



## Continue Learning Progress

The following activities support Common Core literacy progress:

**Collaborative Learning SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Writing W7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Expand Knowledge:** Students individually or collaboratively revisit information collected before the field trip, combining it with information gained during the trip. Students seek more information based on questions they think of based on the trip.

**Think-pair-compare:** Students individually draw and write to explain what they learned, then pair with another student to discuss their different responses to the same topic.

Formats for individual and collaborative writing and drawing:

|                                     |   |   |
|-------------------------------------|---|---|
| ➤ Make your own textbook.           | ➤ Make a picture glossary.                      | ➤ Write a summary.                          |
| ➤ Make a Past/Present/Future chart. | ➤ Construct a timeline.                         | ➤ Compare/contrast with a Venn diagram.     |
| ➤ Make a cause-effect diagram.      | ➤ Construct a “web” diagram.                    | ➤ Support my claim about Chicago’s history. |
| ➤ Organize a guide to the topic.    | ➤ Write and act a dialogue or play.             | ➤ Complete a Learning Journal.              |
| ➤ Write a poem about the topic.     | ➤ Write a diary entry of a person from history. | ➤ Write a children’s book.                  |

### Expand and Assess Learning with Projects

These synthesis activities incorporate language arts and content learning and can reinforce and expand. These activities can be completed using a kind of “jigsaw” approach—with contributions by individual students, by students working on teams, or as “specialist” partners.

- Student presentation—to parents, to another class—including a class preparing to make a field trip to the museum.
- Construct an exhibit—objects, drawings, labels.
- Student-prepared Chicago History Museum guide—a guide their families will be able to use to visit the museum.
- Topic collage – students make individual or class collage of important parts of what they learned.