



HISTORY

in the Heartland

EXPLORE HISTORY

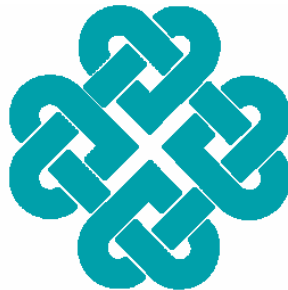
**Evaluation Report for the
May 16, 2009 Seminar
“American Industrialism in Global Context”**

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Introduction

Thirty one teachers participated in the May 16, 2009 seminar for the Explore History project. Seminar activities included:

- A content presentation on “American Industrialism in Global Context” was given by Dr. W. Russell Coil, from The Ohio State University—Newark Campus.
- A primary source activity “What We Eat” was facilitated by Betsy Hedler of the Ohio Historical Society.
- Meetings between participants and Master Teachers to discuss classroom applications for the seminar materials.
- A discussion of logistics and other important information related to the 2009 Summer Institute.

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

How successful was the seminar helping to understand key points in the history of the industrial revolution in the United States?

- 63% (19) said very successful
- 37% (11) said mostly successful

How successful was the seminar in helping to understand how the American experience of industrialism fits in the context of industrialism as a world event?

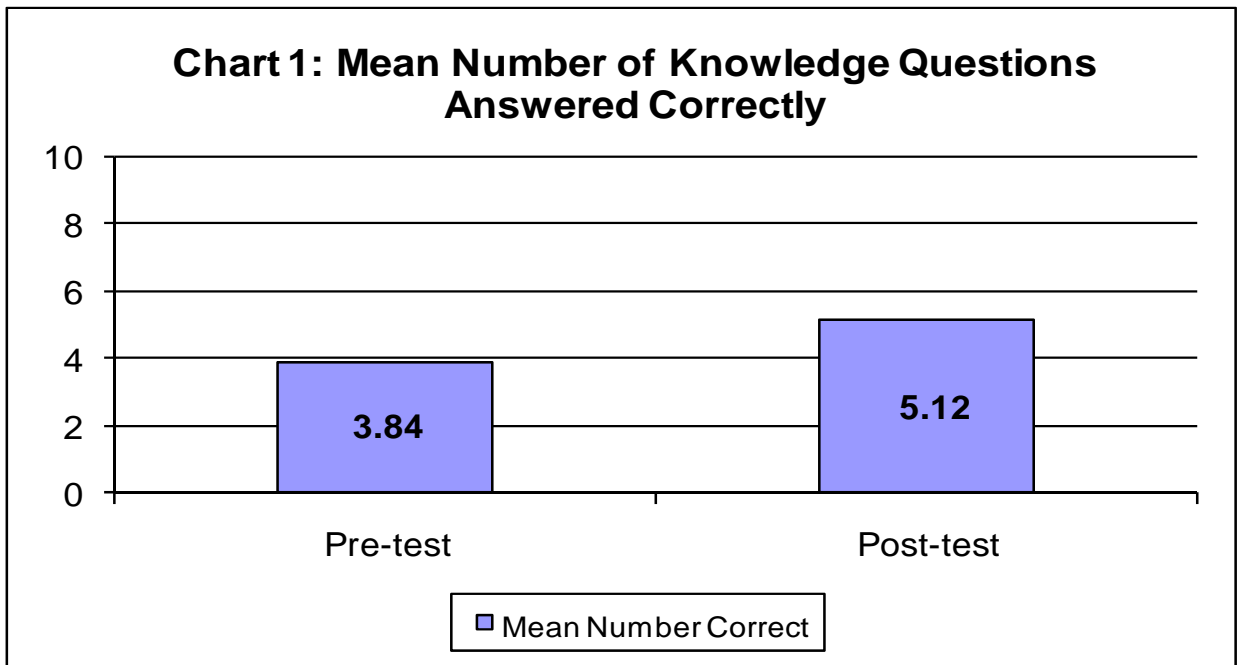
- 67% (20) said very successful
- 33% (10) said mostly successful

How successful was the seminar in helping to learn how to use newspapers to understand change over time in twentieth century America?

- 67% (20) said very successful
- 30% (9) said mostly successful
- 3% (1) said not very successful

2. Change in Content Knowledge

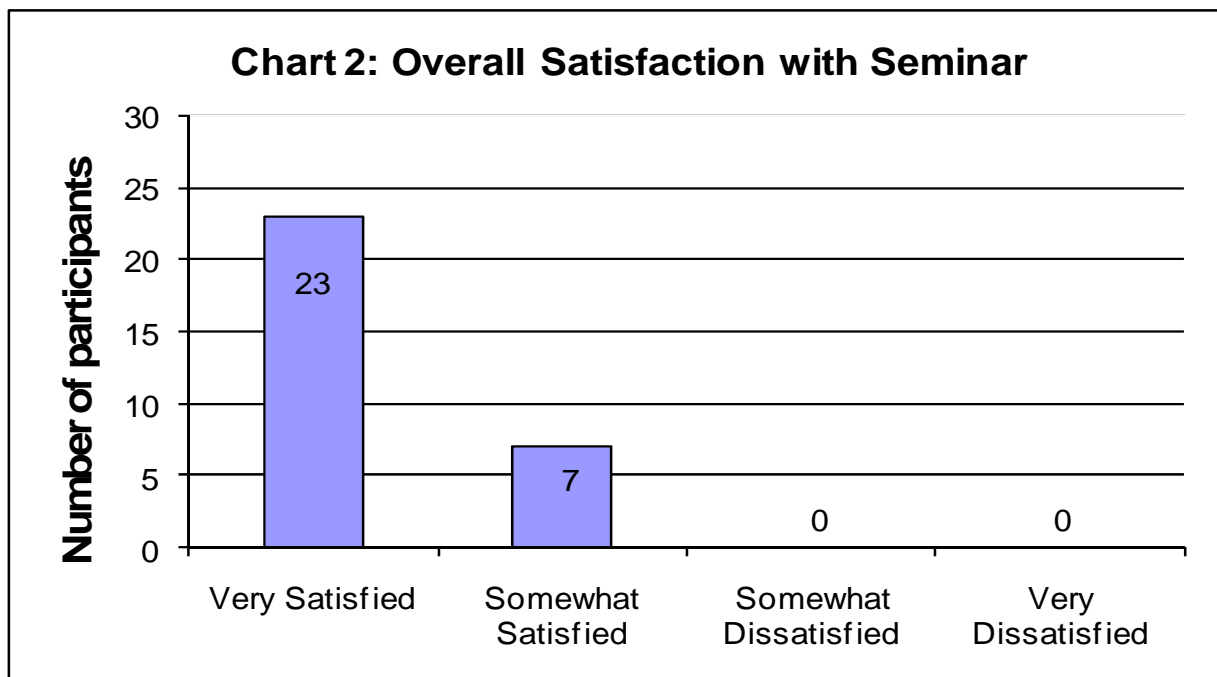
Participants were asked ten knowledge questions at pre- and post-test that were developed by Dr. Hobbs and Dr. Coil. These questions were designed to measure short-term change in participants’ content knowledge due to the seminar presentation and readings. These data are shown on the next page in Chart 1 in graphical form. An item analysis and the specific test items are included on pages 8 - 11.



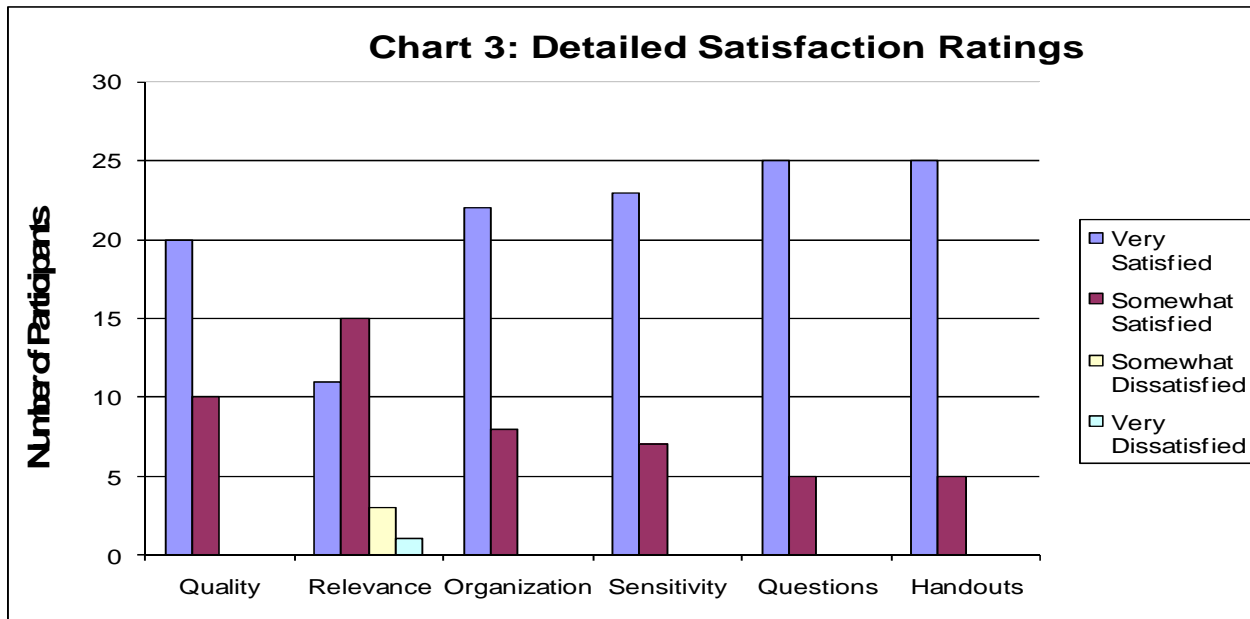
At pre-test, the seminar participants answered an average of 3.84 of the 10 knowledge questions correctly. At post-test, the average number of correct answers in response to the same knowledge questions increased to 5.12. A paired-sample t-test showed that this increase in content knowledge was statistically significant ($t = -4.226$, $sig = .000$ (two-tailed), $df = 24$). 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 30 teachers who responded to this item, 23 (or 77%) indicated that they were “very satisfied” with the seminar, while 7 (23%) indicated that they were “somewhat satisfied.” 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:** 67% of participants reported that they were “very satisfied” with the quality of the information presented in the seminar, and 33% of participants reported that they were “somewhat satisfied” with the quality of information presented in the seminar.
- **Relevance of information to participants’ work:** 37% of participants reported that they were “very satisfied” with the relevance of the information to their work, and 50% percent reported that they were “somewhat satisfied” in this area. 10% of participants reported that they were “somewhat dissatisfied” with the relevance of the information to their work, and 3% percent reported that they were “very dissatisfied” in this area. Comments are bulleted below:
 - A little over my group’s head.
 - Some was above the heads of my 2nd graders.
- **Organization of the seminar:** 73% of participants reported that they were “very satisfied” with the organization of the seminar, and 27% reported that they were “somewhat satisfied” in this area.
- **Sensitivity of instructor to participants:** 77% of participants reported that they were “very satisfied” with the sensitivity of the instructor, and 23% reported that they were “somewhat satisfied” in this area.
- **Opportunity to ask questions:** 83% of participants reported that they were “very satisfied” with the opportunity they had to ask questions, and 17% reported that they were “somewhat satisfied” in this area.
- **Seminar materials:** 83% of participants reported that they were “very satisfied” with the materials they received, and 17% 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 May 16 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 "American Industrialism in Global Context" Seminar

<p>Lecture/Presentation/Speaker (19)</p> <ul style="list-style-type: none">• Lectures (3)• The lecture was very interesting.• The lecture helped explain many concepts.• Presentation was "down at my level"• Dr. Coil's presentation.• Captivating speaker/way material was presented.• Charisma of the speaker- kept attention.• Speaker was fantastic.• Speaker- excellent, engaging and informative.• Enjoyed the guest speaker, as well as the activities.• He was very interesting and easy to follow.• Slides, to the point text.• Discussion and PowerPoint• A different way to look at industrialization.• The connection of farm and factory.• Understanding aspects of U.S. history have far more complicated causes than we have been taught.• It was interesting about the Honda aspect because I live in Marysville. <p>Primary Source Activity (5)</p> <ul style="list-style-type: none">• Primary source activity. (3)• I liked the primary source activity.• The activity would work well in my class. <p>Miscellaneous (1)</p> <ul style="list-style-type: none">• Meeting with summer project group.

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

Seminar participants next were asked to rate the least helpful features of the May 16 seminar. Table 2 (below) summarizes teachers' comments for this question.

Table 2: Least Helpful Features of the “American Industrialism in Global Context” Seminar

<p>Text (3)</p> <ul style="list-style-type: none">• Texts• The text--teaching American history in a global context was not elementary level.• The textbook was difficult reading and not so useful for my class. <p>Relevance (3)</p> <ul style="list-style-type: none">• It doesn't apply to what I teach in 1st grade.• The book we had to read for the response to the reading was too difficult to understand and very difficult to apply to a K-3 building.• Some of the information was above 2nd grade level. <p>Master Teachers (2)</p> <ul style="list-style-type: none">• Meeting with master teachers- they didn't seem to have anything to talk about.• Meeting with our grade-level master teacher. <p>Primary Source Activity (2)</p> <ul style="list-style-type: none">• Primary source activity... what was the point?• Newspaper activities- shopping ads.

5. How could this seminar be improved?

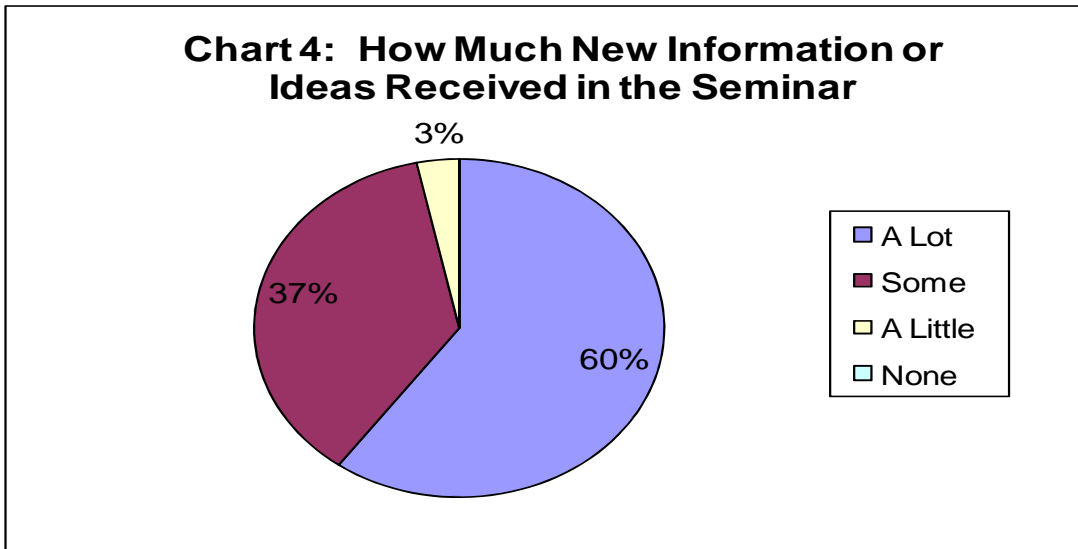
Seminar participants were asked to identify ways that the seminar could be improved. Table 3 summarizes participants' comments for this question.

Table 3: Participant Suggestions to Improve Future Explore History Seminars

<p>Miscellaneous (5)</p> <ul style="list-style-type: none">• The speaker was very good, but a 3 hour lecture found me wanting to nod off. Perhaps, a bit shorter lectures with more time for activity or discussion.• It was a little cold in the building today.• New book.• PowerPoint printed in note form.• None- great work, great seminar! <p>Grade-level (2)</p> <ul style="list-style-type: none">• Lectures at a lower grade level.• Relate more to elementary grades.

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

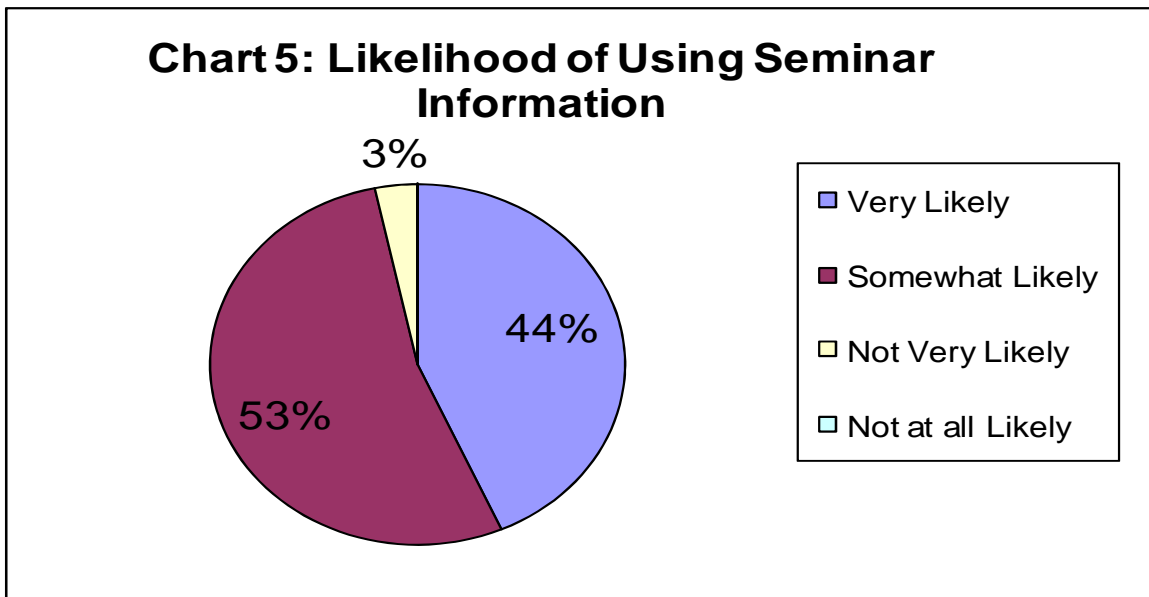
The seminar participants were asked to rate the amount of new information or ideas that they received in the seminar. The results are presented in Chart 4 (below).



- 18 of the 30 participants who responded to this item, concluded that “a lot of new information/ideas” were received in the seminar.
- 11 of the 30 participants who responded to this item, concluded that “some new information/ideas” were received.
- 1 of 30 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.



- 13 of 30 participants who answered this question, concluded that they would be “very likely” to use the information that they received in the seminar.
- 16 of 30 participants concluded that they would be “somewhat likely” to use the information that they received in the seminar.
- 1 of 30 participants concluded that they would be “not very 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 Explore History Project

Miscellaneous (4)

- Thanks again for a wonderful day!
- I would like to get a handout after each evaluation (post-test) that states the answers to the questions.
- Keep up the good work.
- I always enjoy hearing the new ideas and sharing activities.

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
According to the Navigation Acts?	8	23	26%	5	25	17%	-9%
Which of the following best describes the United States at the end of the nineteenth century?	16	15	52%	21	9	70%	18%
All of the following were “push” factors for Southern and Eastern European immigration in the last half of the nineteenth century EXCEPT?	9	22	29%	8	22	27%	-2%
Which of the following is true of the American rail system in the 19th century?	23	8	74%	27	3	90%	16%
The trend in trade with Asia as shown in the chart appears to demonstrate the wisdom of?	6	25	19%	8	22	27%	8%
The industrial revolution had which of the following effects on slavery in the South?	11	20	36%	19	11	63%	27%
The Hart-Celler Act of 1965?	8	23	26%	20	10	67%	41%
Which statement most accurately summarizes the information in the chart?	17	14	55%	20	10	67%	12%
One of the effects of World War II on post-war America was?	2	29	7%	9	21	30%	23%
Governor James Rhodes worked hard to get the Honda company to build a factory in Ohio, an?	21	10	68%	21	9	70%	2%

Appendix B: Pre/Post Test Items

1. According to the Navigation Acts,

- goods did not have to be shipped through England so long as customs duties were paid.
- enumerated goods could be sold only to England.
- hat makers in the colonies could sell their beaver hats to England or to the colonies.
- colonists could export raw wool, yarn, or wool cloth to countries other than England if customs duties were paid.
- smugglers would be tried in admiralty courts.

2. Which of the following best describes the United States at the end of the nineteenth century?

- The nation was well along in a shift from an agrarian, rural economy to an industrial, urban one.
- The development of a vast transportation system was a major factor in the industrialization of the South.
- The closing the frontier marked the end of the era of manifest destiny.
- Cities had undergone a vast change with the development of mature urban services and infrastructure.
- Widespread use of the telegraph and telephone had created a giant communications network that linked the nation.

3. All of the following were “push” factors for Southern and Eastern European immigration in the last half of the nineteenth century EXCEPT

- tenant farms were too small to support a family.
- financial panic and economic depression.
- high tariffs on foodstuffs.
- religious persecution.
- industrial development.

4. Which of the following is true of the American rail system in the 19th century?

- Government subsidies and land grants played a major role in its expansion.
- The entire national system was planned before the first railway was constructed.
- Transcontinental rail travel was not possible at any time during the century.
- The development of the rails had little effects on the development of American industry.
- A more highly developed rail system gave the Confederacy a decided advantage in the Civil War.

Question 5 refers to the following chart:

Year	US Exports to Europe	US Exports to Asia
1890	684	20
1891	705	26
1892	851	20
1893	662	17
1894	701	22
1895	628	18
1896	673	26
1897	813	39
1898	874	45
1899	937	49

Source: *Historical Abstracts of the United States*

5. The trend in trade with Asia as shown in the chart above appears to demonstrate the wisdom of

- the Roosevelt Corollary.
- John Hay's Open Door policy.
- the Panama Canal Treaty.
- the annexation of the Philippines.
- a favorable balance of trade.

6. The industrial revolution had which of the following effects on slavery in the South?

- The creation of numerous labor-saving machines vastly reduced the need for slave labor
- Rapid growth in the textile industry encouraged Southern planters to grow cotton, thereby making slavery more important to the economy.
- The government bought and freed Southern slaves, then transported them to the North, where factories were experiencing a major labor shortage.
- The Industrial Revolution began as the Civil War was ending and it provided work for many former slaves.
- New farm machinery required slaves and masters to work more closely together, with a resulting reduction of mutual hostility.

7. The Hart-Celler Act of 1965

- eliminated most tariffs between the United States and Western Europe.
- abolished the national origin quotas that previously regulated immigration to the United States.
- made labor unions subject to suit for breach of contract.
- allowed reciprocal trade agreements with Japan, Taiwan, and South Korea.
- took the United States off the gold standard.

Question 8 refers to the following chart:

Estimated Average Age of Plant and Equipment	
United States	17 years
West Germany	12 years
Japan	10 years

8. Which statement most accurately summarizes the information in the chart above?

- Modernization policies adopted by the Japanese and West German governments reflect strong religious beliefs of workers.
- Unites States plants and equipment are more productive than those of Japan and West Germany.
- Most plants and equipment in the United States, Japan, and West Germany have become obsolete
- Modernization of United Sates industry has not kept pace that that of Japanese and West German industry.
- All of the above

9. One of the effects of World War II on post-war America was

- the movement of a large number of women in to manufacturing jobs.
- the building of the interstate highway system.
- the creation of a consumer economy.
- the economic development of the south at the expense of the Midwest.
- the advent of a stock market bubble.

10. Governor James Rhodes worked hard to get the Honda company to build a factory in Ohio, an example of Rhodes's belief that

- what was good for Honda was good for Ohio.
- laissez faire is the best economic policy.
- state owned enterprises were the key to Ohio's economic future.
- job creation is an important task of state government.
- Hondas are better than Toyotas.