success of American business.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	11%	8%	10%	11%	16%
Agree	56%	56%	58%	51%	58%
Disagree	25%	31%	24%	29%	17%
Strongly disagree	1%	0%	2%	2%	1%
Don't Know	1%	1%	1%	2%	1%
Refused	5%	3%	5%	6%	6%
Count	1201	300	300	301	300

Q28C. Government regulation of business usually does more harm than good.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	6%	6%	5%	6%	9%
Agree	32%	24%	35%	30%	38%
Disagree	49%	58%	46%	51%	41%
Strongly disagree	5%	6%	4%	5%	5%
Don't Know	2%	2%	5%	1%	1%
Refused	5%	3%	5%	6%	6%
Count	1201	300	300	301	300

Q28D. Business corporations make too much profit.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	17%	21%	19%	17%	11%
Agree	42%	43%	44%	44%	38%
Disagree	30%	26%	28%	28%	37%
Strongly disagree	3%	3%	2%	3%	5%
Don't Know	2%	3%	2%	2%	2%
Refused	5%	4%	5%	6%	7%
Count	1201	300	300	301	300

Q28E. The best way to insure peace is through military strength.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	6%	6%	6%	4%	7%
Agree	34%	40%	33%	36%	28%
Disagree	41%	39%	38%	43%	43%
Strongly disagree	12%	10%	14%	10%	12%
Don't Know	2%	1%	3%	2%	4%
Refused	5%	3%	5%	6%	7%
Count	1201	300	300	301	300

Q28F. Today it is true that the rich just get richer while the poor get poorer.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	14%	16%	18%	14%	8%
Agree	47%	49%	47%	47%	43%
Disagree	29%	26%	27%	28%	35%
Strongly disagree	4%	4%	2%	4%	5%
Don't Know	1%	1%	1%	2%	1%
Refused	5%	3%	5%	6%	7%
Count	1201	300	300	301	300

Q28G. I am very patriotic.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	46%	51%	41%	48%	43%
Agree	47%	44%	52%	45%	46%
Disagree	2%	2%	2%	2%	2%
Strongly disagree	0%	0%	0%	0%	1%
Don't Know	0%	0%	1%	0%	1%
Refused	5%	3%	4%	6%	6%
Count	1201	300	300	301	300

Q28H. We should restrict and control people coming into our country more than we do now.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	13%	12%	14%	15%	12%
Agree	48%	53%	49%	45%	46%
Disagree	27%	25%	26%	28%	28%
Strongly disagree	4%	4%	4%	3%	6%
Don't Know	3%	2%	3%	3%	3%
Refused	5%	3%	5%	6%	6%
Count	1201	300	300	301	300

Q28I. The growing number of newcomers from other countries threatens traditional American customs and values.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	5%	7%	5%	6%	4%
Agree	20%	20%	20%	18%	20%
Disagree	52%	52%	52%	52%	53%
Strongly disagree	17%	17%	17%	17%	16%
Don't Know	1%	1%	1%	1%	2%
Refused	5%	2%	5%	6%	6%
Count	1201	300	300	301	300

IQ28J. I am going to read some programs and proposals that are being discussed in the country today.

Q28J. Allowing gays and lesbians to marry legally.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly favor	12%	11%	13%	14%	11%
Favor	34%	34%	33%	36%	33%
Oppose	26%	28%	26%	26%	25%
Strongly oppose	14%	17%	15%	13%	13%
Don't Know	4%	4%	4%	4%	4%
Refused	9%	7%	9%	7%	13%
Count	1201	300	300	301	300

Q28K. Making it more difficult for a woman to get an abortion.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly favor	8%	9%	7%	7%	8%
Favor	21%	22%	22%	24%	17%
Oppose	37%	39%	40%	34%	35%
Strongly oppose	20%	18%	18%	21%	22%
Don't Know	5%	4%	5%	6%	5%
Refused	9%	7%	9%	8%	13%
Count	1201	300	300	301	300

Q28L. Affirmative action programs designed to help blacks, women and other minorities to get better jobs and education.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly favor	8%	7%	10%	8%	10%
Favor	50%	51%	47%	54%	46%
Oppose	27%	30%	28%	23%	27%
Strongly oppose	4%	5%	4%	5%	3%
Don't Know	3%	3%	3%	4%	4%
Refused	7%	5%	8%	7%	10%
Count	1201	300	300	301	300

Q28M. The U.S. government guaranteeing health insurance for all citizens, even if it means raising taxes.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly favor	19%	19%	21%	20%	17%
Favor	39%	40%	41%	41%	34%
Oppose	23%	22%	20%	22%	27%
Strongly oppose	10%	12%	8%	8%	12%
Don't Know	3%	2%	4%	2%	3%
Refused	6%	4%	7%	7%	7%
Count	1201	300	300	301	300

IQ29. Now I have a few questions about teaching about diversity.

Q29A. When teaching about diversity teachers should be careful to never present any information that might offend any member of any cultural group.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	10%	11%	10%	8%	10%
Agree	31%	30%	27%	34%	34%
Disagree	41%	41%	46%	42%	36%
Strongly disagree	11%	13%	10%	10%	11%
Don't Know	2%	1%	2%	2%	1%
Refused	5%	3%	5%	5%	7%
Count	1201	300	300	301	300

Q29B. The purpose of multicultural education should be to get students to embrace all forms of diversity.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	25%	23%	29%	23%	27%
Agree	54%	57%	50%	59%	50%
Disagree	12%	13%	13%	12%	12%
Strongly disagree	1%	1%	2%	1%	2%
Don't Know	2%	2%	2%	1%	2%
Refused	5%	4%	5%	5%	7%
Count	1201	300	300	301	300

Q29C. One goal of multicultural education should be to enable students to evaluate other cultures from the perspective of such widely accepted democratic values as freedom of speech and women's rights.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	27%	24%	30%	26%	28%
Agree	62%	67%	55%	64%	62%
Disagree	4%	5%	7%	2%	3%
Strongly disagree	1%	0%	2%	1%	1%
Don't Know	1%	1%	1%	1%	1%
Refused	5%	4%	5%	6%	6%
Count	1201	300	300	301	300

Q29D. Schools should teach a thoughtful allegiance to American values and an appreciation for America's distinctive place in the history of nations.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	26%	28%	23%	27%	25%
Agree	60%	60%	61%	60%	61%
Disagree	6%	6%	10%	6%	4%
Strongly disagree	1%	1%	1%	0%	1%
Don't Know	1%	1%	2%	1%	2%
Refused	5%	3%	4%	6%	7%
Count	1201	300	300	301	300

Q29E. Studying other cultures should include the study of a culture's flaws as well as its strengths.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	37%	35%	44%	36%	34%
Agree	56%	59%	50%	57%	58%
Disagree	2%	2%	1%	2%	2%
Strongly disagree	0%	0%	0%	0%	0%
Don't Know	0%	1%	0%	0%	1%
Refused	5%	3%	5%	5%	5%
Count	1201	300	300	301	300

Q29F. The fact that Judeo/Christian values have had a major influence on the development of our civic and governmental institutions should not be emphasized for fear of offending some students.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	2%	1%	2%	1%	3%
Agree	13%	11%	12%	13%	15%
Disagree	54%	54%	54%	55%	54%
Strongly disagree	24%	27%	25%	23%	20%
Don't Know	2%	3%	2%	2%	2%
Refused	5%	5%	5%	5%	6%
Count	1201	300	300	301	300

Q29G. Multicultural education should motivate students to work to change society.

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Strongly agree	17%	14%	23%	18%	15%
Agree	61%	65%	58%	61%	60%
Disagree	13%	13%	11%	12%	14%
Strongly disagree	1%	1%	1%	1%	2%
Don't Know	2%	4%	1%	3%	2%
Refused	5%	4%	5%	5%	8%
Count	1201	300	300	301	300

Q30. In the upcoming national election of 2008, do you anticipate that you will vote mostly...

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Democratic	35%	36%	35%	37%	34%
Republican	22%	22%	22%	19%	26%
Independent	16%	17%	14%	19%	13%
Haven't decided yet	17%	18%	20%	17%	14%
Don't Know	1%	1%	1%	0%	2%
Refused	9%	6%	8%	9%	12%
Count	1201	300	300	301	300

Q31. With regard to the values of the community in which you teach on moral, social and political issues would you say your views are...

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
More liberal than the majority in the community	38%	38%	38%	42%	33%
More conservative than the majority in the community	15%	15%	18%	14%	14%
Very much in line with the majority in the community	38%	40%	36%	37%	41%
Don't Know	2%	2%	2%	1%	4%
Refused	7%	5%	6%	7%	9%
Count	1201	300	300	301	300

Q32. How often would you say that your views on moral, social, and political issues influence your approach to the teaching of social studies?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
All the time	11%	13%	12%	7%	12%
Some of the time	45%	48%	46%	47%	40%
Seldom	27%	25%	25%	29%	29%
Never	10%	9%	11%	11%	10%
Don't Know	0%	1%	1%	0%	0%
Refused	6%	4%	5%	6%	9%
Count	1201	300	300	301	300

Q33. How many miles is the school where you are currently employed from where you grew up?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
0 to less than 15 miles	27%	28%	29%	24%	29%
15 to less than 40 miles	19%	18%	20%	20%	18%
40 to less than 100 miles	14%	14%	12%	15%	13%
100 miles or more	37%	37%	35%	39%	38%
Don't Know	0%	0%	0%	0%	0%
Refused	3%	3%	3%	2%	2%
Count	1201	300	300	301	300



ID1. Just a few more questions for classification purposes only...

QD1. What is your highest earned degree?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Bachelors degree	40%	38%	47%	42%	34%
Masters	44%	44%	38%	43%	51%
Masters plus 30 or post masters certificate (6th year)	12%	14%	12%	13%	11%
Doctorate/Ph.D./Ed.D.	2%	3%	1%	2%	3%
Don't Know	0%	0%	0%	0%	0%
Refused	1%	2%	2%	1%	1%
Count	1201	300	300	301	300

QD1A. What did you receive your undergraduate degree in?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
History	23%	24%	30%	20%	18%
Education w/ SS Concentration	22%	20%	24%	23%	19%
Social Studies	17%	15%	11%	20%	20%
Education	9%	12%	9%	9%	7%
History with another major	7%	9%	7%	9%	5%
Political Science	5%	3%	5%	7%	7%
Physical Education/Health	3%	2%	5%	3%	2%
Sociology	2%	0%	1%	1%	4%
Business	2%	2%	0%	1%	5%
Psychology	1%	1%	1%	2%	1%
Economics	1%	1%	0%	1%	4%
Communications	1%	1%	1%	1%	1%
Foreign Languages	1%	1%	1%	0%	0%
International Relations	1%	0%	1%	0%	1%
Kinesiology	1%	1%	1%	0%	0%
Criminal Justice	1%	0%	0%	1%	1%
Anthropology	0%	0%	0%	0%	0%
Geography	0%	1%	0%	1%	0%
Marketing	0%	0%	0%	0%	0%
English	0%	0%	1%	0%	0%
Philosophy	0%	0%	0%	0%	0%
Technology	0%	0%	0%	0%	0%
Cultural Studies	0%	1%	0%	0%	0%
Biology	0%	0%	0%	0%	0%
Art History	0%	0%	0%	0%	1%
Family/Consumer Science	0%	0%	0%	0%	0%
Engineering	0%	0%	0%	0%	0%
Social Work	0%	0%	0%	0%	0%
Computer Science	0%	0%	0%	0%	0%
Drama	0%	0%	0%	0%	0%
Women's Studies	0%	0%	0%	0%	0%
Chemistry	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	0%
Music	0%	0%	0%	0%	0%
Don't Know	1%	2%	0%	0%	2%
Refused	1%	1%	2%	0%	0%
Count	1184	295	293	299	297

(Asked to those who have received a graduate degree)

QD1B. What did you receive your graduate degree in?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Education	34%	34%	35%	35%	32%
Administration	16%	17%	15%	15%	18%
Social Studies Education	12%	13%	12%	10%	13%
History	12%	17%	18%	8%	6%
Curriculum and Instruction	8%	7%	7%	11%	6%
Social Studies	4%	4%	2%	4%	6%
Political Science	2%	1%	1%	3%	2%
Business	1%	1%	0%	1%	3%
Computer Science	1%	1%	1%	1%	1%
Economics	1%	1%	0%	1%	1%
Counseling	1%	0%	3%	4%	0%
Law	1%	1%	0%	2%	2%
Theology	1%	1%	0%	1%	1%
Physical Education	1%	1%	1%	1%	1%
Athletic Administration	1%	0%	0%	1%	2%
English	1%	0%	0%	1%	2%
Family/Consumer Science	0%	1%	0%	0%	0%
Language	0%	1%	1%	0%	1%
Geography	0%	0%	1%	0%	0%
Public Administration	0%	0%	1%	0%	1%
Criminal Justice	0%	0%	1%	1%	1%
Psychology	0%	0%	0%	1%	0%
Fine Arts	0%	0%	0%	0%	1%
Kinesiology	0%	0%	0%	0%	1%
Music	0%	0%	0%	0%	1%
Don't Know	0%	0%	0%	0%	1%
Refused	1%	0%	1%	0%	1%
Count	696	178	153	171	194

**(Asked to those who have received a Doctorate/Ph.D./Ed.D.)**

QD1C. What did you receive your doctorate, Ph.D., or Ed.D. degree in?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Law	42%	56%	25%	60%	25%
Education	27%	22%	50%	40%	13%
Administration	12%	11%	0%	0%	25%
Divinity	4%	11%	0%	0%	0%
History	4%	0%	25%	0%	0%
Psychology	4%	0%	0%	0%	13%
Fine Arts	4%	0%	0%	0%	13%
Don't Know	0%	0%	0%	0%	0%
Refused	4%	0%	0%	0%	13%
Count	26	9	4	5	8

QD2. How would you describe your race or ethnic background?

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
White/Caucasian (non-Hispanic)	89%	89%	87%	91%	89%
Hispanic	2%	2%	2%	1%	2%
Black/African-American (non-Hispanic)	3%	2%	4%	3%	2%
Asian	0%	0%	1%	0%	1%
Native American	1%	1%	0%	1%	1%
Biracial	1%	2%	1%	1%	0%
Don't Know	0%	0%	0%	1%	0%
Refused	4%	4%	4%	3%	4%
Count	1201	300	300	301	300

QD3. Gender

	<b>Total</b>	<b>U.S. History</b>	<b>World History</b>	<b>Civics</b>	<b>Economics</b>
Male	68%	69%	63%	71%	70%
Female	32%	31%	37%	29%	30%
Count	1201	300	300	301	300