The Use of the Cooperative Learning Strategy

STAD to Promote Academic Achievement

In a High School Social Studies Class

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Abstract

A total of forty-six tenth grade students enrolled in secondary social studies classes participated in this study. The purpose of this project was to determine if the implementation of the cooperative learning strategy, Student Teams-Achievement Divisions (STAD), improved academic achievement in a secondary social studies classroom. The instruments used to collect data included five researcher-designed quizzes and one researcher-designed chapter test. The data from this research project suggested a slight increase in academic achievement among most secondary social studies participants after the implementation of the cooperative learning strategy STAD in a social studies classroom.
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Chapter 1: Introduction

As a graduate student and student teacher in a rural Midwestern social studies classroom this researcher wanted to develop a pedagogy that would enhance academic achievement. The researcher developed a useful pedagogy that implemented the cooperative learning strategy, Student Teams-Achievement Divisions (STAD), in a social studies classroom. According to the professional literature reviewed cooperative learning strategies benefited students in a number of ways which included higher academic achievement, improved inter-group relations among peers, higher self esteem and increased sense of involvement (Slavin, 1991). As a result of reviewing the professional literature regarding cooperative learning and improved academic achievement as a student teacher, it became important to determine if the cooperative learning strategy (STAD) improved academic achievement. Although the review of the professional literature revealed several dynamic strategies that engaged students, the implementation of the cooperative learning strategy (STAD) proved to be beneficial at improving academic achievement among students within a secondary social studies classroom.

Statement of Problem

The purpose of this project was to determine if the implementation of the cooperative learning strategy, Student Teams-Achievement Divisions (STAD), improved academic achievement in a secondary social studies classroom. The research questions were:

1. How were cooperative learning strategies defined, according to the professional literature reviewed?
2. What were the benefits of implementing cooperative learning strategies according to the professional literature reviewed?

3. According to the professional literature reviewed, how was STAD defined, and what were the benefits of implementing STAD?

4. Did the implementation of the cooperative learning strategy STAD improve academic achievement in a secondary social studies classroom?

**Justification**

The researcher selected this project for several reasons which included: improved student academic achievement; powerful pedagogy for the researcher and teaching peers; and enhanced student learning through cooperative groups. The researcher wanted to implement a cooperative-learning strategy in a secondary social studies classroom that would improve academic achievement. The researcher evaluated student academic achievement through several means. Throughout the researcher's student teaching the use of the cooperative-learning strategy (STAD) allowed students to achieve their academic goals. In addition, this project allowed the researcher to incorporate a useful pedagogy that would also benefit other professional teachers. According to the professional literature reviewed, cooperative learning was an approach that accessed student learning through small group instruction. Furthermore, the researcher wanted to provide other social studies teachers with a cooperative-learning strategy that would enhance academic achievement in their own classrooms. In addition, the researcher implemented this project to increase student academic achievement. Finally, cooperative-learning strategies allowed for students of special needs to excel in the classroom learning. The researcher wanted a pedagogy that would positively affect
traditional students and students with special needs. The cooperative learning strategy used provided the researcher with an instructional strategy that benefited students academically in a secondary social studies classroom.

**Definition of Terms**

- **Secondary Social Studies Classroom** - an integrated high school classroom that encompasses grades 9-12 where subjects in U.S history, world history, government, geography, economics and behavioral science are taught.

- **Cooperative Learning** - small group instruction where students work together in heterogeneous groups to reach a common goal. Students act as peer tutors placing the group goals and achievements ahead of individual goals.

- **Heterogeneous** - highly diverse groups referring to race, ethnicity, gender, sex, and age.

- **Small Group** - a group ranging from two to five students.

- **Academic Achievement** - academic assessment determined through a pretest, weekly quizzes, group activities, notebook grades, and an overall posttest.

- **Pre-test / posttest** student assessment, evaluated using multiple-choice tests.

**Limitations and Appropriate Use of Results**

This research project was limited by a number of factors. These factors included location, time, class size, and student diversity. Location limited the researcher’s project. The implementation of this project occurred in a rural Midwestern secondary social studies classroom as part of the researcher’s master project assignment. Furthermore, this project was implemented over a 16 week time period during the researcher’s student teaching. Therefore, time played a factor towards limitations as the researcher gathered
data for only three months. In addition, another limitation that faced the researcher was
the large size of the secondary classroom used in the project. The researcher’s class size
ranged from 25-30 students, therefore results for a smaller classroom may vary. Equally
important, the lack of student diversity limited the researcher’s project. The researcher
worked within a school district where the student population was primarily Caucasian
Americans. Therefore, the lack of diversity played a factor in the researcher’s project. In
addition, the researcher’s student teaching was conducted in a school district where the
implementation of technology was widely available and influenced the type of pedagogy
utilized. Therefore, results may vary in classrooms where access towards technology
might not be possible. Due to these limitations the results of this research project can
only be applied to the researcher’s secondary social studies classroom.
Chapter II: Review of the Literature

Introduction

The purpose of this project was to determine if the implementation of the cooperative learning strategy, Student Teams-Achievement Divisions (STAD), improved academic achievement in a secondary social studies classroom. The research questions were:

1. How were cooperative learning strategies defined, according to the professional literature reviewed?
2. What were the benefits of implementing cooperative learning strategies according to the professional literature reviewed?
3. According to the professional literature reviewed, how was STAD defined, and what were the benefits of implementing STAD?
4. Did the implementation of the cooperative learning strategy STAD improve academic achievement in a secondary social studies classroom?

Research Question #1: How were cooperative-learning strategies defined, according to the professional literature reviewed?

A review of literature was conducted to answer research question #1. According to the professional literature reviewed, Slavin (1987) and Johnson and Johnson (1994) defined cooperative learning as a strategy that consisted of students working together within small heterogeneous groups to achieve a common goal. Eggen and Kauchak (1996) defined cooperative learning as a collection of instructional strategies where students worked together collaboratively to reach attainable goals. In agreement with Eggen and Kauchak, Slavin (1987); Coke (2005); and Johnson, Johnson, and Holubec
(1994) stated that cooperative learning strategies were instructional strategies where
students, working at various levels, were placed in small groups to achieve a similar goal.
These goals included shared tasks among group members and the group’s goal of a
completed project. In addition, Thompson and Chapman (2004) discussed cooperative
learning as small group discussion where students inquire about the planning of projects
and group goals. Students worked together in groups and they pushed one another to see
that the group tasks were achieved. Cooperative learning was also defined to consist of
five essential elements according to Slavin (1987) and Johnson and Johnson (1994).
These five elements included positive interdependence, face-to-face interaction,
individual accountability, social skills, and group processing. In addition, Johnson and
Johnson (1994) suggested that cooperative learning consisted of three procedures which
included formal cooperative learning, informal cooperative learning, and cooperative
base groups learning (Johnson and Johnson, 1994).

*Five essential elements*

Johnson and Johnson (1994) stated that it is not enough for teachers just to place
students into groups but that the teacher must be aware of the five essential elements for
cooperative learning to be effective. The five essential elements included positive
interdependence, face-to-face interaction, individual accountability, social skills, and
group processing. Furthermore, Krol, Janssen, Veenman, and Linden (2004), in
agreement with Johnson and Johnson, stated that students in cooperative learning groups
were responsible for their own learning and the learning of the members within their
group. In addition, Johnson and Johnson stated that the five essential elements enabled
teachers to diagnose ineffective lessons, and it helped students who may have been
struggling with group work to see that they increased their academic ability within student learning groups in a non-threatening environment.

*Positive interdependence.*

Positive interdependence included all students who worked together in order to see that the goals of the group were achieved (Johnson and Johnson, 1994). According to Johnson and Johnson positive interdependence linked students in such a way that students provided support and shared resources to see that the group tasks were met. Group tasks included complementary roles such as a reader, checker, encourager, and elaborator according to Johnson and Johnson. Dyson and Grineski (2001), and Krol, Janssen, Veenman, and Linden (2004), in agreement with Johnson and Johnson, stated that positive interdependence occurred when each group member learned to depend on the rest of the group to achieve shared tasks. York and Stanford (2002) stated that positive interdependence focused on the group and conveyed a message of us rather than me.

*Face-to-face.*

Johnson and Johnson (1994) stated that face-to-face interaction maximized the opportunity for students to promote success through assisting, supporting, encouraging, and praising one another to enhance learning. In addition, Krol, Janssen, Veenman, and Linden (2004) stated that face-to-face interaction promoted the notion of group accountability among one another’s work. Furthermore, verbal and non-verbal responses indicated face-to-face interaction among group members increased achievement. Johnson and Johnson indicated that for face-to-face interaction to be completely effective it was essential that the groups remained small in size, from two to four members.
Individual Accountability.

According to Johnson and Johnson (1994) individual accountability occurred when each student’s performance was evaluated as an individual and the results were given back to the group and the individual. Johnson and Johnson stated that it was important that each member of the group participated fully and did not attempt to ride on the laurels of students who did the work. In order to ensure accountability, each student was assigned some individual work to do within the group. In addition, Krol, Janssen, Veenman, and Linden (2004) stated that group members were held responsible for their contributions to the group. Furthermore, Cook (2005), in agreement with Slavin (1987), stated that in cooperative learning, students shared knowledge by working in smaller groups. In other words, Cook stated that these groups benefited students because it allowed students to depend on others for knowledge and helped make students more accountable for their learning. In agreement with Cook, Slavin stated group goals and individual accountability were important because, unlike many groups where the group tasks could be broad and unproductive, successful cooperative groups engaged all the students where various group tasks such as the reader, checker, encourager, and elaborator promoted an equal amount of productivity by each member within the group. When group tasks such as a team captain, group compiler, task master and progress chairman were implemented, it ensured that every student within the group contributed to the learning experience and it motivated students to achieve, according to Slavin. A team captain’s role included assigning roles and questions to each member within the group. The group compiler would keep a master paper, from the group work, to be turned in for a grade at the completion of the group work. The task-master was responsible for
keeping members focused on group goals and takes attendance weekly. Lastly, the group progress chairman was responsible for time management and they would watch the clock to ensure that the group answered all their questions and their efforts were not being duplicated.

Johnson and Johnson (1994) commented that there were several ways to structure individual accountability. Students were held accountable for their work through structured individual accountability tests for each individual student, selecting one student’s project to represent the entire group, and having each student explain how he or she contributed to the group or expressed what they learned to a fellow classmate according to Johnson and Johnson. Individual accountability can only exist when team members were assigned various tasks within the group. These various tasks allowed for students to take ownership in mastering the content (Kauchak and Eggen, 1998).

Social skills.

Social skills instruction, according to Johnson and Johnson (1994), must be provided by the instructor. Students were not skilled to handle group work without a measure of instruction according to Johnson and Johnson. These social skills included leadership, decision-making, trust building, communication, and conflict-management skills. According to Johnson and Johnson, and Krol, Janssen, Veenman, and Linden (2004), students did not always have the appropriate social skills to work cooperatively. Johnson and Johnson (1994) suggested that the teacher instruct students on the importance of social skills. Dyson and Grineski (2001) indicated that the teacher must verbally praise the students to reinforce the important social skills by listening, providing
feedback, resolving conflicts, and encouraging the students in order to see the desired goals achieved.

*Group processing.*

Student’s assessing their peers was an important component to cooperative learning according to Johnson and Johnson (1994). Johnson and Johnson indicated group processing occurred when group members discussed achieving their group goals and maintaining effective working relationships. Group processing enabled the students to focus on group maintenance, learned social skills, feedback on student participation, and reminded students to practice collaborative skills. Within group processing, Johnson and Johnson indicated that students needed to describe which members provided valuable input and which ones did not. It was the student’s responsibilities to inform their peers that their contributions to the group’s goals were not being met. Dyson and Grineski (2001), in agreement with Johnson and Johnson (1994), stated that group processing was the time students conversed about the successes and failures they experienced throughout the group project. Importantly, Johnson and Johnson (1994) stated that students must be provided with time within class to analyze each students contribution within the group, and to assess one another on whether the group achieved its goals. In addition to the five essential elements of positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing, cooperative learning procedures also defined cooperative learning according to Johnson and Johnson (1994).

*Cooperative learning procedures*

These cooperative learning procedures according to the professional literature reviewed, were important for the teacher to inform students prior to the implementation
of cooperative learning groups within the classroom. Johnson and Johnson (1994) suggested that cooperative learning consisted of three procedures which included formal cooperative learning, informal cooperative learning, and cooperative base groups learning (Johnson and Johnson, 1994).

*Formal cooperative learning.*

Johnson and Johnson (1994) stated that in formal cooperative learning, the teacher's lessons determined several pre-instructional goals. These pre-instructional goals included: grouping students in triads, heterogeneous groups, and shared tasks among group members. Triads consisted of students grouped in groups of three persons according to Johnson, Johnson, and Smith (1991). Johnson and Johnson (1994) stated that these students were grouped according to the discretion of the teacher to ensure diversity throughout the group. Heterogeneous groups ensured that the students were grouped in diverse groups.

According to Johnson and Johnson (1994) students were assigned various tasks within the group to ensure ownership of the group's goal and to enhance accountability. Furthermore, Johnson and Johnson stated that tasks included a hypothesizer, a student who looked up references, and a student recorder. In theory, formal cooperative learning consisted of group based projects that may reflect power point projects, presentations, research paper, and poster board projects. Moreover, Johnson, Johnson and Smith (1991) stated that the teacher was responsible for making sure that the groups worked effectively.
Informal cooperative learning.

Informal cooperative learning groups were short-term lessons according to Johnson and Johnson (1994). Furthermore, Johnson and Johnson stated that informal cooperative learning groups consisted of just a few minutes to no longer than one class period. According to Johnson, Johnson and Smith (1991), informal cooperative learning engaged students in the material and helped them determine the expectations of the content being covered. Informal cooperative learning was used to gain student's attention on important material, determine expectations of the material that was covered, and provide closure to the lesson according to Johnson and Johnson.

Throughout informal cooperative learning the teacher played the role of facilitator while the students organized material, explained the material, summarized and finally put the lesson into action according to Johnson and Johnson (1994). Furthermore, Johnson, Johnson, and Smith (1991) stated that informal cooperative learning groups were organized where groups engaged in three to five minutes before and after a lecture. In addition, students conversed with their partner for two to three minutes throughout the lecture according to Johnson and Johnson.

Cooperative base groups.

Johnson and Johnson (1994) stated that cooperative base groups were permanent and provided long-term relationships among students. Johnson and Johnson stated that cooperative base groups provided students with several positive factors. These factors included support, encouragement, and assistance to excel academically.

According to Johnson, Johnson, and Smith (1991), students who had assistance from their peers within cooperative base groups were more likely to attend class,
complete assignments, and learn more effectively. Furthermore Johnson and Johnson (1994) stated that cooperative base groups allowed students to act as an accountability partner within the group to ensure all members were keeping up with their work to progress academically. By implementing formal, informal, and cooperative base learning groups teachers helped to define the role of the student and teacher for effective cooperative learning instruction.

In summary, through the review of the professional literature, cooperative learning strategies were defined as strategies where small heterogeneous groups of students collectively worked together to attain like-minded goals. Furthermore, Johnson and Johnson (1994) stated the importance of cooperative learning procedures such as formal cooperative learning, informal cooperative learning, and cooperative base groups. These were cooperative learning procedures where the teacher determined their form of instruction based on the content material covered. In addition, Johnson and Johnson (1994) stated that cooperative learning must encompass the five essential elements. These elements consisted of positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing. Johnson and Johnson (1994) stated that a conceptual approach of the five basic elements enabled teacher’s to express their teaching brilliance.

Having completed a literature review to determine how cooperative learning strategies were defined, it became necessary to research what the literature said about the benefits of implementing cooperative learning strategies in a secondary classroom.
Research Question #2: According to the professional literature reviewed, what were the benefits of implementing cooperative learning strategies?

A review of literature was conducted to answer research question #2. The literature reviewed listed several benefits of implementing cooperative learning strategies within a secondary classroom. These benefits included higher academic achievement, improved inter-group relations among peers, and higher self-esteem (Slavin, 1991; Coke, 2005). According to Johnson and Johnson (1994), cooperative learning lessons consisted of two types of objectives. These two objectives were academic achievement and social skills improvement.

**Higher Academic Achievement**

Slavin (1987) stated that group goals and individual accountability were benefits towards the academic success of cooperative groups. Groups needed to work together with the same goal in mind in order to achieve certain rewards according to Slavin. In a study by Slavin (1977), cooperative learning increased academic achievement. Slavin conducted a study within a nine-week period. Three junior high schools located in a rural county, a rural-suburban county, and a large eastern city participated in the study. The study conducted by Slavin placed half of the student’s into heterogeneous groups of no more than four students per group, and the other students into control groups where students worked homogeneously. Students who participated in the study included 124 rural students, 173 rural-suburban students, and 65 students from a large eastern city. Students of African American decent included 2% at the rural school, 0% at the rural-suburban school, and 60% at the large eastern city school. This study was conducted in a language arts classroom where teachers lectured, followed by cooperative groups where
students worked on worksheets, and then students were provided quizzes over the materials studied. Lectures and quizzes did not vary across the experiment. Students were split into STAD groups and control groups. Students in the STAD groups were assigned to heterogeneous groups. Students in the control groups were not assigned to groups. The students in the STAD groups interacted with their team members and weekly newsletters emphasized team scores. Newsletters also displayed high divisional scores where students could see who had contributed to their team. Students in both the STAD group and control group were given a pretest, followed by three weeks of receiving two weekly quizzes, and finished with a post test over the material covered. The results from the study showed that STAD groups were more effective than control groups by improving quiz scores 5.90%, and post-test scores 3.98%. Slavin (1987) stated that cooperative learning strategies were highly valued alternatives to traditional instruction.

A study conducted by Slavin (1987), examined 63 of the 70 studies that measured the effects on student achievement. Teachers and classes that participated in the study were randomly selected to be a cooperative or non-cooperative classroom. According to Slavin, of the 63 studies conducted on class achievement, 36 or 57% of the results found greater academic improvements in cooperative learning classes than in control classrooms. Furthermore, Ravencroft (1997) expressed that the interaction of students working in groups improved academic achievement and enhanced study skills.

Baer (2003), and Johnson, Johnson, and Holubec (1994), in agreement with Slavin (1987), stated that cooperative learning was a technique that increased student achievement in a wide variety of studies. According to Armstrong (1998), a study was
conducted using 47 twelfth grade American Government students. For this study 17 students were evaluated using cooperative learning, and 30 students were placed in a non-cooperative classroom. These groups contained mostly Caucasian students with an equal mix of male and female students. Students in both groups were given a pretest on their knowledge of course content to be covered during a seven-week study period. The review of literature indicated cooperative learning improved student academic achievement (Armstrong, 1998).

*Improved inter-group relations*

According to Slavin (1987), students who worked together developed a liking for their classmates. Moreover, Slavin’s research required students to list their best friends at the beginning of the study and again at the end of the study. Slavin’s research indicated that students who worked in cooperative learning groups were most likely to choose someone outside their ethnicity after working in cooperative groups.

In agreement with Johnson, Johnson, and Scott; Aronson, Blaney, Stephan, Rosenfield, and Sikes (1977) stated that students in cooperative groups seemed to get along more. Students ranked their liking for various students of similar ethnicity and for students in their cooperative group where 7 was the highest score and 1 was the lowest score. After the first trial the study by Aronson, Blaney, Stephan, Rosenfield, and Sikes indicated students preferred peers of similar ethnicity. However, after the second trial where students were in cooperative groups for four to six weeks, studies indicated a higher rating for liking of group members and those of different ethnicity. The review of literature indicated cooperative learning improved inter-group relations.
Cooperative-learning strategies allowed students to participate in open discussion among peers and establish student confidence in content material (Johnson and Johnson, 1992). According to Slavin (1987), cooperative learning strategies made it possible for students to see one another in a positive light and to establish friendships based on human qualities rather than on skin colors or by the way a student may speak. Furthermore, Slavin stated that students’ proved to be more successful when working within groups than when they worked independently. Moreover, it was believed that students who participated in cooperative groups were more likely to increase friendships across ethnic and racial lines (Slavin, 1991). In addition to improved inter-group relations, another benefit of cooperative learning within a secondary classroom was improved self-esteem.

Higher self-esteem

Harmony among peers was important for a positive self-esteem according to Johnson, Johnson, and Scott, (1978). Moreover, Johnson, Johnson, and Scott stated that cooperative learning promoted positive attitudes in the learning experience, and student groups were more positive when students had been working in small heterogeneous cooperative learning groups rather than when they worked individually.

Aronson, Blaney, Stephan, Rosenfield, and Sikes (1977) conducted a study where self esteem was measured based on cooperative groups and control groups. The study consisted of 245 students who where in a cooperative group classroom, and 59 students in a control group. The study took place throughout several fifth grade classes in Austin, Texas. Teachers had students, from each group, for 45 minutes a day and three days a week for six weeks. At the end of the study a questionnaire was administered to assess changes in students’ attitudes and their liking for their peers. The study concluded that
self esteem within cooperative groups increased from a mean of 20.62 to a mean of 21.98. In addition, control groups decreased in self esteem from a mean of 21.88 to a mean of 21.48 according to Aronson, Blaney, Stephan, Rosenfield, and Sikes.

According to Slavin (1987) cooperative groups increased students’ self esteem. It could be argued students had higher self-esteem because their academics improved. Nonetheless, Slavin stated that students had more positive feeling about themselves when working in cooperative groups rather than by themselves in traditional classes. Slavin stated that the reason for this was students who worked in groups had a liking for others in the group and this improved self-esteem. Moreover, students who worked individually in traditional classrooms did not reflect an increase in self-esteem according to Slavin.

Furthermore, Johnson, Johnson, and Holubec (1994) stated cooperative learning improved psychological health which benefited ego, self esteem, and the ability to cope with adversity and stress. Moreover, Slavin (1991) suggested that mental health and self esteem go hand in hand and can adversely affect students overall long term health.

In summary, through the review of the professional literature cooperative learning strategies implemented in a secondary classroom had many benefits. These benefits included improved academic achievement, improved inter-group relations and enhanced interaction skills, and higher self esteem according to Slavin (1987, 1977) and Eggen and Kauchak (1996). Cooperative learning strategies guided student learning, and empowered student confidence in the classroom. In addition, cooperative learning benefited teachers as student’s mastered content while improving interpersonal skills according to Slavin.
Having completed a literature review to determine the benefits of cooperative learning strategies, it became necessary to determine how the literature defined Student-Teams Achievement Divisions, and what were the benefits of implementing STAD.

Research Question # 3: According to the professional literature reviewed, how was STAD defined, and what were the benefits of implementing STAD?

A review of literature was conducted to answer research question #3. The literature reviewed explained how the cooperative learning strategy (STAD) was defined. Robert Slavin, who was a researcher for John Hopkins University in the 1970's, developed Student Teams-Achievement Divisions. According to Slavin (1982), STAD was defined as a cooperative group where four to five students worked in heterogeneous groups. These heterogeneous groups were grouped according to performance level, ethnicity, and gender. The teacher presents a lesson, and then the students worked within their teams to make sure that all team members had mastered the lesson. Slavin, instructed that groups be responsible for assigning roles where the students mastered the material. Tasks included assigning a team captain who would facilitate roles within the group, a group compiler who would be responsible for collecting answers from each group member, a task master who kept the group on task, and a progress chairman who would see that all questions were answered before the class period ended. Students were then provided worksheets to reinforce the content. Students then tutored one another until all the students had mastered the content discussed from that days lecture. Students would then take individual quizzes on the material, at which time they may not help one another. Students’ quiz scores were compared to their own past averages, and points were awarded on the basis of the degree to which students met or exceed their own earlier
performed. Teams with the highest score were recognized in a weekly class newsletter and also provided recognition through certificates. The implementation of the cooperative learning strategy STAD, improved student academic achievement, improved inter-group relations, and provided the student with higher self-esteem. Slavin further indicated that STAD benefited content areas with well-defined objectives with single correct answers. However, it can easily be adapted for use with less well-defined objectives by incorporating more open-ended assessments, such as essays or performances.

In summary, through the review of the professional literature STAD was defined as a cooperative learning teaching strategy that placed students into groups of 4 or 5. STAD engaged students through team tutoring. Students had the ability to enhance the goals of the group by achieving higher quiz scores that in turn enabled the group to acquire a greater bonus score. Team scores were listed in a weekly newsletter. In addition, the teams with the highest score were rewarded with a certificate. STAD teaching method encouraged students to achieve academically (Slavin, 1987).

Conclusion

In order for the researcher to answer the question, what would be the benefits of implementing the cooperative learning strategy (STAD) in a secondary social studies classroom, a review of the professional literature was conducted. The researcher reviewed the professional literature to answer the questions: 1. How were cooperative learning strategy defined, according to the professional literature reviewed? 2. What were the benefits of implementing cooperative learning strategies according to the professional
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literature reviewed? and 3. According to the professional literature reviewed, how was STAD defined, and what were the benefits of implementing STAD?

The researcher discovered that cooperative learning strategies were defined as strategies where small heterogeneous groups of students collaborated within a group to achieve a common goal or task according to Johnson and Johnson (1999). The five essential elements of positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing defined cooperative learning because these essential elements enabled teachers to further express their teaching skills. In addition, cooperative learning procedures which included formal cooperative learning, informal cooperative learning, and cooperative base groups learning defined cooperative learning (Johnson and Johnson, 1994).

Cooperative learning strategies within a secondary classroom had many benefits according to the professional literature reviewed. Slavin (1987) stated that cooperative learning strategies increased academic achievement, improved inter-group relations, and provided the student with higher self esteem. Cooperative learning empowered student confidence within the classroom (Slavin, 1987).

The researcher further discovered that the cooperative learning strategy (STAD) allowed students to achieve academic success because it provided students social skills and confidence by working in small group settings. When students were positively impacted and motivated to learn, they became interested in seeing that their academic goals were met.
Chapter III: Methods and Procedures

Introduction

The purpose of this project was to determine if the implementation of the cooperative learning strategy, Student Teams-Achievement Divisions (STAD), improved academic achievement in a secondary social studies classroom. The research questions were:

1. How were cooperative learning strategies defined, according to the professional literature reviewed?
2. What were the benefits of implementing cooperative learning strategies according to the professional literature reviewed?
3. According to the professional literature reviewed, how was STAD defined, and what were the benefits of implementing STAD?
4. Did the implementation of the cooperative learning strategy STAD improve academic achievement in a secondary social studies classroom?

Participants

A total of forty-six tenth grade students in a secondary social studies class participated in this study. These students were in three separate classrooms. These students were enrolled in a heterogeneous, American History classroom in a small, rural school, located in a Midwest state. Twenty-six students were female and twenty students were male. There were five students with IEP’s, individual educational plans, which included two Caucasian female students and three Caucasian male students. For this study, racial make-up of the class included eighteen Caucasian males, twenty-five Caucasian females, 2 Hispanic male students and 1 Hispanic female student.
The researcher completed the study during sixteen weeks of student teaching. For this project, the researcher incorporated STAD into three separate American History classrooms as the intervention in order to gather data to answer question number four: Did the implementation of the cooperative learning strategy STAD improve academic achievement in a secondary social studies classroom? The intervention began with instruction for the students in American History classes pertaining to the STAD method. The STAD cooperative learning strategy was used as pedagogy in a class for five lessons. The researcher’s intervention was based upon the guidelines set forth by Robert E. Slavin’s model for implementing STAD into the classroom. Students in the class were assigned to a heterogeneous STAD group which consisted of four to five students. Slavin’s model consisted of a class presentation, grouping students into teams, administering quizzes, establishing individual improvement scores, and providing team recognition.

The instruction consisted of the researcher providing information to the students about this cooperative learning strategy. The researcher prepared students for this strategy through direct instruction. The researcher explained that the STAD method would be used in conjunction with an instructional unit pertaining to The United States Transformed, 1933-1945, from the textbook The American Odyssey: The United States in the 20th Century (Nash, 2002). Within this unit there were two chapters. Chapter fifteen was titled World War II and contained three sections. Chapter sixteen was titled The Home Front and contained two sections. The researcher taught each section within each chapter through whole class presentations via power point presentations. Students
were provided with graphic organizers to help aid them in their understanding of the whole class discussion. Students were then placed within, teacher-assigned, STAD teams of 4-5 persons. It was explained that within the STAD teams, students would be provided with either a researcher created worksheet or a textbook created worksheet that would aid students as they reviewed the section. Furthermore, it was explained that each member in the group was responsible for assuring that each student in the group understand the content within each section. Students were administered a quiz, after reviewing, within their STAD groups. Following this explanation the students engaged in the STAD activity.

The students in the class had been placed in groups prior to the researcher arriving to the school district for the student teaching experience. However, students were not expected to work cooperatively within those groups. The researcher designed groups that were composed of both males and females with a range of academic ability.

While in these STAD groups, the researcher explained that the STAD group members had specific roles. Roles included assigning a team captain, who would facilitate roles within the group, a group compiler, who would be responsible for collecting answers from each group member, a task master, who kept the group on task, and a progress chairman, who would see that all the questions, on the worksheet were answered before the quiz was administered or the class period ended.

The STAD method was implemented utilizing the chapters from the textbook identified as *World War II* and *The Home Front*. The researcher during several class periods presented sections within the chapters through the use of power point discussions, graphic organizer handouts, and video clips that enhanced the power point discussions.
The chapter on *World War II* consisted of sections titled *The Road to War, The War Begins*, and *The United States at War*. Prior to initiating the STAD group activity, the researcher provided students with graphic organizer handouts and worksheets. Upon completing the graphic organizer handouts and worksheets, the researcher directed the students to get into their STAD teams. The researcher determined upon successful completion of the graphic organizer handouts and worksheets, that the students could begin higher-level learning by means of the STAD activity. The researcher provided each STAD team with a teacher created worksheet (see Appendix A for *The Road to War* worksheet). The worksheet further reinforced the section, *The Road to War*, by developing an understanding of vocabulary within the section and on several key headings within the section such as, the rise of dictators, the axis tests in strength, the rise of militarism, and America's non-neutral neutrality.

The purpose of the worksheet was to enable students to review the section through the use of team practice. Students were to tutor one another. Team practice consisted of peer tutoring, where students would review the worksheet with one another in preparation for the quiz, within the STAD team. Students were provided 15-20 minutes to review notes to complete the worksheet in preparation for a quiz on the section, *The Road to War*. The purpose of the quizzes was to determine what the students recalled from the class presentations and team practice. In this research study, quizzes were given for each section following the material that was discussed through whole group power point discussions and/or video clips, and graphic organizer handouts within each section. The researcher administered one quiz weekly for a period of six weeks.
According to Slavin’s (1978) model, once students mastered the content over a section, students took individual quizzes, which lasted 10-15 minutes (see Appendix F for *The Road to War* quiz). Students were not allowed to help one another when taking the quiz.

STAD teams with the highest point total at the end of each week were recognized in a weekly class newsletter that was designed by the student teacher (see Appendix K for STAD group newsletter). In addition, the student teacher provided recognition of STAD team excellence through bonus points and gift certificates to local restaurants at the completion of the six weeks. Slavin indicated that both individuals and teams needed to be recognized. The newsletter included each team along with student’s individual scores. In addition, it also displayed who showed excellent progress with each quiz and who was rewarded with bonus points.

Following the three quizzes over each section within the chapter pertaining to *World War II* and the STAD team method, the students engaged in two additional quizzes over the following three weeks pertaining to *The Home Front*. The structure of the STAD method for, *The Home Front*, was the same method implemented for the *World War II* chapter.

*Instruments/Protocols*

The researcher designed several instruments to gather data to answer question number four: Did the implementation of the cooperative learning strategy STAD improve academic achievement in a secondary social studies classroom? The instruments designed and used were five researcher-designed worksheets, five researcher-designed quizzes, and one researcher-designed chapter test.
Researcher designed quizzes

The researcher utilized and modified quizzes from the textbook manufacturer. Each quiz was valued at 20 points. Therefore, the student teacher adjusted the STAD points for each quiz so that the following points would be distributed per students quiz. Twenty points = 6 STAD points, eighteen points = 5 STAD points, sixteen points = 4 STAD points, fourteen points = 3 STAD points, twelve points = 2 STAD points, and ten points = 1 STAD point. The STAD point adjustment followed Slavin’s STAD model. STAD points were tallied and provided the researcher with feedback and the totals that would be calculated in the recognition newsletter.

The researcher designed five quizzes to assess student understanding of the content aligned with the goals of the lessons taught during the intervention for each section. The researcher created questions from the content to assess student understanding of specific content. The first quiz included ten multiple-choice questions from the content and had a total point value of 20 points (see Appendix F for The Road to War quiz). The second quiz included ten multiple-choice questions from the content and had a total value of 20 points (see Appendix G for The War Begins quiz). The third quiz included ten multiple-choice questions from the content and had a total value of 20 points (see Appendix H for The United States at War quiz). The forth quiz included ten multiple-choice questions from the content and had a total value of 20 points (see Appendix I for Mobilizing the Home Front quiz). The fifth quiz included ten multiple-choice questions from the content and had a total value of 20 points (see Appendix J for The War and Social Change quiz). In addition, for this research project the researcher located and recorded second quarter chapter quiz averages and recorded the results in a
spreadsheet before the implementation of the STAD strategy. The participant group mean was calculated for the second quarter quiz scores and compared to the participant group mean third quarter quiz scores after the implementation of the cooperative learning strategy STAD.

**Researcher designed Chapter test**

The researcher designed a chapter test to assess student understanding from the content from textbook section *World War II*. For this research project, the researcher selected 33 multiple-choice questions from the instructional material, which had a total point value of 100 points (see Appendix L for chapter test administered). In addition, for this research project the researcher located and recorded second quarter chapter test averages and recorded the results in a spreadsheet before the implementation of the STAD strategy. The participant group mean was calculated for the second quarter test scores and compared to the participant group mean third quarter test scores after the implementation of the cooperative learning strategy STAD.

**Procedures**

The researcher gathered data to answer question number four: Did the implementation of the cooperative learning strategy STAD improve academic achievement in a secondary social studies classroom? Procedures were developed to gather data from five researcher-designed worksheets, five researcher-designed quizzes, and one researcher designed chapter test. In addition, the researcher created letters for the cooperating teacher and the principal to obtain permission to complete the STAD strategy for this research project. Furthermore, student's parents were provided a letter
indicating the purpose of the project and to get their consent to allow their students to be participants in this research project.

*Researcher designed quizzes*

The researcher collected data from the first quiz on the second day of teaching the section, *The Road to War*, from the chapter on *World War II*. Students were to complete a ten multiple choice question quiz, after implementation of the STAD strategy, and the researcher utilized the data to determine academic improvements. The researcher collected data for the remaining four quizzes on the second day of instruction for each of the two sections in the chapter titled *World War II*, and the chapter titled *The Home Front*. Students completed a ten multiple choice question quiz and the researcher utilized the data to determine academic improvements. In addition, the researcher collected second quarter chapter quiz scores before the implementation of STAD. Second quarter chapter quiz scores were collected to compare to third quarter chapter quiz scores after the implementation of STAD.

*Researcher designed Chapter test*

The researcher collected data before teaching the chapter titled *World War II* on the sixth week of student teaching by recording each student’s individual course grade prior to the start of the project. Student’s individual course grades were determined by their course grade at the completion of the second grading period. The researcher gathered student’s second quarter course grades before implementing the cooperative learning strategy of STAD. Following the implementation of the STAD strategy, students were to complete a chapter test to determine academic achievement at the completion of the student teaching experience. The researcher collected data after
teaching a chapter titled *World War II* on the tenth week of student teaching by administering a 33 multiple choice question chapter test. The researcher utilized the data to determine academic improvements after implementing the cooperative learning strategy of STAD. In addition, the researcher collected second quarter chapter test scores before the implementation of STAD. Second quarter chapter test scores were collected to compare to third quarter chapter test scores after the implementation of STAD.

*Researcher designed Permission letters*

The researcher created letters of permission that were provided to the cooperating teacher and principal to obtain permission to complete this project. The researcher was granted permission to begin the project by the cooperating teacher (see Appendix M for teacher consent letter), and the school principal (see Appendix N for principal consent letter). In addition, the researcher created a letter of permission for parents informing them that their students would be participants in the researcher's research project (see Appendix O for parent consent letter).

*Timeline*

A timeline was developed to plan for the collection of data to answer research question number four: Did the implementation of the cooperative learning strategy STAD improve academic achievement in a secondary social studies classroom?

In January, the researcher was granted permission to begin the project by the cooperating teacher (See Appendix M for teacher consent letter), and the school principal (see Appendix N for principal consent letter). Also in January, the researcher was granted permission by parents to begin research by utilizing students as subjects for this project (see Appendix O for parent consent letter). The researcher had sixteen weeks to
collect data and began the project in January 2009, and completed the data collection in April. The researcher began the implementation and intervention during week six of the student teaching experience. The researcher completed the intervention during week fifteen of the student teaching experience. Data collection and the intervention for this project was a total of three months.

Data Analysis

The data collected during the intervention was analyzed to answer research question number four: Did implementation of the cooperative learning strategy STAD improve academic achievement in a secondary social studies classroom? The data collection instruments used to gather data were five researcher-designed worksheets, five researcher-designed quizzes, and one researcher-designed chapter test.

Researcher designed quizzes

The researcher analyzed data from five researcher-designed quizzes. The total score was determined for each student. The mean score was calculated for the participant group for each quiz administered. The researcher had previously located second quarter quizzes before implementing the STAD strategy. The researcher compared the second quarter quiz participant group mean prior to the STAD strategy, and also the third quarter quiz participant group mean after implementing the STAD strategy.

Researcher designed Chapter test

The researcher analyzed data from one researcher-designed chapter test. After the implementation of the cooperative learning strategy STAD, the researcher administered a teacher designed chapter test. The total score was determined for each student. The mean was calculated for the participant group. The researcher compared the second
quarter test participant group mean score prior to the STAD strategy, and also the third quarter test participant group mean score after implementing the STAD strategy.

The researcher’s cooperating teacher, in addition to the researcher, assessed students with ten question quizzes. However, the cooperating teacher weighed each quiz total at 100 points. The researcher weighed each quiz at 20 points. Therefore, although there is a difference in point totals, students quiz scores were similar since the number of questions remained the same. STAD points were awarded on the basis of the degree to which students met or exceed their own earlier performance (Slavin, 1982). Therefore, as student’s performance on quizzes improved, their STAD point totals would improve as well.

Slavin suggested that STAD points be tallied based on percentages of each quiz. However, the researcher for this research project made the decision to assess quizzes based on points. Therefore, quizzes were assigned STAD point totals based on the student’s total points correct on each quiz. Quizzes were valued at 20 points. Therefore, if a student obtained 20 points they would receive 6 STAD points, 18 points would receive 5 STAD points, 16 points would receive 4 STAD points, 14 points would receive 3 STAD points, 12 points would receive 2 STAD points, 10 points would receive 1 STAD point, and any points below 10 points would receive zero STAD points.

Summary

A total of forty-six tenth grade students in three secondary social studies classes participated in this study. These students were enrolled in heterogeneous, American History classrooms in a small, rural school, located in a Midwest state. Twenty-six students were female and twenty students were male. There were five students with
IEP's, individual educational plans, which included two Caucasian female students and three Caucasian male students. For this study, racial make-up of the class included eighteen Caucasian males, twenty-five Caucasian females, 2 Hispanic male students and 1 Hispanic female student. The study attempted to determine if the implementation of the cooperative learning strategy STAD would improve academic achievement.

The researcher administered five researcher-designed worksheets, five researcher-designed quizzes, and one researcher-designed chapter test. The five researcher-designed quizzes and one researcher-designed chapter test were used to determine the academic improvement as the result of the implementation of the cooperative learning strategy STAD. The researcher recorded the data (participant group means) from all instruments and recorded the data on a spreadsheet where the results were analyzed. Data for this study was organized to determine if implementing the cooperative learning strategy STAD in a secondary social studies classroom, improved academic achievement.
Chapter IV: Results

Introduction

The purpose of this project was to determine if the implementation of the cooperative learning strategy, Student Teams-Achievement Divisions (STAD), improved academic achievement in a secondary social studies classroom. The research questions were:

1. How were cooperative learning strategies defined, according to the professional literature reviewed?
2. What were the benefits of implementing cooperative learning strategies according to the professional literature reviewed?
3. According to the professional literature reviewed, how was STAD defined, and what were the benefits of implementing STAD?
4. Did the implementation of the cooperative learning strategy STAD improve academic achievement in a secondary social studies classroom?

The researcher used three methods of data collection to determine the results of the project. Data was collected and formulated from five researcher-designed quizzes, and one researcher designed chapter test. In addition, the researcher compared second quarter and third quarter chapter tests and quizzes to determine if implementing the cooperative learning strategy STAD in a secondary social studies classroom improved academic achievement. Data results from this project were then analyzed to determine if the cooperative learning strategy STAD had benefits.
Researcher designed quizzes

The researcher administered five researcher-designed quizzes to determine if academic achievement increased while working in STAD groups. The total score was determined for each student. From the individual scores, the mean was calculated.

Thirty-nine students were administered *The Road to War* quiz. The data recorded indicated that the participant group mean was 15.64 on *The Road to War* quiz. The highest score was 20 out of 20 possible points. The lowest score was 6 out of a possible 20 points.

Forty students were administered *The War Begins* quiz. The data recorded indicated that the participant group mean was 15.15 on *The War Begins* quiz. The highest score was 20 out of a possible 20 points. The lowest score was 4 out of a possible 20 points.

Thirty-eight students were administered *The United States at War* quiz. The data recorded indicated that the participant group mean was 13.68 on *The United States at War* quiz. The highest score was 20 out of a possible 20 points. The lowest score was 6 out of a possible 20 points.

Thirty-nine students were administered *Mobilizing the Home Front* quiz. The data recorded indicated that the participant group mean was 16.82 on *Mobilizing the Home Front* quiz. The highest score was 20 out of a possible 20 points. The lowest score was 0 out of a possible 20 points.

Forty students were administered *The War and Social Change* quiz. The data recorded indicated that the participant group mean was 17.25 on *The War and Social Change* quiz.
Change quiz. The highest score was 20 out of a possible 20 points. The lowest score was 12 out of a possible 20 points.

![Bar chart showing participant group mean scores for 5 STAD quizzes. Quiz = 20 points.]

**Figure 1.** Comparison of participant group mean scores for *The Road to War*, *The War Begins*, *The United States at War*, *Mobilizing the Home Front*, and *The War and Social Change* quiz grades when working in cooperative learning STAD groups.

The data confirmed that academic achievement, based on quiz grades, increased while working in cooperative groups.

**Chapter tests/quizzes**

The researcher recorded second quarter chapter tests and quiz participant group mean scores. Participant group mean scores were calculated for both second quarter
chapter tests and quizzes before the implementation of the STAD strategy, and compared to third quarter chapter tests and quiz participant group mean scores after the implementation of the STAD strategy to determine academic improvement while working in cooperative learning STAD groups. The total score was determined for each student. The researcher analyzed the data from the participant group mean scores from both second and third quarter chapter tests and quizzes. From the individual scores, the mean was calculated.

Forty-four students were administered chapter tests during second quarter. The data recorded indicated that the participant group mean was 70.60 on second quarter chapter tests before implementing the STAD method. The highest score was 102 out of 100 possible points. The lowest score was 24 out of 100 possible points.

Forty-three students were administered chapter tests during third quarter. The data recorded indicated that the participant group mean was 73.22 on third quarter chapter tests after implementing the STAD method. The highest score was 100 out of 100 possible points. The lowest score was 28 out of 100 possible points.
Figure 2. Comparison of participant group mean scores for second quarter chapter tests before implementation of STAD strategy, and third quarter chapter tests after the implementation of the STAD strategy.

The data indicated that the participant group mean scores increased on chapter tests while working in cooperative learning STAD groups.

Forty-four students were administered chapter quizzes during second quarter. Data recorded indicated that the participant group mean was 77.61 or (77.6%) on second quarter chapter quizzes before implementing the STAD method. The highest score was 100 out of 100 possible points. The lowest score was 20 out of 100 possible points.

The researcher, for all third quarter quiz grades, assessed each student’s score based on a scale of 20 out of 20 possible points. The cooperating teacher, for all second
quarter quiz grades, assessed each student’s score based on a scale of 100 out of 100 possible points. The percentage of each quiz remained the same as the cooperating teachers because second and third quarter quizzes had ten questions apiece.

Therefore, for the third quarter and during the researchers student teaching, forty-three students were administered chapter quizzes during third quarter. Data recorded indicated that the participant group mean was 15.72 or (78.60%). The highest score was 20 out of 20 possible points. The lowest score was 0 out of 20 possible points.

Figure 3. Comparison of participant group mean scores for second quarter chapter quizzes before implementation of STAD strategy, and third quarter chapter quizzes after the implementation of the STAD strategy.
The data indicated that the participant group mean scores increased on chapter quizzes while working in cooperative learning STAD groups.

Summary

A total of forty-six tenth grade students in a secondary social studies class participated in this study. These students were in three separate classrooms. The study indicated increased academic achievement when implementing the cooperative learning strategy STAD in a social studies class.

The researcher administered five researcher designed quizzes and one researcher designed chapter test during the implementation of the STAD strategy. The five researcher designed quizzes and the one researcher designed chapter test were graded and recorded by the researcher. The researcher observed that most student’s academic achievement increased after the implementation of the cooperative learning strategy STAD in a social studies classroom.
Chapter V: Discussion

Introduction

The purpose of this project was to determine if the implementation of the cooperative learning strategy, Student Teams-Achievement Divisions (STAD), improved academic achievement in a secondary social studies classroom. The research questions were:

1. How were cooperative learning strategies defined, according to the professional literature reviewed?

2. What were the benefits of implementing cooperative learning strategies according to the professional literature reviewed?

3. According to the professional literature reviewed, how was STAD defined, and what were the benefits of implementing STAD?

4. Did the implementation of the cooperative learning strategy STAD improve academic achievement in a secondary social studies classroom?

The researcher wanted to implement the cooperative learning strategy, STAD, in a secondary social studies classroom to determine if the STAD strategy improved student academic achievement. The researcher wanted to establish a more effective, engaging way to teach social studies and to promote student academic achievement than a traditional lecture format. This prompted a study of social studies literature to search for student-centered pedagogies as opposed to teacher-centered instruction.

Meaning of the Findings

The results of this study suggested that implementation of the STAD method, in a social studies classroom, resulted in improved academic achievement among participants.
Researcher designed quizzes

The results of this study indicated that academic achievement might have slightly improved for most participants. The data recorded indicated that the participant group mean was 15.64 out of 20 possible points on the first quiz and 17.25 out of 20 possible points on the last (fifth) quiz. The results indicated that academic achievement increased by 1.61 points when implementing the STAD method.

Chapter Test Comparison

The results of this study indicated that academic achievement slightly improved for most participants. The data recorded indicated that the participant group mean was 70.60 out of 100 possible points on second quarter chapter tests before implementing the STAD strategy and the participant group mean was 73.22 out of 100 possible points on third quarter chapter tests after implementing the STAD strategy. The results indicated that academic achievement increased by 2.62 points when implementing the STAD method.

Chapter Quiz Comparison

The results of this study indicated that academic achievement slightly improved for most participants. The researcher, for all third quarter quiz grades, assessed each student’s score based on a scale of 20 out of 20 possible points. The cooperating teacher, for all second quarter quiz grades, assessed each student’s score based on a scale of 100 out of 100 possible points. The percentage of each quiz remained the same as the cooperating teacher because second and third quarter quizzes had ten questions apiece. The data recorded indicated that the participant group mean was 77.61 out of 100 possible points or (77.61%) on second quarter chapter quizzes before implementing the
STAD strategy and the participant group mean was 15.72 out of 20 possible points or (78.60%) on third quarter chapter quizzes after implementing the STAD strategy. The results indicated that academic achievement increased by 0.99 percentage points when implementing the STAD method.

Summary

A total of forty-six tenth grade students in a secondary social studies class participated in this study. These students were in three separate classrooms. These students were enrolled in a heterogeneous, American History classroom in a small, rural school, located in a Midwest state. Twenty-six students were female and twenty students were male. There were five students with IEP's, individual educational plans, which included two Caucasian female students and three Caucasian male students. For this study, racial make-up of the class included eighteen Caucasian males, twenty-five Caucasian females, 2 Hispanic male students and 1 Hispanic female student.

The purpose of this project was to determine if the implementation of the cooperative learning strategy STAD improved academic achievement in a secondary social studies classroom in a small, rural, Midwestern school. Data was collected by the researcher utilizing five researcher-designed quizzes and one researcher-designed chapter test. The results of the study suggested a slight increase in academic achievement when implementing the cooperative learning strategy STAD in a social studies class.

The instruments used to collect data by the researcher included five researcher-designed quizzes and one researcher-designed chapter test during the implementation of the STAD strategy. The five researcher-designed quizzes and one researcher-designed chapter test were graded and recorded by the researcher. In addition, the researcher
compared participant group mean scores from second quarter chapter tests/quizzes before the implementation of the cooperative learning strategy STAD, and third quarter chapter tests/quizzes after implementing the STAD strategy. The data collected from these instruments suggested that a slight increase in academic achievement might have been the result of the intervention.

**Recommendations**

Recommendations for future studies include increased time for the intervention, reduce the number of social studies classes in the study to one class, and utilize more instruments for data collection that would measure self-esteem and inter-group relations among participants.

Given the sixteen weeks that the researcher had to implement and record the results of the STAD strategy, the timeframe of the project limited the results in that the researcher believed this amount of time was not adequate to determine with more certainty that the STAD strategy would improve academic achievement. The researcher would suggest utilizing two semesters to collect data implementing the STAD method.

Additionally, the researcher would suggest that future studies be conducted that reduced the number of social studies classes in the study to one class. For this study the researcher collected data from three social studies classes with a total of forty-six tenth grade students in a secondary social studies class. The research might indicate a different result if implemented towards one class of participants.

Finally, the researcher would recommend that future research, involving the STAD method, would utilize more instruments for data collection. For this study the researcher collected data from three secondary social studies classes that measured
academic achievement. The researcher would suggest instruments that would measure student self-esteem and inter-group relations with peers when implementing the STAD strategy. The researcher would be interested to see if participant performance regarding academics improved self-esteem and/or inter-group relations among participants. This study was designed for implementation in a secondary social studies classroom. The researcher would also suggest implementing the cooperative learning strategy STAD method of teaching for all grade levels and subjects such as math and language arts.

Conclusion

The purpose of this project was to determine if the implementation of the cooperative learning strategy STAD improved academic achievement in a secondary social studies classroom. The data from this research project suggested a slight increase in academic achievement among most secondary social studies participants. It is the recommendation of this researcher that other social studies teachers implement cooperative learning strategies in their classrooms.
References


Appendix A

Chapter 15-WWII Sect. 1: The Road to War

Name: ____________________

Vocabulary:

1. Controlling all aspects of life: ____________________
2. Giving in to demands to keep peace: ____________________
3. Political party that believes race or ethnicity is more important than the individual: ____________________
4. Swift, all-out style of military attack: ____________________
   fascist       totalitarian       appeasement       blitzkrieg

Concepts: As you read section 1, fill in the blanks in the following section outline.

I. The Rise of Dictators
   A. During the early 1930's, President Roosevelt stayed out of global politics, pledging to make the United States a _______ to the countries in this hemisphere.
   B. Meanwhile, Italian dictator _______ and German Fuhrer _______ rose to power and invaded other countries.
   C. _______ and _______ did not resist Germany's actions, and Hitler pressed on.

II. The Axis Tests Its Strength
   A. Fascist military leader _______ attempted to overthrow the Spanish government in 1936, aided by _______ and _______ troops and planes.
   B. The Soviet Union sided with the Spanish _______, as did some 3,000 Americans who fought with the _______.
   C. When Germany invaded Austria and _______, Great Britain and France adopted a policy of _______.

III. The Rise of Militarism
   A. Japan, a country with few natural _______, pushed beyond its borders into _______ to take resource-rich _______.
   B. The _______ condemned Japan for its action, and the United States refused to _______ the _______ government there.
   C. Japan took the Chinese cities _______ and _______; and referred to this aggression as the _______.

IV. America's Non-neutral Neutrality
   A. To avoid war Congress passed _______, which prohibited the sale of _______ to nations at war.
   B. Roosevelt regarded Germany and Japan as a _______ to national security but knew Americans did not want _______.
   C. To prepare for the inevitable, FDR requested $300 million in _______ from _______.

Appendix B

Chapter 15-WWII Sect. 2: The War Begins

Name: ____________________

Vocabulary:

1. Believing that the United States should go to war: _______ _______
2. Believing that the United States should stay out of war: ____________
   Interventionism Isolationism

Concepts: As you read section 2, fill in the blanks in the following section outline.

I. Hitler Crushes Europe
   A. ________________ soldiers at the Maginot Line were ________________ when
      German troops attacked from the ________________.
   B. After taking France, Hitler began attacking ________________, but the Royal
      ________________ was not easily shot down.
   C. Hitler attacked at ________________, dropping tons of ________________
      on ________________.

II. The Americans Respond
   A. Americans divided: isolationists formed the ________________, which
      advocated staying out of war, while interventionists joined the
      ________________ and supported vigorous American backing of Britain.
   B. In September 1940, President Roosevelt arranged for 50 to
      be transferred to ________________, and the same month signed the
      ________________, establishing a peacetime ________________ in the United
      States.
   C. After winning the 1940 election, FDR proposed the ________________,
      which gave him the right to sell, lend, or lease ________________ to any
      nation deemed ________________.
   D. After Germany attacked the ________________, FDR lent the Russians
      supplies and met with British Prime Minister ________________ on a boat off
      Newfoundland to develop a postwar strategy called the ________________.

III. The Japanese Threat Increases
   A. At first the United States responded to Japanese aggression with
      ________________ pressure.
   B. The Japanese ________________ took the offensive and accepted Admiral
      ________________’s plan to bomb the American naval base at ________________.
Appendix C

Chapter 15-WWII Sect. 3: The U.S. at War

Name: __________________________

Vocabulary:

1. Technology allowing detection of submerged objects by means of sound waves: ______________
2. Surrender without concessions: ______________

unconditional surrender sonar technology

Concepts: As you read section 3, fill in the blanks in the following section outline.

I. Mobilizing at Home
   A. On _____________, Japanese pilots bombed the _____________ at Pearl Harbor; the next day, President Roosevelt asked Congress to _____________ on Japan.
   B. Increased _____________ calls soon filled the ranks.
   C. The armed forces included _____________ African Americans who, when allowed to fight, served with _____________.

II. The European Front
   A. Roosevelt and _____________ agreed to wage war until the _____________ Powers accepted an unconditional surrender.
   B. Although Hitler signed a _____________ pact with Stalin, Germany attacked _____________ nonetheless.
   C. On _____________, General Eisenhower led the largest combined air-sea-land invasion in history, establishing a _____________ on the coast of _____________.
   D. The terrible atrocities of the Nazi _____________ camps, witnessed by liberation troops, are now referred to as the _____________.
   E. On April 12, 1945, _____________ died in the United States.

III. The Pacific Front
   A. The _____________ won victory after victory in the Pacific until they suffered a major defeat at the _____________.
   B. American military planners adopted an _____________ technique, which proved successful in the fight to defeat Japan.
   C. President Truman decided to drop the _____________ on two Japanese cities, _____________ and _____________.

IV. The Impact of War
   A. For all involved, _____________ was the most devastating war in history, leaving millions dead and countless cities destroyed.
Appendix D

Chapter 16-The Home Front

Sect. 1: Mobilizing the Home Front

Name: ____________________

Vocabulary:

1. Certificate of debt stating how much the buyer is owed: __________
2. A rise in prices and wages causing an unstable economy: _______ ______
3. Dollar value of all goods and services produced yearly: _____________
4. Statistic showing the change in the prices of selected goods and services: ________ __________

Gross National Product  inflation  consumer price index  bond

Concepts: As you read section 1, fill in the blanks in the following section outline.

I. Building National Morale
   A. The surprise attack on Pearl Harbor ended the argument between ____________, who wanted to avoid war and ____________, who wanted to enter the war.
   B. One of President Roosevelt’s many war programs, the ____________, asked citizens to contribute “an hour a day to the USA.”

II. Staging a Production Miracle
   A. FDR created the War Production Board to oversee the nation’s ___________ by converting __________ to war production.
   B. The WPB limited __________ not essential to the ____________.
   C. Production doubled, with people such as ____________ cutting in half the time it took to build ____________.

III. Directing a Wartime Economy
   A. To control wages and monitor inflation, President Roosevelt set up the ____________.
   B. ____________, a controversial element of the war effort, limited Americans’ spending.
   C. With an operating budget of ____________, the United States spent __________ more on World War II than it had on World War I.

IV. Trying to Uphold a No-Strike Pledge
   A. The NWLB enforced settlements between __________ and __________.
   B. Although major labor unions pledged not to __________ during the war years, when the ____________, headed by John L. Lewis, were denied a ____________, they went out on strike anyway.

V. Recruiting New Workers
   A. The wartime labor shortage was partly filled by 6 million ____________.
   B. Women earned ______ percent less than their male counterparts and had little job security.
Appendix E

Chapter 16-The Home Front       Sect. 2: The War and Social Change

Name: _______________________

Vocabulary:

1. Spending borrowed money: ___________________________________________________________________________________
2. The movement of people from one region of the country to another: ___________________________________________________________________________________

Migration deficit spending

Concepts: As you read section 2, fill in the blanks in the following section outline.

I. Americans on the Move
   A. Most migrating Americans moved from ____________ to ____________ areas during World War II.
   B. African American populations ____________ in the areas where the most wartime production took place.

II. Boomtowns Emerge
   A. Lack of ____________ was a problem for almost all migrant workers.
   B. Workers at the Ford Motor Company bomber plant at ____________ drank ____________ and lived in dread of fire or epidemic.
   C. Once a quiet waterfront town, jobs at an ____________ factory in San Diego led the population to rise from 6,000 to 50,000.

III. Social Stresses Multiply
   A. Detroit, home of half a million ____________ by 1943, suffered ____________ in housing, transportation, and recreational facilities.
   B. Racial tensions between ____________ and ____________ exploded in Detroit on Bloody Monday.
   C. Many Hispanic American teenagers living in Los Angeles during the summer of 1943 wore ____________ as a badge of independence.

IV. Wartime Family Stresses
   A. Newspapers and magazines complained about ____________ and ____________, as more and more mothers took ____________.
   B. From 1940 to 1944, 1 million ____________ dropped out of school, while 2.9 million joined the ____________.

V. The End of the New Deal
   A. The Tennessee Valley Authority and Social Security, ____________ programs established under President Roosevelt, became ____________ parts of American lives.
   B. Many New Deal agencies, such as the Civilian Conservation Corps, were ____________ when they were no longer needed.
Appendix F

Chapter 15- WWII  Sect. 1: The Road to War

Quiz

Name: ____________________________

**Multiple Choice**

1. One factor that helped Adolf Hitler's rise to power in Germany was his
   A. use of the spoken word.
   B. promise to join the League of Nations.
   C. development of a democratic form of government.
   D. acquisition of Manchuria.

2. Which of the following statements best describes Germans' reaction to
   Hitler's justifications of the 1934 murders of members of his own political
   party?
   A. The Germans were appalled.
   B. The justifications united many of them behind his government.
   C. The Germans rejected his bid for leadership of the German government.
   D. The justifications strengthened opposition to Hitler's rule.

3. Before 1934 Americans did not take Hitler's emotional speeches seriously
   because they
   A. felt that the German people did not support Hitler.
   B. were too preoccupied with domestic problems.
   C. did not understand the speeches.
   D. wanted the United States to gain world leadership.

4. One reason that President Roosevelt developed the Good Neighbor policy was
   to
   A. involve the United States in European politics.
   B. prevent the aggression of Adolf Hitler.
   C. improve relations with Latin America through nonintervention.
   D. assist Latin American countries with military aid.

**Matching**

5. Reichstag  A. Mussolini
   B. political party founded by Hitler
   C. the German house of representatives
   D. invaded by Hitler in 1939

6. II Duce  E. Japanese attacks on Shanghai and Nanjing

7. Nazi Party  F. leader of China in 1030's

8. Poland

9. Jiang Jieshi

10. The China Incident
Appendix G

Chapter 15- WWII Sect. 2: The War Begins

Quiz

Name: ____________________________

Multiple Choice

1. The failure of the Maginot Line resulted in
   A. the demoralization of the French people.
   B. massive attacks on the German soldiers by the British Army.
   C. the intervention of the Soviet Union.
   D. the entry of the United States into the war.

2. In 1940 the French handed over the city of Paris to the Germans partly because they
   A. felt the Germans would then retreat from the rest of France.
   B. believed the Germans would improve the French economy.
   C. did not want to see their city destroyed by the Germans.
   D. felt an alliance with the German people.

3. In 1940 President Roosevelt aided the Allies when he
   A. arranged a destroyers-for-bases deal with Britain.
   B. promised that the United States would enter the war.
   C. declared war on Japan.
   D. called for the surrender of Mussolini’s forces.

4. Germany had to abandon daylight air attacks on Britain because
   A. Germany had to concentrate on a land invasion on Britain.
   B. too many German planes were shot down by British fighter pilots.
   C. German pilots were not well trained in daylight attacks.
   D. it needed its air force to prepare for air attacks against the Soviet Union.

Matching

5. Selective Training/Service Act A. a U.S. destroyer sunk by German U-Boats
6. The Lend-Lease Act B. statement of goals for a postwar world made by Roosevelt and Churchill
7. Reuben James C. advised Japan to attack Pearl Harbor
8. The Atlantic Charter D. a Japanese alliance with Italy and Germany
9. Rome-Berlin-Tokyo Axis E. established America’s first peacetime draft
10. Admiral Yamamoto F. authorized supplying the Allies with war weapons and supplies
Appendix H

Chapter 15- WWII  
Sect. 3: The U.S. at War

Name: ______________________

Multiple Choice

1. At the Casablanca Conference in 1943, Allied political leaders decided that
A. the U.S. would not fight the Japanese until the Germans surrendered.
B. the Soviet Union would not be involved in the war.
C. they would wage war until the Axis Powers accepted an unconditional surrender.
D. defeating Japan would be their first priority.

2. The British victory at El Alamein in Egypt
A. marked a turning point in the war.
B. gave the British all of Africa.
C. was a factor in Germany’s attacks in the Soviet Union.
D. ended the war in Africa.

3. Operation Overlord enabled the Allied forces to
A. establish a base from which they swept the German out of France.
B. increase their bombing raids in Germany.
C. wage a fierce propaganda campaign warning that the troops would hit the beaches at Normandy.
D. capture Stalingrad.

4. The Battle of the Coral Sea prevented Japan from
A. restaging its attack on Pearl Harbor to finish off the Pacific fleet.
B. taking over the Philippines.
C. advancing toward Australia.
D. invading Hawaii.

Matching

5. The Holocaust
A. the first territory Japan lost in the war

6. The USSR
B. when World War II ended in Europe

7. Guadalcanal
C. the mass extermination of Jews and other people by the Germans

8. V-E Day
D. the plane that dropped the atomic bomb on Hiroshima

9. Dachau
E. a concentration camp in southern Germany

10. The Enola Gay
F. the country that suffered the greatest number of war deaths
Appendix I

Chapter 16- The Home Front  
Sect. 1: Mobilizing the Home Front

Quiz

Name:______________________

Multiple Choice

1. During World War II, stars and celebrities contributed to the war effort by
   A. Donating money. 
   B. Serving in the military overseas. 
   C. Bolstering the morale of Americans and promoting war bonds. 
   D. Serving on the President's advisory board. 

2. One way the War Production Board (WPB) converted the nation's economy to war production was to
   A. Encourage industries to decrease production. 
   B. Limit the production of materials not essential to the war effort. 
   C. Not contribute funds to building new plants. 
   D. Discourage rationing. 

3. For the duration of the war, major labor unions
   A. Pledged to hold up war production if their demands were not met. 
   B. Pledged not to strike for higher wages and better working conditions. 
   C. Had no reason to strike for better conditions. 
   D. Voted to decrease wages to aid the war effort. 

4. Which of the following statements best describes the employment status of many women in the workplace when World War II ended?
   A. Most women advanced to higher-paying positions because of their wartime work experience. 
   B. Most women continued doing the same wartime jobs with no pay increases. 
   C. Women lost their jobs or left them. 
   D. Women's jobs were guaranteed. 

Matching

5. Office of Civilian Defense  
   A. fixed maximum prices

6. Henry Kaiser  
   B. required nearly all Americans to pay income taxes

7. National War Labor Board  
   C. president of the United Mine Workers

8. Office of Price Administration  
   D. controlled wages and monitored inflation

9. Revenue Act  
   E. coordinated citizens' volunteer war efforts

10. John L. Lewis  
    F. owner of shipyards in Richmond, California
Appendix J

Chapter 16- The Home Front Sect. 2: The War and Social Change

Quiz

Name:____________________

Multiple Choice

____ 1. The search for employment in war-related industries during World War II resulted in
   A. a lack of employment for many people.
   B. Equal treatment for all migrants.
   C. The greatest short-term migration in American history.
   D. A lack of population movement in the country.

____ 2. A large part of the migrating people in the United States during World War II were
   A. African Americans.
   B. Japanese Americans.
   C. the elderly.
   D. Americans from northern Europe.

____ 3. The rapid growth of boomtowns in the United States during World War II
   A. overburdened services in the areas in which they developed.
   B. Resulted in the development of quality housing in these areas.
   C. Promoted the rapid growth of new schools in these areas.
   D. Led to the development of new medical facilities in these areas.

____ 4. The number of teenagers in the workforce from 1949 to 1944
   A. nearly tripled.
   B. greatly decreased.
   C. remained constant.
   D. was insignificant.

Matching

____ 5. San Diego, California  A. a documentary about wartime juvenile delinquency
____ 6. Youth in Crisis  B. location of a bomber plane factory with more than 32,000 employees
____ 7. Social Security  C. location of an aircraft factory and shipbuilding center
____ 8. Bloody Monday  D. city where zoot-suit riots occurred
____ 9. Los Angeles, California  E. a New Deal program
____ 10. Willow Run, Michigan  F. day of racial violence in Detroit in 1943
The Sugarcookies (Josh, Paige, Elaine, Ashley) rolled their way to king of the dough this week by obtaining 1st place. The J-Jams (Brandon, Trevor, Abbie, Chelsea, and Daniel) obtained second place this week by staying one off the pace of the dough makers. The J-Jams were tied with the SSBMA’s who put together another fine quiz day by posting a solid 30. Fantastic 5 (Taylor, Carly, Lindsey, Wyatt, and Robert) put together a nice showing this past week too, to round out the top three. Fantastic 5 continues to put together strong performances and hopes to take the top spot by next week. Congratulations to all the STAD Teams! Keep up the GREAT WORK!!!

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**Bonus Points and Perfect Quizzes**

**Bonus**- Lindsey D., Tyler K., Nate L., Dakota E., Justin E., Taylor G., Elizabeth C., Taylor C., Bethany H., Georgia C., Savannah W., Taylor A., Carly S., Wyatt W., Robert W., Mary F., Sarah M., Andrea N., Josh A., Paige C., Elaine D., Ashley S., Ashley B., Kristin W., Trevor E., Abbie H., Chelsea M., Katie W.

**Perfect Quizzes**- Nate L., Dakota E., Taylor G., Bethany H., Wyatt W., Sarah M., Brandon M., Andrea N., Josh A., Paige C., Ashley S., Kristen W., Brandon D., Trevor E., Abbie H., Chelsea M.
Appendix L

10th American History Chapter 15 “WWII” 2008-2009

Name: ____________________________

1) ______ Which date did President Roosevelt describe as “a date which will live in infamy”?
   A. August 7th, 1940    B. December 7th, 1941
   C. December 17th, 1941  D. September 1, 1939

2) ______ Which of the following best describes the process known as isolationism?
   A. An international conference that would focus on naval disarmament and Pacific security.
   B. A signed treaty which outlawed war except in self-defense.
   C. An American policy of the 1920’s and 1930’s which was a withdrawal from world affairs.
   D. An alliance building relationship with Great Britain, Italy, and China to defend against fascism.

3) ______ The British victory at El Alamein in Egypt
   A. Marked a turning point in the war.
   B. Gave the British all of Africa.
   C. Was a factor in Germany’s attacks in the Soviet Union.
   D. Ended the war in Africa.

4) ______ The failure of the Maginot Line resulted in
   A. The demoralization of the French people.
   B. Massive attacks on the German soldiers by the British army.
   C. The intervention of the Soviet Union
   D. The entry of the United States into the war.

5) ______ One factor that helped Adolph Hitler’s rise to power in Germany was his
   A. Promise to join the League of Nations.
   B. Development of a democratic form of government.
   C. Use of the spoken word.
   D. Acquisition of Manchuria.

6) ______ The Japanese attacks on Shanghai and Nanjing became known as the__________?
   A. Japanese Conquest  B. Fall of China
   C. China Incident  D. Manchurian Decline

7) ______ In 1940 the French handed over the city of Paris to the Germans partly because they...
   A. Felt the Germans would then retreat from the rest of France.
   B. Believed the Germans would improve the French economy.
   C. Did not want to see their city destroyed by the Germans.
   D. Felt an alliance with the German people.
Appendix 1. Continued

8) A statement of goals for a postwar world made by Roosevelt and Churchill was known as the?
   A. Pacific Charter        B. Atlantic Charter
   C. Indian Charter         D. Artic Charter

9) What was the purpose of a totalitarian state?
   A. Country in which the government has complete control.
   B. Country in which the government has very little control.
   C. Country which reduces the size of its military.
   D. Country which increases the size of its military.

10) All of the following were leaders for the Axis powers, except?
    A. Stalin - Soviet Union       B. Hitler - Germany
    C. Mussolini - Italy          D. Tojo - Japan

11) What was the name given for the swift, all-out style of military attack, “Lightening War?”
    A. Appeasement                B. Kristallnacht
    C. Blitzkrieg                D. Fascist

12) Which of the following best explains the Fascist Party?
    A. German party founded by Adolph Hitler.
    B. Soviet Union party founded by Joseph Stalin.
    C. Italian party founded by Benito Mussolini.
    D. American party founded by Franklin D. Roosevelt.

13) All of the following statements about Mussolini are true, except?
    A. Maintained power by taking control of private land and collectivizing agriculture.
    B. Led fascists in a power struggle against communists.
    C. Trained elementary school teacher.
    D. Expelled from Socialist party in 1914 for urging that Italy enter WWI against Germany.

14) Germany’s invasion of Poland officially started WWII.
    A. June 6, 1944               B. September 1, 1939
    B. May 8, 1945               D. April 12, 1945

15) Which of the following best explains the purpose of the Blackshirts?
    A. Nazi storm troopers who crushed all political opposition in Germany.
    B. Destroy all Jews, Gypsies, African Americans, and Communists.
    C. Spanish American military leaders who used force to maintain order.
    D. Mussolini army of followers who marched on Rome and occupied the city.

16) Hitler wrote Mein Kampf (My Struggles) while he was in prison. All of the following are true in his efforts to restore Germany, except?
    A. Suppress Jews               B. Suppress Communists
    C. Suppress Homosexuals        D. Suppress Italians.
Appendix L Continued

17) ______ What was one thing that all the Axis powers had in common?
   A. The pursuit of territorial expansion to restore the pride of their nation.
   B. All the Axis countries prospered after WWI.
   C. All of the Axis powers were deficient in raw materials.
   D. None of the Above.

18) ______ Which of the following best describes one who has a hatred of Jews?
   A. Hitleristic  B. Nazi Cow
   C. Anti-Semitic  D. Anti-friends

19) ______ Japan’s invasion of ______, China, in 1931 signaled its
     Imperialistic ambitions.
     A. Manchuria  B. Korea
     C. Soviet Union  D. Pearl Harbor

20) ______ The plane that dropped the atomic bomb on Hiroshima?
    A. Flight 352  B. Hindenburg
    C. the Enola Gay  D. Little Missy

21) ______ At the Conference in Munich, all of the following leaders were present, except?
    A. Chamberlain  B. FDR
    C. Hitler  D. Mussolini

22) ______ All of the following were examples of United States Neutrality laws, except?
    A. Prohibited shipments of U.S. weapons to warring nations.
    B. America was to aid allies and declare war on all dictatorship nations.
    C. Nations buying U.S. goods had to pay cash for them.
    D. Forbade Americans from travel on vessels of warring nations.

23) ______ What was the purpose of appeasement?
    A. Giving into the demands in an attempt to avoid a larger conflict.
    B. Agreement between Stalin and Hitler not to attack each other.
    C. Prohibiting ships from supplying aid to non-axis countries.
    D. Forbidding Germans from increasing territories through expansion.

24) ______ What was the agreement between Stalin and Hitler, which stated that neither the
     Soviet Union nor Germany would attack each other?
    A. Appeasement  B. Non-Aggression Pact
    C. Popular Front  D. Germany Pact

25) ______ Why did tensions mount in the Atlantic between the United States and Germany?
    A. Germany has never liked the United States even before WWI.
    B. United States believes that Germany may be responsible for Pearl Harbor attack.
    C. Increased U.S. aid to allies including food, oil, and other supplies.
    D. Germany believes that the United States created the Great Depression.
26) Which of the following best describes the Lend Lease Act?
   A. U.S. provided military supplies to nations deemed “vital to the defense of the U.S.”
   B. An agreement between Churchill and FDR to not acquire new territory as a result of
      war and work for peace after the war.
   C. An organization to assert government control over an industry.
   D. A policy of mutual respect towards Japan.

27) Victory in Europe Day (V-E Day) officially ended the war in Europe on?
   A. May 8th, 1945
   B. Dec. 7, 1941
   C. Sept. 1, 1939
   D. June 6, 1944

28) What was the purpose of the Atlantic Charter?
   A. An agreement between Germany and Canada to not acquire new territory as a result of
      war and work for peace after the war.
   B. An agreement between United States and Great Britain to not acquire new territory as
      a result of war and work for peace after the war.
   C. An agreement between United States and Japan to not acquire new territory as a result
      of war and work for peace after the war.
   D. An agreement between Mexico and Great Britain to not acquire new territory as a
      result of war and work for peace after the war.

29) What was the name given to Hitler’s government known as:
   A. Popular Front
   B. Kristallnacht
   C. Blitzkrieg
   D. Third Reich

30) Why did European leaders favor a policy of appeasement toward Adolf Hitler?
   A. Hoped it would encourage Hitler to become a nice guy.
   B. Hoped it would prevent war.
   C. Hoped it was necessary to lessen Japan’s aggression.
   D. Hoped it would lessen Italy’s aggression.

31) All of the following were leaders for the Allied powers, except?
   A. Stalin - Soviet Union
   B. FDR - United States
   C. Mussolini - Italy
   D. Churchill - Great Britain

32) On June 6, 1944 allied forces stormed the beaches of?
   A. Normandy, France
   B. Miami, Florida
   C. Cancun, Mexico
   D. Honolulu, Hawaii

33) Who said, “Peace in our time?”
   A. Winston Churchill
   B. Benito Mussolini
   C. Neville Chamberlain
   D. Adolph Hitler

Bonus (3 points):

34) This German General was considered the Desert Fox?
   A. Hitler
   B. Rommel
   C. Eisenhower
   D. Macarthur
Appendix M

Cooperative Learning Informed Teacher Consent Letter

January 26, 2009

Mr. Jerry Foust
Social Studies Teacher
North Central Local Schools
400 E. Baubice St.
Pioneer, OH 43554

Dear Mr. Foust,

I would like to thank you for the opportunity to do my student teaching at the North Central Local Schools in your social studies classes. As you may already know I am attending Defiance College working on a Masters of Arts in Education degree. As a graduate student I am required to perform a research project for completion of the Masters program. I am currently working on a project entitled “The effects of STAD in a secondary social studies classroom”. I will be assessing the use of cooperative learning in high school social studies classes. I will be utilizing students’ work which includes quizzes and tests to determine the results of cooperative learning in the high school social studies class. All research data will be anonymous and confidential. I am asking for your permission to allow for me to participate in my research project at North Central Local Schools during the third quarter. I have attached the letter for parents and am available to discuss the project with you at any time.

Sincerely,

Daniel R. Slagle
Student Teacher

Mr. Jerry Foust, Teacher
North Central Local Schools
Approved
Disapproved
Date
Appendix N

Cooperative Learning Informed Principal Consent Letter

January 26, 2009

Mr. Gene Gooding
School Principal
North Central Local Schools
400 E. Baubice St.
Pioneer, OH 43554

Dear Mr. Gooding,

I would like to thank you for the opportunity to do my student teaching at the North Central Local Schools in Mr. Foust’s social studies class. As you may already know I am attending Defiance College working on a Masters of Arts in Education degree. As a graduate student I am required to perform a research project for completion of the Masters program. I am currently working on a project entitled “The effects of STAD in a secondary social studies classroom”. I will be assessing the use of cooperative learning in high school social studies classes. I will be utilizing students’ work which includes quizzes and tests to determine the results of cooperative learning in the high school social studies class. All research data will be anonymous and confidential. I am asking for your permission to allow for me to participate in my research project at North Central Local Schools during the third quarter. I have attached the letter for parents and am available to discuss the project with you at any time.

Sincerely,

Daniel R. Slagle
Student Teacher

Mr. Gene Gooding, Principal
North Central Local Schools

Approved
Disapproved
Date
Appendix O

Cooperative Learning Informed Parent Consent Letter

January 26, 2009

Dear Parents/Guardians,

I am a student teacher at North Central Local Schools in Mr. Foust's social studies class. I am attending Defiance College working on a Masters of Arts in Education degree. As a graduate student I am required to perform a research project for completion of the Masters program. I am currently working on a project entitled "The effects of STAD in a secondary social studies classroom". I will be assessing the use of cooperative learning in high school social studies classes. I will be utilizing students' work which includes quizzes and tests in order to determine the results of cooperative learning in the social studies class. All research data will be anonymous and confidential. I am asking for your permission to allow your child to participate in my research project at North Central Local Schools during the third quarter. If yes, you need do nothing. If no, please sign and return the form at the bottom of the page.

Sincerely,

Daniel R. Slagle
Student Teacher

(No, I do not want my child to participate in this study)

Parents/Guardians Signature ___________________________ Date ___________