



HISTORY
in the **Heartland**
EXPLORE HISTORY

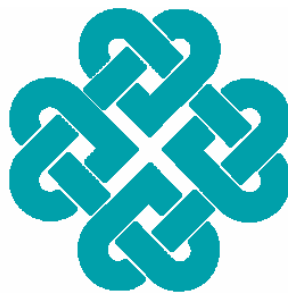
**Evaluation Report for the
March 7, 2009 Seminar
“Frontiers and Borderlands”**

Prepared by

Carol Combs, B.S.

Brent Garrett, Ph.D.

Matt Courser, Ph.D.



Pacific Institute
for Research and Evaluation
Louisville Center

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Introduction

Thirty nine teachers participated in the March 7, 2009 seminar for the Explore History project. Seminar activities included:

- A content presentation on “Frontiers and Borderlands” was given by Dr. Terry Barnhart, from Eastern Illinois University.
- A primary source activity called “Postmark Ohio: Letters as Primary Sources” that was facilitated by Betsy Hedler, of the Ohio Historical Society.

The percentages of responses for each response category are provided in bullet format below each objective:

How successful was the seminar in covering cultural meetings between Native Americans and Americans?

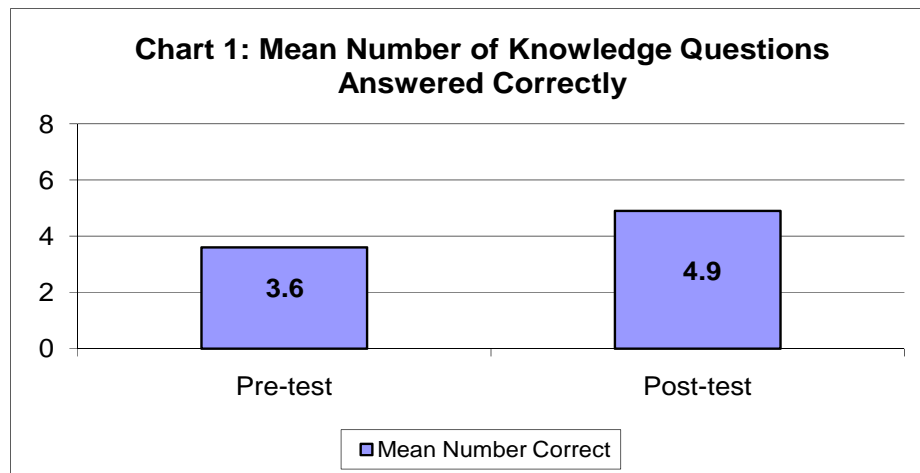
- 39% (13) said very successful
- 61% (20) said mostly successful

How successful was the seminar in covering challenges to understanding Native American History?

- 52% (17) said very successful
- 48% (16) said mostly successful

2. Change in Content Knowledge

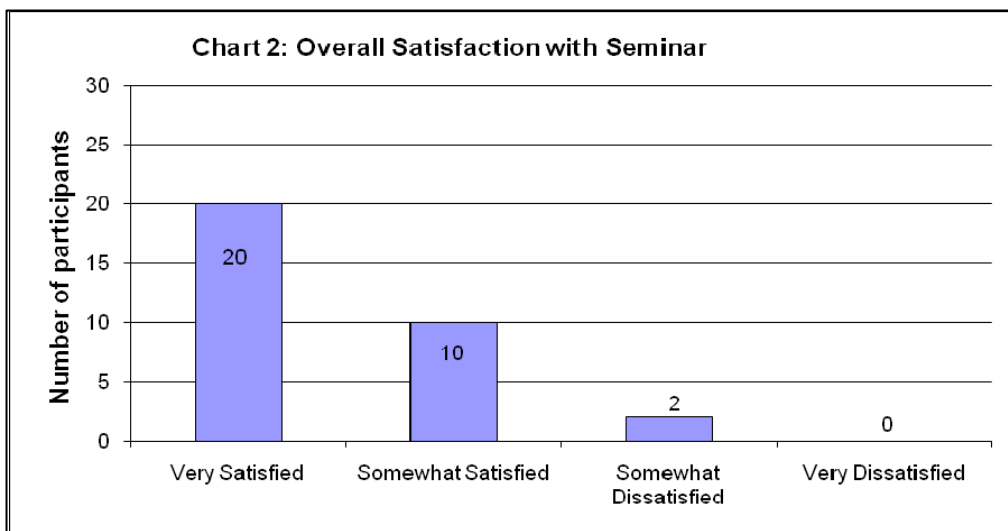
Participants were asked ten knowledge questions at pre- and post-test that were developed by Dr. Terry Barnhart. These questions were designed to measure short-term change in participants’ content knowledge due to the seminar presentation and readings. These data are shown below in Chart 1 in graphical form. An item analysis and the specific test items are included on pages 8 - 10.



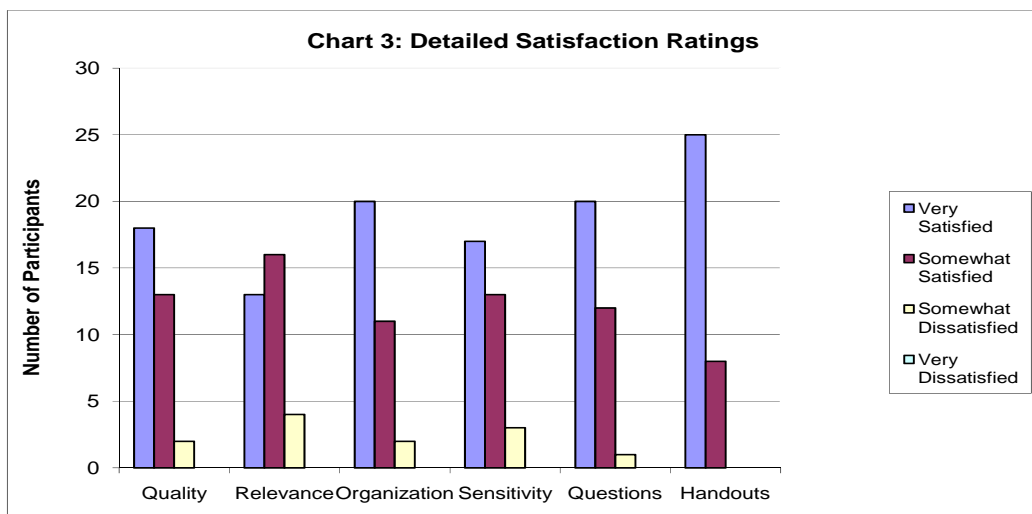
At pre-test, the seminar participants answered an average of 3.6 of the 8 knowledge questions correctly. At post-test, the average number of correct answers in response to the same knowledge questions increased to 4.9. A paired-sample t-test showed that this increase in content knowledge was statistically significant ($t = -4.686$, $sig = .000$ (two-tailed), $df = 27$). From this, one can conclude, at least in the short term, the change in knowledge was likely not due to chance.

3. Participant Satisfaction Ratings

Participating teachers were asked to rate their overall satisfaction with the seminar. Of the 32 teachers who responded to this item, 20 (or 63%) indicated that they were “very satisfied” with the seminar, while 10 (31%) indicated that they were “somewhat satisfied.” 2 (or 6%) indicated that they were “somewhat dissatisfied” with the seminar. Chart 2 (below) presents this data in graphical format.



The seminar participants also were asked to provide detailed satisfaction ratings for the following aspects of the seminar. Chart 3 (below) presents participants’ ratings for each of these aspects of the seminar.



- **Quality of information:** 55% of participants reported that they were “very satisfied” with the quality of the information presented in the seminar, and 39% of participants reported that they were “somewhat satisfied” with the quality of information presented in the seminar. 6% of participants reported that they were “somewhat dissatisfied” with the quality of the information presented in the seminar.
- **Relevance of information to participants’ work:** 39% of participants reported that they were “very satisfied” with the relevance of the information to their work, and 49% percent reported that they were “somewhat satisfied” in this area. 12% of participants reported that they were “somewhat dissatisfied” with the relevance of the information to their work.
- **Organization of the seminar:** 61% of participants reported that they were “very satisfied” with the organization of the seminar, and 33% reported that they were “somewhat satisfied” in this area. 6% of participants reported that they were “somewhat dissatisfied” with the organization of the seminar
- **Sensitivity of instructor to participants:** 52% of participants reported that they were “very satisfied” with the sensitivity of the instructor, and 39% reported that they were “somewhat satisfied” in this area. 9% of participants reported that they were “somewhat dissatisfied” with the sensitivity of the instructor.
- **Opportunity to ask questions:** 61% of participants reported that they were “very satisfied” with the opportunity they had to ask questions, and 36% reported that they were “somewhat satisfied” in this area. 3% of participants reported that they were “somewhat dissatisfied” with the opportunity they had to ask questions.
- **Seminar materials:** 76% of participants reported that they were “very satisfied” with the materials they received, and 24% of participants reported that they were “somewhat satisfied” with the seminar materials.

4a. What were the *most* helpful features of the seminar?

The seminar participants were asked to list the most helpful features of the March 7 seminar. Table 1 below summarizes the teachers’ comments for this question. The actual comments of participants are listed under each of the categories below. It should be noted that some of the comments by participants included more than one key idea. Some comments were repeated more than once; those comments are listed once in the table below with the number of occurrences in parentheses following the comment.

Table 1: Most Helpful Features of the “Frontiers and Borderlands” Seminar

Presenter/Lecture (11)

- Terry Barnhart’s presentation really helped me understand how the Ohio area has been re-peopled throughout our history. It is not a linear story, but complicated collection of multi-perspective tales.
- Relaxed demeanor of Terry Barnhart.
- Loved the speaker, Dr. Barnhart.
- I enjoyed the presenter and the knowledge that he shared
- The knowledge of the guest speaker in presenting there is no typical Indian.
- I really enjoyed the speaker and the topic.
- Guest speaker- good info.
- Lecture was interesting.
- Presentation in depth understanding of the complexity of the many Indian groups/tribes/clans.
- The lecture was great and gave me some great new material.

Materials (10)

- Enjoyed the reading materials (4)
- I found actually seeing photos of Native Americans helpful
- Seeing the maps and slides of the Native Americans. Visually, it helps to understand what is being said.
- Use of pictures on the screen of drawings and paintings of Native Americans to dispel pre consumed notions of what Native Americans looked like.
- Pictures of Native Americans and written records of their culture.
- The visual representation of the tribal members.
- Visuals at the end of his presentation.

Primary Source Activity (6)

- The primary source activity. (3)
- The primary source photos at the end of the presentation by professor
- Letter/primary source activity.
- Letter writing activity.

Miscellaneous (5)

- Collaborative time.
- Information relating to interactions of Indians.
- Q&A Session.
- Interacting with colleagues
- Meeting with Master Teachers for insight and suggestions.

4b. What were the *least* helpful features of the seminar?

Seminar participants next were asked to rate the least helpful features of the March 7 Seminar. Table 2 summarizes teachers' comments for this question.

Table 2: *Least Helpful Features of the "Frontiers and Borderlands" Seminar*

<p>Lecture/Speaker (7)</p> <ul style="list-style-type: none">• Dr. Barnhart did not hold my attention during presentation-long periods of talking.• The presentation did not hold my interest. I am much more of a "hands on" and visual learner than auditory.• I didn't get a lot from the lecture.• Parts of the lecture were confusing.• I think some of the lecture went into detail that we didn't need.• Too much jumping around the topics hard to follow and keep interested in the material being presented.• Break lecture down into parts. <p>Miscellaneous (5)</p> <ul style="list-style-type: none">• I would have liked to have had my own take-home copy of some of the maps the presenter used (although I understand they are on the CD Rom).• A lot of what was discussed doesn't apply to my teaching 1st grade.• It was a little complicated to use in 4th grade.• Lunch! I liked the food last time way better.• The maps.
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5. How could this seminar be improved?

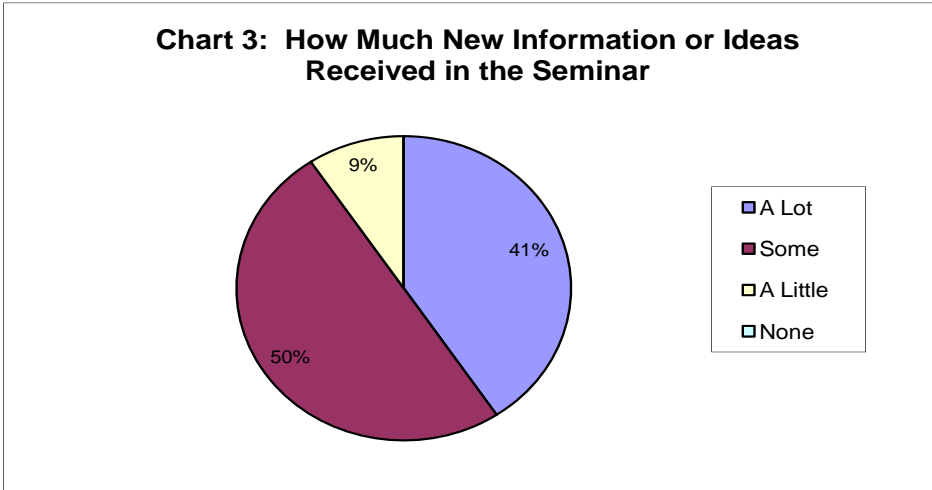
Seminar participants were asked to identify ways that the seminar could be improved. Table 3 summarizes participants' comments for this question.

Table 3: *Participant Suggestions to Improve Future Explore History Seminars*

<p>Miscellaneous (5)</p> <ul style="list-style-type: none">• Perhaps some ideas for age-appropriate texts on the same topics that we could use in our elementary classrooms.• More interactive discussions.• Ribs again. Maybe some tech skills time.• ½ hr for lunch.• Have some ideas of how to use it with younger grades.• More application to the classroom.• More class participation.

6. How much new information or ideas did you receive in the workshop?

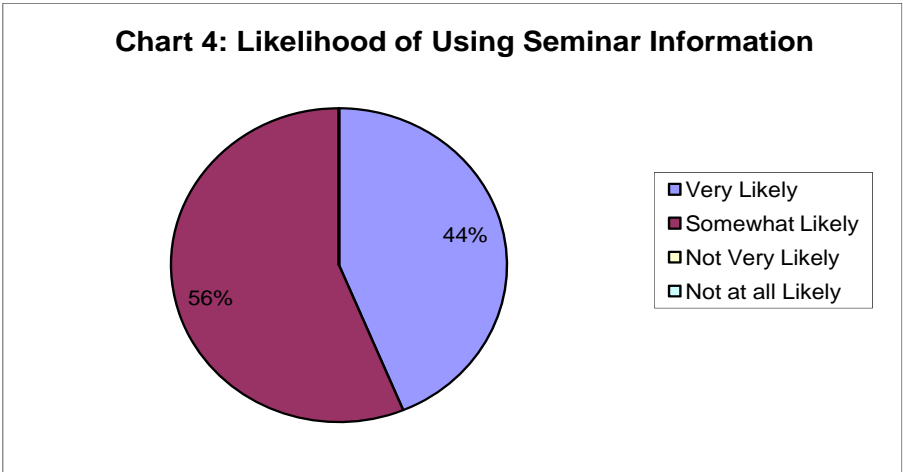
The seminar participants were asked to rate the amount of new information or ideas that they received in the seminar. The results are presented in Chart 4.



- 13 of the 32 who responded to this item, concluded that “a lot of new information/ideas” were received in the seminar
- 16 of the 32 who responded to this item, concluded that “some new information/ideas” were received.
- 3 of 32 participants concluded “a little new information/ideas” were received.

7. How likely are you to use the information or ideas that you received in the workshop?

Seminar participants also were asked to rate the likelihood that they would use the information or ideas that they received in the seminar. The results are presented in Chart 5.



- 14 of 32 who answered this question, concluded that they would be “very likely” to use the information that they received in the seminar.
- 18 of 32 concluded that they would be “somewhat likely” to use the information that they received in the seminar.

8. Based on your experience with Explore History so far, how can we improve the project?

Table 4: Suggestions to Improve the Explore History Project

Miscellaneous (4)

- I especially enjoyed the reading on Mary Jemison, and felt that the assignment helped me focus my thoughts in a way that would make the information useful to me in the classroom.
- Keep doing this!!!
- A bit confusing... the presenter bounced around from topic to topic. Good info.
- Break down material and have discussions. There was a lot of material.

Appendix A: Pre and Post Test Knowledge Questions, Right, Wrong, and Missing

Question	Pre-Test			Post-Test			Change
	Right	Wrong	% Correct	Right	Wrong	% Correct	Score
1. Miami leader La Demoiselle was able to build Pickawillany into a center that challenged European power in the region by recognizing and taking advantage of?	1	33	3%	1	32	3%	0%
2. Which of the above is the most correct listing of factors that created the Middle Ground?	9	25	27%	15	18	46%	19%
3. In their relations with Native Americans, the French?	30	4	88%	31	2	94%	6%
4. The single greatest factor that caused the destruction of Native Americans after contact with Europeans was?	23	11	68%	29	4	88%	20%
5. The Atlantic tribal group with whom the English and French had the most contact was called?	19	15	56%	19	14	58%	2%
6. Geographically, the French claimed and settled?	26	8	77%	29	4	88%	11%
7. The ceremony by which Mary Jemison was adopted into the Shawnee is most accurately described by which of the following?	12	22	36%	31	2	94%	58%
8. What does this speech tell us about the Middle Ground?	9	25	27%	12	21	36%	9%

Appendix B: Pre/Post Test Items

Miami leader La Demoiselle was able to build Pickawillany into a center that challenged European power in the region by recognizing and taking advantage of...

- British weakness and French trade goods.
- intermarriage among Native American groups and factional rivalries among chiefs.
- the opposition in Ohio tribes to the Iroquois and their allies.
- the example of Tecumseh.

Use the following list to answer question #3. The Middle Ground that Richard White writes about was created by a combination of some of the following factors:

- a. English traders and missionaries working among the Indians.
- b. The Iroquois pushing west and driving out the Native Americans who lived there.
- c. Native Americans forced out of Ohio by disease.
- d. The refugees from the Iroquois were coming together to form new tribes.

Which of the above is the most correct listing of factors that created the Middle Ground?

- a & c
- a & b
- c & d
- b & d

In their relations with Native Americans, the French...

- were as obsessed with Christian conversion as the Spanish.
- tended to cultivate good relations because of the Native Americans' knowledge of fur trapping.
- were ruthless in their treatment of the Native Americans.
- drove them from their land in order to set up plantations.

The single greatest factor that caused the destruction of Native Americans after contact with Europeans was:

- warfare.
- planned genocide.
- disease.
- forced removal from tribal lands.

The Atlantic tribal group with whom the English and French had the most contact was called...

- Algonquin
- Mayan
- Sioux
- Shawnee

Geographically, the French claimed and settled...

- the Southwest.
- the Atlantic seaboard.
- the Mississippi Valley and Canada.
- the Southeast.

The ceremony by which Mary Jemison was adopted into the Shawnee is most accurately described by which of the following:

- Her new family cleansing her with smoke from the calumet and giving her new clothes.
- The women bathing her in the river, dressing her in new clothes, and mourning the dead Shawnee she was replacing.
- The whole village gathering around the council fire, smoking the calumet, and mourning the dead Shawnee replaced.
- The Chief and elders assigned her from the group of prisoners.

From a speech by Delaware leader Hopocan, in 1781:

“While I may be in the act of rushing on this Enemy of Yours with the bloody destructive Weapon You gave me—I may perchance happen to look back . . . and . . . see my Father shaking hands with the Long Knives. Yes! With those very People he now calls his Enemys! And while doing this he may be laughing at my folly.”

What does this speech tell us about the Middle Ground?

- In the Middle Ground, Europeans regularly made alliances among themselves and broke alliances with Native Americans.
- In the Middle Ground, Native Americans were part of a complex diplomacy in which they had the upper hand because they knew the other tribes and land.
- By the late 18th century, power had shifted in the Middle Ground, and Native Americans were becoming expendable allies.
- The British and the French defeated the Native Americans of the Middle Ground by working together.