



CAROUSEL

Purpose:

This strategy is advantageous for brainstorming student responses to broad issues or questions, to elicit student analysis of visual data (such as graphs, charts, cartoons, photos), or to encourage small group discussion of a problem prior to individuals writing about the problem.

Procedure:

1. Students are assigned to small groups of no more than 3-4. A recorder is designated for each group and given a different color of marker.
2. Students are assigned to go to a particular place in the classroom where they will find posted on the wall a political cartoon, graph or chart, copied large enough for all group members to easily see and numbered 1-5.
3. After a two-minute discussion of what they see, students are to write the two questions on the chart paper posted next to their cartoon. (Student groups do not have to answer their questions on the chart, but should discuss possible answers to their questions.)
4. After five minutes have passed, instruct groups to rotate to the next posting. (For example, group #1 goes to #2, and the last group goes to #1.)
5. Instruct groups to review the next visual and answer in writing on the chart paper one of the two questions written by the previous group.
6. Instruct students to follow the procedure in step 3, adding two of their own, different questions about this cartoon to the already started list.
7. After five to seven minutes, instruct students to move to the next posting. Repeat the procedure from steps 5 and 6.
8. When it is time for closure of group discussions, ask groups to return to their original cartoon. Instruct groups to review what others have asked about their original visual. Review the answers given by other groups to previous questions.
10. Instruct groups to return to their desks with the set of questions about their original visual and from the suggested questions, write their own individual analysis using an essay format.

Option 1. For delving deeper into analysis of one particular issue/problem or visual (graph, chart, cartoon, photo), use the same visual or issue/problem for each group. The groups will be instructed to create new questions not already listed on the chart by previous groups, forcing students to examine the same data more closely.

Option 2. If classroom space or preparation time is an issue, charts on the walls are not absolutely necessary. Groups can rotate around to groups of desks, leaving behind their data and sets of questions to be examined by other groups.