



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.

<b>G</b> oal	Students will be able to explain: Choices people made about living and working in Chicago in _____.
<b>R</b> ead <b>R</b> eason <b>R</b> epresent	Locate and collect information— Exhibits at the Chicago History Museum Books about Chicago history Internet  Picture and note information: Collect pictures Draw pictures
<b>O</b> rganize	list   chart   diagram   outline map   timeline   _____
<b>W</b> rite	diary of a person living here at that time play about a day in Chicago at that time



Theme: \_\_\_\_\_

<b>Goal</b>	Students will be able to explain:
<b>Read</b> <b>R</b> ead <b>R</b> eason <b>R</b> epresent	Locate and collect information— Exhibits at the Chicago History Museum Books about Chicago history Internet  Picture and note information: Collect pictures Draw pictures
<b>O</b> rganize	list    chart    diagram    outline map    timeline    _____
<b>W</b> rite	

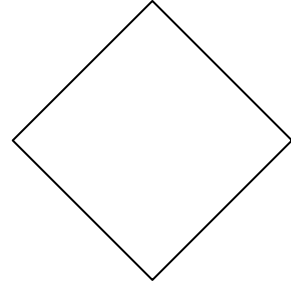
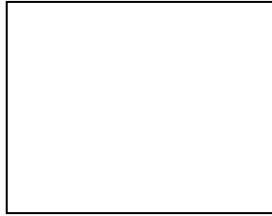
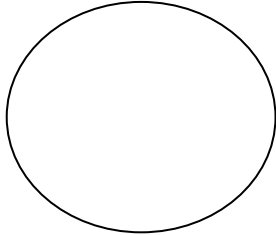




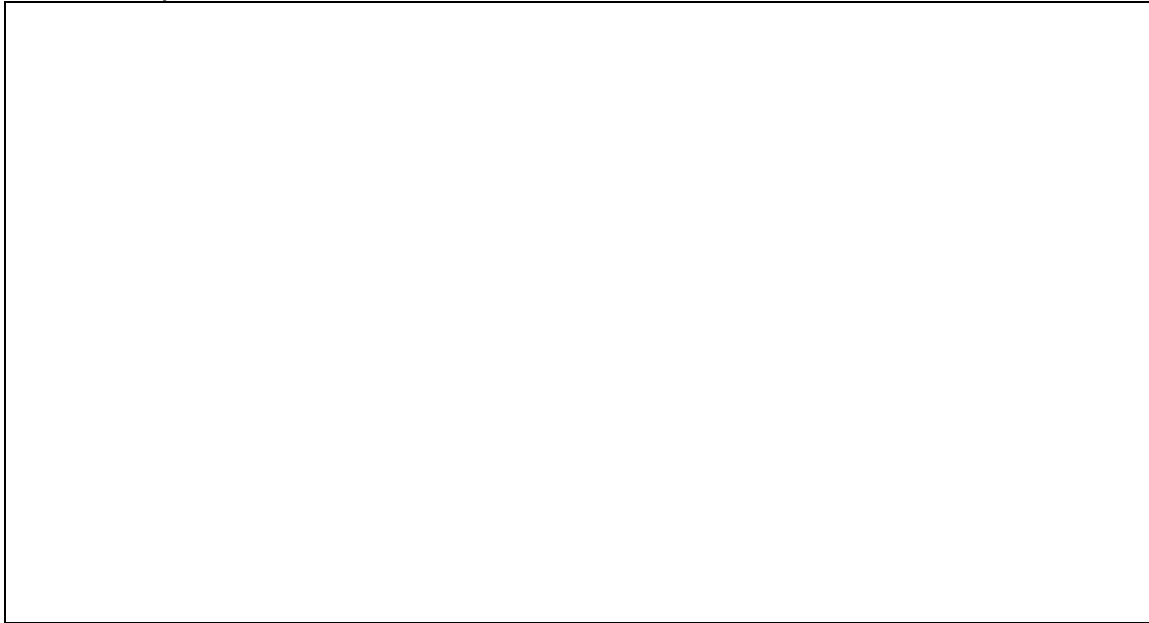
# History Profile

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.

## Words


## Picture/Diagram/Idea

## POEM

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*Poets think more.*



## Their Words: Interpret Exhibits or Texts

CCSSR2—analyze a passage to identify relationships

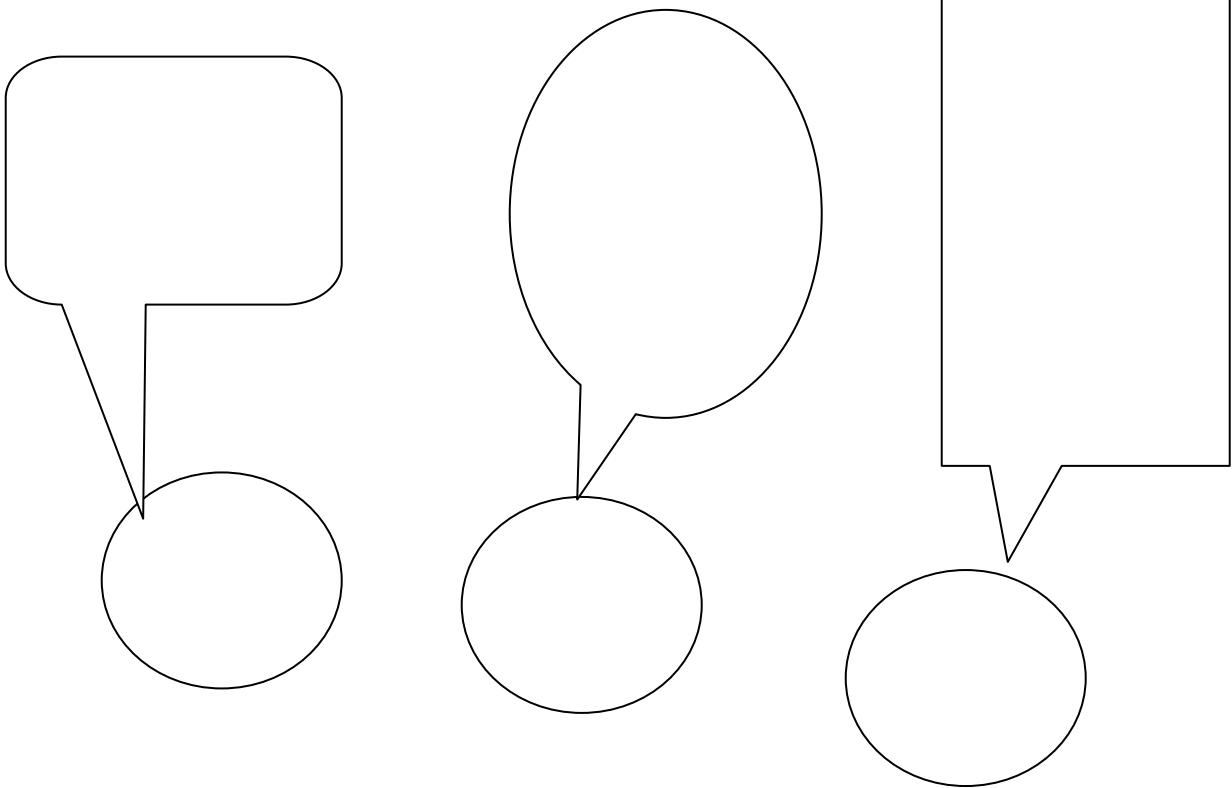
*List three different persons who were there. Describe them.*

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?

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.

\_\_\_\_\_ :

\_\_\_\_\_

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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?

