

HISTORIC SOUTHERN INDIANA: A COOPERATIVE LEARNING ASSIGNMENT

By Jerry Noland

GRADE LEVEL: Secondary

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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 be sit in a circle, and should be arranged in the room as follows:

Vincennes

New Harmony

Cordon

Angel Mounds

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 groups 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 was not 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. Whith 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?