Activity: Carousel

What is a Carousel?

The Carousel is a collaborative problem-solving strategy that allows students to walk around a series of centers or posters or selections of student work during an investigation process.

• Post the work you want students to examine.
• Pass out and explain the document you want students to use as they rotate among the posted work.
• Allow time for student examination of each poster/station.
• Debrief answers and process with the students.

Benefits: This strategy allows students the opportunity to work in small groups to collaboratively examine work and see and respond to classmates’ examination of work. This strategy provides student engagement because students have the chance to reflect and refine their responses before sharing.

Preparing for the Carousel:

Using the chart, Stages of Approval of the Bill of Rights in Congress and the States, the first two columns - Seventeen Amendments to Twelve Amendments, the teacher should divide the articles into 5 groups (see stations below). The Articles should be posted on chart paper for students to review. For example, the teacher should make sure that Article the First on August 24, 1789 is being compared to Article the First on September 25, 1789. This activity will assist students in answering the lesson assessment question.

Suggested stations should include the following Articles:

Station 1: Articles 1-3
Station 2: Articles 4-6
Station 3: Articles 7-9
Station 4: Articles 10-13
Station 5: Articles 14-17
Directions for Carousel:

1. Participants will get into 5 groups. Numbers will vary based on class size.
2. Each group will be given a designated color of marker.
3. Your group will move to one of the 5 sheets of poster paper posted around the room.
4. Your group will take 5-10 minutes to respond to the following questions about:
   1. Explain how the Articles are alike and different in content and order.
   2. For each Article at your station, rank on a scale of 1-3, how similar you think the Articles are in content and organization. 1 = Not Similar, 2 = Somewhat similar, 3 = Very similar. Briefly explain your ranking.
5. Now you will rotate clockwise to the next poster keeping your marker to represent your group throughout the activity.
6. Your group will take 5-10 minutes to analyze the response(s) and review the previous group’s response(s) to the questions.
7. Using your designated color of marker, add additional comments and observations to the previous group’s analysis of the primary source document (responses to the questions). Teacher should post these instructions for students to see throughout the duration of the activity.
   • 😊 Put 😊 and underline comments your group agrees with and state why you agree with the comments.
   • 😞 Put 😞 and underline comments your group disagrees with and state why you disagree with the comments.
   • ? Put a question mark next to comments where your group you have a question about a group’s response and then write the question.
   • * Put a star next to any questions raised that your group would like to add too and write the addition.
8. The process will repeat until groups return to their original starting positions, where they will summarize the responses to the questions for each group.
9. Groups will then share out to the whole class.