Abstract

The purpose of this qualitative research study was to provide voluntary enrichment opportunities for eighth grade civics students through the implementation of differentiated instruction. Findings suggest that while few students initially participated in the enrichment activities, those who did participate succeeded admirably in teaching peers about their participation. Additional findings suggest that while students prefer tiered activities, they also favor the opportunity to choose their level of participation. In most cases, when students displayed a personal interest in the activities that they chose to complete, they displayed noticeable creativity in their final product.

Students will take advantage of enrichment opportunities when they sense a personal connection or central purpose to their participation. An increase in grade average was rarely their reason for participating. Teachers should create enrichment opportunities for students to complete both in and outside of the classroom. Finally, teachers should be persistent about encouraging their students to participate in the activities.