

Teaching American History Grant
EDRD-J 650: Teaching Reading Through an Emphasis on Literature
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What did you like about the strategy/presentation?

- “Use of primary sources, getting students to collaborate and discuss, and movement.”
- “I love this strategy and can hardly wait to use it in my class.”
- “Movement, discussions, material (content was interesting), debates, sharing/feedback from the students.
- “I liked the way it helped students think more and interact with each.”
- “Enjoyed different stations.”
- “Generally speaking, this is awesome and I’m totally going to use it.”
- “I love the interaction and higher level thinking skills being applied.”
- “I love this activity, it is interactive and makes kids think for themselves and form their own opinion, not just what they have been told for years.”
- “The movement was excellent for students, thought provoking and very helpful strategy, well presented!”
- “I like it being a puzzle and getting it all in part and putting it together.”
- “I like the movement! A fabulous strategy that I will definitely use!”
- “Students moving and engaged and seems simple to figure out, plan, and do.”
- “I like students are moving, using primary source documents, and that ya’ll give ideas for modification.”
- “This is very useful for a lot of lessons that require a study of multiple sources. It also requires students to limit the amount of time spent with each document. I like that they have to practice working quickly.”

What areas need improvement?

- “To be used with ALL classes, not honors or AP classes. Needs a timer or some kind of sound used to prompt movement to stations.”
- “Some technology, art pieces...let students do a creation.”
- “Maybe add music to the movement (play music when it’s time to move).”
- “Maybe integrate some video or audio stations.”
- “Maybe some more ideas about culminating activities?”
- “Tough to supervise all students with one teacher.”
- “There was some repetition in the presentation, but that can be worked out with experience.”