

Plan a Multi-Week Unit with Chicago History Museum Connections

Focusing Question or Theme: _____

Chicago Literacy Initiative: Students will expand Vocabulary (CCSSR4), apply reading strategies (CCSSR2), and develop content area reading/writing competencies (CCSSR2; CCSSR7)

Vocabulary to Develop	Word knowledge strategies Classify by structure Identify synonyms Infer from context Illustrate terms Make word web linking words Use terms in writing
Exhibits to See/Website Sections to Use	Reading strategies Locate information, list or chart Make notes/draw pictures of what's important Make inference diagrams—what caused what? Infer how people lived Infer what people might have said Evaluate which objects were important
Materials to Read	Reading strategies List, classify information Make time –line Illustrate the history Write questions that other students answer Paraphrase what you read Add dialogue to the history book
Writing	Formats letter, diary, dialogue/play, poem, paragraph, essay, news report, debate Skills Pre-writing—organize to respond to a question or explain a topic or idea Writing: Maintain focus, provide support based on what you learned at the museum and from books and your own experience
Content Concepts to Develop	Content learning skills Locate information Classify information Map an area Compare situations Contrast situations Sequence events Evaluate information Summarize a topic Synthesize information

Example: Unit Plan with Chicago History Museum Field Trip

Content Standard: _____

Reinforced language arts standards: CCSSR4: **vocabulary in context**; CCSSR2: **strategic reading**; CCSSR2; CCSSR7: **read to learn**; CCSSW4: **write to communicate**

Focus: _____

	M	T	W	T	F
<p>This week's topic</p> <p>Vocabulary</p>	<p>Preview unit, start visual glossary.</p> <p><i>Word Knowledge</i></p>	<p>Read aloud, students illustrate what they hear.</p> <p>Comprehension</p>	<p>Students collect and classify information</p> <p>Comprehension</p>	<p>Students write about this week's topic.</p> <p>Writing</p>	<p>Students Illustrate and read their writing with expression.</p> <p>Fluency</p>
<p>This week's topic</p> <p>Vocabulary</p>	<p>Preview Museum field trip—use CHS website. Demonstrate “reading” objects</p> <p>Comprehension</p>	<p>Chicago Historical Field Trip.</p> <p>Comprehension</p>	<p>Organize information from the trip and prior knowledge.</p> <p>Comprehension</p>	<p>Write about what you learned.</p> <p>Writing</p>	<p>Illustrate, Write captions. Make glossary.</p> <p>Writing Comprehension Word Knowledge chicagoge</p>
<p>This week's topic</p> <p>Vocabulary</p>	<p>Read aloud, students listen and illustrate words and facts.</p> <p>Word Knowledge</p>	<p>Students collect and classify information.</p> <p>Comprehension</p>	<p>Students make “web” of information to support idea.</p> <p>Comprehension</p>	<p>Students write and illustrate what they learned.</p> <p>Comprehension</p>	<p>Students read their writing with partners who illustrate what they hear.</p> <p>Comprehension Fluency</p>
<p>This week's Topic</p> <p>Vocabulary</p>	<p>Plan class exhibit.</p> <p>Writing</p>	<p>Construct exhibit.</p> <p>Writing</p>	<p>Make labels for exhibit. Add information from books.</p> <p>Comprehension</p>	<p>Open exhibit, guide visitors</p> <p>Communication</p>	<p>Turn exhibit into “Big Book” with glossary.</p> <p>Word Knowledge</p>

Unit Assessment ___ Make presentation ___ Write a booklet ___ Make an exhibit
 ___ Write and illustrate a guide _____



Example: A Unit on Change

Competencies: Can apply the skills of historical analysis and interpretation. Can understand social history. Can understand the roles and interactions of individuals and groups in society. Reinforced language arts standards: CCSSR4: **vocabulary in context**; CCSSR2: **strategic reading**; CCSSR2, CCSSR7: **read to learn**; CCSSW4: **write to communicate**

Focus: Chicago History—Choices and Changes

	M	T	W	T	F
<p>This week's topic <i>Chicago Choices</i> Vocabulary history, decision values, leaders, heritage</p>	<p>Preview unit, start visual glossary. <i>Word Knowledge</i></p>	<p>Read aloud, illustrate what you hear. Comprehension</p>	<p>Collect and classify information from reading Comprehension</p>	<p>Write about Chicago decision-makers—choices made in the past Writing</p>	<p>Illustrate and read your writing with expression. Fluency</p>
<p>This week's topic <i>Chicago History: Problem Solvers</i> Vocabulary <i>challenge, inference, problem, obstacle</i></p>	<p>Preview Museum Field Trip—and/or introduce website; Model visual learning Comprehension</p>	<p>Visit Chicago History Museum (or its website if it is during renovation). Identify obstacles, choices, and infer changes Comprehension</p>	<p>Organize information from the trip and prior knowledge. Comprehension</p>	<p>Write about what you learned. Writing</p>	<p>Illustrate, Write captions. Make glossary. Writing Comprehension Word Knowledge</p>
<p>This week's topic <i>The Chicago Challenge</i> Vocabulary <i>decade, era, relate</i></p>	<p>Read aloud, students listen and illustrate changes in Chicago history Word Knowledge</p>	<p>Students collect and classify information from books. Comprehension</p>	<p>Students make timeline of choices and changes. Comprehension</p>	<p>Students write and illustrate what they learned. Comprehension</p>	<p>Students read their writing with partners who illustrate what they hear. Comprehension Fluency</p>
<p>This week's Topic <i>Chicago's Future</i> Vocabulary vision, determination</p>	<p>Plan class exhibit. Interview family/others about their vision of Chicago's future. Writing</p>	<p>Construct exhibit about Chicago past, present, future. Writing</p>	<p>Make labels for exhibit. Add information from research. Comprehension</p>	<p>Open exhibit, guide visitors Communication</p>	<p>Turn exhibit into "Big Book" with glossary. Word Knowledge</p>

Unit Assessment Write a booklet Make an exhibit



Example: Unit Plan on Chicago Pioneers—Women’s History

Content Standard: analyze historical development of communities

Reinforced language arts standards: CCSSR4: **vocabulary in context**; CCSSR2: **strategic reading**; CCSSR2, CCSSR7: **read to learn**; CCSSW4: **write to communicate**

Focus: Women’s Role in Pioneer Life

	M	T	W	T	F
<p>This week’s topic Pioneer Life Vocabulary challenge, pioneer, work, tools</p>	Preview unit, start visual glossary. <i>Word Knowledge</i>	Preview museum field trip (or website) Model visual learning Comprehension	field trip to Pioneer Life exhibit at Chicago History Museum. (Or use website resources.) Comprehension	Organize information from the trip and prior knowledge: what jobs did women do? Comprehension	Write about what you learned. Read it aloud. Writing Fluency
<p>This week’s topic Women’s Work Vocabulary resource, handmade, agriculture, rural, problems</p>	Read aloud, students listen and illustrate words and facts. Word Knowledge	Students collect and classify information. Comprehension	Students make “web” of information to support idea. Comprehension	Students write and illustrate what they learned. Comprehension	Students read their writing with partners who illustrate what they hear. Comprehension Fluency
<p>This week’s Topic Contrast: Then/Now Vocabulary century, change, progress</p>	Plan class exhibit on how the work of women today is different from pioneer days. Writing	Read and interview people to get information for the exhibit. Comprehension	Make/find pictures; add labels for exhibit. Add information from books. Comprehension	Prepare demonstrations and dialogues like those at the Chicago History Museum Communication	Open exhibit; provide demonstrations. Word Knowledge

Unit Assessment

Make presentation

Make an exhibit