HISTORIC SOUTHERN INDIANA: A COOPERATIVE LEARNING ASSIGNMENT

By Jerry Noland

GRADE LEVEL: Secondary

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THE UNIVERSITY OF SOUTHERN INDIANA
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1. The class will be divided into small groups to accomplish this assignment.

2. In the real world of work you must learn to work with all types of people who are assigned to work with you. Therefore, the teacher will assign class members to work with you. Group assignments will be rotated in the future.

3. Cooperative learning will give you an opportunity to meet new people, learn from others, and research shows that you will learn more than from the lecture/discussion method.

4. The main topics for group work will be the following southern Indiana historic sites:

   Angel Mounds  
   Vincennes  
   Corydon  
   New Harmony  
   Lincoln City

Circle the group that has been assigned to you.

5. The basic purpose of the assignment is for each group to investigate a southern Indiana historic site. Your spokesperson should be prepared to give a summary of your group discussion to the class. You should investigate answers to questions such as:

   a. What happened historically in that southern Indiana site that is important for people to know?

   b. Describe the major historic sites in your area that you would visit if you were touring the area.

   c. You may address other concerns about the site.

   d. Each group may use charts, drawings, or display some pictures for their class presentation.

6. Each group should sit in a circle, and should be arranged in the room as follows:

   Vincennes  
   Corydon  
   Angel Mounds  

   New Harmony  
   Lincoln City
7. Everyone in your group will have a specific role in the group:

   a. facilitator—helps the group to:
      give everyone a chance to talk
      give reasons for their ideas
      give different ideas
      listens to each others ideas

   b. reporter—records the information discussed
      --reminds the group of key information discussed
      --informs students who were absent what went on the day before

   c. researcher—gathers library books in the room that may be helpful to the
      group—looks up information

   d. spokesman—speaks for the group before the class

   e. harmonizer (for groups that have five members—otherwise reporter will have
      this role)—gives encouragement to individual group members and is
      attentive to the feelings of the group

8. Teacher role: Groups should first try to solve their own problems. The role
   of the teacher is not to provide answers but to help you find your own
   answers. As a teacher I will be walking by listening but that does not mean
   that I will participate in your discussion.

9. You will have two days to complete your group work. Books concerning Indiana
   history and historical travel folders will be available for you to use in
   class.

10. Presentations on each historic site will be given in class. These
    presentations will probably last two or three days. The teacher will
    participate in the summary of your discussion, and may present mini-lectures.

11. Review for the test may be partially conducted in small groups where someone
    from another group shares information with your group or a new group could be
    composed of one student from each historic site. The teacher may follow the
    review with questions about the historic site.

12. Student evaluations will be completed after the group work is over.

13. There will be a short objective test over the unit. You will be expected to
    write an essay about the site your group studied.

14. Every group is responsible at the beginning and end of the period to arrange
    the desks and chairs as required. Please keep the noise down as other
    classes are working in nearby rooms.
15. General basic rules:

   You must complete each activity assigned.

   Play your role in your group.

   You may ask anyone in your group for help.

   Everyone helps.

Note: The teacher may show the video tape on Southern Historic Indiana from the George Rogers Clark Memorial either as a preview or a wrap-up activity.
GROUPWORK EVALUATION

STUDENT QUESTIONNAIRE

NAME: ____________________________________________

Group: __________________________________________

Please mark with an "X" on the line to the left of each answer that is most like how you feel for each question. Remember, this is not a test. There are no right answers. I want to know what you think.

SECTION A

1. How interesting did you find your work in the group?
   ______ a. Very Interesting
   ______ b. Fairly Interesting.
   ______ c. Somewhat interesting.
   ______ d. Not very Interesting.
   ______ e. I was not interested at all.

2. How difficult did you find your work in the group?
   ______ a. Extremely difficult
   ______ b. Fairly difficult
   ______ c. Sometimes difficult
   ______ d. Not too difficult—just about right
   ______ e. Very easy

3. Did you understand exactly what the group was supposed to do?
   ______ a. I knew just what to do.
   ______ b. At first I didn't understand.
   ______ c. It was never clear to me.

4. For Multiple Ability Tasks
   a. What abilities did you think were important for doing a good job on this task?
   b. Was there one ability on which you thought you did very well? ______ Yes ______ No

5. How many times did you have the chance to talk during the group sessions?
   ______ a. None
   ______ b. One or four times
   ______ c. Five to eight times
   ______ d. Eight or more times

6. If you talked less than you wanted to, what were the main reasons?
   ______ a. I felt afraid to give my opinion.
   ______ b. Somebody else interrupted me.
   ______ c. I was not given the chance to give my opinion.
   ______ d. I talked as much as I wanted to.
   ______ e. Nobody paid attention to what I said.
   ______ f. I was not interested in the problem.
   ______ g. I wasn't feeling well today.

7. Did you get along with everybody in your group?
   ______ a. With few of them
   ______ b. With half of them
   ______ c. With most of them
   ______ d. With all of them
   ______ e. With none of them

8. How many students listened to each other's ideas?
   ______ a. Only a few of them
   ______ b. Half of them
   ______ c. Most of them
   ______ d. All of them, except one
   ______ e. All of them
SECTION B

1. Who did the most talking in your group?
2. Who did the least talking in your group?
3. Who had the best ideas in your group?
4. Who did most to direct the discussion?
5. Would you like to work with this group again?
   Yes  No
   If not, why not?
6. How well do you think the facilitator did in his or her job?

SECTION C

1. Did you learn more in cooperative learning than in the traditional classroom?
   Why?