Materials in this guide have been developed for

**Chicago Connections**
A Polk Bros. Foundation Teacher Leadership Program

They are designed for use with Chicago History Museum exhibits and also can be used with the Chicago History Museum website and related reading materials.
**TEACHERS FOCUS, INSPIRE and GUIDE**

1. Choose a topic or theme that is relevant to your students.

2. Choose a major question or idea about it, one that your students can explore by visiting the Chicago History Museum exhibits.

3. Identify important vocabulary that students will use to read and write about the topic.

4. Post the vocabulary with illustrations students find or draw.

5. Organize student learning and reporting from books and at the museum.

**STUDENTS EXPLORE, EXAMINE, EXPLAIN**

1. Read/see/listen and think—what is interesting about this topic?

2. Collect, write and draw to explain the topic.

3. Share what they learn—in booklets, exhibits, writing, dramas
**Focus Learning**

**Choose a Theme—a way of thinking about a time in history**

**Turn that big topic into a BIG Question such as:**
*What choices did people make in Chicago in ______________(era).*

Make the learning plan clear to students.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Students will be able to explain: Choices people made about living and working in Chicago in ______________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Reason</td>
<td>Locate and collect information—Exhibits at the Chicago History Museum Books about Chicago history Internet Picture and note information: Collect pictures Draw pictures</td>
</tr>
<tr>
<td>Organize</td>
<td>list chart diagram outline map timeline _________________</td>
</tr>
<tr>
<td>Write</td>
<td>diary of a person living here at that time play about a day in Chicago at that time</td>
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Theme: ________________________

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<tr>
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<td>Locate and collect information—</td>
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<td><strong>Reason</strong></td>
<td>Exhibits at the Chicago History Museum</td>
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<td><strong>Represent</strong></td>
<td>Books about Chicago history</td>
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<td></td>
<td>Internet</td>
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<td></td>
<td>Picture and note information:</td>
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<td></td>
<td>Collect pictures</td>
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<td></td>
<td>Draw pictures</td>
</tr>
<tr>
<td><strong>Organize</strong></td>
<td>list  chart  diagram  outline</td>
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<td></td>
<td>map  timeline</td>
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<tr>
<td><strong>Write</strong></td>
<td>_________________________</td>
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</table>
IDEA AND EXAMPLES  CCSSR2—analyze a passage to identify relationships

1. Choose one Idea/theme Challenges Connections Citizens Communities Culture
   Transportation Innovation Economic Exchange

2. Write it in the circle.
3. Then draw pictures, one to each box, to show your idea.
History Profile

CCSSR2—analyze a passage to identify relationships.

Draw three persons who were part of an event.

Show the place.
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.

<table>
<thead>
<tr>
<th>Words</th>
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</table>

<table>
<thead>
<tr>
<th>Picture/Diagram/Idea</th>
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</table>

POEM

__________________________________________
__________________________________________
__________________________________________
__________________________________________

Poets think more.
Their Words: Interpret Exhibits or Texts

CCSSR2—analyze a passage to identify relationships

_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

Time Period: ____________________________________________

Situation: ________________________________________________

________________________________________________________________

Who’s involved?

<table>
<thead>
<tr>
<th>Who</th>
<th>Characteristics</th>
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</table>

What happens?
Write a historical drama based on the situation.

What’s the theme of your play? ____________________________

Write what each person might say.

______________________: __________________________________________

______________________: __________________________________________

______________________: __________________________________________

______________________: __________________________________________

______________________: __________________________________________

______________________: __________________________________________

______________________: __________________________________________

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______________________: __________________________________________

______________________: __________________________________________
PLUS
What music or other sound effects will you use?
What’s Next?

Which Chicago History Museum resources will you use:

Fourth Quarter:

Next School Year:

How will you involve other teachers in making the Chicago History Museum a vital part of their curriculum?

How will you help your school to keep social studies a core part of the curriculum?