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A Cooperative Learning Approach
To A Literature Based Reading Program

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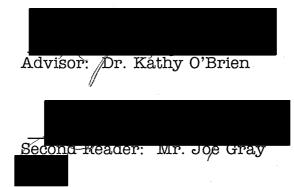The Faculty of the School of Education

In Partial Fulfillment of the Requirements of the
Degree of

Master of Arts
in
Education: Reading Option

By

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San Bernardino, California
1989

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Abstract

A Cooperative Learning Approach to a Literature Based Reading

Program

"A Cooperative Learning Approach to a Literature Based Reading Program," addresses ways to actively involve students in the reading process through the use of cooperative learning.

A complete guide focusing on into, through, and beyond cooperative reading activities is provided for the novel, <u>Where The Red Fern Grows</u>. This guide is to be used as an example that can be easily adapted to any novel. Also provided is a model for using cooperative learning with short stories and poetry. An introduction for beginning the use of cooperative learning is briefly summarized in three simple steps: forming groups, team building activities, and lesson and classroom management.

An evaluation component is provided to assess daily as well as long term benefits of cooperative learning. Several individual and team processing forms are provided for daily feedback. A pre and post evaluation form is provided to be given before implementing the program. The post evaluation form will enable the teacher to quickly assess the project.

The main concern of the project is providing activities to improve attitudes toward school and learning, academic gains, and increased prosocial development among all students. Students who participate in the project will be more active, self-directing, and expressive.

Additionally, a chapter on the review of the related literature supporting and stating the need for cooperative learning is given. Authors of the articles and books on cooperative learning stress the urgency to use cooperative methods in the classrooms. The main benefits of cooperative learning are in alignment with the need to prepare students for the future.

Acknowledgments

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Introduction

The English-Language Arts Framework (1987) states that "the goals of an English-Language Arts program should be to prepare all students to function as informed and effective citizens in a democratic society, to function effectively in the world of work, and to realize personal fulfillment" (p. v).

According to Kagan (1985) "our primary function as educators is to prepare our students with the skills they will need for a productive and happy life. In order to do that, we must look carefully at the forces that are shaping our economic and social world, attempting to discern the skills our students will need and those which they are lacking based on our present socialization and educational practices"... furthermore with an examination of the trends concerning school it is clear "that schools are faced with a very different type of student than was the case in the relatively recent past—a student with very different experiences and needs. Schools today are dealing with students who do not receive a variety of positive socialization experiences which were common for students a generation ago. Further, today many schools must deal with a socio-cultural diversity which existed only very rarely in the schools of the past" (p. 11).

According to Kagan (1985) "students today generally do not come to school with the same prosocial values which once were common. Students are not as caring, respectful, helpful, or cooperative as they were some twenty years ago" (p. 11).

The English-Language Arts Framework (1987) indicates that "to use language effectively, one must want to communicate, and one must be equally skilled in all aspects of language. To this end, an English-Language Arts curriculum requires the integration of all the elements of language; listening, speaking, reading, and writing. In addition to improving students' language skills and their sensitivity to language, integrating all the language arts can help students develop the type of thinking skills they need to become informed and effective citizens" (p. vi).

Since the main goals of an English-Language Arts program are to integrate the elements of language, improve the student's language skills, and foster the development of informed and responsible individuals, the Language Arts curriculum lends itself readily to cooperative learning strategies.

Students who learn to work in cooperative learning groups develop their capacity to use language creatively and critically. Students also demonstrate higher academic performance, more positive attitudes toward school and learning, and better ethnic and cultural understandings and relations. Furthermore students in cooperative groups experiment with language which is a social activity as well as a means of personal and individual discovery. (English-Language Arts Framework, 1987, p. 26).

Kagan (1988) indicated that, "the most frequent reasons for individuals to be fired from their job is not the lack of job related skills, but rather lack of interpersonal skills. Kagan reported that after

surveying undergraduate students each quarter, "approximately 85% of the students had never worked together with other students on a learning team or on part of a learning project" (p. 5). He further stated that "the social structure of schools is out of step with the reality of the workplace .... The schools will be further and further out of step because our economy is shifting toward high-technology, management, and information related jobs in which cooperative interpersonal skills increasingly are at a premium .... Given the reality of the job-world, it is incumbent on schools to provide cooperative, interdependent experiences in order to provide students with the interpersonal skills they will need for positive participation in life" (p. 5).

As The English-Language Arts Framework (1987) states "we must take it upon ourselves to prepare all students to function effectively in the world of work" (p. v). Cooperative learning strategies allows students the opportunities to be a vital part of a group while sharing their ideas, opinions, and viewpoints.

Johnson & Johnson (1978) indicated that "cooperation is basic to humans" (p. 11). Yet we fail to structure our classrooms in a cooperative manner. In a sense we are contributing to a cycle of failure for a vast number of students. The research of Johnson, Johnson & Anderson (1987) indicates that "most students perceive school as being competitive, that students become more and more competitive the longer they are in school" (p. 183). Consequently, as Slavin (1981) indicated "the students who have succeeded in the past will probably succeed and those who have failed will probably fail. Many students

will give up or try to disrupt the activity because they have a small chance of success" (p. 6). When teachers structure their classrooms in a competitive manner, they are contributing to a cycle of failure. Johnson and Johnson (1978) further added that," the ability of all students to cooperate with other people is the keystone to building and maintaining stable families and career success" (p.11).

Students who learn to work cooperatively develop higher academic performance, have positive attitudes toward school, develop positive self-esteem, have a better understanding of cultural and ethnic relations, and are given opportunities to develop their capacity to use language creatively and critically. Therefore, the purpose of my project is to develop lessons using cooperative learning for our district's Language Arts curriculum. Additionally, with the use of the cooperative learning situations, my purpose is to assist in ending the cycle of failure for a large number of students.

The students who participate in the proposed program will develop an understanding of the importance of being able to work cooperatively toward a common goal. Students will gain self-confidence through the realization that their contributions are necessary for all members to succeed. While working cooperatively, students will have opportunities to listen to the view points of other group members. In turn, the group members will gain knowledge by presenting their viewpoints. Thus the students will be gaining important socialization skills. (See Appendices B,C,D).

Johnson and Johnson's (1978) research has indicated that competitiveness and individualistic attitudes are generally unrelated to

self-esteem. However cooperativeness is positively related to self-esteem in students at all levels of education. Students' self-esteem increases because they feel more liked by their classmates.

Furthermore, students will benefit from the cooperative learning structure by interacting with various ethnicities. Students of all ethnicities will gradually see through stereotypes and view their peers equally and gain respect for one another's ideas. Additionally, cooperative learning fosters student involvement in instructional activities. As students cooperate, they become comfortable with the idea of expressing their own ideas.

As well as increased involvement with instructional activities, students' attitudes toward school personnel improve. When students have positive attitudes toward teachers, teacher aides, counselors, and principals, the students believe that the teachers care about and want to increase their learning. Students also believe that the teachers are more supportive and accepting.

Another purpose of the project is to provide a hands on approach for teachers who are considering the use of cooperative learning. An overview of cooperative learning methods will be given as well as general ideas for implementing their use. Teachers in cooperative classrooms are freed from the responsibility of always lecturing and directing. They can become consultants and gravitate to those students who can benefit most from their attention. Further, in the properly managed cooperative learning classroom teachers are freed from many of the problems of management inherent in keeping most students quiet

most of the time. In cooperative classrooms students are allowed to do what they most want to do—communicate with their peers. The teacher in the cooperative classroom is on the same side as the students. (See Appendices B,C,D,).

As educators we need to include cooperative learning experiences in our classrooms because many traditional socialization practices are now absent. According to Kagan (1987) "students no longer come to school with an established caring and cooperative social orientation. Traditional, competitive classroom structures contribute to this socialization void. Thus students are left ill-prepared for a world which increasingly demands highly developed social skills" (p. 21).

Review Of The Related Literature

When perspective teachers graduate and are ready to experience teaching, they are trained on how to develop lesson plans, select textbooks, and develop curriculum. Much of the training is devoted to helping arrange interactions between students and materials and some time is spent on how teachers should interact with students, "but how students should interact with one another is relatively ignored" (Johnson and Johnson, 1982, p.1).

"There are three basic ways students can interact with each other as they learn. They can compete to see who is the 'best'; they can work individualistically on their own toward a goal without paying attention to other students; or they can work cooperatively with a vested interest in each other's learning as well as their own" (Johnson and Johnson, 1982, p.1).

"Cooperative learning refers to a set of instructional methods in which students work in small, mixed-ability learning groups. The groups usually have four members: one high achiever, two average achievers, and one low achiever. The students in each group are responsible not only for learning the material being taught in class, but also for helping their groupmates learn" (Slavin, 1987, p. 8). (See appendix A).

Johnson, (1981), et al., quoted Deutsch's (1962) definition of a cooperative social situation "as one in which the goals of the separate individuals are so linked together that there is a positive correlation

among their goal attainments. An individual can attain his or her goal if and only if the other participants can attain their goals. Thus a person seeks an outcome that is beneficial to all those with whom he or she is cooperatively linked. A competitive social situation is one in which the goals of the separate participants are so linked that there is a negative correlation among their goal attainments. An individual can attain his or her goal if and only if the other participants cannot attain their goals. Thus a person seeks an outcome that is personally beneficial but is detrimental to the others with whom he or she is competitively linked" (p. 47).

The research indicated "most students perceive school as being competitive, that students become more and more competitive the longer they are in school, and that American children are more competitive than are children from other countries" (Johnson, Johnson, & Anderson (1978, p. 183-184).

Johnson and Johnson (1978) quoted Nelson and Kagan (1972) "that the tendency for children in the United States to compete often interferes with their capacity for adaptive cooperative problem solving. They found that American students so seldom cooperate spontaneously on the tasks included in their research that it appears that the environment provided for these children is barren of experiences that would sensitize them to the possibility of cooperation. Most American children engage in irrational and self-defeating competition. The American child in comparison with children from other countries is even willing to reduce his own reward in order to reduce the reward of a peer" (p. 4).

Nelson and Kagan (1972) indicated that "ten-year olds in Los Angeles who participated in experiments repeatedly failed to get rewards for which they were striving because they competed in games that required cooperation. In other situations these children worked hard and even sacrificed their own rewards of their peers. Among children the tendency toward irrational competition increases with age. And we can easily find adults whose drive to compete overrides self interest in academia, athletics, business, and politics" (p. 53).

Johnson, Johnson, & Anderson (1978) indicated that "many curriculums are organized individualistically so that students work by themselves striving to achieve certain criteria mastering the material being taught. Thus, in the majority of American schools competition and individualism are being emphasized, even though the research indicates that cooperation is more facilitative of education" (p. 184).

"When examining the research comparing students learning cooperatively, competitively, and individualistically, an interesting paradox develops. Common practice in schools today have teachers striving to separate students from one another and have them work on their own. Teachers continually use phrases like, 'Don't look at each other's papers!', 'I want to see what you can do, not your neighbor!' or 'Work on you own!'. Having students work alone competing with one another for grades or working on their own to reach a set criteria are the dominant interaction patterns among students in classrooms today" (Johnson & Johnson, 1982, p. 4). Yet the vast majority of the research comparing student-student interaction patterns indicates that

students learn more effectively when they work cooperatively (Johnson & Johnson, 1975). This paradox clearly indicates a need for change in instructional methods in classrooms.

Slavin (1981), "indicated that the students who have succeeded in the past will probably succeed and those who have failed will probably fail. For many students, no amount of effort will put them at the top of the class because they have already missed so much in the past years. Low performing students may give up or try to disrupt the activity because they have such a small chance of success. High achieving students may not do their best because they know they will be near the top anyway" (p. 6).

In the classroom, the winners and losers can be predicted fairly reliably the day they first come into class (Slavin, 1980; Johnson and Johnson, 1975). "Since schools socialize children to assume adult roles we might expect them to emphasize cooperative learning. Yet schools are among the institutions in our society least characterized by cooperative activity. Most of the time, students work independently but they are constantly compared with one another for grades, praise, and recognition" (Slavin, 1981, p. 6).

Kagan (1988) indicated that, "the most frequent reason for individuals to be fired from their first job is not lack of job related skills, but rather lack of interpersonal skills. Given the reality of the job-world, it is incumbent on schools to provide cooperative, interdependent experiences in order to provide students with the interpersonal skills they will need for positive participation in life" (p. 5). Kagan (1988) reported that after surveying undergraduate

students each quarter, "approximately 85% of the students had never worked together with other students on a learning team or on part of a learning project" (p. 5). He further stated that "the social structure of schools is out of step with the reality of the workplace... The schools will be further and further out of step because our economy is shifting toward high-technology, management, and information-related jobs in which cooperative interpersonal skills increasingly are at a premium" (p. 5).

"What is the most important thing for schools to teach students? What competencies are most vital for promoting future success in a career, in maintaining a family, in contributing to one's community, and in actualizing one's potentialities?" According to Johnson and Johnson (1978) "the answer to these questions is that the most significant thing for students to learn is how to build and maintain positive relationships with other people in school, work, leisure, and family relationships. Involving students in supportive and meaningful relationships with their classmates and members of the school staff is probably the most important thing schools can do for students" (p. 10).

Johnson and Johnson reported that, "cooperation is as basic to humans as the air we breathe. The ability of all students to cooperate with other people is the keystone to building and maintaining stable families, career success, neighborhood and community membership, and friendships" (p. 11). Cooperative interaction is necessary to be able to communicate one's knowledge and skills. "The most logical way to emphasize cooperative competencies as learning outcomes is to

structure the majority of academic learning situations cooperatively. There is no aspect of human experience more basic and important than cooperating with others" (Johnson and Johnson, 1978, p. 11).

Slavin (1981) is in agreement with Johnson and Johnson, "Our society is composed of cooperative groups; families, neighborhoods, work groups, political parties, clubs, and teams. Of course, these groups also have competitive elements, but in all of them, if the individuals cannot cooperate to achieve a common goal they all lose out" (p. 11).

Johnson & Johnson (1982) quoted Ashley Montagu (1965), "It is essentially the experience, the means, that fits human beings not to their external environment so much as to one another. Without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible—it was not an advantageous individual here and there who did so, but the group. In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group" (p. 1).

"The Age of Cooperation is approaching. From Alaska to California to Florida to New York, from Australia to Britain to Norway to Israel, teachers and administrators are discovering an untapped resource for accelerating students' achievement: the students themselves. There is now substantial evidence that students working together in small cooperative groups can master material presented by the teacher better than can students working on their own" (Slavin, 1987, p. 7).

Slavin goes on to say, "The idea that people working together toward a common goal in order to accomplish more than people working by themselves is a well-established principle of psychology" and is not a new development. "What is new is that practical cooperative learning strategies for classroom use have been developed, researched, and found to be instructionally effective in elementary and secondary schools. Once thought of primarily as social methods directed at social goals, certain forms of cooperative learning are considerably more effective than traditional methods in increasing basic achievement outcomes, including performance on standardized tests of mathematics, reading, and language (p. 7).

The cooperative learning methods developed in the 1970's include: Student Teams Achievement Divisions and Teams-Games-Touraments (Slavin, 1986); Jigsaw Teaching (Aronson et al., 1978); and Group Investigation (Sharan et al., 1984). All forms of cooperative learning can be used at many grade levels and in many subjects. These methods can be used as supplements to traditional instruction and rarely bring about drastic change in classroom practice. (Slavin, 1987).

Slavin (1987) defines the simplest form of Student Team Learning, called Student Teams-Achievement Division (STAD). This approach consists of a regular cycle of activities. Students, in their four-member mixed ability teams, work to master the material. While in the group, the students not only give the answers but explain the ideas or skills as well.

"The changes in classroom organization required by STAD are not major. The teacher presents the initial lesson as in traditional

instruction. While working in teams, the students work on worksheets or other activities. Finally, students take a brief, individual quiz. Even though changes in classroom organization are moderate, the effects of cooperative learning on students can be profound. In traditional classrooms, one student's success makes it more difficult for others to succeed by raising the curve or by raising teacher's expectations" (Slavin, 1987, p. 9).

In the Jigsaw approach to cooperative learning, "each student in the group is given a unique piece of information on a topic that the whole group is studying. After they have read their sections, the students meet in 'expert groups' with their counterparts from other groups and teach their groupmates what they have learned. The entire class may then take a test for individual grades" (Slavin, 1981, p. 8).

Jigsaw II is a modification of Jigsaw. It differs from Jigsaw because it uses existing curriculum materials and allows all students access to all materials. "Jigsaw II also includes STAD improvement scoring and team recognition based on individual improvement. Jigsaw II does not include teambuilding and differentiated student roles within teams" as used in Jigsaw. (Kagan, 1988, p. 188).

"Jigsaw II is a simple technique which is designed to increase students' sense of responsibility for their learning by making each one an expert on one part of an instructional unit, and then having each student teach the part on which he or she is an expert to the others on his or her team. Jigsaw II can be used whenever the material to be studied is in written narrative form. Jigsaw II is most appropriate

when a chapter, story, biography, or similar narrative or descriptive material is used. (Kagan, 1988, p. 188).

"In Teams-Games-Tournament (TGT), students play academic games with members of other teams to add points to their team scores. Each student must know the material in order to contribute a high score" (Slavin, 1981, p. 8).

"A concern of using TGT is that the low achieving student will have little to contribute to the group's efforts and that high achieving students will resent this or belittle the contributions of the low achievers. This danger is adverted because students compete against equals to add points to their team scores. This gives the low achieving and high achieving students equal chances to contribute to the team score" (Slavin, 1981, p. 9).

Slavin (1987) quoted Dansereau (1985) indicating that "cooperative learning encourages students to do their best and motivates students to help one another to learn. Students are able to translate the teacher's language into 'kid language' for one another. If a student fails to comprehend a concept introduced by a teacher, he or she can profit from discussing the concept with peers" (p. 9).

Another benefit of cooperative learning discussed by Dansereau (1985) is that students who explain to one another learn through the process of explanation. Students have to organize their thoughts to explain ideas to their peers. When the students organize their thoughts, they strengthen their own understanding (Slavin, 1987).

Since 1980, research and development on cooperative learning conducted at Johns Hopkins University has begun to focus on

comprehensive cooperative learning methods. Slavin (1987) reported

that "the newest of the Student Team Learning methods is a

comprehensive program for teaching reading and writing in the upper

grades called Cooperative Integrated Reading and Composition (CIRC).

In CIRC, teachers use standard reading materials and reading groups,

much as in traditional reading programs. However, students are

assigned to teams composed of pairs from two different reading groups.

While the teacher is working with one reading group, students in the

other groups are working in their pairs on a series of cognitively

engaging activities, including reading to one another; making

predictions about how narrative stories will come out; summarizing

stories to one another; writing responses to stories; and practicing

spelling, decoding, and vocabulary... Slavin goes on to say, students

also work in teams to master main idea and other comprehension skills.

During language arts periods, a structured program based on a writing

process model is used. Students plan and write drafts, revise and edit

one another's work, and prepare for publication of team books. Two

studies of CIRC found substantial positive effects from this method on

standardized test of reading comprehension, reading vocabulary,

language expression, language mechanics, and spelling, in comparison

to control groups. The CIRC classes gained 30 to 70 percent of a grade

equivalent more than control classes on these measures in both studies.

Significantly greater achievement on writing samples was also found in

both studies" (Slavin, 1987, p. 12).

Johnson, Maruyama, Johnson, and Nelson (1981) reviewed 122

studies and compared relative effectiveness of cooperation, competition,

and individualistic learning. These studies yielded 286 findings related to the benefits of cooperative learning. The results indicated that "cooperation is considerably more effective than interpersonal competition and individualistic efforts. The results hold for several subject areas such as; language arts, reading, math, social studies, psychology, and physical education and a range of age groups from elementary age through adult" (p. 47, 57).

Slavin (1981); and Sharan (1980) reviewed twenty-seven studies in which cooperative learning programs on student learning was investigated. The studies compared the cooperative programs to traditional control groups. A significant positive effect on student achievement was found in nineteen of these studies.

The research suggests that "the type of goal structure a teacher selects for his/her classroom will determine the cognitive and affective outcomes of instruction. One instructional outcome is achievement in a variety of learning tasks" (Johnson, Johnson, 1978, p. 5).

Johnson and Johnson, (1978) quoted Davis, Laughlin, and Komorita (1976) indicating "that the successful mastery, retention, and transfer of concepts, rules, and principles is higher in cooperative structured learning than in competitive or individualistic learning situations" (p. 5).

Johnson and Johnson (1978) further indicated that Garibaldi, (1976); Johnson and Johnson (1981; 1983); and Skon (1978); conducted a series of studies examining the relative effects of cooperative, competitive, and individualistic goal structures on

achievement on a variety of school related tasks. The studies focused on white first and fifth-grade students from both urban and suburban settings and black high school students from an urban setting. "On verbal problem solving tasks, pictorial and verbal sequencing tasks, and tasks involving the comparison of the attributes of shape, size, and pattern, cooperation promoted higher achievement than did either competition or individualistic efforts" (p. 5).

"Positive interpersonal relationships among students is necessary for both effective learning and for general classroom enjoyment of instructional activities. Cooperative attitudes are related to how well a student likes his/her peers" (Johnson and Ahlgren, 1976, p. 97; Johnson, Johnson, and Anderson, 1978, p. 183).

Johnson, Johnson, Johnson and Anderson (1976); Johnson, Johnson, and Scott (1978) conducted studies that "indicated that cooperative learning experiences, compared with competitive and individualistic ones, result in greater liking for peers. In addition, there is evidence that cooperative experiences, compared with competitive and individualistic ones, result in more positive interpersonal relationships characterized by mutual liking, positive attitudes toward each other, mutual concern, friendliness, attentiveness, feelings of obligation to other students, and desire to win the respect of others" (p. 446, p. 207).

"In addition to liking for classmates, cooperative learning experiences, compared with competitive and individualistic ones, have been found to result in stronger beliefs that one is liked and accepted by

other students, and that other students care about how much one

learns and want to help one learn" (Cooper, Johnson, Johnson, and

Wilderson, 1977; Johnson, Johnson, & Anderson, 1976, p. 450).

"Cooperative attitudes are related to believing that one is liked by other

students and wanting to listen to, and willingness to get involved in

learning activities" (Johnson and Ahlgren, 1976, p. 97; Johnson,

Johnson, and Anderson, 1978, p.183). On the other hand,

individualistic attitudes are related to not wanting to do schoolwork

with other students, with not wanting to help other students learn, with

not valuing being liked by other students, and with not wanting to

participate in social interaction (Johnson, Johnson, and Anderson,

1978, p. 183-184).

A social "problem facing our country is the prejudice toward groups

and individuals who are in some way different from the middle-class

white majority" (Johnson and Johnson, 1981, p. 5). The research

indicated that "cooperative learning can increase student valuing ethnic,

sex role, and cultural heterogeneity among peers" (Johnson, Johnson,

and Scott, 1978, p. 215).

In research conducted by Johnson and Johnson (1975, 1980,

1981) it was reported the students are more positive about each other

when they learn cooperatively than when they learn alone,

competitively, or individualistically; regardless of differences in ability

or ethnic background.

In another study regarding intergroup relations, Slavin (1981)

quoted Gerard and Miller (1975) they found that "students make few

friendships choices outside of their own racial or ethnic group. Cooperative learning techniques place students of different ethnicities into cooperative groups where each group member is given an equal role in helping the group achieve its goals" (p. 9).

Slavin (1981) quoted Allport's (1954) Contract Theory of Interracial Relations; "Allport's theory holds that if individuals of different races are to develop positive relationships, they must engage in frequent cooperative activity on an equal footing. Put another way, if we assign students to work together on a common goal, where each individual can contribute substantially to the mutually desired goal, the students will learn to like and respect one another" (p. 11).

Slavin (1981) reported the findings of Oickle, 1980; Tackaberry, 1980) three of TGT (DeVries, Edwards, and Slavin, 1978), and two of Jigsaw II (Gonzales, 1979; Ziegler, 1981) "the results of the cooperative learning studies support the expectation that if students are working together on a common goal that the students gain respect for one another's ideas. "Most the intergroup relations research has been investigated with the Student Team Learning methods. Four studies of STAD all found positive effects of the Student Team Learning methods on improving relationships between students of different ethnicities" (p. 11).

Slavin (1981) went on to say that in two of the studies (Slavin, 1979; Ziegler, in press) which included follow-ups of interethnic attitudes. "Both found that several months after the students experienced Student Team Learning, they still had significantly more

friends outside of their own ethnic groups than did students who had been in traditional classes" (p. 12).

"The research on Student Team Learning and intergroup relations has been so consistently successful that many school districts are currently using these methods to improve relationships among students of different ethnicities with the added advantage of improving student achievement" (Slavin, 1981, p. 12).

"Schools are concerned with promoting self-esteem in students for a variety of reasons, which include psychological health and achievement in school and postschool situations. Our conventional studies indicate that cooperativeness is positively related to self-esteem in students throughout elementary, junior, and senior high school in rural, urban, and suburban settings" (Johnson and Johnson, 1978, p. 9).

However on the other hand Johnson and Johnson (1978) quoted the studies of Gunderson and Johnson, 1978; Johnson and Anderson, 1978; Johnson and Norem-Hebeisen, 1977; Norem-Hebeisen and Johnson, 1977) they found that "competitiveness is generally unrelated to self-esteem; and individualistic attitudes tend to be related to feelings of worthlessness and self-rejection (p. 9).

In a series of studies with suburban junior and senior high school students, (Johnson, Norem-Hebeisen, 1977) examined the relationship between cooperative, competitive, and individualistic attitudes and ways of conceptualizing one's worth from the information that is available about oneself. The results indicate that "attitudes toward cooperation

are related to basic self-acceptance and positive self-evaluation compared to peers, attitudes toward competition are related to conditional self-acceptance, and individualistic attitudes are related to basic self-rejection" (Johnson, Norem-Hebeisen, 1977, p. 845).

Several of the cooperative learning studies have included measures of student self-esteem. "Self-esteem has been anticipated as an outcome of cooperative learning both because students in cooperative groups feel more liked by their classmates (which they usually are)" (Slavin, 1981, p. 12).

"The technique whose structure is most directly targeted to improving student self-esteem is Jigsaw, in which students are each given special information that makes them indispensable to their groups" (Slavin, 1981 p. 13).

In addition to positive self-esteem, cooperative learning contains other benefits. Slavin (1981) indicated that "most evaluations of cooperative learning have found that students who work together like school more than those who are not allowed to work together. They also like other students more. Students who have worked cooperatively are more likely to be altruistic and to believe that cooperation is good. They are also likely to say they want their classmates to do well in school and that they feel their classmates want them to do well" (p. 13).

Another benefit of cooperative learning is student involvement in instructional activities. Johnson and Ahlgren, (1976); Johnson, Johnson, and Anderson, (1978) "indicated that the more cooperative

students' attitudes, the more they can see themselves as expressing their ideas and feelings in large and small classes and as listening to the teacher, while competitive and individualistic attitudes are unrelated to indices of involvement in instructional activities" (p. 92, 183).

Johnson, Johnson, Johnson, and Anderson, (1976) found that "cooperative learning experiences, compared with competitive and individualistic ones, promote greater willingness to present one's answers and more positive feelings toward one's answers and the instructional experience" (p. 446).

Another benefit of cooperative learning is the improved attitude of the student toward school personnel. "There are many reasons why it is important for students to have positive attitudes toward school personnel. Student internalization of values and attitudes and student susceptibility to influence by teachers may be directly related to the positiveness of students' attitudes toward school personnel. The results of several studies indicate that the more favorable students' attitudes toward cooperation, the more they believe that teachers, teacher aides, counselors, and principals are important and positive; that teachers care about and want to increase students' learning; that teachers like and accept students as individuals; and that teachers and principals want to be friends with students" (Johnson & Ahlgren, 1976, p. 99; Johnson & Johnson, Anderson, 1978, p. 183).

"Individualistic attitudes are consistently unrelated to attitudes toward school personnel. There are also several field experimental studies that demonstrate that students experiencing cooperative

instruction like the teacher better and perceive the teacher as being more supportive and accepting, academically and personally, than do students experiencing competitive and individualistic instruction" (Johnson & Johnson, 1978, p. 7).

Johnson and Norem-Hebeisen (1977) compared the attitudes of high school seniors toward cooperation, competition, and individualism with their responses on the Minnesota Multiphasic Personality Inventory. They found "attitudes toward cooperation were significant and negatively correlated with 9 of the 10 scales indicating psychological pathology. Attitudes toward individualism were significantly and positively related to 9 of the 10 pathology scales. Since both cooperation and competition involve relationships with other people, while individualistic activities involve isolation from other people, these findings indicate that an emphasis on cooperative involvement with other people and on appropriate competition during socialization may promote psychological health and well-being while social isolation may promote psychological illness" (p. 844).

In addition, Johnson & Johnson (1978), found that "cooperative attitudes are positively related to emotional maturity, well adjusted social relations, strong personal identity, the ability to resolve conflicts between self-perceptions and adverse information about oneself, amount of social participation, and basic trust and optimism. Individualistic attitudes are related with delinquency, emotional immaturity, social maladjustment, self-alienation, inability to resolve conflicts between self-perceptions and adverse information about oneself, self-rejection, lack of social participation, and basic distrust and pessimism" (p. 10).

Cooperative learning allows the student to be placed in an environment where not only his/her ideas are voiced but also to listen actively to another member's ideas and opinions, (Johnson & Johnson, 1978) indicated that one of the most critical competencies for cognitive and social development is social perspective taking. "Social perspective-taking is the ability to understand how a situation appears to another person and how that person is reacting cognitively and emotionally to the situation. The opposite of perspective-taking is egocentrism, the embeddedness in one's own viewpoint to the extent that one is unaware of other points of view and of the limitations in one's perspective. Perspective-taking is a central process underlying almost all interpersonal and group skills. It has been found to be related to effective presentation of information, effective comprehension of information, the constructive resolution of conflicts, willingness to disclose information on a personal level, effective group problem-solving, cooperativeness, positive attitudes toward others within the same situation, and social adjustment. A series of studies have found that cooperativeness is positively related to the ability to take the emotional perspective of others. Cooperative learning experiences, furthermore, have been found to promote greater cognitive and emotional perspective taking ability than either competitive or individualistic learning experiences" (p. 6).

According to Bergk (1987) "the exchange of messages should be learned together from the very beginning" (p. 210). Bergk (1987) quoted Piaget who indicated that "logical thinking is the aim of the

development of intelligence which is 'inevitably social'. Only permanent exchange of ideas with other people enables us to rid ourselves of our individual views and to broaden our horizons through other people's ideas. This according to Bergk can only be achieved by cooperation" (p. 211).

Johnson & Johnson (1978) suggest that motivation consists of two aspects. "One must first perceive the likelihood of success then combined with the incentive for success. The greater the likelihood of success and the more important it is to succeed, the higher the motivation. Success that is intrinsically rewarding is seen as being more desirable for learning than having students believe that only extrinsic rewards are worthwhile. There is a greater perceived likelihood of success and that success is more important in cooperative than in competitive and individualistic learning situations" (Johnson & Johnson, 1975).

Furthermore, (Johnson & Ahlgren, 1976; Johnson & Anderson, 1978) indicated that "students that participate in cooperative learning begin to see themselves as intrinsically motivated. The students begin to realize that it is their own efforts that effect their success in school. Cooperativeness is consistently related to students doing work because it is fun and interesting. Additionally, the students begin to want to be good students and are concerned about their grades. Such attitudes greatly facilitate instruction and improve the overall quality of life within a classroom" (p. 96, 197). Furthermore, "being part of a cooperative learning group has been found to be related to a high

subjective probability of academic success and continuing motivation for
further learning by taking more advanced courses" (Johnson &
Johnson, 1978, p. 6).

The benefits of cooperative learning are not only immediate but
carry into the child's adult life. By fostering the child's ability to accept
him/herself as a integral part of society, we, as educators, are shaping
his/her attitudes that will last long after high school graduation. An
important goal of education is to aid in the child's emotional growth.
Through cooperative learning, this goal is achieved by guiding the child
to see and accept the perspective of others. While accepting the
perspective of others, the student's social ability improves. Being part
of a cooperative group improves the student's self-esteem. Cooperative
learning also improves the student's attitude concerning school and
school personnel.

The project is centered around a literature based curriculum
emphasizing the integration of listening, speaking, reading, and writing
activities in a cooperative manner.

The results of many research studies make it very clear that
cooperative learning has a number of positive outcomes. The three
most important of these are: academic gains; improved race-relations;
and increased prosocial development. There is also evidence that
cooperative learning has a positive impact on classroom climate, self-
esteem among students, role-taking abilities, attendance, and liking for
school and learning (Kagan, 1987).

This project is designed to have the students actively participate in
a literature based Language Arts program. The project fits into the

whole language position on the reading continuum because the students are interacting actively in three stages which are into, through, and beyond the literature. The activities included require extension, evaluation, and analysis of the characters and story. Other activities call upon the students to relate their life experiences to the stories. Additionally, the project is designed so that the students are interacting with their peers in a structured cooperative manner.

Evaluation Component

Although tests provide broad indicators of students' performance, the tests do not assess students' overall success in all dimensions. According to the English-Language Arts Framework, "good assessment practices will include informal daily activities in which students commend each other for their strengths and teachers will create environments in which students can succeed" (p. 33).

Furthermore the English-Language Arts Framework states that, "good assessment will also provide direction for the teacher, identifying what students have learned and what progress they have made" (p.33).

Additionally, assessment of a student's ability should be more than filling in the blanks on a sheet a of paper. Assessment of the student's ability as stated in The English-Language Arts Framework, "is to become proficient in listening, speaking, reading, and writing in an atmosphere in which students feel important and share responsibility in the group" (p. 25).

The English-Language Arts Model Curriculum Guide states that "to evaluate the English-Language Arts program one should involve students in the assessment process. The purpose is that students might become more aware of their responsibilities for determining their own progress and need for improvement" (p. 27). Furthermore, Guideline number Twenty-Two in the Model Curriculum Guide (1987) states that, "students need to develop skills for assessing and monitoring their own

performance and progress" (p. 28).

In cooperative learning, evaluation takes place at four levels which usually are not addressed in traditional classrooms: groups evaluate their own process; teammates evaluate each other; individuals evaluate themselves; and group presentations are evaluated by class and teachers. (See appendix E).

Kagan (1985) indicated the need for groups to analyze their own group process... "It is extremely valuable to have students take a good look at their own group process—with an eye toward improving it so that they might better reach their goals. As students realize they can improve by observing what they are doing then they will. Students in cooperative groups are motivated to improve their group process because improvement helps them reach their goals" (p. 120).

The project will be evaluated in two ways. A daily evaluation with student participation will be used to measure how an individual is doing within the group. The individual evaluation is needed to ensure that academic and social goals are being met. In addition to daily evaluation, the project needs to be evaluated for its overall effectiveness concerning the students' attitudes about school, themselves, and their classmates. The entire project will be measured by a pre and post questionnaire.

Limitations of the Project

Cooperative learning has many remarkable claims which are true under certain conditions. Cooperative learning does produce achievement gains, improved self-esteem, improved attitudes concerning peers, improved attitudes toward school and school personnel, and improved attitudes for working effectively with others. However to produce achievement gains in those listed areas, two conditions are essential. Cooperative learning is more than just dividing the students into groups and instructing them to complete an assignment.

A possible limitation is individual accountability. A student working within a group may develop an attitude that the other members in the group will do all the work. According to Slavin (1988) "the cooperating groups must have a group goal that is important to them. For example, groups may be working to earn certificates or other recognition such as receiving a few minutes of extra free time or to earn bonus points. The success of the group must depend on individual learning of all group members. That is, there must be individual accountability as well as group accountability"... Slavin goes on to say that, "without group goals, students are not likely to engage in the elaborate explanations that are essential to the achievement gains" (p. 31).

When structuring classes cooperatively, teachers may be overwhelmed by the time it takes to teach teambuilding skills. Teachers may also complain that the teaching of teambuilding skills is time off

task academically. However, once the teambuilding skills are established, the teacher will be free to work with individual students on specific problem areas while the others are on task cooperatively.

Another problem that may be encountered is the increase in the classroom's noise level. The noise level may be controlled through the teacher's classroom management. Actually the teacher has less management because he/she is letting the student do what comes natural for him/her and that is—talking to his/her peers. In traditional classrooms, the teacher spends countless hours from the school year getting the students to be quiet. The noise level can be easily controlled by the teacher establishing a quiet signal. Through cooperative learning, the teacher is allowing the student to question, discuss, argue, and share, thus providing positive academic and social outcomes.

When different personalities are placed together conflicts are inevitable. A common peer conflict is the bully. This individual may try to make it impossible for the group to achieve its goal. When this arises the teacher needs to intervene and not be intimidated by one or two students who will not work with their teammates. Often, these students are bright students who have done well in traditional classrooms but who do not want any part of cooperative learning. The teacher needs to speak to these students after class, privately.

Although there are some limitations to achieving the claims made by the proponents of cooperative learning, most can be overcome through the efforts of the teacher and students.

Appendices A Through E

Appendix A: Introduction To Cooperative Learning

Before implementing the use of cooperative learning one must have
an understanding of some important considerations when structuring
classes cooperatively. Cooperative learning is more than having
students working together in groups. True, "cooperative learning is the
use of small groups or teams in the classroom, however learning tasks
and rewards are structured so that the team members are
interdependent. Each member has an understanding that for the team
to perform well, each member must perform well. In such situations
the team members begin to encourage and help each other learn, and
positive social skills and attitudes result" (Kagan, 1988, p. 27). When
implementing the use of cooperative learning, one should consider;
assigning and forming groups, teambuilding activities, and classroom
and lesson management.

There are three major bases for forming teams: interest groups,
random groups, and heterogeneous teams. There are also a variety of
ways of producing random and heterogeneous groups. In
heterogeneous teams the students are placed in groups of four. The
group should consists of one high achiever, two middle achievers, and
one low achiever. Other considerations should be: not all should be the
same sex, the same ethnicities, not worst enemies, and not best friends.
In random grouping, students can be grouped by the luck of the draw.
For example, students can draw a color from a bag then form groups

according to the color. According to Kagan (1988) almost all theorists prefer heterogeneous teams because the teams maximize the probability of peer tutoring and improving cross-race and cross-sex relations. Kagan continues by indicating that teachers can have the best of both worlds by having a basic heterogeneous team and occasional random teams. (p. 28).

Another consideration is how long to keep the teams together. Kagan (1988) recommends that "if random team formation is used, teams must be changed frequently, because the luck of the draw could result in 'loser teams'. That is, the four lowest achievers in the class could end up on the same team. If teams are carefully designed by the teacher, they can stay together for a long time and students can learn how to learn together. Furthermore, teams should stay together around five to six weeks even if they are functioning well, because the students have an opportunity to transfer their new social and academic skill to new situations" (p. 28).

If teams have been working together for five to six weeks and the teacher suddenly announces, "tomorrow we will be forming new teams," the class is headed for trouble. According to Kagan (1988) students are likely to spend the first couple of weeks in their new teams wishing for their old teams. There are several ways of making team reformation a more positive experience by using strategies called parting activities. For example, take a snapshot of the teams well before they part and have them posted, or have the teams paste the pictures in the class scrapbook. Another idea is to have the teammates

make a final statement to the class as a team such as 'what we have learned together'. Kagan also indicated that we all have many partings throughout life; school can be a place we can learn to deal with them with dignity and grace" (p. 57).

Another aspect to consider when beginning to use cooperative learning is teambuilding. The amount, type, and timing of teambuilding depends on the learning task, and the needs and characteristics of the particular students. Kagan (1988) indicated that he had "teachers tell him that when they had done extensive teambuilding the time off academic tasks was more than made up by students functioning as a unit afterwards. If there are student tensions, teambuilding is a must. If you have used the heterogeneous teambuilding method, you have placed students together with those they would least likely choose as teammates" (p. 59).

There are five aims of teambuilding: getting acquainted, team identity building, experiencing mutual support, valuing individual differences and demonstrating synergy. Interview is an activity to accomplish the aim of getting acquainted. In this activity students interview their peers to gain information regarding their names. 'How did they get their name?' Is there an interesting family history associated with the name?' 'Do they like their name?' 'What would they be called if they had to have another name?' 'Do they have a nickname?' 'What interesting experiences have they had associated with their name?'

When teams are first formed they are asked to name themselves. Three simple rules for the group process are stated: each member

must have a say; no decision can be reached unless everyone consents; no member consents to the group decision if he has a serious objection. According to Kagan (1988) these rules set the tone for future group processes which must include participation, consensus, and respect for individual rights (p. 62).

Another aim of teambuilding is experiencing mutual support. To accomplish this goal teammembers participate in an activity called 'care lift'. In 'care lift', teammembers take turns receiving the care lift. The recipient lays down in the center of the group on his or her back, with eyes shut. Teammembers gently lift the individual, rock him or her, and return him or her to the ground.

A fourth goal of teambuilding is valuing individual differences. A step in reaching this goal is to have individuals place their mark on an agree-disagree line. After taking a stance, they must listen to why each person took his or her stance.

A final aim of teambuilding is demonstrating synergy. According to Kagan (1988) synergy refers to the increased energy released when individuals are working in cooperation. Because of synergy the group product can be better than the sum of the individual members working alone, and can be far better than the product of even the best individual working alone. An activity used to accomplish this could be, 'What is love?' First small hearts are passed out and each person is to write his/her definition of love. Next, pass out one large heart per team and ask each team to incorporate the ideas in the individual definitions and come up with a team definition. According to Kagan (1988) every time

this task was performed the teammembers agreed that the team definition was better than any of the individual definitions.

There are two major topics to cover with regard to managing the cooperative classroom; managing students' behavior and managing the structure and sequence of the lesson. In both areas, classroom management differs radically from classroom management in the traditional classroom. In the traditional classroom, students do little talking and interacting so managing student behavior is relatively simple. In contrast, in the cooperative classroom student-student interaction is encouraged and management becomes complex. Noise level, room arrangement, conflict resolution, teacher roles, and resistance to working with others all become important management concerns. (Kagan, 1988).

Classroom management consists of rules. These rules are preferably ones derived by students rather than imposed on them. Having a rule such as, 'no put-downs', which students themselves have created or at least agreed upon, is much more powerful than having a rule imposed by the teacher. Students can generate two lists of rules; one for individual responsibility and one for team responsibility. Once the rules are established, the most effective approach to classroom management for cooperative learning is to provide class and group rewards based on positive attention. If groups are not working well, the teacher gives his or her attention to the group which most approximates desired behavior and holds up that group as a model. Group praise establishes the norms for the classroom; students learn

which behaviors are valued.

After the groups are formed, the teacher will explain that there is a natural tendency for a classroom of teams to become too noisy. Therefore, the teacher needs to be able to bring the noise level quickly back to zero. The teacher indicates that the class can solve this problem if it can learn to respond quickly to a quiet signal. A teacher may choose any signal that works for him or her. However, one that appears to work is the raised hand of the teacher and the groups follow the signal by raising their hands until the room is quiet.

Another consideration is the arrangement of the room. Arrange students so each student can easily see the front of the room and each teammate. Students need to be in close physical proximity with teammates. Teams can be close to each other without disturbing each other.

Teams of four are ideal. A team of three is often a two member team and an outsider. In a team of three there are three possible lines of communication; in a team of four their are six. Teams of five often leave an odd man out, and leave less time for individual participation. (Kagan, 1988).

Another important element in a successful cooperative learning management system is clear expectations. The teacher needs to define clearly in advance those behaviors which are necessary for successful classroom functioning, and those behaviors which are appreciated.

When the cooperative groups are formed, individual students may resist the idea of working together. There are two ways of overcoming

initial resistance to team assignments. First, teambuilding, which was discussed earlier. Among the teambuilding techniques discussed, the most effective for overcoming resistance are those which promote team identity and acceptance of individual differences. The second approach to overcoming resistance to team assignments is patience. Time working together will allow the power of group dynamics to take over. In the advent of interpersonal conflict, that is a high achiever not wanting to work with a low achiever; the best route to deal with the resistance is teambuilding activities. According to Kagan (1988) most resistance melts if the teacher begins with a range of teambuilding activities. The teacher should begin with simple get acquainted activities before asking the teams to get consensus on a team name.

Kagan (1988) indicates that, "the bully is the most frequent initial problem in cooperative learning. More often than not, this student is a bright student who has done well in traditional classrooms but who does not want any part of cooperative learning. If there is a need for the teacher to speak to a disruptive student, it should be done after class, privately. It is important to avoid any form of power play at this point. The best way to avoid a power play is to allow some time to transpire between the offending incident and the talk. When talking to the student, one should clearly state what you would appreciate from him or her, and what you need. Clear consequences for the inappropriate behavior should be stated. It is better to say, 'if you do X, I will do Y', instead of saying, 'don't do X'" (p. 94).

Before beginning your cooperative lessons, the final consideration is

lesson management. "Structuring the sequence and content of a lesson to maximize learning is very complex in a cooperative compared to a traditional classroom" (Kagan, 1988, p. 96). Kagan offers the following steps for a successful lesson. First, motivational introduction should be done to motivate students to the content. Often this means a content-related classbuilding and/or teambuilding activity. Next, the goals of the lesson and the processes by which they will be accomplished need to be defined clearly. This may be through direct instruction, modeling, or an inductive discovery process. Clearly, cooperative learning lends itself to the discovery process because it involves activities rather than direct instruction. Another critical aspect of cooperative learning is time given to students for processing their own interaction at both the task and skill levels. Students can process through interview, group discussion, or some other format. However, the students should ask themselves, 'What did we learn?' 'How did we interact?' 'How could we do it better next time?' Finally, a teacher directed closure should follow. This simply means that the teacher shares what she or he has observed regarding the learning at both the content and skill level.

Appendix B: Cooperative Learning Unit For A Novel

After understanding the concepts of forming teams, teambuilding activities, lesson management, and classroom management, one is ready to begin the cooperative learning activities. The activities that follow will serve as a design for any literature based Language Arts program. The activities are designed to have the students actively participate into, through, and beyond the novel.

The project is designed for a seventh grade Language Arts class and will take approximately five to six weeks to complete. Several activities are given for into-through and beyond; one should feel free to choose from the activities.

Cooperative learning-literature based unit for <u>Where The Red Fern Grows.</u>

Objectives: 1. The students will explore the idea that literature lets us experience the problems and achievements of humanity.

2. The students will explore the idea that literature is memorable expression in words.

3. Students will explore the idea that they can work together to achieve goals.

4. Students will explore the idea that literature is writing that opens feelings.

5. Students will realize that their contribution to the group is essential.

ACTIVITY ONE: INTO THE NOVEL.

Since the book deals with the nature of raccoons and hunting dogs, a good beginning activity would be to do research according to interest groups. Interest groups can also be formed to research the setting of the book. The students should be placed in groups of four depending on their choice from the following topics:

a) reporting about raccoons

b) reporting on red bone hunting hounds

c) drawing, watercolors, or painting pictures of raccoons or hounds

d) research the setting: The Great Depression of the 1930's

e) making collages after researching raccoons and hound dogs

f) reporting about the Ozark Mountains: Oklahoma

g) reporting on the history of the Cherokees

After the interest groups of four per group have been formed, the group should decide how they will find the information and what kind of presentation they will be presenting to the class.

ACTIVITY TWO: INTO THE NOVEL.

After the groups are formed but before they begin the research, each group will be given a 'Knowledge Chart'. The purpose of the 'Knowledge Chart' is to enable the student to activate prior knowledge. (Macon, 1989, p. 29). Each interest group will be given a chart.

KNOWLEDGE CHART

Prior knowledge about _____	New Knowledge about_____
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.
f.	f.

The purpose of the 'Knowledge Chart' is to build a knowledge bridge before reading the novel. After the charts are complied, they should be collected then redistributed after the research has been completed and the new knowledge should be added. The new information can be presented to the class by each group.

ACTIVITY THREE: INTO THE NOVEL.

The students will be assigned to heterogeneous groups of four. Each group will discuss the following questions/ideas and then report the findings or opinions to the class.

Much of the special quality of Where The Red Fern Grows is the legend that the novel is based on. In your cooperative groups discuss the following, record your findings, then be ready to report to the class.

1. What is a legend?

2. How does a legend differ from a story?

3. Why were legends started?

4. Although you will not discover the meaning of the legend of the red fern until much later, try to predict its meaning at this time.

5. Think of another legend you have learned or heard and share that with your group.

6. Have you ever wanted something so badly that it affected your every waking moment? Explain and share this with your group. When you begin reading the novel, you will discover that the main character feels this way.

7. This story is about a boy and his loyalty to his two dogs. Have you ever cared for a pet? If so, share that with your group. What personality traits do you think are necessary to own a pet and have it remain loyal and loving?

8. Do you think that hunting is justified? If so, explain the circumstances under which you approve of it? If not, explain your reasons. (Babusci, et al., 1989).

ACTIVITY FOUR: INTO THE NOVEL.

The teacher will form groups of four: one high achiever, two medium, and one low achiever. Each group will be given a list of five vocabulary words used in context from the novel. The students will brainstorm and try to predict the meaning of the words. Next, the students will use the dictionary to confirm their prediction. After the five words have been mastered, the students within each group will be experts. Next, the Jigsaw approach will be used to disseminate the knowledge to the other groups.

ACTIVITY FIVE: THROUGH THE NOVEL.

After reading chapter one, heterogeneous groups of four will be formed. Explain to the groups what is meant by flashback. Then explain that one can predict the future by knowing the past. Based on what they learned about the past, predict what the story will be about. The beginning of a novel is very important. If its opening pages fail to hold one's attention one may stop reading. Novelists therefore try to start their books in an interesting way. Together explain how the novel, Where The Red Fern Grows, starts. Explain how the opening arouses your interest. If it does not, explain how it could have been written differently. (Babusci, et al., 1989).

ACTIVITY SIX: THROUGH THE NOVEL.

After reading chapters two through seven, the students should be assigned to teacher made groups as in activity four. The students will discover that Billy's family is obviously poor. At this time use the information gained in the research about the Great Depression and the economy. Also include, if not mentioned by the student's research, that after 1920's farmers did not share in the general prosperity of the decade. After World War I, expenses for farming outpaced prices for food. The average income for a farmer from 1921 to 1929 was in the range of $550 to $650 for the entire year. At this time, have the students budget the money for the family for the year. Using the events from chapters two through seven, analyze how the family's

poverty affects Billy's life. The groups will describe how these incidents result, at least in part, from the family's economic circumstances. The groups should record and report their information to the class. (Babusci, et al., 1989).

ACTIVITY SEVEN: THROUGH THE NOVEL.

After completing chapter seven, have the students imagine what it might be like for a person about their age to want something badly enough to purchase it. What could be worth the effort of saving money for two years? What kind of person would be able to remain committed for such a long time? How might the person feel when, after two years, the goal was reached? After a whole class discussion, form the groups of four and have the students tell about a time when they had to work for something that they wanted. The students should analyze the steps that they had to go through to reach their goal.

ACTIVITY EIGHT: THROUGH THE NOVEL.

After completing chapter seven, have the groups locate and reread passages where Billy's grandfather appears. As they read the passages, pay attention to the style of speech used by Billy's grandfather. The groups are to imagine that they are Billy's grandfather and that they are writing a letter to a friend describing Billy. Include the time that Billy came into the store with a can of money and asked his grandfather to help him get the dogs. First make a list of character traits that describe Billy as Grandfather sees him.

As you write the letter, pay attention to how Grandfather speaks in the novel. Your letter should include Grandfather's dialect. Each student will write a letter and the groups will have a read-around doing peer editing.

ACTIVITY NINE: THROUGH THE NOVEL.

Students should read chapters eight through eleven: paired reading, silent reading, or audio reading can be used. After the chapters are read, the groups should be formed as in activity four. The students will write a skit comparing and contrasting Mama's and Papa's feelings about Billy's hunting. After the skits are written, parts should be assigned and performed for the class.

ACTIVITY TEN: THROUGH THE NOVEL.

After reading chapters eight through eleven, the groups are to write a class magazine about the story so far. Each group will be responsible for a different aspect of the magazine. One group, could handle the art, another group could handle layout, and another group could be in charge of producing made-up advertisements. Each group will write a news article. Imagine that you are a reporter for the local newspaper in Billy's county. You are in Grandfather's store one day, and you hear about Billy and his dogs. Write a news article about an episode in the plot. A news article answers the questions: Who? What? When? Where? Why? and How? Be sure to add an eye catching headline that will make people want to read your article. The groups

will edit and revise before presenting the article. (Babusci, et al., 1989).

ACTIVITY ELEVEN: THROUGH THE NOVEL.

One of the little pleasures of growing up is recognizing the moment when our parents stop treating us like children and start treating us like adults. In chapter eight Billy realizes that his father is treating him like an adult. Reread the parts where Billy realizes this and discuss with your group. Then, write an essay describing how your parents treat you like an adult and as a child. The groups will peer edit one another's essays.

ACTIVITY TWELVE: THROUGH THE NOVEL.

Where The Red Fern Grows is based in part on Wilson Rawl's own boyhood experiences. Billy is based on Wilson Rawls himself. Someday you may want to write a novel about your childhood. Write a character sketch of yourself that will help you later if you decide to turn yourself into a character in a novel. Describe what you look like. Describe your character traits. Tell how you spend your time. State some of your opinions, your hopes for the future, and your greatest desire. After peer editing within your group, revise your character sketch to make sure it gives an accurate picture of you. Design a poster or collage that expresses you and share with your group.

ACTIVITY THIRTEEN: THROUGH THE NOVEL.

After reading chapters twelve through fifteen, have the students imagine that they are Billy. Draw several pictures of locations where events in the story have occurred. Put the pictures into sequence and write a descriptive caption under each one. Within the group, decide which pictures and captions will be used. Display the work on a bulletin board in the class for the other groups to read.

ACTIVITY FOURTEEN: THROUGH THE NOVEL.

In groups, the students will write one reader's script for one of the episodes in the novel. Write a part for each person in your group, and be ready to perform your script.

ACTIVITY FIFTEEN: THROUGH THE NOVEL.

In groups of four, students will focus on the main characters in the story by identifying their qualities or traits based on their actions in the story. This activity is called 'Character Maps'. According to Macon (1989) " 'Character Maps' are useful in assisting students to develop a more thorough understanding of the characters in the story, and the actions they take which lead to the identification of character traits. In the map the students either write the name of the main characters in the square or paste in a picture from a magazine which they feel typifies the character in their mind. The picture is placed in the center of the page in a square. From the square, draw a line leading to a oval. Inside the oval, write a character trait such as perseverance, loyalty, or

courage. From the oval containing the character trait draw another line to a circle. Inside the circle, list the actions in the story that support those characteristics. Students complete the map as they go through the story, but should read the section of the book before they stop to fill in the map. It is important to maintain the flow, continuity, or integrity of the text, rather than stop periodically to fill in the map. Students may add ovals and/or circles to the map as they discover more data that fits. This data then provides for compare and contrast activities or other writing activities" (p. 34).

ACTIVITY SIXTEEN: THROUGH THE NOVEL.

After reading chapters sixteen through twenty, the students should be working in groups that they are familiar with. This exercise calls for sharing of personal feelings and groups where the students have had time to get to know one another would be best because of the rapport established. The groups will be discussing feelings and thoughts about a person or an animal that they have lost either through death or separation. While people experience sadness and grief they often experience positive feelings as well. Pleasant memories of shared experiences and respect for things learned from those who have died help people as does the passage of time. The students will think about a time when they can remember doing something special with a loved one no longer with them. (Babusci, et al., 1989). After they have thought of that time, the students will draw scenes from that special time. When the pictures are completed, the students will write a poem. The

pictures and poems will be complied by group and the group will title the book of poems to be shared.

ACTIVITY SEVENTEEN: THROUGH THE NOVEL.

In this activity the students will be writing a book review. A book review is a discussion and evaluation of ideas in the book. Write a book review of <u>Where The Red Fern Grows.</u> Begin with an introduction that identifies the author and the title of the book and gives a brief, one or two sentence description of the events. In the body of the review, evaluate one of the elements: character, plot, setting, or theme. Remember to support opinions and judgments with evidence. Before this activity, have each student find a book review in a magazine or newspaper and bring to class. The groups will read and discuss each review within their groups looking for the elements discussed. (Babusci, et al., 1989). After their discussions, each student is to write a review then illustrate the book jacket. Before the reviews are written on the book jackets, the groups will have a read around peer editing one another's work.

ACTIVITY EIGHTEEN: THROUGH THE NOVEL.

In this activity, the groups will write a short skit showing an important incident in the plot in chapters sixteen through twenty. The dialogue should bring out the differing points of view. The groups should assign parts and be ready to act out their skit. Give the groups a couple of ideas to get started but let them select their own idea. One

example might be Grandpa's behavior during the coon hunt; or Billy not wanting to return without his dogs during the approaching storm.

ACTIVITY NINETEEN: BEYOND THE NOVEL.

After the novel is completed, each group will select two projects from the following list to share with the class.

1.Choose a scene from the novel to depict in a mural or poster. You can draw or paint the scene with whatever art materials you are most comfortable with. Reread the scene to refresh your memory of the details. Be sure you include the proper time of day and appropriate vegetation. Write captions that identify the scene and place your poster on the class bulletin board.

2. Set up an interview situation for the characters in the story. Select a character you would like to know better, such as Grandpa, the sheriff, Billy's sisters, or Mama. Prepare a list of questions that will enable you to get to know the characters better. Then prepare a list of answers based on what you know about the character and how you imagine the character would answer. The interviews should be rehearsed and then presented to the class.

3. Draw a map of the land that is the setting for the novel. Use a map of the area of Oklahoma that includes the town of Talhequah, the Illinois River, and the Ozark Mountains as the basis for your map. Fill in locations from the novel such as Billy's farm, Grandpa's store, the location where Billy and his dogs spent the night returning from Talequah, and the site of the Championship Raccoon Hunt. Also include

the sites of important events in places where you imagine they occurred.

4. Using materials such as photographs and bright paints, create an appealing, modern advertisement for the Championship Raccoon Hunt. Be sure to include the prizes being offered, the location of the hunt, and any other important points you can think of. Prepare your poster for display on the class bulletin board. (Babusci, et al., 1989).

5. Choose a scene from the novel and create a design for it to be depicted in a diorama. A diorama is a three-dimensional, miniature scene from the story. Draw a rough sketch first then think of the materials you would like to use in the scene. Be creative and use materials from nature. Try not to purchase objects from the store.

6. Use a scene, a character, or your feelings about them to compose the lyrics for a song. Set the lyrics to the music of a familiar song.

7. Write an introduction to a sequel to the book and include Billy's new life in the city or his return to the Ozarks. Give the sequel a title and include illustrations.

8. Create a travel brochure on the Ozark Mountains designed to attract tourists to the region. Research the area of the Ozarks that includes the story's setting for information that would be suitable for the brochure. Find out points of interest, industry, recreational areas, and significant historical facts. Arrange your information in an attractive, organized fashion that will interest readers. Illustrate the brochure and display in the classroom (Babusci, 1989, et al., 1989).

Appendix C: Cooperative Learning Unit for a short story.

A Guide for into-through-beyond cooperative learning strategies for a short story, "The Third Wish," by Joan Aiken. The following activities will take approximately three to four class periods. The short story activities are designed for seventh grade students.

ACTIVITY ONE: INTO THE SHORT STORY

Students will be grouped heterogeneously four to a group. The students will write three wishes that they would like to have. The recorder in the group will record the wishes on a large sheet of construction paper. Next, the group will categorize the wishes and see how they are similar.

ACTIVITY TWO: INTO THE SHORT STORY

The students will write about a wish they would like to have. Each student will include what the wish is, why he or she would like to have this wish, and how his or her life would change if the wish came true. The groups will do read-arounds and edit the writings. After the editing, the final draft will be published. The students may select how they would like to publish their writings.

ACTIVITY THREE: INTO THE SHORT STORY

The best way to read a short story is to become involved with the story. This can be accomplished by thinking about the story. In this next exercise, ideas will be brought to mind by stopping to ask

questions and then predicting what will happen next in the story.

In your group, think about what you expect to happen in the story by responding to the following questions and ideas. Look at the title, the picture, and read the first paragraph. Respond to the questions and record your answers. Be ready to share your answers.

1. What does the title suggest to you?

2. This story is about three wishes? What wishes do you think will be contained in the story?

3. Why does the title only mention, 'the third wish'?

4. Think about the stories you have read, discuss ones that you have read that follows a pattern dealing with three wishes.

ACTIVITY FOUR: THROUGH THE SHORT STORY

The selection will be read together as a whole class, however the groups will be predicting, recording, and confirming (Gray, 1984).

Prediction number one: Read to the end of the second paragraph on the first page of the story. At this point predict what you think will happen concerning Mr. Peters. The recorder will write the student's name and his or her prediction. Next, the class will read to confirm the predictions. Read to the bottom of the third paragraph and stop. Go back to the predictions made and discuss them.

Prediction number two. Read to the fourth paragraph of the second page of the story. At this point, Mr. Peters has been granted three

wishes for saving the King of the Forest from difficulty. Based on Mr. Peters practical character, predict his three wishes. Read to the end of the fifth page of the story to confirm. Were the wishes you predicted similar to Mr. Peter's wishes?

Prediction number three: Through the short story. Read to the end of the fourth page of the story. At this point his wife appears to be unhappy. There does not seem to be a good solution for the problem. Predict what will happen. The recorder will record each member's predictions. Read to the end of the story to confirm your predictions.

ACTIVITY FIVE: THROUGH THE SHORT STORY.
Mr. Peters died without using his third wish. Within your group, come up with that final wish. Brainstorm different wishes then come to a consensus for the one that you believe is best. After your group has written the final draft, think of a way to publish your writing and be ready to share with the class.

ACTIVITY SIX: BEYOND THE SHORT STORY
In this activity you will be writing a story within your group about the gift of the three wishes. The story will be made into a skit to be performed within the class. First, write the outline for the story. Next brainstorm to fill in details for the outline. From the outline begin writing the story. Remember that the gift of the magic wishes can be

more trouble than not and consider the complications caused by each wish. Choose your characters with care and make the person who grants the wishes a fantastic creature (Babusci, et al., 1989) Prepare dialogue for the skit. Props may be used as well as background music.

Appendix D: Cooperative learning unit for poetry.

An into, through, and beyond guide for teaching poetry cooperatively. The following lessons are designed for seventh grade students and should be completed within approximately two class periods.

ACTIVITY ONE: INTO THE POEM

Students will listen to recordings and readings of Langston Hughes' poems, "My People," "Quiet Girl," and "As I Grow Older." Works by other major poets may be used as well as students' writings.

ACTIVITY TWO: THROUGH THE POEM

Working in cooperative groups, the students will select one poem and create a similar or related poem based on the same theme. The students will engage in read-around activities to critique each other's effort and make recommendations for ways to clarify or expand on certain points. Final products will be complied in a book for the class or school library.

ACTIVITY THREE: BEYOND THE POEM

After viewing a slide presentation of people doing various activities, the students will write and publish a poem entitled, "As I Grow Older." The illustrated poems will be published for others to read and then added to the library.

Appendix E: Evaluation guides for cooperative learning.

The groups need to analyze their own group process as well as individual processing within the group. Following is a number of instruments which allows groups and group members to evaluate their own processes and progress. Also included is a pre and post evaluation form to be used before students are grouped cooperatively and after the students have worked cooperatively for a least a semester (about eighteen weeks).

Evaluation form number one: Group evaluation. This form is to be used at the end of a cooperative learning lesson on any given day.

Wrap-up evaluation

Evaluate your team and teammates on the following today:

Use the following scale to rate your group:
strongly agree 5 4 3 2 1 strongly disagree

My team:

1. Had clear goals   5 4 3 2 1

2. Made progress toward the goals   5 4 3 2 1

3. Stayed on task   5 4 3 2 1

4. Made decisions based on views of all   5 4 3 2 1

My teammates:

1. Listened well to each other   5 4 3 2 1

2. Helped each other by making useful suggestions 5 4 3 2 1

3. Were respectful of all points of view   5 4 3 2 1

4. All participated   5 4 3 2 1

My suggestions for improvement: (Explain each suggestion completely).

Evaluation form number two: Group process sheet.

It is important to let the person who is talking know that you are listening to what he or she is saying. Some ways you can do this are: nodding, smiling, and asking questions.

The list that follows is to be used to have students process what happens in their group each day. The students should discuss the first three questions most days. The other questions provide additional focus on specific issues. You may want to do one a day, or whatever you have time for. (Aronson, 1978).

1. What one word would you use to describe how the group was today?

2. What one word would describe the way you would like the group to be? _____

3. Is everyone participating? _____

   Yes, always _____Usually _____Occasionally _____Rarely

   No, never_____If not, why not?

4. Are you (everyone in group) trying to make each other feel good?

   Yes, always_____Usually _____Occasionally _____Rarely

   No, never_____

5. Are you trying to help each other feel able to talk and say what you think?

   Yes, always _____Usually _____Occasionally _____Rarely

   No, never_____

6. Are you listening to each other?

   Yes, always _____Usually _____ Occasionally _____Rarely

   No, never_____

7. Are you showing you are listening by nodding at each other?

   Yes, always _____Usually _____Occasionally _____Rarely

   No, never_____

8. Are you saying 'that's good' to each other when you like something?

   Yes, always _____Usually _____Occasionally _____Rarely

   No, never_____

Evaluation form number three: Group evaluation (Lee, 1985).

1. We checked to make sure everyone understood what we did?

   Always _____Sometimes _____Never _____

2. We answered any questions whenever we could?

   Always _____ Sometimes _____Never _____

3. We gave explanations whenever we could?

   Always _____Sometimes _____Never _____

4. We asked specific questions about what we didn't understand?

   Always _____Sometimes _____Never _____

5. Anyone who had difficulty got extra practice and help?

   Always _____Sometimes _____Never _____

6. We paraphrased what others said to be sure we understood?

   Always _____Sometimes _____Never _____

Group Signatures:

X_____   X _____

X_____   X _____

Evaluation number four: Individual processing within a group

(Kagan,1985).

Name: _____

Group number: _____

Date: _____

1. I contributed my ideas and information?

   Never _____Sometimes _____Mostly_____Always _____

2. I asked others for their ideas and information?(feedback)

   Never _____Sometimes _____Mostly_____Always _____

3. I summarized all our ideas and information?

   Never _____Sometimes _____Mostly_____Always _____

4. I shared my materials?

   Never _____Sometimes _____Mostly_____Always _____

5. I asked for help when I needed it?

   Never _____Sometimes _____Mostly_____Always _____

6. I helped the other members of my group learn?

   Never _____Sometimes _____Mostly_____Always _____

7. I made sure everyone in my group understood how to do the task?

   Never _____Sometimes _____Mostly_____Always _____

8. I included everyone in our work?

   Never _____Sometimes _____Mostly_____Always _____

9. I helped keep the group on task?

   Never _____Sometimes _____Mostly_____Always _____

Evaluation form number five: Individual Evaluation (Lee, 1985).

1. I checked to make sure everyone understood what I did?

   Always _____ Sometimes _____ Never _____

2. I answered any questions that were asked?

   Always _____ Sometimes _____ Never _____

3. I gave explanations whenever I could?

   Always _____ Sometimes _____ Never _____

4. I asked specific questions about what I didn't understand?

   Always _____ Sometimes _____ Never _____

5. When I had difficulty, I got extra practice or help

   Always _____ Sometimes _____ Never _____

6. I paraphrased what others said to be sure I understood?

   Always _____ Sometimes _____ Never _____

Evaluation form number six: Individual or group (Dishon, 1984).

1. I encouraged others?

   Always _____ Sometimes _____ Never _____

2. I followed directions?

   Always _____ Sometimes _____ Never _____

3. I responded to others' ideas?

   Always _____ Sometimes _____ Never _____

4. We encouraged everyone in our group?

   Always _____ Sometimes _____ Never _____

5. We responded to others' ideas?

   Always _____ Sometimes _____ Never _____

Goal Setting:

Fill in the blanks with a word or phrase that you feel best completes the sentence.

The social skill I will practice more consistently next time is

_____

_____

_____ .

I will do this by _____ ,

and _____ .

Evaluation form number seven: Pre questionnaire.

1. Do you feel comfortable sharing your opinions in class?

    Never _____ Sometimes _____ Always _____

2. Do you believe that you must compete against others for grades?

    Never _____ Sometimes _____ Always _____

3. Do you feel like you have to compete with others for the teacher's attention?

    Never _____ Sometimes _____ Always _____

4. What are your chances for succeeding (getting good grades) in your class?

    I will fail ___ I will get good grades _____

5. Do you believe your classmates like you?

    Never _____ Sometimes _____ Always _____

6. My classmates respect my opinion?

    Never _____ Sometimes _____ Always _____

7. Do you believe your teacher likes you?

    Never _____ Sometimes _____ Always _____

8. Do you believe the principal likes you?

    Never _____ Sometimes _____ Always _____

9. Do you believe other school personnel such as the vice-principal or counselor care about you?

    Never _____ Sometimes _____ Always _____

10. Do you believe that your teacher cares about your success at school?

Never _____Sometimes_____Always _____

11. Do you like school?

Never _____Sometimes_____Always _____

12. Studying Language Arts is fun?

Never _____Sometimes_____Always__

13. Do you like competing with your peers in class for grades?

Never _____Sometimes_____Always _____

14. How confident are you that you can do well in this Language Arts class?

Very _____Somewhat _____Not confident __

15. Do you feel that you get help when you need it?

Never _____Sometimes_____Always _____

16. Do you understand the ideas presented in class?

Never _____Sometimes_____Always _____

17. Do you make new friends when you are in class?

Never _____Sometimes_____Always _____

18. Do you feel that your efforts contribute to the success of others in this class?

Never _____Sometimes_____Always _____

Post Questionnaire: To be given after cooperative learning has been used for at least eighteen weeks.

1. Do you feel comfortable sharing opinions in class?

   Never _____Sometimes _____Always_____

2. Do you believe that you have to compete against others in class for your grade?

   Never _____Sometimes _____Always_____

3. Do you believe that you have to compete with other students for your teacher's attention?

   Never _____Sometimes _____Always_____

4. What are your chances for succeeding (getting good grades) in this class?

   I will fail _____I will get good grades _____

5. Do you believe your classmates like you?

   Never _____Sometimes _____Always_____

6. My classmates respect my opinion?

   Never _____Sometimes _____Always_____

7. Do you believe your teacher likes you?

   Never _____Sometimes _____Always_____

8. Do you believe your principal likes you?

   Never _____Sometimes _____Always_____

9. Do you believe other school personnel such as the vice-principal and counselor care about you?

   Never _____Sometimes _____Always_____

10. Do you believe your teacher cares about your success at school?

    Never _____Sometimes_____Always_____

11. Do you like school?

    Never _____Sometimes_____Always_____

12. Studying Language-Arts is fun?

    Never _____Sometimes_____Always_____

13. Do you like competing with your peers for grades?

    Never _____Sometimes_____Always_____

14. How confident are you that you can do well in this Language-Arts

    class?

    Very _____Somewhat_____Not Confident _____

15. Do you feel that you got more help with the work by working in a

    group?

    Never _____Sometimes_____Always_____

16. Do you feel that you understand the ideas presented better by

    working in a group?

    Never _____Sometimes_____Always_____

17. Did you make new friends by participating in groups?

    I made new friends _____I did not make any friends _____

18. If you could take this class again, would you prefer to work alone

    or work in a group?

    Alone_____In a group _____

19. Do you feel that your efforts contribute to the success of others

    in this class?

    Never _____Sometimes_____Always_____

20. Do you feel that you learned more by working in groups?

Explain. _____

_____

_____

_____

_____

_____

21. What did you like about working in groups? _____

_____

_____

_____

_____

22. What did you dislike about working in groups? _____

_____

_____

_____

_____

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