

BLaST IU 17 Book Study
Chapter Report Groups and Presentation Format

“Strategies” Book Study: *Why Don’t You Just Tell Us the Answer: Teaching Historical Thinking, Grades 7-12, by Bruce A. Lesh*

Introduction and Chapter 1 (Nov. 16, 2012)	Chapter 3 (Nov. 16, 2012)	Chapter 6 (Nov. 16, 2012)	Chapter 7 (Feb. 7, 2013)	Chapter 8 (Feb. 7, 2013)
Stacey Dangle Larry Potash	Steve Radulski Chris Koschak Lyle Wesneski	Kirk Bower Bob Watkins Laurie Kapson Craig Dawsey	Amy Cheresnowsky Randy Felt Cheryl Stropko Larry Templeton Chris Weldy	Beth Baker Liz Segraves Vicki Vollman

- **Organization of Book Study groups**
 - Groups of 3-5 teachers
 - Read the Introduction and Chapter 1 for background information on the historical thinking skills presented in the book.
 - Each small group reads and “teaches”/facilitates a chapter review/discussion of their selected chapter with the Fellowship members
 - Group reports/presentation schedule:
 - Chapters 1, 3, 6 Fall Colloquium (November 2012)
 - Chapters 7, 8 Winter Colloquium (February 2013)
- **Report/presentation format (25-30 minutes for each group report)**
 - Each report: 15-20 minute presentation/chapter review with 10 minutes for teaching applications and discussion (or other format designed by the group)
 - Key components of report/discussion:
 - Describe/explain the historical thinking skill presented in the chapter
 - Review the historical event that the author uses to illustrate the application of the historical thinking skill
 - Reflect on the chapter
 - Positive aspects for student learning and achievement; possible applications to other historical events from your course(s)
 - Additional resources needed, if any, to implement the strategy
 - Obstacles to implementation of the strategy and possible solutions
 - Presentation materials (Power Point, Prezi, etc.) and supporting resources, if any (handouts, investigation guides, graphic organizers etc.), will be posted on our BLaST IU 17 TAH book study *Moodle* site for reference by your colleagues

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