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## In the Middle of Appalachia: Balancing Teacher Talk with Student Discourse

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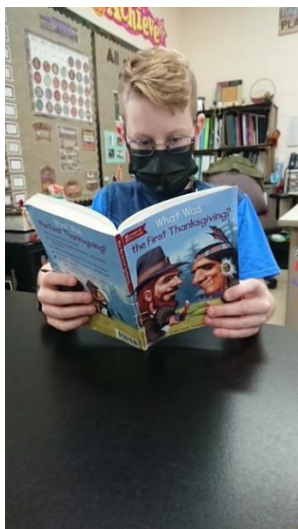
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## IN THE MIDDLE OF APPALACHIA: BALANCING TEACHER TALK WITH STUDENT DISCOURSE

The fifth-grade students and teacher in a heterogeneously grouped majority White classroom read the book *What was the First Thanksgiving?* (Holub, 2013). Prior to the Thanksgiving holiday, students learned during a thirty minute a day commitment from reading the book to assessment in a week. Fifth-grade students learned about the Thanksgiving at Plymouth Plantation in their rural Appalachian school each year in November. Students learned in a rural Appalachia school located in a post natural resources extraction-based economy near a major river. Appalachia is an area with deep family connections to holidays and traditions. Students learned what happened at the traditional annual national holiday. The research question for this study was: How did Appalachian students and teachers balance their discourse while discussing history and their celebration memories? Students made connections to their life and used text-based evidence to support their ideas. The value of the instruction for teaching and learning social studies included the construct that the people learning social studies did not check their identity or family memories at the schoolhouse door before entering. Practitioners who examine this classroom may determine how one teacher included family traditions in a history class. Practitioners learn how students use an inquiry arc to include their background in the examination of history content. Teachers and teacher education have a model they can use in their teaching environment to help bridge the gap from history to home.

Photo #1: Students read, *What was the First Thanksgiving?*



## LITERATURE REVIEW

The students in the classroom under consideration were Appalachians and they unconsciously brought their identity into the schoolroom. It was reinforced by their peers, teachers, and administrators. Moreover, memories of family, celebrations, and traditions came with the students from home when they discussed topics that related to their experience.

### APPALACHIAN IDENTITY

The belief that Appalachian people exhibited strong connections to family and tradition was represented by researchers. Appalachian family connections interacted with their family member's significant participation with universities. Wilson et al (2018) found two effects: First that Appalachian students from large families frequently felt pressure to return home, had less attraction to college, and were more alienated from college, and second, the results of connection to family were a lower GPA, fear of success, and college alienation. Some students mourned the loss of the Appalachian identity in college. Additionally, the researchers investigated freshman college students from Appalachia. McHenry-Sorber and Swisher (2020) found that the tension between home and college suggested that some students avoided revealing their Appalachian identity and did not conform to Appalachian stereotypes. Furthermore, the students either accepted or rejected the prevailing gender norms of the home community, the university, or both. They either clung tightly to their past or attempted to reject it. Traditions were also part of this interaction between family and higher education. College students explored the characteristics of the works created by craftspeople. Graff (2012) described the recording and preserving of traditional art unique contributions to their craft, family based folk art traditions, and technical acuity. The stories of the craft tradition were analyzed as art, communication, and history. The documentation of stories about traditional arts linked both folk culture and family history. Students looked for evidence of relevant folklore transmission and how family history influenced traditional art. Students brought their cultural identity into the classroom, and their Appalachian identity intersected with their family memories.

### FAMILY MEMORIES

Family memories related to historical narrative. The family history contrasted the image that perpetuated story into posterity and allowed for the exploration of self-representation. Kanatani and Vatsky (2010) explored photography as a method for documenting family memories and investigated how students viewed themselves in the family or society. Family photos revealed relations and story between the sense of identity and self-knowledge. Both family

stories and cultural memories invigorate the classroom. Vickery (2020, Sleeter, 2008) used lived experiences to enliven the United States civics curriculum. Teachers remembered the past through family history and used their experiences to understand citizenship. Students collected narrative related to present individual agency using memory and social representations of history. Goldberg (2017) found that young people both negotiated the future of inter-group relations and made strategic use of reference to narratives other than their own. Students used the past by using collective memories that referenced event to negotiate the present. Researching family history revealed a critical autobiographical history as part of historical memory. Relevant memories constrained and structured learners' perception attributed to history. Student resource repositories were based on historical knowledge, family history, and school primary sources. The student memories of family holidays shaped their understanding of historical content encountered in classroom instructional practices.

#### PROCEDURE

Sonya, the teacher, explained her rationale and how she attempted to make connections between her students and the book about the Pilgrims. She was very attuned to the needs of her students in learning social studies and language arts.

From the *What Was the First Thanksgiving?* lesson, my goal is for my students to learn about what happened during the first Thanksgiving and how some of the celebrations Pilgrims and Native Americans had might have helped shape our current celebrations. Towards the end of the text the author does a great job of talking about the Macy's Thanksgiving Day parade and how that might have been influenced by the Pilgrims parading around during their Harvest celebration. I like to ask students what they eat during their celebration and see if there are any comparisons. A lot of students like to point out that they like to eat deer meat but not at Thanksgiving. Through this exploration I hope students start thinking about how their lives are shaped by things that have happened in the past.

The teacher integrated the lives of her students with her instructional practices, and she looked for connections between past and present as well and the traditions her students practiced. She helped her students as they examined historical events and how those events continued to influence the present. The teacher assisted her students to understand that the present national holidays were based on historic events and that Americans continued to find those events meaningful.

The teacher taught in an interdisciplinary fashion that united social studies content with language arts skills. She used an inquiry arc that helped students raise questions and examine sources.

Ohio Standards: Fifth Grade (Ohio Department of Education)	National Curriculum Standards for Social Studies (NCSS)	College, Career, and Civic Life (C3) Framework for Social Studies State Standards (NCSS)
Language Arts RI 5.1 Quote accurately from a text when explaining what the text says explicitly when drawing inferences from the text. Social Studies H.3. European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.	2 Time, Continuity, and Change	D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

The teacher helped her students to examine questions that were open to interpretation and compare life then and now. She asked her students to examine multiple perspectives and construct explanations using evidence. Of course, the teacher bridged social studies and language arts with her standards and her content on early settlement in New England.

#### DAY ONE

The first day of the unit the teacher previewed the book with the students by having them use a KWL chart. One the first day the teacher helped the students raise questions before they gathered information. The last day of the unit the teacher helped the students with the assessment tasks where the students reflected on their connections to the present based on what they learned in the book. In day two, three, and four the students raised questions, answered questions, and talked about their thinking about the book. This metacognition about what the students thought was

an important part of the dialogue in this classroom. Students used metacognition when working in small groups or when using graphics as part of their study (Roberts & Brugar, 2017, Gillies, 2011). Students used these graphics when they interacted with one another as they previewed the book. Students took evidence from the book to define their thoughts as they used text-based evidence (Dalton, 2013, Wexler, Mitchell, Clancey, Silverman, 2017). Student knowledge derived from experience and beliefs. They created oral arguments from evidence as part of their analysis. Students thought about original text and shared their speech about interpretation to provide commentary.

The teacher used three descriptively easy lesson plans for the first three days, but the students worked to talk as much or more than the teacher. On the first day the teacher placed a laminated KWL chart on the front board, and the students wrote what they knew about the topic. The students talked at their tables of three or four about what they knew. One person from each table recorded the thoughts of the group about what they wondered on sticky notes and put them on the chart. The teacher read the questions on the chart and previewed the book with them prior to reading the book with them. The author of the book disclosed the lack of sources for research, and as the students read, they answered some of the questions that they raised. The teacher drew attention to other books in the class library that students could read for more information. The students answered their questions from reading, and the students determined what new questions they had from the reading. Finally, many of the students had experience with the King James Bible and the teacher helped them make the connection. All student names are pseudonyms.

Teacher: Boys and girls today we are going to start talking about the first Thanksgiving not your first Thanksgiving . . . So let's take a look at the first page here; page number two. Actually there is a question we are going to answer this ourselves before we talk in our group, ok? The first question says, "What do you currently know about the first Thanksgiving?" Before you talk to anybody else in your group, I want you to write down what you know. We are going to take just a few minutes to do this. So, write down what you know about the first Thanksgiving. [Students have trade books, handout packets, post it notes, and computers on their tables.] It looks like everybody has their thoughts down. Did you get to finish your thoughts? Talk at your table about what you already know about the first Thanksgiving.

Marsha: I think the first Thanksgiving maybe had a feast like that.

Mary: I think the Indians had

Seth: And Pilgrims

Gwen: The Indians brought turkey and corn and the Pilgrims . . .

Grant: What year was it?

Teacher: Alright . . . it looks like everyone has shared their thoughts. So why don't you take one person in your group to write down the thoughts that you had on a sticky note. . . . What you already know about the first Thanksgiving, and when you are done writing it . . . put it on the chart.

Students write their preexisting knowledge. Student discussed their answers with a partner to ensure they have a correct answer, and they recorded notes from their reading to answer questions they raised in class. Students then orally shared their answers to the questions they investigated from the text with the whole class.

Teacher: Did anyone else have something they would want to add before we read? Hunter?

Hunter: They answered what they ate?

Teacher: Oh. They answered some of the food sources. It talks about beans, corn, squash, pumpkins, carrots, turnips, and onion.

Students focused on one research question. Students monitored which questions they answered from the readings and which questions they anticipated answering. The teacher helped the students confirm what they learned.

Teacher: OK, before we answer our questions about textual evidence I am wondering if anybody in here was thinking something while we were reading? Maddie what were you thinking?

Maddie: Why did they not have the Thanksgiving on May 13<sup>th</sup>?

Teacher: Why did they not have the Thanksgiving on May 13<sup>th</sup> if that is when they came? That is actually a really good question. . . . Why did they want to get away from King James the I? Was that something that was answered in the reading? Tristan?

Tristan: It was answered in the reading because it said that they had to do what he said, and that they had to go to his church, and they wanted a church of their own.

Teacher: Right. So Isabel can you answer that question? So up here we have a question that said. It was under the "What I know." Somebody said that they knew that they came here for freedom. Well what type of freedom did they come here for? . . . Hunter what kind of freedoms did they come for?

Hunter: Religion

Teacher: Religious freedom. So it was not just any freedom. It was the religious freedom they wanted to be able to worship their God how they wanted to worship. Alright Brandi?

Brandi: OK I remembered. Why did they want to go to Jamestown?

Teacher: I think that was just the first colony . . . This was before the Pilgrims came here.

Brandi: Oh.

The students answered questions based on what they found in their readings. The teacher probed deeper to help the students to differentiate between freedoms, and the students acknowledged that the characters searched for religious freedom. However, the teacher also had to clarify a misconception that one of the students developed in her understanding of the text.

Teacher: We are going to go ahead and get into our textual evidence questions. I am going to go ahead and have you work in groups. And then we are going to discuss together. Go ahead and start working in your groups on this.

Mary: What was the purpose of the first Thanksgiving?

Marsha: I think it was to make peace with the Indians. Yeah.

Grant: How do you spell peace? P-i-e-c-e.

[KWL chart]

Mary: A religious person; they wanted to follow the other church.

Students worked in groups of three and four to answer questions based on the text and discussed their answers. Students referred to the KWL chart as they worked.

Gwen: They had to be Christian. They practiced . . . being Christian. Cause King James was.

Teacher: Has anybody heard of the King James Bible? . . . I wonder if there is any connection between this King James and the Bible? Is there a way we could look that up? That would be a good question.

The student understood that the country generally followed the religion of the leader at the time. The teacher made a connection between information the students knew about from home or community. The teacher also interjected questions into the classroom conversation to get students to research more information.

## DAY TWO

In the second day the teacher projected bullet points on the front screen and reviewed the events and key terms from last week. On the second day students gathered information from their reading. Students read for things that surprised them and stopped to discuss the items that surprised them.



Teacher: Is there anything that you . . . noticed when you started reading this that you wanted to talk about? David.

David: That the Pilgrims had a sickness around when they first came to that place and lots of people dying.

Teacher: Why does that surprise you?

David: Well, it does not really surprise me, but like it I don't know how to put it. It was just weird how they came, and everybody got sick.

Teacher: Everybody just got sick. Yes. So, William John Carner was the first and William Bradford became the second. Carson.

Carson: You know how Thanksgiving is on November. It says on Christmas day they began building the first building to go up twenty-foot square; and I got confused because I wonder when they celebrate Thanksgiving?

Teacher: I wonder when they celebrate Thanksgiving? It is not really telling us that yet is it? It is giving us a lot of information. I would kind of like to add to what David is talking about all of this sickness. And how it seems like they came over here and then it was like they did not live very long, and they got sick. . . . They started out, and they were going to build nineteen homes, and they only built seven. Would you like to add to that David?

David: It was like when they came; it's like the air was different or something to them. Like they had a worse reaction or something.

Student interests drove the conversation because students were interested in why the colonists seemed to get sick when they came to the new world. Students also exhibited anticipation as they read, but they desired to find information the author had not yet provided them with.

Hunter: It is kind of like what David said that it was kind of weird how it was like a native land, and they were here all of a sudden.

Teacher: Yeah and the Native Americans. I believe it mentions that when they went to that new village that they found back on page 32. It said "there had been Native Americans living on Cape Cod long before the pilgrims. . . . They finally found a place to settle but although the Pilgrims did not know it this had been the site of a Native American village. Everyone in the village had died of diseases brought by early European explorers and traders." So when the Jamestown colony started coming here, they were bringing the diseases, and they did not realize it. The native people had never experienced anything like that.

The sudden arrival of the colonists probably surprised both groups as the settlers adjusted to a new land and the native population adjusted to the emigrants. The teacher explained the geographic concept of movement, in this case the

transmission of new disease from one group of people to another. The teacher also helped the students look at geographic concepts that defined a place, specifically what criteria would a site need to meet to be a good location for a settlement.

Teacher: Talk in your groups. Four things. [write on handout] They needed a good hunting and fishing spot. It is all right here. The perfect spot would have what?

Students: Hard wood

Student: Fish. Where they grow their crops.

David: Last time we hunted, we almost got him, but that arrow snapped.

Teacher: So, they needed good hunting and fishing spots. What else did they need?

David: A harbor.

Teacher: A harbor nearby. What is a harbor?

David: I have heard that one before. The place where there is water?

Teacher: The place where there is water. So, a harbor nearby . . .

Hunter: [finds place in book and reads it to group] “The perfect spot would have trees, good hunting, some land for farming, and a harbor nearby.”

Teacher: And then another important thing is trees for building homes.

David: Farming?

Teacher: Yeah, farming flat land for farming. . . .

Students started by raising questions about what puzzled them from what they were reading. Students puzzled over why it was so unhealthy. They fleshed out their ideas and refined them through discussion before raising another question. Later Hunter used the exact words of the text to support his claim from reading from the book.

### DAY THREE

The teacher began the class with a new chapter and the students predicted what might occur in the chapter. The students continued to raise questions before they engaged in reading. They talked about the fear of others and the fear of miscommunication through translation when encountering a new language. They tried to predict what the Pilgrims should do about the stolen corn, and they also determined why illustrations instead of photos were used in the book. At their tables, the students talked about unexpected information found in the book. The students transferred this information to the “What We Do Not Know” section of the KWL chart.

Teacher: Today we are starting on Chapter 5 . . . it's called Making Friends. What do we think this chapter could be about? It's called Making Friends. Carson?

Carson: They met up and probably for the time; and probably all friends and working together and stuff.

Teacher: Who is they?

Carson: Oh, the Native Americans

Teacher: . . . The Pilgrims have stolen from the Native Americans. So, they might have told them they were sorry. What do you think Hunter?

Hunter: I think it is kind of like what Carson said, but the Native Americans will come like maybe try to attack the Pilgrims. And the Pilgrims will like apologize and like trade with them.

Teacher: And that is how they made friends Zadder?

Zadder: I feel like they kinda like what Hunter said, and the Native Americans are going to make them grow the corn back and make them give back equal amount of what they stole.

Teacher: Maybe that is what they will do. Maddie?

Maddie: Become friends and have Thanksgiving.

Teacher: They are all going to become friends and have Thanksgiving. Zoe?

Zoe: I think that they are going to grow corn and split it.

Teacher: You think the Native Americans might split the corn with them OK.

Student: I think they are going to like -- and instead of like fighting them and stuff. They will apologize. Welcome them.

Teacher: They will apologize. Welcome them. Isabel.

Student: They might share like and that is how they become friends.

Teacher: They might share and that is how they become friends. Well let's see. What do we think that means? Let's take a moment. What do we think that means? "Was Squanto translating their words truthfully?" Maddie?

Maddie: Did they lie to them?

Teacher: Yeah. They were not sure. Was Squanto lying to the Pilgrims? Was Squanto lying to the Indians? They were not sure because they could not understand each other. Hunter.

Hunter: I think they might have been lying but they did not know because the Walk

Teacher: Walkinoi

Hunter: They did not understand, and the Pilgrims did not understand he was saying so

Teacher: Yeah, so there was a language barrier there that was hard for them to understand. Has anybody ever been in a situation where maybe you heard

someone speaking another language and you did not know what was going on? Tray?

Tray: When I lived in X I lived by Mexicans.

Teacher: Ok so do you know what Mexican people speak?

Tray: No.

Teacher: Spanish.

Tray: Oh yeah, Spanish, but I did not know enough.

Teacher: So you probably heard them speak Spanish and you were not sure what they were saying to you.

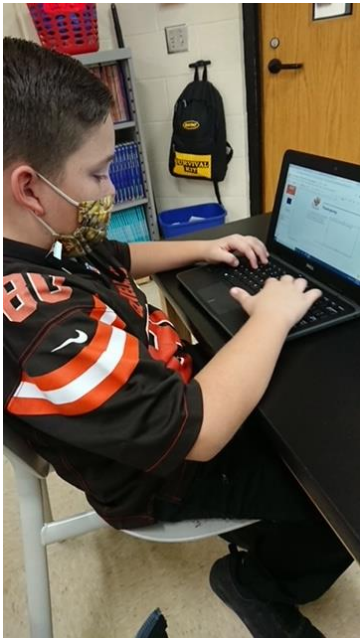
As the students started a new chapter the teacher helped them predict what they might encounter in the text. The students understood the issue of trust especially the question do you trust a stranger or newcomer to your community? Kenyon, 2020, discussed how teachers and students trust that they will learn in a community. When new people came into a community teachers and students negotiated that entry through a process to extend trust to them. The issue of trust and acceptance when people spoke differently was something the students faced in their community and something that manifested itself at the time of first contact. How individuals encountered people who seemed different from themselves had long lasting effects (Casey, 2016, Braddock & Gonzalez, 2010). While both matter social inclusion in schools was even more important than heterogenous neighborhoods in binding members of society together. Early school connections with heterogenous population ameliorate early life segregation which leads to life preferences for homogeneous society. Social trust brought people together in cohesion and provided intergenerational consequences.

#### ASSESSMENT

The teacher asked the students to respond periodically on the computer to get them to write their thoughts about the book. Students responded online to generate questions and they then read the text to find answers for their questions. Students wrote the answers to the questions in short responses that built in sophistication during the instruction. One of the first questions the teacher asked the students to write about was, “What do you currently know about the first Thanksgiving?” Students knew some about the traditional American story. They picked up a variety of messages from popular culture and the media. A student responded, “I know that the Pilgrims and the Indians had a big feast.” Another student explained, “That the pilgrims and the Indians shared it.” Whetting their curiosity took more effort. The teacher asked, “What do you want to know about the first Thanksgiving?” When the teacher asked the students if they had questions about the text a student simply asked, “Why did they do it?” Students’ questions

also confounded over the initial motivation of why to have the event. The students wondered what motivated the Pilgrims and the Indians to join for a feast which seems peculiar since the Pilgrims had earlier stolen the corn of the Indians. Students did not have deep knowledge about exploration, the colonial period, or early settlement. A student responded, “I want to know how many people were there. What kinds of food did they have? Did they trade their stuff? Did they get in fights? Did they talk about other stuff?” Student inquisitiveness ranged from simple to complex. Students combined other stories about Indian encounters to raise questions about Thanksgiving.

Photo #2: Students compose their response on the computer to the teacher prompt.



At the end of the book students responded to the teacher prompt about what the students remembered about Thanksgiving. This family history assignment gathered their memories of Thanksgiving to capture their personal experience with the public holiday that had private implications. One student recounted:

On Thanksgiving we go to my grandmother’s house. There we have lots of family over. Then grama, mom and my aunt are in a scramble of cooking. Then we eat and talk about the deer that we shot or missed. After that we clean up. Then after a few days we leave.  
In the first Thanksgiving we don’t really know what happened. In my Thanksgiving I know what happened because I was there. In the first

Thanksgiving the natives were invited. We both celebrate the same thing.  
And we didn't go sailing to a new land.

In these written narratives, students described life in their family. Students illustrated what they valued and how they defined the extended family. The teacher asked for the students to reflect on their family traditions and how those traditions linked with the book.

Their ten years of Thanksgiving tradition crossed approximately five years of annual holidays memory. Even at a young age the idea of memory and loss was present in these narratives about family gatherings. This reflected their knowledge and their family experience. A student reminisced:

In my family me and my mon, dad, and sister always go to my mamaw Helen's (she is one of my great grandmas) on Thanksgiving to eat. We go to my other great grandmas to but just to talk. My great grandma maw died this year, so we still go there because my uncle bought the house. But we don't eat there. At my mamaw Helen's we eat and stuff. But there is one thing different about my mamaw Helens and maws. At mamaw Helen's boys get to go before girls and boys are the only ones that sit at the table. And at maws we just get the food and sit wherever a seat is and don't really have manners.

The first Thanksgiving was very different because it was people they didn't really know. It was probably kinda awkward. Because when I'm around my dad side I'm kind of awkward because I never see them except for Thanksgiving. And it might be kind weird because I don't think they were invited they just came. But it is good because now everyone eats and celebrate of course, and we should be grateful that that happened because if it didn't, we might not have Thanksgiving now.

First the student recounted changes and continuity in traditions by listing who was and was not at his family Thanksgiving. Then what they did at the holiday, how they negotiated the competing interests of multiple families, and differing family customs. Some of that memory came from legend and myth. The student did project his anxiety on to the past which while interesting cannot be proven with the little evidence the student has.

#### AVOIDING PITFALLS

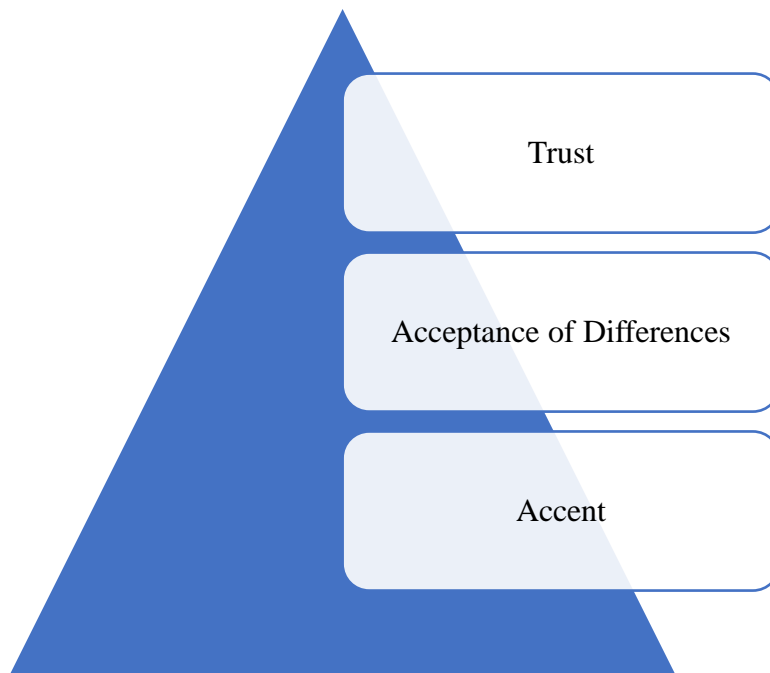
The obvious pitfall in this series of lessons was crushing student discussion by talking too much. Teacher talk can be stifling by those who wish to share knowledge or those who were afraid of silence. Other authors examined the

interaction between teacher talk and the use of texts to investigate the origins of federal holidays (Glover, 2018, Shifflet & Henning, 2017, Hall, 2012). If teachers provided time before students responded to questions maybe there were other applications for this meditative space where students constructed their ideas. Quality of conversation was desired, and conversation meant that both parties learned something from the exchange. Students were responsible for constructing knowledge from their exploration of text.

Of course, not all talk was of quality. Teachers needed to guide students talk to keep it on track. Teachers worked for justice within their classrooms including student discourse (Linowes, Ho, Misco, & Stahlsmith, 2019). A wide variety of reasons for misdirected conversation came to mind but redirecting students' conversations into productive avenues was crucial. Inquiry took time, and the detours sapped valuable energy from the conversation. Getting conversations back on track helped the entire class gain new ideas.

Discussions about Indigenous People presented their own perils. (In this paper the descriptor Indigenous People was used prior to contact and Indians were used after contact conforming to usage of the time except when direct quotations documented the words of the speaker). Indigenous People needed to be included into the discussion rather than being portrayed as other, outsider, or alien. Non dominant groups were marginalized through language, western history, and classroom conversation (Mason & Ernst-Slavit, 2010). Many times, Indians inhabited the past with no acknowledgement that they were neighbors and community members in the present. These people worked and lived next door. Student texts expelled bias and loaded language, but exclusion and ostracism still existed in classrooms.

Figure #1: Overcoming Other



Avoiding pitfalls such as taking the time to listen rather than rushing to beat the clock was difficult at any time, but it was especially problematic around holidays. Taking time to listen as a student formulates a solution to a question required patience. It was much faster just to tell the students the correct answer, but that was not what the teacher was attempting to accomplish. The solution the student constructed might be the best response for their place in time, but the child might need more information to make more sophisticated responses. Once students looked at one source they also looked at other sources such as *Sarah Morton's Day* (Waters, 2008), *Samuel Eaton's Day* (1996), *On the Mayflower* (Waters, 1999), *Tapenum's Day* (Waters, 1996), or *The First Thanksgiving: Teacher Activity Guide* ([http://www.scholastic.com/scholastic\\_thanksgiving/index.html](http://www.scholastic.com/scholastic_thanksgiving/index.html)). Listening to student ideas as they explored multiple perspectives from a variety of sources presented an opportunity for deeper understanding. For example, students wrote autobiography to experience self-understanding and connected to ideas and values in history. Their stories reflected their beliefs and illustrated an ethic of meaningful agency (Bernhardt, 2009). Student voice in interpretive narrative brought understanding to their world of relationship, dialogue, and perspectives.

The implication and next steps for the classroom could take the discussion in different directions in future days. After students examined their memories of Thanksgiving then they were ready to compare those experiences to other interpretations of Thanksgiving from Virginia and New Mexico. They could look at alternative interpretations of the Massachusetts Thanksgiving and how much the



Indians had to be thankful for from the resulting forced migration. The students could also look at the implications of Lincoln creating the first Thanksgiving Proclamation in November and Franklin D. Roosevelt codifying it into a national holiday. Moreover, they could look at the commercialization of the holiday.

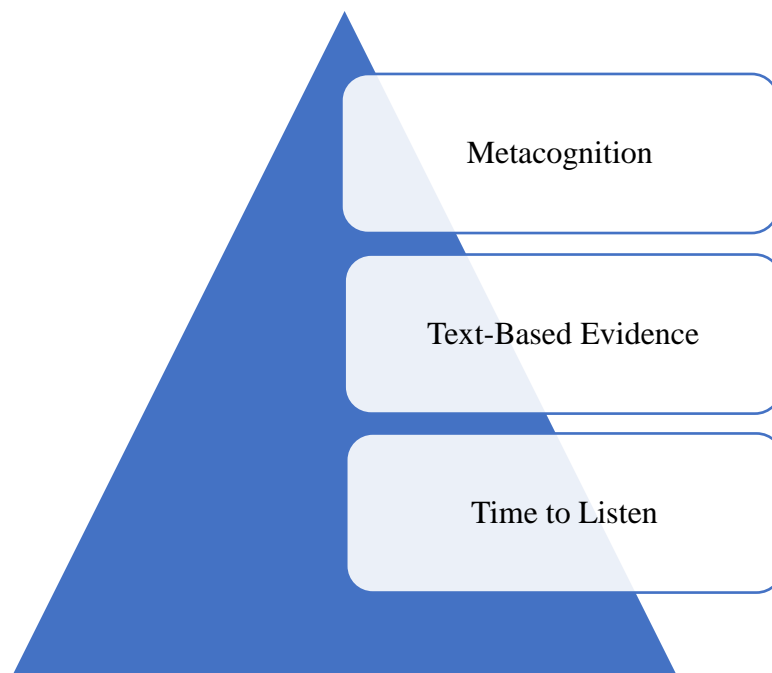
Obviously, this is one teacher and one Appalachian classroom, but rural poverty exists multiple places. Helping students learn content knowledge by making information relevant to their life is a skill teachers use in multiple diverse locations. Student showed a meaningful example of how they could merge their content knowledge with their cultural knowledge to create writing samples. Their behavior revealed that they could discuss what they were learning about and conduct an inquiry arc.

### CONCLUSION

In Appalachia the outsider, the other, was not to be trusted because he or she was not one of the community and could offer dangerous temptations by buying land, timber, or mineral rights. The other as a mixture of temptation and the demonic themes from family religions stand in stark contrast to the multicultural world of urban areas. Strangers in the community separated by speech pattern or accent overcame differences to be trusted (Davis, 2007). In a multicultural world filled with accents, aspirations for accepting differences, and trust in a variety of different kinds of people stood in stark contrast to the concept of other as alien. In Appalachia valuing diversity was hard to contemplate when the outsider was to be feared or mistrusted. A history of outsiders as intruders was difficult to overcome.

Teachers needed to take time to listen to their students, and students needed to take time to think about what they were saying. As they thought about what they were saying they used text-based evidence to make sure they had reasons for their opinions. Teachers made time to listen, asked students to use evidence from texts they used in the classroom, and practiced metacognition. Students cited what they read to determine reasons for their opinions. Students used their readings to support their thoughts and ideas about what they thought the text meant. When students thought about thinking then they practiced metacognition.

Figure # 2: Time to Think



Students in this classroom balanced their conversation interactions so that student discourse was not stifled by the teacher. The teacher talked to contribute context and to help students use an inquiry arc through a KWL chart to expand their understanding of the period and the text (NCSS, 2013). Students considered historical memory and public commemoration through both teacher talk and student discourse (Muetterties & Haney, 2018, Cicchino, 2015, Segall & Garrett 2013). Regardless of the region teachers offered students an opportunity to raise questions to explore. Students looked at sources within the discipline of history. Students formed conclusions about how the deep roots of their Appalachian family fit into a traditional national holiday.

In the process of assessment students shared their memories of Thanksgiving as they created their own family history. This history was a rich account of family interaction and memory making around a holiday. Teachers asked students to examine and reflect upon their heritage, family history, and traditions (Morris, 2017, McCrary, 2012, Schall, 2010). The students captured their family traditions and preserved them within a historical context that acknowledged their past. These Appalachian students found themselves balanced between teacher talk and their construction of knowledge. They also found themselves between the Pilgrim past and their very real experiences living in an extended family. These lessons provide some ideas on how teachers can blend family experiences with history. Culture and history blend in written responses when students use an inquiry arc.

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