

## Teaching Strategy of the Week: Carousel



- Are you wrapping up a chapter? *Use a carousel to review.*
- Starting a new chapter? *Allow students to preview content, resources, or vocabulary and ask questions, or take note of prior knowledge.*
- Do you want to focus on vocabulary? *Use a carousel to have students make a different part of a [frayer model](#).*
- Maybe you want to focus on teamwork? *Pose reflection questions to students to write, reflect, or set goals around.*
- Maybe you have a lot of pictures, political cartoons, primary or secondary sources that you want students to be exposed to, but not enough time? *Try a carousel and have students answer a different question each time you rotate.*

Check out details on the Carousel Study Team Teaching Strategy on the first page of [CPM's STTS document](#).

---

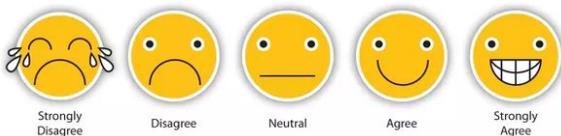
## Reading of the Week: “Freedom of Information Laws”

Learn about freedom of information laws, and how to request and examine public records, and provide students with a deeper understanding of how government works. Discussion questions include, (1) Should documents be provided entirely free of charge? (2) “Are there times when public disclosure harms rather than helps?” and (3) “How has technology changed the landscape for access to public records?”

[Social Education, September 2017]

---

## Digital Tool of the Week: Google Forms



Have you given students, or parents, the opportunity to give you feedback recently? I’m sure you’re thinking to yourself, “I don’t want to know.” Can it be scary to know? Absolutely! However, the insight gained can be rather profound. More important is empowering of student voice.

It is important to not only offer students the opportunity to feel heard and express their opinion, but to share with your classes what you learned from their feedback, and how it changed what you were thinking. You can ask open-ended questions, or for something a little quicker, allow students to rate how much they agree with a variety of statements (Strongly disagree, somewhat disagree, neutral, somewhat agree, strongly agree, not applicable). You may do something comprehensive, or ask them a few questions once a week. Examples might include: “I like working in groups.” or “The teacher talked/lectured too much.” or “I liked the \_\_\_ teaching strategy where we \_\_\_.” or “I feel comfortable sharing my ideas in class.” or “I am scared to work in groups.” or “The teacher gives clear directions.” or “I trust my teacher.” or “I trust my classmates.” or whatever else might support your academic, or social-emotional content!

Check out more ways to use Google Forms in the classroom [HERE](#).