
CHICAGO AND MY COMMUNITY

MAKING CONNECTIONS



Developed for the Polk Bros. Foundation Community Schools Leadership Network
by the Center for Urban Education at DePaul University

Materials in this guide and more resources for Chicago Community Schools are
available at <http://teacher.depaul.edu>.

TODAY'S ACTIVITIES

Today you will have four major activities:

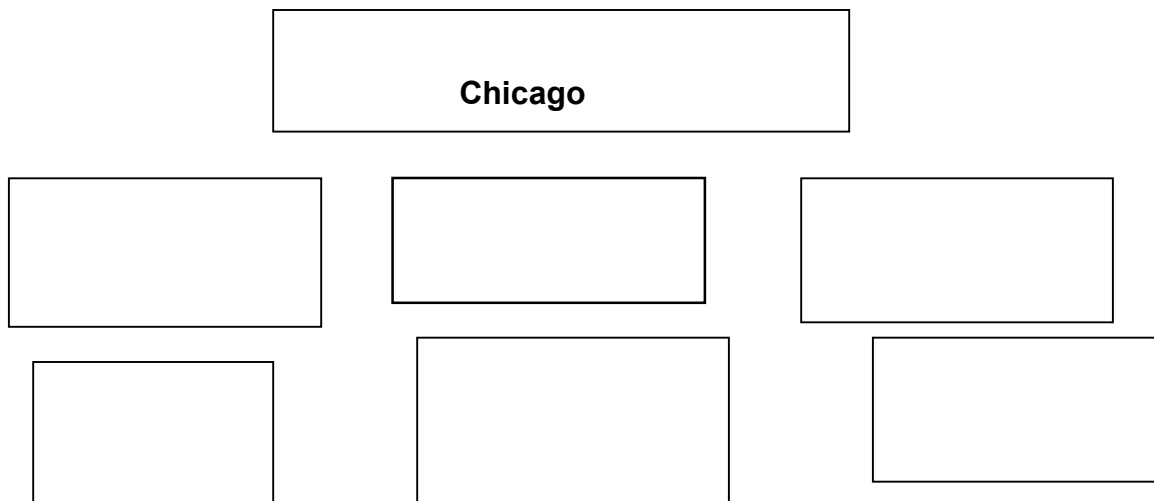
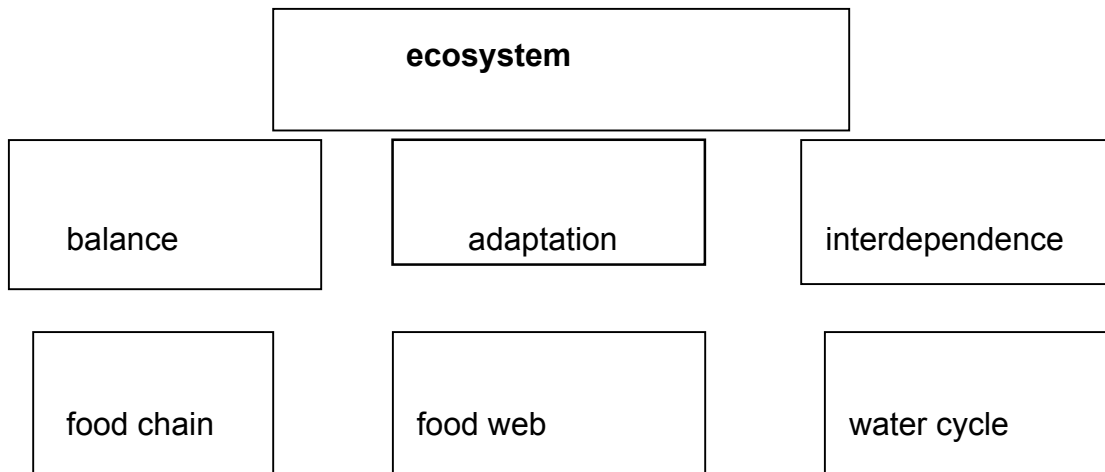
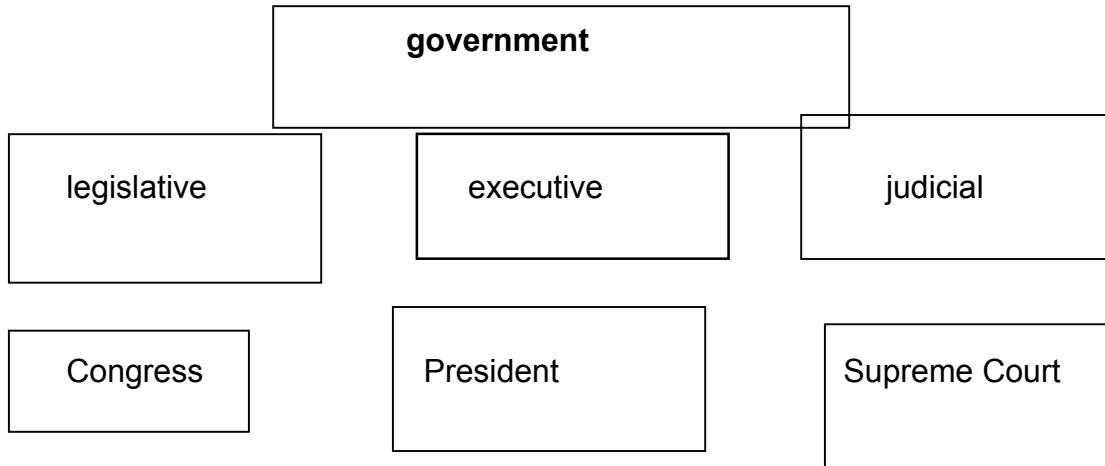
1. Individually and in groups in the Museum Exhibits: Collecting information about Chicago that's interesting and important to you.
2. In School Teams in the Workshop Room: Creating a graphic organizer to communicate that information and writing a statement to connect Chicago and your community.
3. In School Teams in the Workshop Room: Making plans to organize lessons and activities to help students learn about the city and their community
4. In four groups in the Workshop Room, learning ways to use art to expand understanding of your community—we recommend that each representative from your school chooses a different art group so that you can bring your individual experiences back to share at your school.

After the workshop, we hope you will:

- Set up learning experiences for students in your school-day programs that apply activities and ideas from today's session
- Organize a parent workshop to enable parents to help their children learn more
- Connect in-school and extended learning programs by working collaboratively to share these ideas and activities—and the crayons.

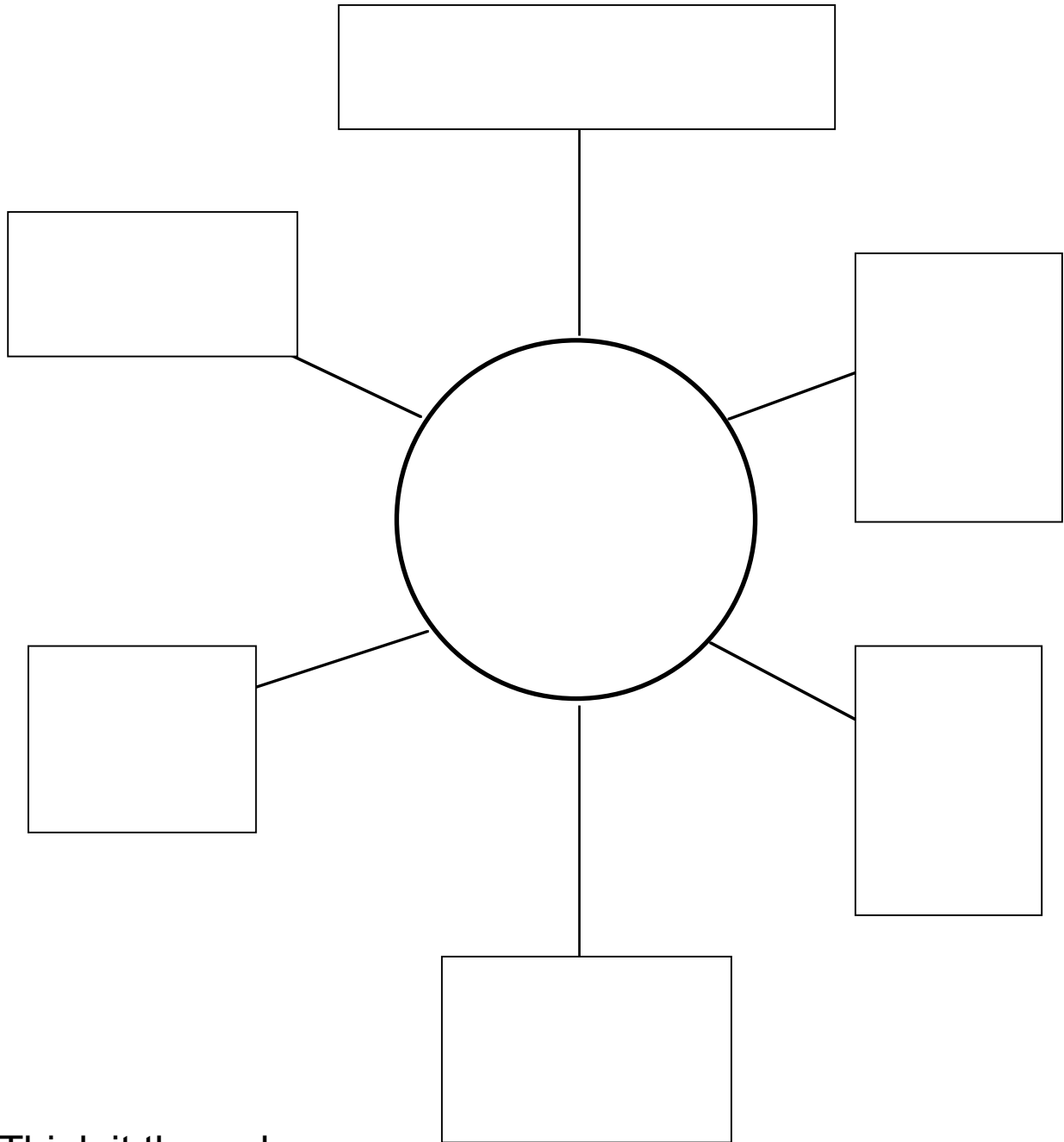
Thank you for investing your time, energy, and creativity in today's workshop.

Examples of Content Vocabulary Word Walls



Get It Together: Show What's Important.

ILS 1B: I can identify and support a main idea.



Think it through.

Write your idea in the circle.

Then use pictures to support it.

Draw a picture in each box.

Chicago History Museum Learning Guide

This is an overview of the activities you'll do.

EXPLORE

First, start by exploring Chicago—visit the exhibits and see what's interesting. Use

EXAMINE

Choose a focus to collect information about:

choices changes the economy transportation
the neighborhood problem-solvers _____

Collect information on page

EXPAND

- Organize the information.
- Show and tell
- Use a graphic organizer to organize what you learned
- Draw or diagram what you want to communicate
- Add more information from your own experience and resources about the topic
- Write about what you learned

SHARE

Exchange ideas and information with others.

The following outlines are guides to take this process. The first page is the exploration page.

Take about 15 minutes to explore.

The next pages are observation collectors. Take about 45 minutes to locate and collect information in the exhibits.

Then return to the workshop room and develop a plan for making Chicago-Community Connections in school day and extended learning.

Exhibit-Based Learning Guide

This guide fits any museum and develops Illinois Learning Standards for content knowledge and reading abilities.

Locate, collect, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

Illinois Learning Standard 5A.

“...a student who really understands can explain.”
(Understanding by Design, p. 66.)

1. Visit Exhibits

What's interesting?

Look and talk.

Make notes here if that is helpful.

2. LOCATE AND COLLECT

Figure out a big question you want to answer by finding information in the exhibit.
It could be anything important to you, like

How did people live in Chicago in _____?

Or

How has Chicago transportation changed?

Or

What problems have Chicagoans solved—and how?

Big Question: _____

Information Collector

Note or draw information that will help you answer your big question.

3. ORGANIZE

In the Workshop Room, organize what you found.

SHOW YOUR IDEA

Choose one of the graphic organizers to use to show your answer to your big question.

A set of organizers is available for you to choose among.

You can use more than one to show your answer—then you're on the way to an exhibit!

You can draft your organizer(s) here.

4. SYNTHESIZE

CONNECT TO YOUR COMMUNITY

Write a statement that explains how what you learned about Chicago relates to your community.

MAKE A PLAN TO APPLY TODAY'S IDEAS AND ACTIVITIES IN PROJECTS AT YOUR SCHOOL.

Which subjects will we connect?

What will our topic or big question be?

How will we use this as an opportunity to strengthen vocabulary and writing?

Vocabulary:

Writing:

How will we integrate art?

This is your chance to learn active arts projects. Choose one of the four arts groups and think about ways to connect what you do in that group to your plan for your school.

Activity Resources

The following pages are a sample of the kinds of activity guides you will find at the Polk Bros. Foundation Center for Urban Education website at DePaul University, <http://teacher.depaul.edu>.

WORD BANK

ILS1A I can identify words that are important to a topic

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word. (It could be this word in another language.)

Make the Writing Connection!
Use your word bank to write about this topic.

TOPIC ALPHABET

I can identify words that are part of a topic. (1A)

I can write a sentence that explains the topic. (3B)

My Topic: _____

LETTER	WORD	PICTURE

Write a sentence with some of your words.

Poem Builder

Choose a topic. _____

- ✓ List words that are part of explaining the topic.
- ✓ Draw a picture or diagram of what you think about this topic.
- ✓ Write a poem about it. Use your words.

Words

Picture



POEM

Poets think more.

Picture a Paragraph

Choose a page to read.

Choose one paragraph that's interesting.

Draw a picture that shows that paragraph.



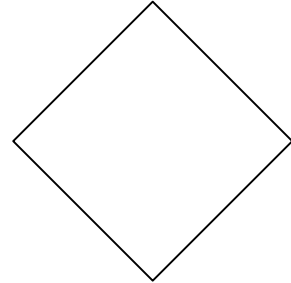
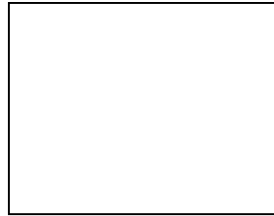
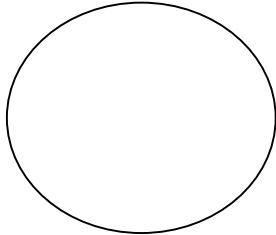
Give your picture and that page number to someone else.

See if they can find your paragraph.

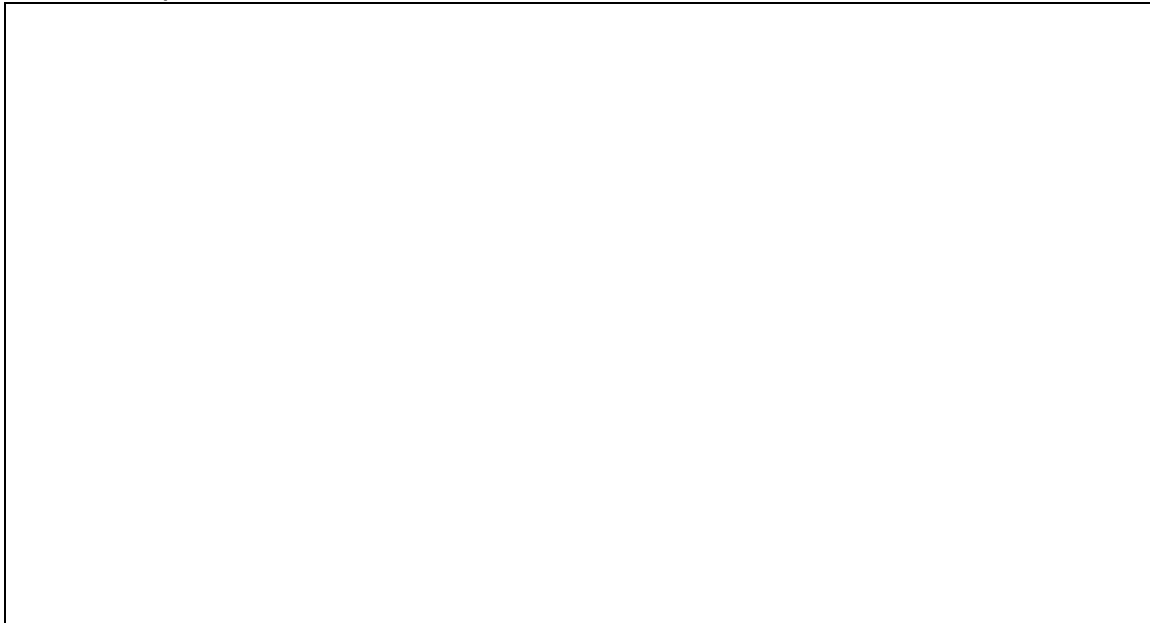
History Profile

ILS 16 A: I can apply the skills of historical analysis and interpretation.

Draw three persons who were part of an event.



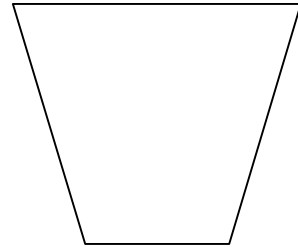
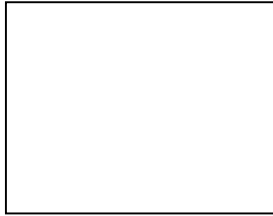
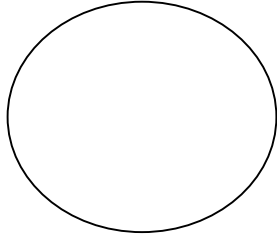
Show the place.



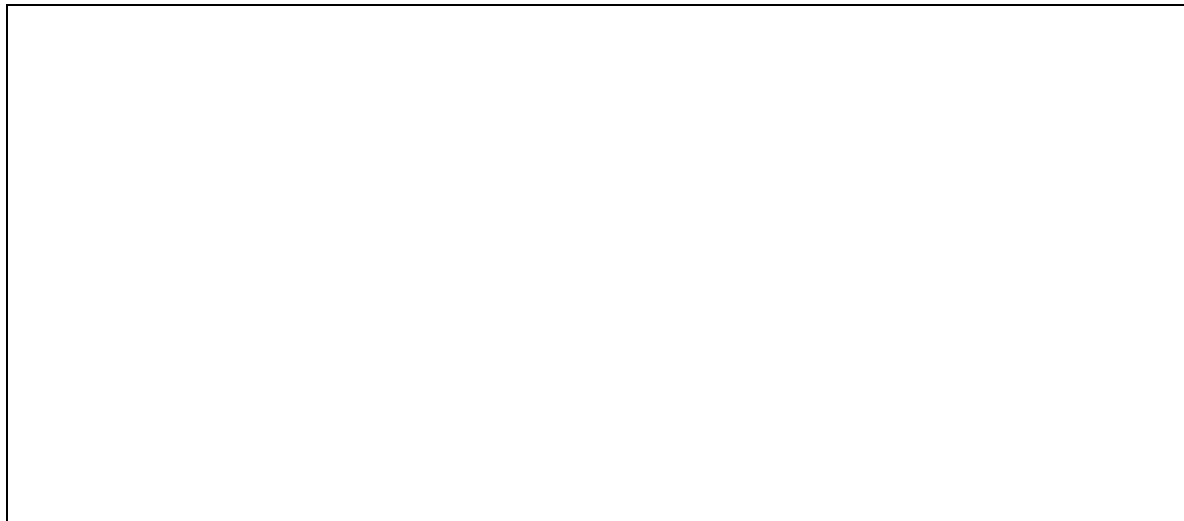
Who is in a story or history?

ILS 1B I can identify and classify information about people, places, and events.

Draw three persons who are part of it.



Draw the place.



Sequence the Events.



Their Words: Interpret Events

ILS 1B: I can infer.

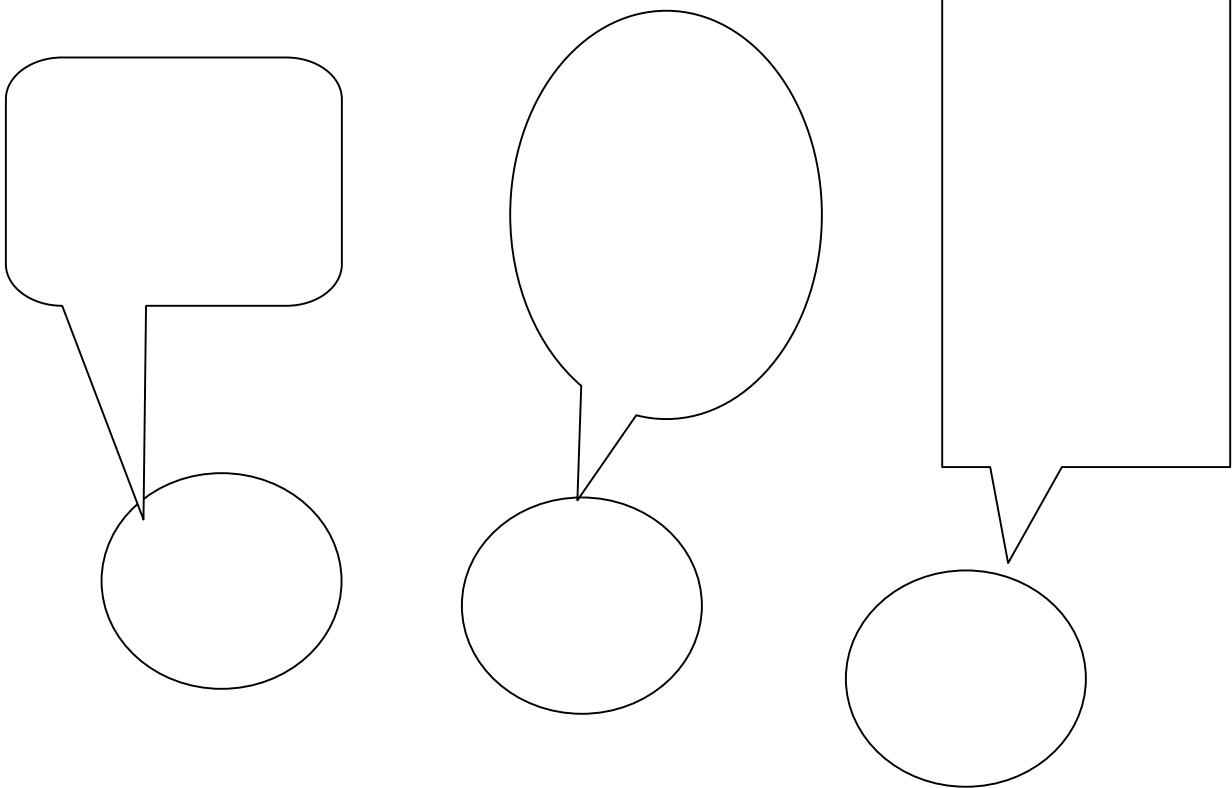
List three different persons who were there. Describe them.

1> _____

2> _____

3> _____

Write down what you think each one might have said.



Then read their words aloud with expression.

Chicago Dramatists

ILS3C: I can write in a variety of formats.

Time Period: _____

Situation: _____

Who's involved?

Who	Characteristics

What happens?

Write a historical drama based on the situation.

What's the theme of your play? _____

Write what each person might say. Then act it out.

How to Summarize

Topic: _____

List the "top ten" words that are part of what you read about it.

What are the two or three most important points you find in your reading?

Write a summary. Include the main points.

EXHIBIT ORGANIZER

ILS 5A: I can locate, organize, and communicate information about a topic.

Make Your Own Transportation History Exhibit or Book

This is an example of an outline for an exhibit or book. Here are the topics listed in the Random House Encyclopedia for different kinds of transportation and the development of transportation. **Each of these developments represents applied technology.** Each of these changes led to more changes. You can use this as your outline or choose just one topic for your book or exhibit. Your students can research each topic (using cooperative learning, assign one topic to two or three students) and then organize a display or book. In fact, you could have a Technology History Fair that develops students' basic research and writing skills as well as critical and creative thinking.

TRANSPORTATION

WATER

Boats
Sailing Ships
Modern Ships
Hovercraft
Submarines

LAND

Wagons and Carriages
Bicycles
Motorcycles
Automobiles
Buses and Streetcars
Railroad Transportation

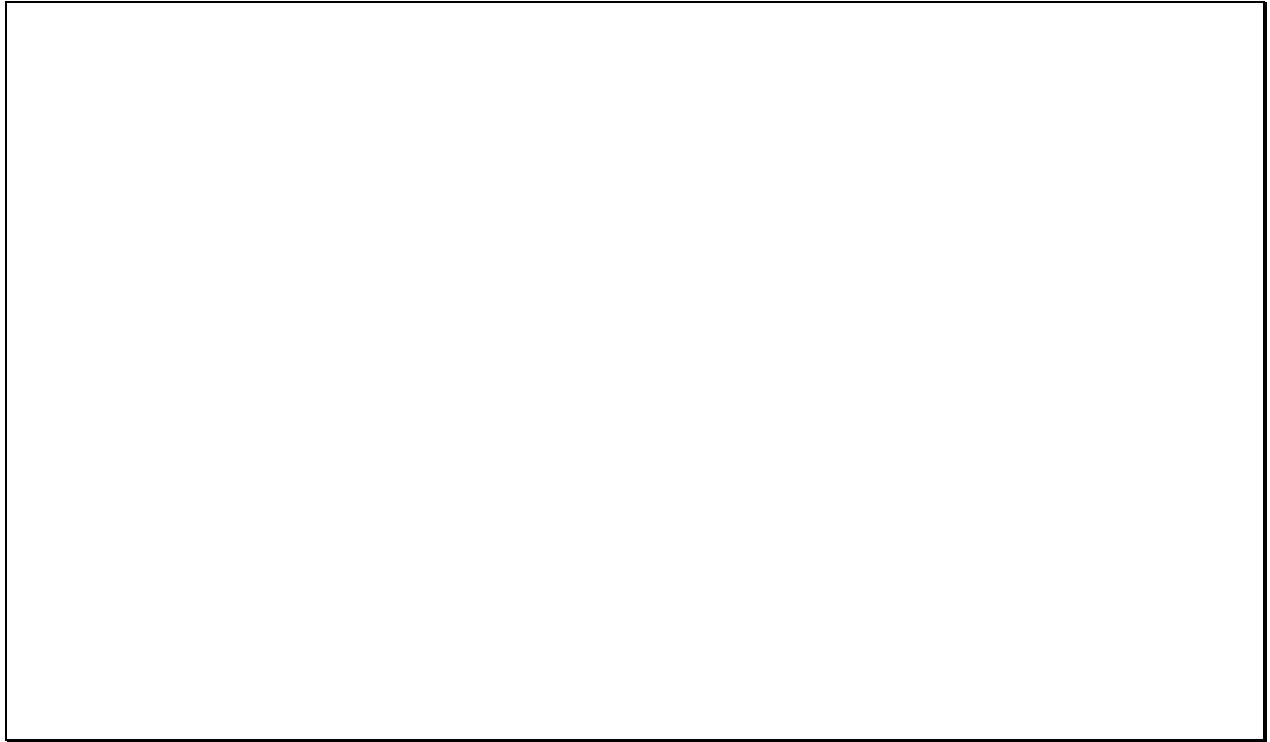
AIR

Balloons and Blimps
Early Aircraft
Modern Aircraft
Space Vehicles

Picture History

ILS 1B I can picture meaning.

Draw a picture that shows an event.



Then show your picture to another student.
Ask them to write what they see your picture says.

I see _____

I think _____

Paraphrase a Painting

I can interpret a picture and write to communicate its ideas. (1C,2B,3C)

Name of the Painting _____

List Important Parts

Figure out what you think the artist wants you to understand?

How does the artist show that?

Write what you would put in a label for this painting.

Picture a Text

I can identify important information and ideas. ILS1B, 5A.

Topic of Text _____

List Important Parts

Figure out what you think the theme is.

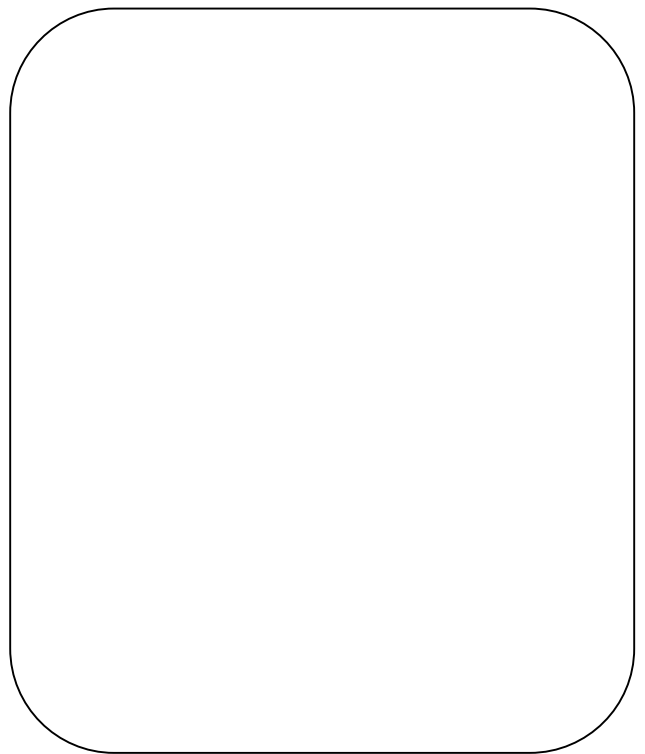
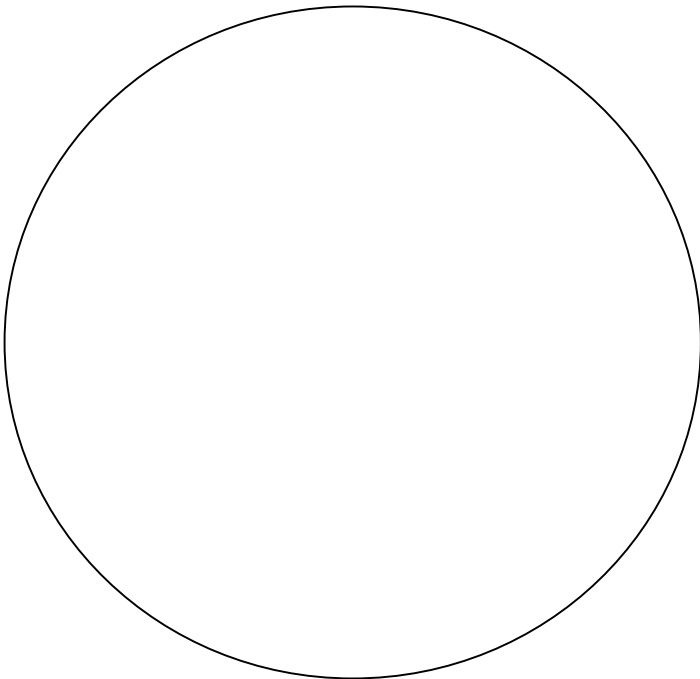
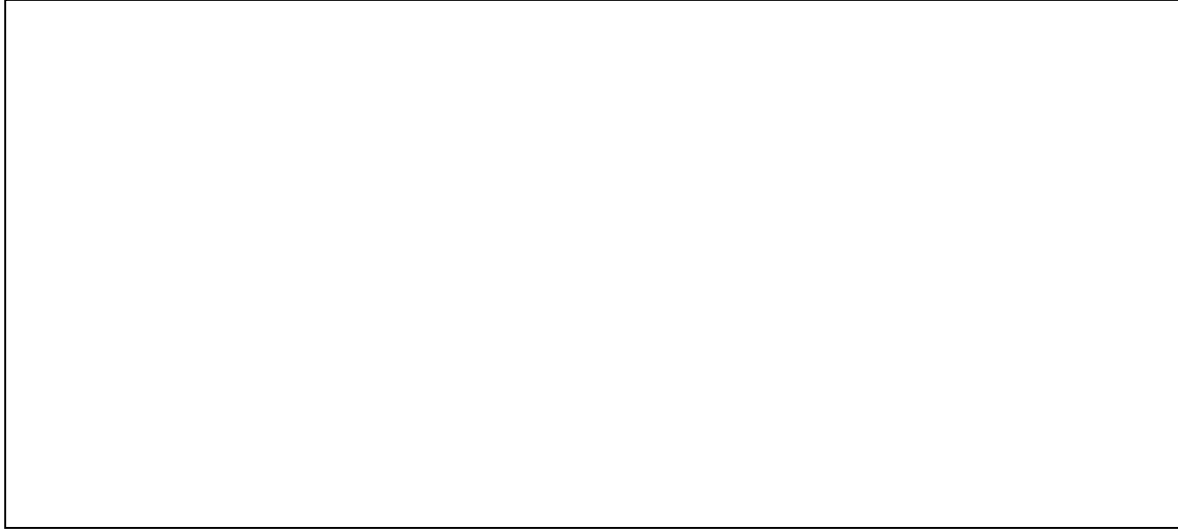
How will the artist show that? (That's you!)

Show It Your Way

PICTURE CONTENT

ILS5A I can identify important ideas and information.

Figure out three important parts. Draw pictures that show the three parts.



Write a title that fits all three parts.