

The Efficacy of Strategic Intervention Materials (SIMS) in Teaching Social Studies Among Third Year High School Students

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Gunning Fog Index: 12.89 • Originality: 100% • Grammar Check: 99%
Flesch Reading Ease: 44.28 • Plagiarism: 0%



ABSTRACT

This study investigated the efficacy of the Strategic Intervention Materials (SIMs) in teaching Social Studies among the third-year high school students of Bugsukan Integrated School, Philippines. The researcher made use of the group pretest-posttest design. The pretest was used to determine the present performance in the five learning areas in Social Studies namely: The Growing Power of Europe, The Spread of European Power, The Expansion of European Power, The Awakening, and The World Between Wars. Mean was used to determine the academic performance of the student-respondents while t-Test was used to determine the significant difference in the results between the pretest and posttest. This study found out that, SIMs enhance students' interest as well as their retention of the lesson. Watching video clips, film, and movies about the teaching in Social Studies increases students' performance in the test. This is manifested in the high examination scores of the students in the fourth grading period. The significant difference in the students' performance in the pretest and posttest is the result of the effective technique the teacher employs. The SIMs are deemed instrumental in upgrading students' retention of the content of the subject as well as in sustaining their interest to learn and integrate the lessons in their real-life experiences as they identify themselves with the characters they see on the videos, films and other audio-video materials presented to them.

KEYWORDS

Education, Strategic Intervention Materials, Social Studies, Experimental, Philippines

INTRODUCTION

Quality teaching does not only depend on the teacher's knowledge and skills but also the teacher's innovations and creativity. Every teacher has to continually innovate an intervention material as well as strategies to keep abreast with the trend of the students' needs and eventually enhance the quality of the teaching-learning process. Understanding the essence of instructional materials in the learning of the students is tantamount to a lesson well-delivered to the majority of the students. Innovative teachers expose their students to different ways of learning thus facilitate the diverse and unique learning styles and needs of the students as well. Through the use of these strategic intervention materials, the teachers can capitalize on the strengths and improve the self-advocacy skills of the students. The function of education is to teach one to think intensively and critically. Intelligence plus character—that is the goal of real education.” (King, 1947). The above literature stresses the development of every individual through education. Education initiates the mind and shapes character. As Jose Rizal said, “a person who obtained wise education can transform a barbaric station to a nobler nation.”

There is no denying that Social Studies is vital for the intellectual outlook of the present time, although there is a general tendency among the people to be much less conscious of the value of the subject than they are about that of Science. For a significant number of thinking, Social Studies is just a course of memorization; to pass the subject means memorizing a bulk of dates, events, personages, and others. Some miss realizing that Social Studies is the medium to make an inquiry, to investigate and understand society. As such, it is eventually the avenue to mirror oneself from. With the appropriate teaching strategy, Social Studies makes students realize the why's and how's of the society they are in and eventually identify their real nature as a human being and as a race. Teaching strategies are much imperative for students to appreciate their daily lessons or activities. However, it is a reality that there are teachers who use only one teaching style day after day, which denies students the opportunity of a variety of teaching techniques. Most of the traditional teachers often rely solely on text, lecturing, worksheets, and conventional tests. On the contrary, researches on teaching strategies conclude that students have more interest in a topic when a variety of teaching methods are implemented (Byford & Russell, 2007; Chiodo & Byford, 2004).

Teaching materials is a common term used to describe the resources the teacher used to deliver instruction. This can support the students' learning and increase students'

success. Ideally, the teaching materials will be designed to the content in which such are to be used, in consonance with the level and needs of the students. Teaching materials come in many shape and sizes, but they all have in common the ability to support student learning. Methods of teaching, as the main determinants of a good environment, can either enhance or impair the goals and objectives of teaching. Passivity can lead students to become very lazy dependents that always look out to the teacher to provide all the knowledge. Lack of the use of appropriate for the intellectual level of the students denies them active participation in their learning. Jotia (2006) has observed this and posits that “lack of students’ involvement in the teaching process makes teachers the subject of the learning process while students are dissolved to the level of objects which receive deposits and their critical awareness is compromised.”

Killen (2006) has prepared the same observation on the shortage of instructional materials in school by indicating that “the issue of resources may not be easy to resolve, but the important thing is that teacher should not lack resources as an excuse for not teaching well.” The implication here is that the alternatives are out there and teachers should refrain from being solely dependent on the local council for ready-made materials; they should reach out for local materials and improvise whenever the need arises. The effectiveness of the teacher is reflected in the students’ outcome from an assessment given to them and in most cases having a teaching philosophy does make a big difference when it comes to strategizing for teaching. Zevin (2013) stresses “good teachers have aimed for the education they lead and guide their students and do not do the work for them.

According to Adeyemi (2000), to achieve the purpose in teaching Social Studies, the main focus was on the integration of the concepts and orientations of all social science subjects and humanities in the content, making the child center in the educational process by placing more emphasis on the development of skills and attitudes. As such, to make Social Studies teaching and learning meaningful and exciting, teachers need to employ a variety of instructional materials and teaching methods which Adeyemi (2000) charge that they “are essential for the study of Social Studies.” He believes that the most suitable learning takes place when the learner is in control and dominating sessions in the teaching-learning process. In a sense, in the method of teaching Social Studies, the educator is supposed to use some common child-centered educational practices which will enable them to redefine themselves as well as their world autonomously. Journell (2010) notes that the Social Studies teacher has a responsibility to include controversial issues and current events in the curriculum. He believes that students need to study the problems on which there are some disagreements to practice analyzing problems; gathering and organizing facts; discriminating between facts and opinions; discussing differing viewpoints and drawing tentative conclusions.

Dube (2009) says exposing students to controversial issues in their studies enables them to develop the capacity for ethical and moral reasoning so that they become critically reflective thinkers. The Social Studies classroom should, therefore, focus on

using instructional materials which will help mold students to develop a democratic character. Teachers of powerful social studies instruction select teaching strategies that match the desired learning outcome and needs of each phase of the lesson. The learning cycle provides a framework for experience using multiple teaching strategies (Sunal & Haas, 2010). Using various teaching techniques is considered by many a best practice, and numerous studies conclude positive results concerning the use of different instructional methods. Russell (2010) in his research found that direct observation, data gathering, reading, role-playing, constructing projects, and watching films are all excellent ways to provide students with new information. Using film to enhance social studies instruction is a compelling strategic instructional method (Russell, 2007; Russell, 2008). Researchers concluded that using simulations heightened student interest and increased understanding (Russell & Byford, 2006).

Along with this line, the researcher intends to evaluate the academic performance of the students in Social Studies with the use of Strategic Intervention Materials (SIM). It is also the goal of the researcher to know after the evaluation of what types of materials are best to use in teaching social studies to make the subject lively and more appealing to the students. Hence, this study is conceived.

FRAMEWORK

This study is anchored on the best known “Cognitive Development Theory” developed by Swiss Psychologist Jean Piaget (1936). This theory attempts to explain human behavior by understanding the thought processes. The assumption is that humans are logical beings that make the choices that make the most sense to them. Information processing is a commonly used description of the mental process, comparing the human mind to a computer.

Furthermore, this theory is concerned with the expansion of a person’s thought processes. It also looks at how these thought progressions affect how we appreciate and mingle with the world. The leading cognitive thinker was Piaget (1936), who proposed an idea that seems obvious now, but helped revolutionize how we think about child development: Children think inversely than adults. Piaget (1936) then introduced a theory of cognitive development to account for the steps and sequence of children’s intellectual development. He believed that reality is a dynamic system of continuous change, and as such is defined about the two conditions that determine dynamic systems. Specifically, he argued that reality involves transformations and states. Alterations refer to all manners of changes that a thing or person can undergo. States relate to the conditions or the appearances in which ideas or persons can be found between transformations. He proposed that operative intelligence is responsible for the representation and manipulation of the dynamic or transformational aspects of reality and that figurative intelligence is accountable for the description of the static elements of reality.

This study further supported the theory of constructivism by Lev Vygotsky. This theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their subjective representations of objective reality. New information is linked to prior knowledge. Thus mental descriptions are personal. Constructivist teachers embolden students to assess how the activity is helping them gain understanding continually. By questioning themselves and their strategies, students in the constructivist classroom ideally become “expert learners.” This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn how to learn.

Bruner (1961) emphasizes the theory of discovery learning that an individual learns from his/her discovery of the environment. Learners are inherently curious. Thus they can be self-motivated until they find any answers to the problem. Learners, when actively involved in their learning, will continuously construct their knowledge. Each is capable of learning how to learn. Bruner’s idea gives rise to the emerging theory of constructivism and self-learning. He further supports that learning is an active process in which learners construct new ideas or concepts based upon their current/post knowledge. According to the principle of Social Cognitive Theory, learners learn not only through their own experiences but also by watching others. Crossley (2000) quoted, “experience is the best teacher.” To experience an event means to “live through,” to see, feel, or encounter an incident or a particular situation. In teaching-learning episodes, the experience is at the base. It is the foundation upon which new ideas and behaviors are formed. With prior knowledge, students can create their meanings, concepts, and perspectives. Hence, there is a need for activity-centered teaching strategies wherein the students may undergo an intelligent use of all their senses directly. Experiential learning is necessarily a way of acquiring knowledge or skills through direct and keen observations followed by an analysis of what has been sensed and understood. Moreover, this study wanted to find out if there is a significant difference in the achievement of the students between the pre-test and post-test scores.

OBJECTIVES OF THE STUDY

The study pursued to determine the following objectives: (1) to determine the level of achievement of students in Social Studies in the pretest; (2) to determine the level of performance of students in Social Studies in the posttest after exposure to Strategic Intervention Materials (SIM); and (3) to find the significant difference in the achievement of students in Social Studies in the pretest and posttest.

METHODOLOGY

Research Design

This study is action research with the used of one group pre-test – post-test design.

Research Locale

This study was conducted at Bugsukan Integrated School, Bugsukan, Butuan City.

Research Respondents

The respondents of this study were all third year high school students of Bugsukan Integrated School. The population was taken universally; this means that it covers all third year students in Bugsukan Integrated High School. There were thirty-one (31) students.

Research Instruments

To perform data collection, two measuring instruments are used. First, the researcher prepares a questionnaire taken from the Unified Division Test. In the preparation of the pre-test, Table of Specification (TOS) was made to ensure the content validity of the test. After conducting the pre-test, the Mean Percentage Score (MPS) was computed to identify the least learned competency of the third year students in various sub-topics covered for the third grading period. The test questionnaire is composed of fifty items. For the student to pass, each of them must obtain seventy-five (75) percent of the total scores. The second instrument was a movie review format taken from the internet by Keifer Albin to assess the students understanding of the film shown to them. The researcher included this instrument because this can help the students in remembering the relevance of the events to the topic given. After the third grading period, post-test was conducted to measure the effectiveness of the materials applied.

Statistical Treatment

To confirm the results found in the analysis and to further explore interactions and influences between variables of the study, the following statistical treatments were employed. Mean. This is used to determine the level of academic performance of third year students of Bugsukan Integrated High School. t-Test. This is used to determine the result of the pretest and posttest scores in social studies among the third year students of Bugsukan Integrated High School.

RESULTS AND DISCUSSION

Table 1. Level of achievement of the students in social studies in the pretest

Areas	Easy Items Mean Percentage Score	Verbal Description	Average Items Mean Percentage Score	Verbal Description	Difficult Items Mean Percentage Score	Verbal Description	Over-all Mean Percentage Score	Verbal Description
Paglakas ng Europe	74.73	Poor	21.51	Poor	9.68	Poor	35.30	Poor
Paglawak ng Kapangyarihan ng Europe	68.82	Poor	32.26	Poor	83.87	Satisfactory	61.65	Poor
Pananaig ng Kapangyarihang Kanluranin	62.90	Poor	18.28	Poor	87.10	Very Satisfactory	56.09	Poor
Pagkamulat	34.41	Poor	39.78	Poor	61.29	Poor	45.16	Poor
Tunggalian ng Interes	55.91	Poor	43.01	Poor	12.90	Poor	37.28	Poor
Over-all Mean Percentage Score	59.35	Poor	30.97	Poor	50.97	Poor	47.10	Poor

Legend: 100 – 95 - Outstanding
94 - 85 Very Satisfactory
84 – 75- Satisfactory
Below 75- Poor

The data show that during the pretest, the third year high school students got poor performance in all the five areas tested in the social studies subject. Each area is examined based on the Department of Education (DepEd) criteria of the specification; the test items are divided among the easy level, average level, and difficult level.

In the first area, Paglakas ng Europe, the respondents got 74.73 percentage score in the easy items test which is equivalent to poor verbal description, 21.51 percent in the average level, and 9.68 in the difficult items, both have poor verbal description, and overall mean percentage score of 35.30 which also has poor verbal description.

In the second test area Paglawak ng Kapangyarihan ng Europe, the students got 68.82 mean percentage score in the level of the easy item, 32.26 in the average level which both has a poor verbal description, 83.87 mean percentage score in the difficult level with a satisfactory verbal description. It has 61.65 overall mean percentage score with poor verbal description.

In the third test are, Pananaig ng Kapangyarihan ng Europe, the respondents 62.90 and 18.28 mean percentage score in easy and average levels respectively; both are verbally described as poor, 87.10 mean percentage score in the difficult level has a very satisfactory verbal description and 56.09 overall mean percentage score and verbally described as poor.

In the fourth test area, Pagkamulat, students got 34.41, 39.78, 61.29 mean percentage scores in the easy, average and difficult levels respectively, all with verbal

description poor and an overall mean percentage score of 45.16, also with a poor verbal description.

In the fifth test area tested, *Tunggalian ng Interes*, the respondents got poor verbal descriptions in all levels, 55.91 in the easy level, 43.01 average, 12.90 difficult level, and 45.16 overall mean percentage score. The result depicts that the respondents got 59.35 total mean percentage score in the easy item tests, 30.97 in the average items, 50.97 in the difficult items test and 47.10 in the overall mean percentage score; all sums up to poor verbal description.

Table 2. Level of achievement of the students in social studies in the posttest

Areas	Easy Items Mean Percentage Score	Verbal Description	Average Items Mean Percentage Score	Verbal Description	Difficult Items Mean Percentage Score	Verbal Description	Over-all Mean Percentage Score	Verbal Description
Paglakas ng Europe	93.55	Very Satisfactory	82.26	Satisfactory	93.55	Poor	74.19	Poor
Paglawak ng Kapangyarihan ng Europe	88.17	Very Satisfactory	69.35	Satisfactory	90.32	Very Satisfactory	87.99	Very Satisfactory
Pananaig ng Kapangyarihang Kanluranin	88.71	Very Satisfactory	87.10	Poor	67.74	Very Satisfactory	82.80	Satisfactory
Pagkamulat	80.65	Satisfactory	82.26	Very Satisfactory	90.32	Poor	78.49	Satisfactory
Tunggalian ng Interes	87.63	Very Satisfactory	80.97	Satisfactory	77.42	Very Satisfactory	86.74	Very Satisfactory
Over-all Mean Percentage Score	87.74	Very Satisfactory	82.26	Satisfactory	50.97	Satisfactory	82.04	Satisfactory

Legend: 100 – 95 - Outstanding
 94 – 85 Very Satisfactory
 84 – 75- Satisfactory
 Below 75- Poor

The data reveal that after the discussion of the lesson using the Strategic Intervention Material, the students got an overall percentage mean of 87.74 in the easy level items test which is of very satisfactory verbal description, 80.97 in the average items, a satisfactory verbal description, 77.42 in the difficult level item test that is also of satisfactory verbal description, and 82.04 overall mean percentage score, which gives the respondents the satisfactory verbal description.

The data also reveal that students got very satisfactory performance in the easy items test in all the five test areas with 93.55, 88.17, 88.71, 80.65, and 87.63 mean percentage scores respectively. In the average level items test, students got a satisfactory performance of 83.87, and 82.26 mean percentage score in *Paglakas ng Europe* and *Paglawak ng Kapangyarihan ng Europe*, the poor performance of 69.35 in *Pananaig*

ng Kapangyarihan ng Kanluranin, very satisfactory or 87.10 in Pagkamulat and satisfactory or 80.97 in Tunggalian ng Interes. Moreover, in the difficult level items test, students got a poor performance of 45.16 and 67.74 in Paglakas ng Europe and Pagkamulat, very satisfactory performance in Paglawak ng Kapangyarihan ng Europe, Pananaig ng Kapangyarihan ng Kanluranin, and Tunggalian ng Interes with respective mean percentage scores of 93.55, 90.32, and 90.32.

Generally, there is a significant increase in the performance level of the students after having been exposed to Strategic Intervention Materials. Students have increased their performance from poor, or 47.10 overall mean percentage score to satisfactory with 82.04 total mean percentage score. This typifies the great significance of the innovative intervention materials towards the enhancement of the performance of the students.

Table 3. Results of the T-test on the Pretest ang Posttest Scores Using the Strategic Intervention Materials (SIM)

Areas	Post Test Mean Percentage Score	Pre Test Mean Percentage Score	Difference of the Mean Percentage Score	t-Stat	p-value	Ho Decision	Conclusion
Paglakas ng Europe	85.16	52.26	32.90	2.81	0.01	Reject	Significant
Paglawak ng Kapangyarihan ng Europe	87.42	59.35	28.06	2.88	0.01	Reject	Significant
Pananaig ng Kapangyarihang Kanluranin	33.55	51.94	31.61	2.69	0.01	Reject	Significant
Pagkamulat	80.97	38.71	42.26	4.02	0.00	Reject	Significant
Tunggalian ng Interes	85.81	47.74	38.06	3.17	0.01	Reject	Significant
Over-all	84.58	50.00	34.58	7.06	0.00	Reject	Significant

Data in Table 3 reveal that in the post-test, the respondents got 85.16 mean percentage score in Paglakas ng Europe. It has a difference of 32.90 from the 52.26 mean percentage score during the pretest. In Paglawak ng Kapangyarihan ng Europe, students got 87.43 which have a difference of 28.65 from the 59.35 mean percentage score in the pretest.

In Pananaig ng Kapangyarihan ng Kanluranin, there is a difference of 26.71 between the 82.80 mean percentage score of the students in the post-test from the 56.09 in the pretest. In the fourth area, Pagkamulat, the students got 38.71 mean percentage

score in the pretest, 80.97 in the post-test which gives a difference of 42.26, while in the Tunggalian ng Interes, 47.74 in the pretest, 85.81 in the post-test and a difference of 38.06. These results further typify that there is a significant difference in the pretest and posttest scores of the respondents after the application of the Strategic Intervention Materials (SIM).

The study proved to be substantial. Since after the use of Strategic Intervention Materials (SIM) to the identified least learned topics or the items were students found weak, the academic performance of the students manifested an apparent increase in terms of its mean percentage scores. As reflected in Table 3, a significant increase in the Mean Percentage Score was seen. More specifically, students, this time knew how to understand and comprehend every topic discussed and delivered by the researcher with the aid of Strategic Intervention Materials.

The researcher's findings agreed with the study manifested by Topping (2005) which were also the findings of Webb (2009), who found out that intervention material, contributed better learning to the concepts among students. The results of the posttest are the clear evidence that students who were taught using Strategic Intervention Materials (SIM) had significantly better performance of facts and concepts and were superior in applying this knowledge in comprehending historical scenarios.

Studies show that students' best learn if multimedia is being engaged in teaching Social studies. The study conducted by Jenkins (2009) proved that students are entertained and acquire knowledge through images; internet, television, and films. The study of Russell (2010) showed that direct observation, data gathering, reading, and role-playing, constructing projects, and watching films are all excellent ways to provide students with new information. Thus, through the printed word is essential in learning, educators have been taking notice of the new visual and oratory stimuli and incorporated term into classroom teaching. In the future, to help students learn better, we are not only managing change, assessment for the future, curriculum design, training the students learning skills needed, but also developing the teaching techniques required for the classroom.

CONCLUSIONS

The use of Strategic Intervention Materials (SIM) has a significant effect on the learning and performance of the Third Year High School Students of Bugsukan Integrated School. Based on the findings, the following conclusions are drawn:

1. Students have difficulty memorizing and integrating Social Studies lessons in real life. They are not interested in memorizing facts and events in the past as they can't find its significance to their present status in life.
2. Innovative materials enhance students' interest in as well as their retention of the lesson. Watching video clips, films and movies about the lessons in Social Studies increase students' performance in the test.

3. The significant difference in the students' performance in the pretest and posttest is the result of the effective technique the teacher employs. Thus, the application of the Strategic Intervention Materials (SIMs) such as video clips and films in aiding the classroom discussion has significantly increased the performance level of the students.

RECOMMENDATIONS

In light of the outcomes and conclusions shown in this study, the following recommendations are forwarded.

1. Students have less interest in Social Studies as they find it insignificant to their present status in life. It is therefore recommended that the lesson must be made integrative and interactive for students to sustain their interest. The teachers must employ strategies and techniques that enable students to interact and react to the lessons critically. Lessons must never be limited to mere memorization of facts and data.
2. Video clips, films, and other multimedia should be maximized in the classroom discussion. Colorful and on-the-trend presentations play a significant influence on the learning process of present generation learners. Thus, every classroom must be provided with such media to capitalize on the high quality learning of the students.
3. Social Studies teachers should unceasingly create and use innovative techniques and strategies in the classroom to cater to students' needs. As the students and their learning is the core thrust of education, it is preempted for teachers to employ unceasingly and untiringly the varied strategies and techniques in the classroom. Each lesson in Social Studies must be integrated with colorful and interactive illustrations to attract the attention of the students as well as to encourage long lasting retention and real-life learning.
4. The Department of Education should consider conducting trainings and seminar-workshops intended for proper development, orientation and the use of the Strategic Intervention Materials (SIM) among teachers.
5. Administrators must cogitate in designing a curriculum that implements the use of innovative techniques and strategies using video clips and films. With this vision, the administrators have to find ways to support the program through appropriate funding and intervention.
6. Further study may be conducted on how Strategic Intervention Materials (SIM) enhances the quality of the teaching-learning process in Social Studies.

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