

Now We

Yes, it was fun! Every once in a while a drab, boring day needed some kind of excitement. Obviously, the teachers agreed. Projects and presentations were assigned to create enthusiasm in the classroom.

Through original presentations, the students dramatized favorite plays or scenes from plays in their English class, and produced projects pertaining to their science class. This way, students experienced in-depth understanding of their chosen topic while at the same time, the teachers were able to evalu-

ate the effectiveness of their teaching. Mrs. Finney-El evaluated her students' projects and felt that "students work much better when they are genuinely interested in the assigned work. It also helps to create *mild* competition between the classes."

Most English classes consisted of presentations created by the students. Memory work was the choice of some, while others used their creativity to perform scenes of their favorite story. Yolanda Pinckney and Sandra Reed performed a comical dramatization of *Pride*

and *Prejudice* which entertained the students—a positive learning device from the projects.

The students were not the only ones to perform presentations. Teachers and special guests demonstrated their talent in performances in the mini-auditorium. Mrs. Barnes, Mrs. Hughes, and Mrs. Allgood displayed artifacts they gathered to bring the colonial period to life. Projects and presentations were fun for both the students and the teachers.

by Katrena Colson

