

APPLICATION FOR HUMAN SUBJECTS RESEARCH APPROVAL

MSUB requires all projects that involve human subjects undergo review by the Institutional Review Board (IRB). Approvals are valid for 12 months and may be eligible for a 6-month renewal. For more information regarding human subject research, see http://www.msubillings.edu/orc/pdf/IRB_Guide.pdf.

Make sure you have the current application form. Old forms will **not** be accepted.

1. **Date:** 12/29/2020

2. **Project Title:** The Effects of a Whole-Class Vocabulary Intervention on Reading Comprehension [REDACTED]

3. Principal Investigator

Name: [REDACTED]

Email: [REDACTED]

Address: [REDACTED]

Phone: [REDACTED]

Relationship to MSUB: ☐ Faculty ☐ Staff ☒ Graduate Student ☐ Undergraduate Student
☐ No Affiliation, explain:

College/Department: *College of Education*

4. Faculty Sponsor - required for student projects.

Name: [REDACTED]

Email: [REDACTED]

College/Department: *College of Education*

5. Co-Principal Investigators

1. Name

Email

2. Name

Email

3. Name

Email

6. **Training:** PI and all CO-PIs need to complete the Human Subjects Research Training through the CITI Program. The training is free, and can be found at this web address:

<https://about.citiprogram.org/en/series/human-subjects-research-hsr/>

Certification for the PI and all Co-PIs **must be attached** or application will not be considered.

7. **Application Type:** ☒ New ☐ Renewal

☐ Modification/Addendum, explain:

☐ Change of Status, explain:

8. **Project Type:** ☐ Faculty Research ☒ Thesis/Capstone

☐ Class Project, name: ☐ Other, explain:

9. **Funding Source:** *None needed.*

10. **Collaborative Effort** - Are any other institutions involved in the proposed project? ☐ No ☒ Yes

- If yes, give name and nature of the collaborative relationship:

Yes, the study will be conducted at [REDACTED] The study's participants will be students in the [REDACTED] class. The entirety of the study will be conducted in [REDACTED] classroom.

11. **Other Approval** - Has another IRB approved the research study? ☒ No ☐ Yes

- If yes, explain and include a copy of the approval form:

12. **Project Description** - Provide a concise but thorough description of the steps to be undertaken in the proposed activity and address the involvement of human participants. Please also explain how you will abide by COVID-19 restrictions in your study:

This study will be conducted in [REDACTED] classroom. During our unit on Ancient Greece in the spring, students will complete a reading comprehension pre-test using an informative text source about the unit. This text source will be of [REDACTED] reading level tested by the Flesch-Kincaid model of determining reading ability. Included throughout the reading will be content-specific vocabulary words. This assessment will be given during class time and collected by the teacher. The assessments will be scored and graded to measure each student's ability to comprehend the informational text provided. After the pretest, a whole class vocabulary intervention will be taught using a concept mapping technique. This technique will incorporate a graphic organizer, inspired by the Frayer model, for students to complete to learn the vocabulary for the unit. The first time this is completed, the teacher will model the method for the students and walk them through step-by-step. Each week of the unit, more vocabulary words will be introduced using this method with a review of the previous words. Students will keep these concept maps glued in their [REDACTED] notebooks so they can refer to them as needed. When all of the vocabulary words have been taught and the class is nearing the end of the unit, a post test will be given to the participants in the same fashion it was as the pretest. Once again scores will be graded and recorded. These scores will then be compared to the pretest to observe the comprehension of the text that took place and to evaluate the method of using graphic organizers to teach vocabulary.

COVID-19 Restrictions: [REDACTED] is already following guidelines for COVID restrictions. These guidelines include, but are not limited to: wearing masks, social distancing, contact tracing, and increased cleanliness and sanitizing for students, teachers, and surfaces around the building. The classroom the study is taking place in has desks placed as far apart as possible from each other as well as permanent seating charts for the students to be sitting in the case that contact-tracing needs to occur. There are no plush or soft surfaces for students to sit on or use making all surfaces in the classroom easy to disinfect. The classroom will have the windows open to ensure better circulation of air throughout the room. During the study, the pre-test, post test, and all other required materials will be handed out by the teacher and collected by the teacher. This ensures that there are less contact points and that students remain in their own desks to minimize movement of germs around

the classroom. If students contract COVID-19 or are contact-traced during the study and are absent on multiple occasions during instruction, their data may be discarded from the study.

13. Objective - Briefly state what you hope to find or observe in this study:

The goal of this study is to understand how teaching vocabulary using graphic organizers can affect a student's reading comprehension in the content area. I wish to find a method to use [REDACTED] that can assist students in understanding and comprehending the informational texts being used.

14. Procedures

Location(s) of study: [REDACTED]

Do you have approval to be in this location? ☐ No ☒ Yes

- If yes, attach a letter from a representative of the location (on letterhead), authorizing you to utilize the space

If your study includes sensitive data obtained from the MSUB Registrar or Institutional Research Departments, do you have permission to use this information? ☐ No ☐ Yes ☒ Not Applicable

- If yes, attach signed permission letter to this application

Variables to be studied or questions to be addressed:

My research questions are:

- 1. Does a whole class intervention, focusing on content-specific terms, affect a student's reading comprehension in a sixth grade social studies classroom?*
- 2. Does the intervention affect students who struggle with reading differently than the general education student?*

Data Collection Methods; include sample data collection instrument:

Reading comprehension will be assessed by using a cloze testing method. Students will be given a pretest and a post-test reading passage. In a cloze procedure, every Nth word is left blank. Students are required to fill in those words. The score is the percentage of the words that the student guesses correctly and if a student guesses more than 60% of the words, it is likely they can understand the passage. The idea behind this assessment is to identify if the student can understand the reading. These scores will be recorded and analyzed. The cloze procedure pretest and post-test are attached.

If a debriefing is planned, describe the procedures and include a sample of the debriefing form or script:

Students will receive a debriefing of the study, however, in no way will they be deceived during the study so a formal debriefing form is not needed. The goal of the debriefing will be to help educate students more on how learning vocabulary specifically can affect their reading skills. They will get to know the whole-class results on how the vocabulary intervention will have affected the classes' reading comprehension scores and the differences from the pre-test to the post test. This will be something that I share and discuss with them as a whole class. As typical in the education setting I will also share individual results with students. They will be provided with both their pre-test and post test scores as well as their improvement (hopefully) from one test to the other. They will be reminded, however, that these testing scores are not incorporated into their classroom grade [REDACTED]

15. Project Information - Mark if the project involves any of the following:

- a) Deception of participants ☐
- b) Withholding information from potential participants ☐
- c) Any form of punishment ☐
- d) Questions about any kind of illegal or illicit activity ☐
- e) Purposeful creation of anxiety ☐
- f) Any procedures that might be viewed as an invasion of privacy ☐
- g) Physical exercise or stress ☐
- h) Administration of any substance (e.g., food, drugs) ☐
- i) Procedures that might place subjects at risk ☐
- j) Any forms of potential abuse ☐
- k) Exposure to materials that might be considered offensive ☐
- l) Inducements for participation (including course credit) ☐

For each item marked above, please explain:

16. Participants – Mark if the project targets participants from any of the following groups:

- m) Individuals under the age of 18 ☒
- n) Individuals over the age of 65 ☐
- o) Individuals who are educationally or economically disadvantaged ☐
- p) Individuals who are unable to provide their own legal informed consent ☒
- q) Individuals who are in institutions, e.g., prisons, nursing homes ☐
- r) Individuals who have physical or mental disabilities ☐

Mark if the project incidentally includes participants from any of the following groups:

- s) Individuals under the age of 18 (if yes, explain below methods for reasonably excluding minors) ☐
- t) Individuals over the age of 65 (if yes, explain below whether or not participation represents any specific risk to seniors) ☐
- u) Individuals who are educationally or economically disadvantaged (if yes, explain below whether or not participation represents any specific risk to persons with any of these disadvantages) ☒
- v) Individuals who are unable to provide their own legal informed consent (if yes, explain below whether or not participation represents any specific risk to persons with this disadvantage) ☐
- w) Individuals who are in institutions, e.g., prisons, nursing homes (if yes, explain below whether or not participation represents any specific risk to persons in any of these contexts) ☐
- x) Individuals who have physical or mental disabilities (if yes, explain below whether or not participation represents any specific risk to persons with any of these disadvantages) ☒

For each item marked above, please explain:

16(m) and 16(p): In the proposed setting, the study will be conducted with [REDACTED]. These students are from the age [REDACTED] and are not of a legal consenting age. Their parents will need to give consent for them to be a participant in the study.

16(u): The study will also include students who are economically and socially disadvantaged and don't have as many opportunities as other students in the school. For the most part, [REDACTED] student population lies within the middle to upper class [REDACTED] but we still have a population of students who struggle

economically. Some of these students live without power or water for some or parts of the year. They also do not have access to the internet or computers at home. With technology being so essential in education today, these students definitely have a disadvantage. The study will not target these students or look at their data differently, but it will include them.

16(x): With [REDACTED] the passing of the Least Restrictive Environment federal law, [REDACTED] To know if the study affects students with disabilities differently than the general education students and to answer my second research question, this study will include and organize the data for students who are on Individualized Education Programs and 504 programs differently. The intervention will not target these students and they will receive the same intervention as the rest of the class, but their data will be disaggregated and analyzed separately.

For any of these groups, there are no foreseeable personable risks to participating in the study. Hopefully, the study helps each of these students increase their levels of reading comprehension and their confidence in the [REDACTED] classroom.

17. Source of participants

Will the sample be random? ☒ No ☐ Yes

- If no, please describe the criteria that will be used to select participants:

The sample will not be random. It will include all students in [REDACTED] classroom at [REDACTED] whose parents agree to allow them to be part of the study.

Number of participants:

Approximately 78 students, depending on the number of parents who consent to their student being a part of the study.

Justification of sample size:

This is a smaller sample size, however, [REDACTED] I will be sampling the entire population of students available. This will provide a clear representation of how the intervention will work in the setting [REDACTED] in the future.

Characteristics of participants other than those above:

The participants will be every [REDACTED] grade student [REDACTED] The participants are all aged [REDACTED] years old. This study will include students from all socioeconomic backgrounds and students with learning disabilities.

Recruitment procedures to be used:

First, I will send out a letter to parents/guardians asking their permission to allow their child to be part of the study. Any parents who do not want their child to be included in the study will have their child's information excluded. Secondly, I will ask the students [REDACTED] if they would like to be involved. If they want to, I will allow them to choose their own pseudonym in place of their actual name. Hopefully, this will entice them and make it fun for them to want to be a part of it. I will let students know that since the vocabulary graphic organizers will be part of [REDACTED] curriculum, they will not get out of completing the work if they don't participate, just their results will be excluded from the study.

18. Risks and Protection

Identify any foreseeable physical, psychological, social, or legal risks for participants:

Identify any foreseeable physical, psychological, social, or legal risks for participants:

With this study, there will be a pretest and a post-test. If students have testing anxieties, this portion of the study may possibly induce some uneasiness for those students. It could also be a concern, especially to parents, that there could be a potential invasion of privacy or that their child's personal information might be shared in some way. We have no power to stop students from sharing the information from the study with other students, so this may pose a risk as well.

Describe the measures that will be taken to minimize the risks or to protect participants from potential risks:

To protect students and adhere to the principle of beneficence, risks for this study will be minimized as much as possible. If a student has testing anxiety, to reduce this uneasiness, these students can be informed that these assessments will not be graded nor included into their [REDACTED] grade. That will help alleviate any stress they might feel about the assessments. Adhering to the Family Educational Rights and Privacy Act (FERPA) will also be essential to protect students from any privacy risks during this study. Students will get to choose their own pseudonym to be used in the report in place of their name. This will ensure that their name, results, data, and other information is private and respected. All student information will be stored in a safe and efficient manner and only the investigator and the faculty sponsor will look at this information. Any paper information will be shredded as soon as appropriate. Even though the investigators can do all possible to protect student information and scores, we do not have the control to stop students from disclosing this information to each other. However, sharing information will be discouraged and students will be informed why it is important to keep this information confidential.

19. Benefits

Describe any reasonably expected benefits for research participants:

Benefits that could occur for the students in this study include an increase in vocabulary acquisition, increased length of vocabulary retention, and an increase in reading comprehension in the [REDACTED] classroom with content specific texts. In turn, this could help students become more confident in their learning and assist in raising their test scores on [REDACTED] assessments and possibly other reading assessments. This strategy with the graphic organizer could be something they like and might use in the future to help them understand difficult words and add to their vocabulary repertoire. Students may also be able to generalize some words which could help increase reading comprehension across other content areas as well.

20. Confidentiality and Anonymity

Is the study: ☒ Confidential **or** ☐ Anonymous

Explain the procedures that will protect the confidentiality or anonymity of the research participants:

This study will protect the confidentiality of students by using pseudonyms for their names. During the writing of the data and results, these pseudonyms will be what is included in the report. This will protect their privacy and prevent their personal information and scores from being shared with anyone reading the study.

With regard to individuals' privacy concerns and identity issues, explain how information will be gathered, maintained, stored, and ultimately destroyed or archived:

To keep student data private, the teacher will collect both the pretest and the post-test from students individually. In this case, other students will not be able to see their peers' answers. Student scores and

information will be kept in a locked file cabinet and will only be looked at by the investigator. Student's real names will never be typed into the computer, only their pseudonyms will be, so saving their personal information electronically will never be needed. This will prevent their identities and personal information from being anywhere online or on a computer. The key for student pseudonyms will also be kept in the locked file and in the same way as the scores, the only person to see this data will be the investigator. Only first names and possibly last initial (if there are two students with the same spelled name) will be used on the data sheet aligned to their pseudonym. Once all data is recorded onto the computer and is no longer needed, all paper information (pre-test and post test scores as well as pseudonyms) will be shredded and discarded in a timely manner, no later than four months after data has been collected.

Will information relevant to their participation be provided to subjects after the project? ☐ No ☒ Yes

- If yes, explain the contexts and nature of anticipated future contacts:

Students may be interested in the results and to enhance their education, students will be allowed to see the results of the study. After the data is recorded and analyzed, I will share the information with my students. This will simply take a few minutes of a future class period, so I do not need to schedule a time to complete this task. There will be no formal debriefing form for them to receive, but their individual results and classroom results will be shared with them.

21. Informed Consent

Will a written consent form be used? ☐ No ☒ Yes

- If yes, attach sample of informed consent and describe the procedures by which informed consent will be obtained:

Two consent forms will be issued: one to parents and one to students. First, the parents will be given the attached form that describes the study and its purpose. It will also inform the parents about the methodology of the study and how student information will be kept private and secure. I will also explain that by not signing the form, it doesn't allow their child to be exempt from the material. The lessons are still part of my curriculum in the classroom and it will be how I am teaching this unit's vocabulary. By not consenting, it will only allow their child's results to be excluded from the research. When those are returned, the students whose parents agreed to allow them to take part in the study will also be given an assent form, explaining the same information in terms they can understand. They will then be able to sign this for their participation in the study as well.

- If no, explain why it would be an impractical step in the process of gathering data:

Will you obtain written parental/guardian permission for children and individuals under 18?

☐ No ☒ Yes ☐ Not Applicable

- If yes, explain the procedure for gathering written permission and attach any necessary accompanying information:

First, a class wide message will be sent home to parents via Infinite Campus, our district portal, explaining that a consent/permission slip will be sent home with their students that day. Then, with the students, I will send home the permission slips/consent forms. In the next couple of days I will remind students to return their permission slips. If a permission slip doesn't come back at all, I will assume that the parent doesn't want their child to be a part of the study and their data will be excluded from the research.

- If no, explain why it would be an impractical step in the process of gathering data:

Will written assent be gathered for individuals under 18? ☐ No ☒ Yes ☐ Not Applicable

- If yes, explain the procedure for gathering written assent and attach any necessary accompanying information:

Just as I said above, when parent permission slips are returned, the students whose parents agreed to allow them to be a part of the study will also be given a consent form, explaining the same information in terms they can understand. They will be able to sign saying they give their own consent to be a part of the study.

- If no, explain why it would be an impractical step in the process of gathering data:
- Is it foreseeable that the rights or welfare of any subjects are likely to be adversely affected by waiving informed consent? ☒ No ☐ Yes
 - If yes, explain the nature of the adversity and the steps to be taken to minimize the effects:

22. Conflict of Interest

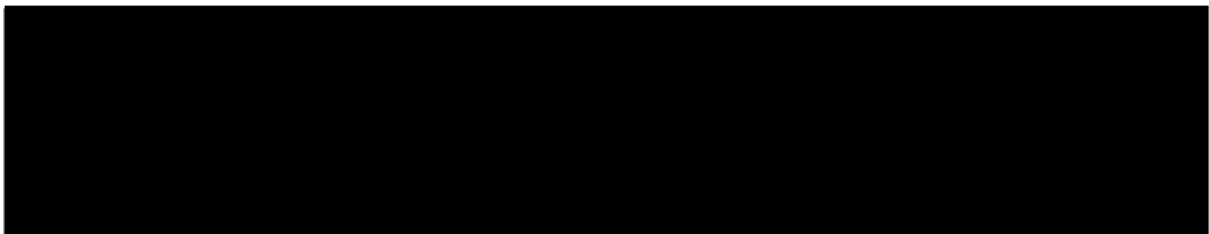
This project is: ☐ Clinical Trial Research ☐ Non-Clinical Trial Research
☒ Other: It is an independent student research project.

By signing below, I hereby certify:

1. I have read and understand Montana State University Billings' Conflict of Interest Policy
<http://msubillings.edu/humres/procedures/408%20-%20Conflict%20of%20Interest.pdf>
☒ PI ☐ Co-PI ☐ Co-PI ☐ Co-PI
2. I have (check only **ONE BOX** per contributing investigator):
 - a) No relationships, contractual commitments, or financial interests that are or might reasonably be perceived to be in conflict with my duties and responsibilities at MSU Billings;
☒ PI ☐ Co-PI ☐ Co-PI ☐ Co-PI
 - b) A potential conflict of interest which has been duly disclosed previously and there has been no change which requires an updated disclosure; or
☐ PI ☐ Co-PI ☐ Co-PI ☐ Co-PI
 - c) Potential conflicts of interest not previously disclosed. If checked, you must complete and submit a Conflict of Interest Disclosure Statement
<http://www.msubillings.edu/humres/forms/Conflict%20of%20Interest%20Form.pdf> to the Human Resources Office and provide a copy to the ORC
☐ PI ☐ Co-PI ☐ Co-PI ☐ Co-PI

By signing and submitting this form, you agree that the information you have provided is true and accurate to the best of your knowledge and ability and acknowledge your continuing obligation to update disclosures when there is a significant change in personal or financial interests creating potential Conflicts of Interest.

Students must submit a hardcopy with a penned signature. Faculty and staff may sign and submit electronically.

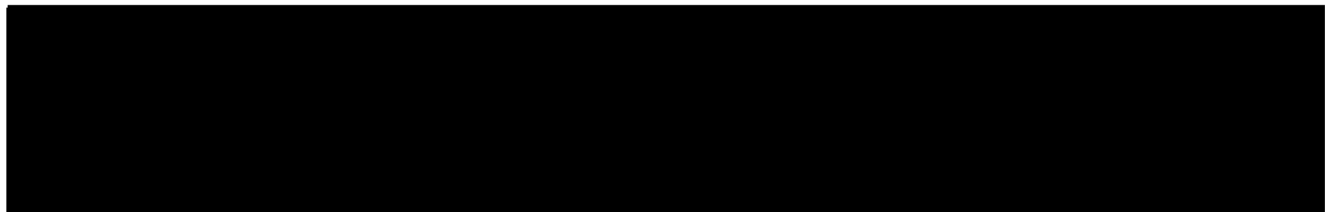


Co-Principal Investigator

Date

Co-Principal Investigator

Date



Make sure you answered each question completely, acquired all necessary signatures, and have included all corresponding documents. Failure to do so will delay the IRB's ability to grant approval; expect decision notification within 10 working days.

Office of Research Compliance
205 McMullen Hall
Montana State University Billings
1500 University Drive
Billings, MT 59101
[HYPERLINK "mailto:irb@msubillings.edu"](mailto:irb@msubillings.edu)
irb@msubillings.edu
406-657-2364



This is to certify that:



Has completed the following CITI Program course:

Students

(Curriculum Group)

Students - Class projects

(Course Learner Group)

1 - Basic Course

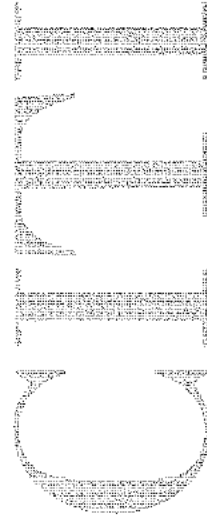
(Stage)

Under requirements set by:

Montana State University



Not valid for renewal of certification
through CME.



Collaborative Institutional Training Initiative

[REDACTED]

November 24, 2020

Dear Institutional Review Board of MSU-B,

I wholeheartedly give permission for [REDACTED] to complete this study here at [REDACTED]. I know without a doubt she will conduct her study in such a fashion that it protects the privacy of everyone involved. [REDACTED]

[REDACTED] Thank you for your consideration.

[REDACTED]

[REDACTED]

Reading Comprehension Cloze Assessment Pretest:

Name: _____

Directions: Read the passage below. Throughout the passage, there are many blanks. Fill in the blanks with the word that you think best fits there.

Government in Athens and Sparta

Athens and Sparta were both powerful city-states in {1}_____. Greece. However, both of these city-states had very {2}_____ governments and ruled their people in almost opposite {13}_____.

Athens is often called the birthplace of democracy. {4}_____ Athens, every free land-owning man over twenty had {5}_____ rights. They also took part in the assembly {6}_____ citizens. People of the assembly had one vote. {7}_____ majority rule won. This was called a democracy, {8}_____ rule by the people. In a democracy it {9}_____ often a long, difficult process to make decisions.

{10}_____ did not have the same rights as men {11}_____ Athens. They were not allowed to take part {12}_____ government or vote. They were also not allowed {13}_____ own property or get an education.

In Sparta, {14}_____ was also an assembly of citizens that was {15}_____ up of all wealthy males. The people of {16}_____ had little say in their government. Only wealthy {17}_____ were allowed to vote on decisions. However, their {18}_____ could be ignored by the five elected leaders. {19}_____ small ruling group was called an oligarchy. Since {20}_____ had a smaller group, it was often easier {21}_____ faster to make decisions in their society. Women {22}_____ Sparta had similar rights as men. They were {23}_____ to own property and receive an education, but {24}_____ not allowed to vote.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____

Solution to Cloze Assessment:

- | | |
|--------------|-------------|
| 1. Ancient | 13. To |
| 2. Different | 14. There |
| 3. Ways | 15. Made |
| 4. In | 16. Sparta |
| 5. Full | 17. Males |
| 6. Of | 18. Votes |
| 7. The | 19. This |
| 8. Or | 20. Sparta |
| 9. Was | 21. And |
| 10. Women | 22. In |
| 11. In | 23. Allowed |
| 12. In | 24. Were |

Government in Athens and Sparta

Athens and Sparta were both powerful city-states in Ancient Greece. However, both of these city-states had very different governments and ruled their people in almost opposite ways.

Athens is often called the birthplace of democracy. In Athens, every free land-owning man over twenty had full rights. They also took part in the assembly of citizens. People of the assembly had one vote. The majority rule won. This was called a democracy, or rule by the people. In a democracy it was often a long, difficult process to make decisions.

Women did not have the same rights as men in Athens. They were not allowed to take part in government or vote. They were also not allowed to own property or get an education.

In Sparta, there was also an assembly of citizens that was made up of all wealthy males. The people of Sparta had little say in their government. Only wealthy males were allowed to vote on decisions. However, their votes could be ignored by the five elected leaders. This small ruling group was called an oligarchy. Since Sparta had a smaller group, it was often easier and faster to make decisions in their society.

Women in Sparta had similar rights as men. They were allowed to own property and receive an education, but were not allowed to vote.

Reading Comprehension Cloze Assessment Post-Test:

Name: _____

Directions: Read the passage below. Throughout the passage, there are many blanks. Fill in the blanks with the word that you think best fits there.

Government in Athens and Sparta

In Ancient Greece, both Athens and Sparta were {1}_____ city-states. Both places, however, had very different governments {2}_____ ruled their people in contrasting ways.

Athens is {3}_____ known as being the birthplace of democracy. Here, {4}_____ free man over twenty that owned land had {5}_____ governmental rights. They were required to take part {6}_____ the assembly of citizens. People in the assembly {7}_____ one vote to make decisions and the majority {8}_____ won. This was called a democracy, or rule {9}_____ the people. Even though this was more just, {10}_____ process to make decisions was often long and {11}_____.

In Athens, women did not have the same {12}_____ as men. They were not allowed to take {13}_____ in government decisions or to vote. They also {14}_____ get an education or own property.

Sparta was {15}_____ different. This city-state also had an assembly of {16}_____. It was made up of all wealthy males. {17}_____ average person in Sparta had little say in {18}_____ government. Only the wealthy males were allowed to vote. {19}_____ small ruling group made up of five elected {20}_____ had the most power in Sparta. This group {21}_____ called an oligarchy. They could veto, or reject, {22}_____ from the assembly. An advantage to this small {23}_____ was that decisions were often made easier and {24}_____ in Sparta than in Athens.

Women in Sparta {25}_____ similar rights to men. They were not allowed {26}_____ vote, but unlike the women in Athens, they {27}_____ own property and receive an education.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____

Solution to Cloze Assessment:

- | | |
|---------------|--------------|
| 1. Powerful | 15. Very |
| 2. And | 16. Citizens |
| 3. Often | 17. The |
| 4. Every | 18. Their |
| 5. Full | 19. A |
| 6. In | 20. Leaders |
| 7. Had | 21. Was |
| 8. Rule | 22. Votes |
| 9. By | 23. Group |
| 10. The | 24. Quicker |
| 11. Difficult | 25. Had |
| 12. Rights | 26. To |
| 13. Part | 27. Could |
| 14. Couldn't | |

Government in Athens and Sparta

In Ancient Greece, both Athens and Sparta were powerful city-states. Both places, however, had very different governments and ruled their people in contrasting ways.

Athens is often known as being the birthplace of democracy. Here, every free man over twenty that owned land had full governmental rights. They were required to take part in the assembly of citizens. People in the assembly received one vote to make decisions and the majority rule won. This was called a democracy, or rule by the people. Even though this was more just, the process to make decisions was often long and difficult.

In Athens, women did not have the same rights as men. They were not allowed to take part in government decisions or to vote. They also couldn't get an education or own property.

Sparta was very different. This city-state also had an assembly of citizens. It was made up of all wealthy males. The average person in Sparta had little say in their government. Only the wealthy males were allowed to vote. A small ruling group made up of five elected leaders had the most power in Sparta. This group was called an oligarchy. They could veto, or reject, votes from the assembly. An advantage to this small group was that decisions were often made easier and quicker in Sparta than in Athens.

Women in Sparta had similar rights to men. They were not allowed to vote, but unlike the women in Athens, they could own property and receive an education.

Dear [REDACTED] Parents,

Currently, I am working towards my Master's Degree [REDACTED] and am in the process of completing my thesis. [REDACTED]


The purpose of this study will be for me to find a method of teaching vocabulary in my classroom that will help students increase their reading comprehension skills. During the study, I will teach students vocabulary skills through graphic organizers during our unit about Ancient Greece. Students will be required to do the following: a reading comprehension pretest, learning vocabulary by filling out graphic organizers, and a reading comprehension post-test.


The data from the pretests and post-tests will be included in my paper and presented to my committee at [REDACTED]. Since I will be incorporating this into my curriculum, you child will be required to complete the pretest, post test, and the vocabulary instruction just like any other assignment [REDACTED]. However, if you do not want your child's data or results to be included in the study, they will be excluded from my paper. If you choose to allow your child's results to be included in the study their identity will be kept confidential and private. To ensure this, each student will be given a pseudonym (fake name) in place of their real name in the study.

There are no foreseeable risks to participating in this study, but many benefits could occur. These include an increase in vocabulary, increased length of remembering vocabulary words, and an increase in reading comprehension. It could also help students become more confident in their learning and assist in raising their test scores on social studies assessments.

Please let me know if you have any questions at all regarding the study. My email is [REDACTED] and the phone number [REDACTED]. Feel free to leave me a message and I will get back to you as soon as I can. Thanks for your time!

[REDACTED]

Please fill out and sign this page. Your signature indicates that you have read the information on the previous page and understand the purpose of the study. Return to 

 Please check whether you allow your child's data to be included in the study:

☐ My child's results MAY be included in the study.

☐ My child's results MAY NOT be included in the study.

Printed Name of Child

Signature of Parent(s) or Legal Guardian

Date

[REDACTED]

[REDACTED]

[REDACTED] I will be teaching vocabulary a little differently, using graphic organizers. Hopefully, this method will help you understand our texts more when you are reading them.

To see if learning vocabulary this way helps you understand the reading better, we will be taking a pretest and a post-test, one before and one after I teach you the vocabulary for Ancient Greece. Your results of these tests will be included in my paper and in my study, but only if you want them to be. If you don't want your results to be included that is completely okay, I will just leave your results out. If you DO want to be a part of the study, no one will know what your results are. You will get to choose a fake name that will be used in place of your real name in my paper.

If you have any questions about the study, please feel free to ask me! You can also email

[REDACTED]

Please check whether or not you want your results to be part of the study:

_____ My results MAY be included in the study.

_____ My results MAY NOT be included in the study.

Printed Name

Signature

Date