

Chicago History Museum

Resources to Scaffold Thinking/Reading\Thinking/Writing/Learning

Preview: History Learning as Thinking with Core Concepts

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**Common Core history learners
think clearly and comprehensively about
situations, events, choices, and consequences.**

These questions apply Common Core Anchor Literacy standards

R1—read closely, then infer with evidence

R2—analyze ideas R3—analyze relationships

R7—integrate ideas and information from different sources

W7—Research to respond to focused questions.

In responding, students will develop “cross-cutting” concepts of history:
**change, causation, challenge, choice, context, continuity, identity, patterns,
perspective, relationships, sequence, story, values.**

- ✓ What is the context of the history?
 - > What challenges do people face?
 - > What values are important to the society?

- ✓ What event is central to this history?
 - > What caused the event?
 - > How do different persons respond to it?
 - > What immediate effects does the event have?
 - > What consequences will the event have?

- ✓ What choices do individuals make?
 - > What values do those choices represent?
 - > How do their choices affect other persons?

- ✓ What changes take place during the history?
 - > How do those changes affect different individuals?

- ✓ What ideas does this history represent?
 - > What concepts clarify the history?
 - > How does a history text reflect the perspective of the writer?
 - > How does a reader’s perspective influence what is learned?

- ✓ How is this history relevant today?

Social Science/Literacy LEARNING BLUEPRINT

Topic _____

Content Standard: Ask questions and seek answers by collecting and analyzing data, images and other literary and non-literary sources. (based on ILS16)

Concepts: These are some core concepts that apply to many social science topics.

- choices challenges cause-effect relations change legacy
 interdependence values community determination justice rights
 responsibilities leadership collaboration _____

BIG Ideas (also called “enduring understandings”)	BIG (Essential) Questions

Read to Learn: Common Core Reading Anchor Standards

- 1 **Read closely** to determine what the text says explicitly and to make logical inferences from it; **cite specific textual evidence** when writing or speaking to **support conclusions** drawn from the text.
2. Determine **central ideas** or themes of a text and analyze their development; **summarize the key supporting details and ideas**.
7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

Write to Learn More: Common Core Writing Anchor Standards

2. Write **informative/explanatory texts** to **examine a topic and convey ideas, concepts, and information** through the through the **selection, organization, and analysis of relevant content**.
7. Conduct short as well as more sustained **research projects** based on **focused questions**, demonstrating understanding of the subject under investigation.

Literacy Outcomes: Students will increase ability to...

- comprehend: summarize
- read analytically: locate classify compare contrast sequence infer with logic/support
- read strategically, focusing on big question(s)
- interpret visuals, relate to text
- cite evidence to support an idea or justify a conclusion
- synthesize from different sources
- write and/or illustrate to communicate ideas explanatory narrative persuasive texts

Content Outcomes: Students will expand knowledge of core concepts they can explain and apply to analyze a situation.

- Summative Assessment:** Make presentation Make display Debate
 Make booklet Write a _____ Illustrate a _____ Create _____
 Outline then write response to BIG question _____

Connect: Gradual Release of Responsibility and Literacy Competence Development

I DO: Teacher Demonstrated

Present task or question, analyze it—

1. What does it ask?
2. How will I respond?
3. What kind of information do I need to use?

*Demonstrate how to respond—**step-to-step process, thinking out loud.***

WE DO: Teacher Guided

Continue to respond to the question or task as teacher clarifies.

YOU DO

> Collaborative*

Students respond **collaboratively**--may be with small group or with learning partner.
This is an opportunity for teachers to identify and respond to additional guidance needs.

> Independent

Students respond individually with words and/or drawing on paper.

Take Learning Farther: EXPAND with Collaboration and Clarification

- **LEARN MORE: *Pair and Compare***—Students exchange response pages and compare their responses.
- **LEARN MOST: *Pair, Compare, then Repair***—Improve your response.
- **CONFIRM and CLARIFY**
Teacher and students present responses, evaluate for strength and relevance of support.
- **KEEP IT CLEAR**
Class or students construct their own example—the “anchor chart” becomes common property—and common competence-of the students.

*Douglas Fisher and Nancy Frey explain the importance of this part of the Gradual Release: “In the collaborative learning phase of the gradual release of responsibility instructional framework, students are expected to apply the skills and knowledge they have been taught and turn to one another for support and enrichment. ... The teacher’s role shifts to target specific needs through guided instruction”

Doug Fisher and Nancy Frey, Better Learning through Structured Teaching, ASCD, 2014, p. 66



Unit Overview with Museum Field Trip

Content Standard: _____

Focus/Big Question: _____

Use this calendar to plan activities, including museum field trips. In this example the museum field trip is in the middle, but it could be at the beginning of the unit instead.

	M	T	W	T	F
<p>This week's topic and Focus Question</p> <p>Core Vocabulary</p>	Preview unit, start visual glossary.	Read aloud, students illustrate.	Students collect information	Students classify information	Students use this week's words to write about topic.
<p>This week's topic and Focus Question</p> <p>Core Vocabulary</p>	Read aloud, students listen and illustrate.	Students collect information	Students classify information	Students make up questions, exchange.	Students write and illustrate what they learned.
<p>This week's topic and Focus Question</p> <p>Core Vocabulary</p>	Preview Museum Learning Guide; Model visual learning	Chicago History Museum field trip.	Organize information	Write about what you learned.	Illustrate key points.
<p>Synthesis: Respond to Unit Question</p> <p>Core Vocabulary</p>	Plan class exhibit.	Construct exhibit.	Make labels for exhibit.	Open exhibit, guide visitors	Turn exhibit into "Big Book"

Unit Assessment: Students can demonstrate learning in several ways:

- Make a presentation
 Write a booklet
 Make an exhibit
 Write and illustrate a guide _____

Unit Overview Example—Chicago Women’s History

Theme: How have determined women made a difference in Chicago?

Standards: understand social history (16D)

CCSSR1—read carefully/completely, analyze, then make inferences

CCSSR2—identify and support ideas

Week	Focus Question	This week’s vocabulary	This week’s Resources	This Week’s Writing
1	How have women influenced our community?	cause change community effect leader	Students’ information based on their own experience Interviews with local persons Photos	How someone has helped our community: write/illustrate that history.
2	How have women influenced Chicago?	city leader leadership obstacles urban	Photos Chicago newspaper articles. Biographies of Chicago women Field Trip to CHM	Dramatize an event in that person’s life
3	How have women influenced the US?	country improve nation progress	Music relevant to that person’s history US history book Biography	Write a poem or song about the way that person helped the country.
4	Synthesis	century future important value	Resources collected and developed.	A booklet or exhibit about determined women.

Assessment: Students will use information about the topic to explain ideas in...

- charts diagrams illustrations maps presentation
 essay report poem glossary booklet display

The Field Trip

Prepare

Before the field trip, arrange to have as many adults as possible join the group so that students have the opportunity to work with adults in small groups. Make sure that all the arrangements are clear, including the schedule for lunch and meeting points in the museum.

You could start the field trip preparation with **K-W-L**. What do you **know** and what do you **want to learn**? List their questions as a way of preparing for the trip. Then after the trip they complete the L – what did you **learn**?

Organize your class into small groups before the trip. You may select a different focusing question for each group, have them choose roles such as reporter or illustrator, or have each team identify its own big question.

Make a general time-line for your visit. Include talking, looking, and thinking points on your schedule.

Plan the field trip activities.

You could organize the in-museum learning in this sequence:

- Explore: Find something that you think is interesting. What questions do you have about what's here?
- Examine: Look for what's interesting and relate it to a topic or question that you have.
- Extend: Take what you learned back to school and continue learning there.
- Exhibit: Make your own exhibit that shows what you knew and what you learned.

The “Flipped” Field Trip

Make a “Virtual Visit” to the museum.

Go to the museum’s website.

<http://chicagohistory.org>

First, preview it yourself.

Then give students the URL and ask them to see what is at the museum that is interesting—that they want to learn more about.

Plan your field trip with your students.

If students select a topic of exhibits they want to visit, then they can become “specialists” in that topic, providing ideas to other students when they visit.

Resources in the Nonfiction Readers/Thinkers/Writers section will support students’ learning before they come to the museum.

Visual Learning is vital to museum learning. Prepare students to learn by “reading” objects and pictures.

Here are four ways to prepare students to learn visually. These are written as directions for students so that they can work independently.

Describe an Object: Choose any object. List adjectives that describe it. Give your list or tell your list to another student. Ask them to guess what your object is.

“Read” a Picture: Look at any painting or photograph Tell what you think about:
Why the artist arranged it as it is organized.
What different parts of the picture show about the subject.
What you think the artist was trying to tell you with the picture.

Infer the History of an Object: Choose any object that people have made. Tell a story about that object. Who made it? Who used it? Why it was important to them?

Draw What You Read: Read a page or paragraph aloud. Ask students to draw what they hear. Then students exchange papers and figure out which part they drew.

The next page provides an activity guide to increase students’ visual learning ability.

My Plans

How I will prepare my students for the museum field trip.

Activities we’ll do to preview the topic:

Activities we’ll do to get ready to learn from exhibits:

Materials we’ll bring to the museum:

Museum Prep--The Visual Reader

You can use the following questions in most art exhibits, photos in a history exhibit or textbook, and also to examine pictures in your classroom—including pictures your students draw.

Infer the traits of a character or person

What can you tell about the kind of person it is from the picture?

What in the picture helps you figure that out?

Infer the motive of a character or person.

What do you think this person cares about?

What do you see in the picture that tells you that about this person?

Infer the main idea.

What do you think the main idea is of the picture?

What in the picture gives you that idea?

At the Museum

Build Wonder and Expand Knowledge at the Museum

Start with wonder. The museum will be much bigger than your classroom, so start by orienting students to the place. Ask them what they see that shows this is a place that shows what people have discovered or made.

Then go to an exhibit that relates to your focus for the trip. Start the learning by asking students to find things they like so that students explore the exhibit.

Continue the wonder to expand knowledge.

Focus on Big Ideas

Give students a **big question** or ask students to think of their own big questions. That question should relate to a standard. Collect what's interesting and important. Bring paper and pencils so that students can draw and note things they find. If possible, bring clipboards or construct them with cardboard.

Ask Thinking Questions

This list includes major skills of reading comprehension tested by PARCC and Prairie State. Students can develop these skills with visual thinking at any museum.

Infer the meaning of a word from context Identify facts about a situation Infer relationships Infer predictions Infer prior actions Summarize information Identify the main idea Evaluate information to support or reject an idea

The following are skills relating to interpreting fiction and non-fiction and can be developed in history exhibits.

Infer the traits of a character or person Identify the motive of a character or person Infer the motive of a character or person
--

Connect the Learning.

Before you leave the museum, ask students what they liked, what they learned, what they want to learn more about because of what they saw.

Exhibit-Based Learning Guides

Student Learning Guide for a Museum Visit

1. Go to the exhibit.

What's interesting? Look and talk. Draw what you like here.

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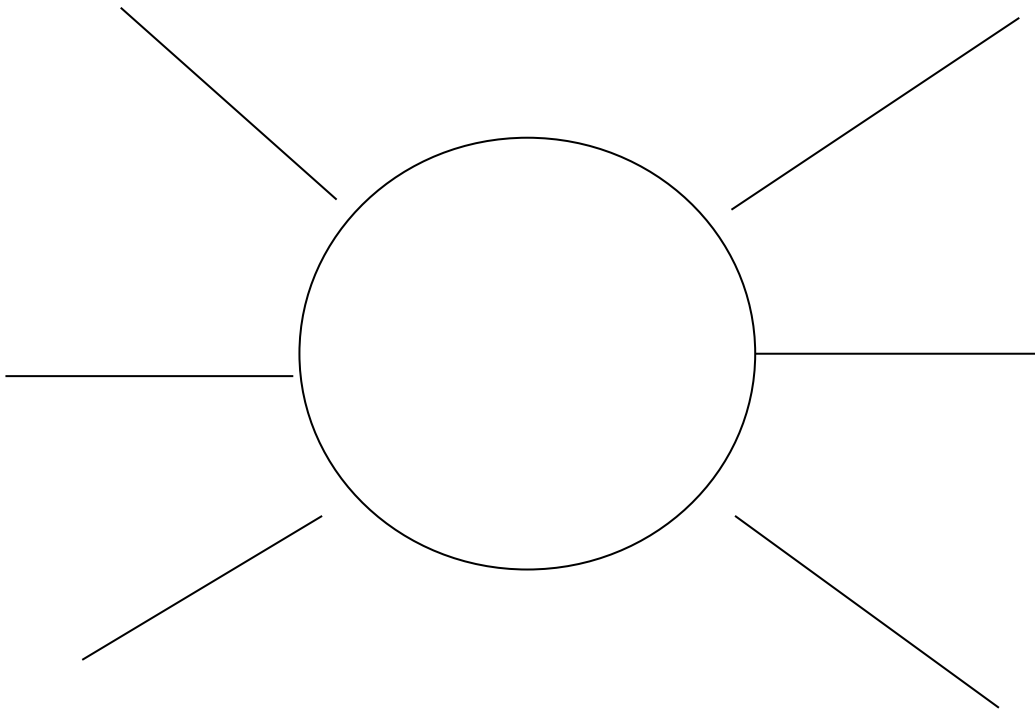
2. Locate and Collect

What Big Question will you answer--or what important idea will you think about today?

Use words and/or pictures to answer your question or explain your idea. Note them in these boxes.

3. Get It Together

You can do this part at school or at the museum. Put your Big Question or Idea in the circle. Put words or pictures on the lines to show what you found at the museum



Get It Across – Tell what your diagram shows.

Think More!

What do you want to find out based on what you have learned?



Their Words: Interpret Exhibits

CCSSR1—Read closely, then infer.

Choose an exhibit.

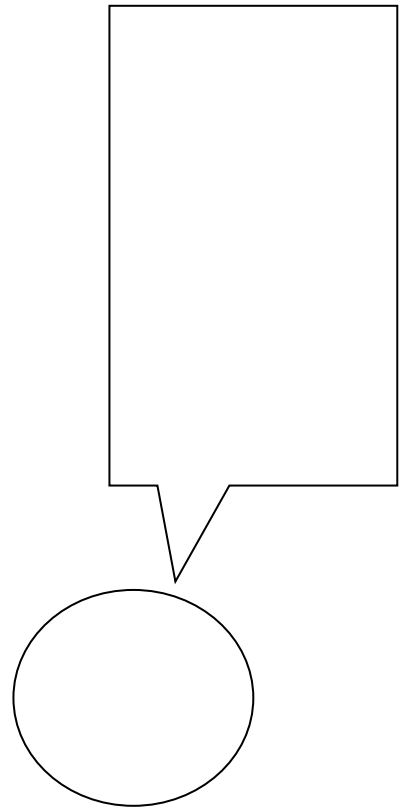
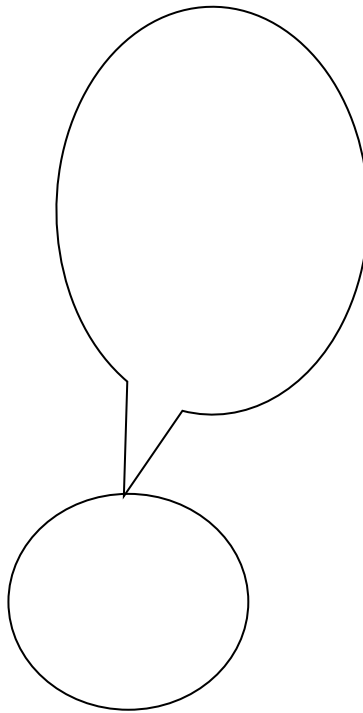
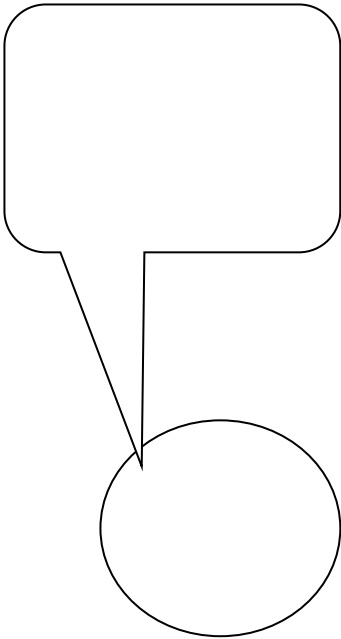
List three different persons who were there.

1> _____

2> _____

3> _____

Write down what you think each one might have said.

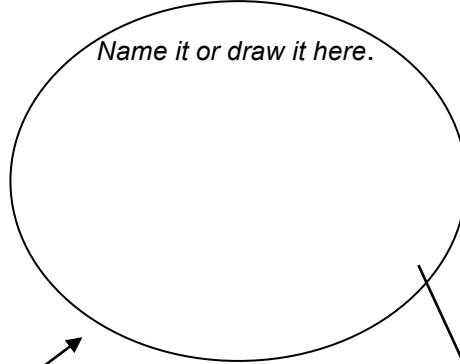


Analyze Chicago Choices and Changes

CCSSR1 :Read closely, then infer.

My Object

Name it or draw it here.



Why people chose to do this:

A large empty rectangular box with a thin black outline, intended for a student to write reasons for why people chose to do something.

What happened because of this change?

A large empty rectangular box with a thin black outline, intended for a student to write what happened because of a change.

Write a sentence that tells what you think about the change.

Support an Idea with Evidence

Common Core Reading Standards KEY IDEAS AND DETAILS

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Visit the exhibit *Chicago at the Crossroads*.

Choose an idea you think tells about Chicago based on what you see.

Chicago is a city of ___choices ___challenges ___big changes ___problem solvers
or...--think of your own idea.

Write your idea, then support it with examples from the exhibit.

IDEA: Chicago is a city of

example/evidence

example/evidence

Write a short summary. Explain how your evidence supports you idea.

Think More to Learn More

Add more examples you find in reading and what you see in the city today. You can make your own exhibit or book about your idea about Chicago.



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.

NONFICTION

Readers/Thinkers\Writers

Resources for Activities Before and After the Field Trip

Information Analyzers	p. 20
Idea Developers	p. 32
Presentation Organizers	p. 40



**Decide what is important, then
organize it so you
Expand Knowledge
and Develop Abilities**



Check for Understanding: Learning Log

Content Goal: I can identify and restate important content.

Each day, note the most important words, idea or strategy you learn.

<i>M</i>	
<i>T</i>	
<i>W</i>	
<i>T</i>	
<i>F</i>	Summarize the week's learning.

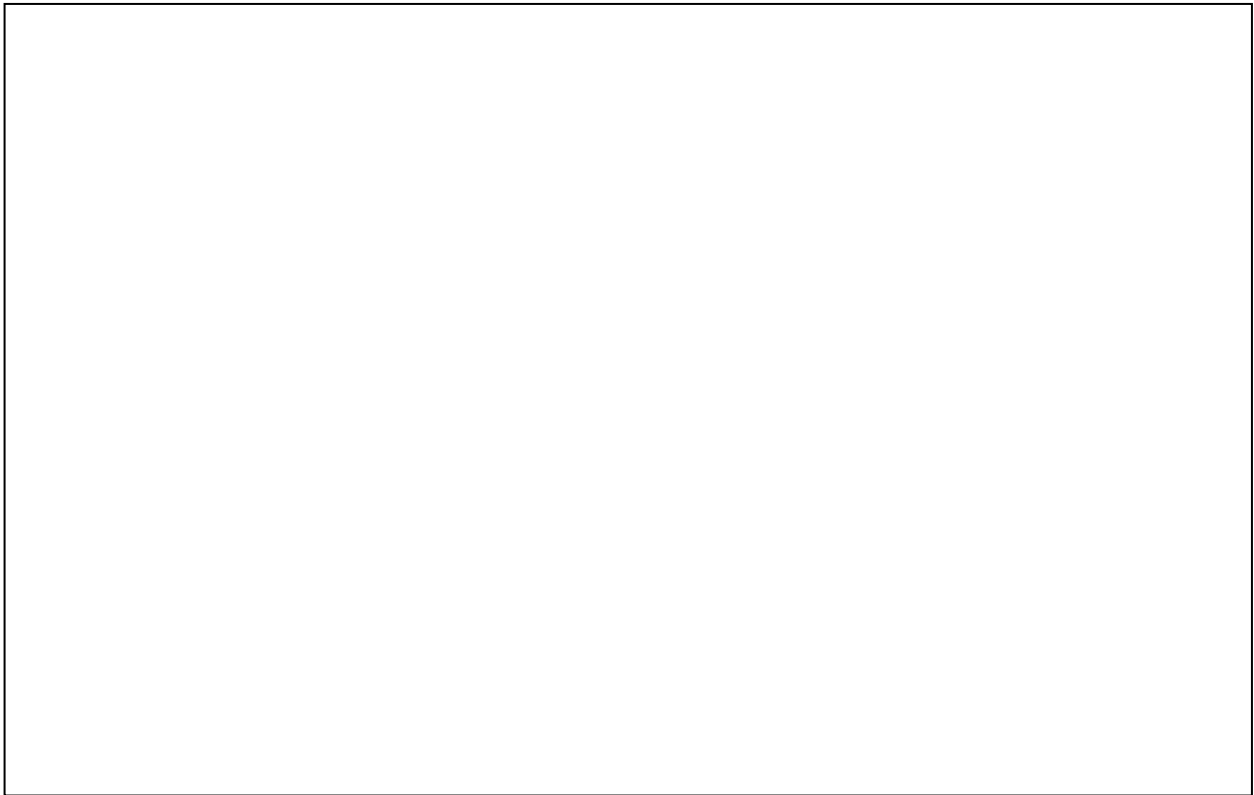
Picture What's Important

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Choose a page to read.

*Choose one paragraph that's interesting.
Every paragraph tells about an idea.*

Draw a picture that shows that paragraph.



Give your picture and that page number to another student.

See if they can find your paragraph.

Ask them what idea your picture shows.

Nonfiction Paragraph Close Reader: I can identify ideas.

CCSSR2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

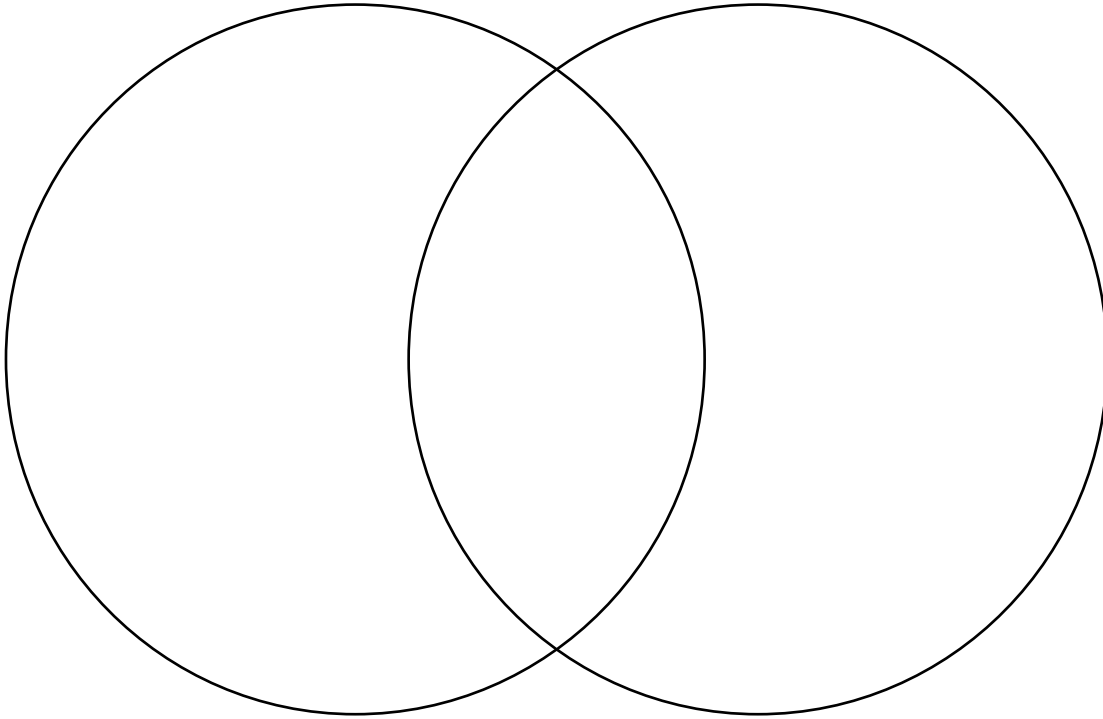
Read a nonfiction text that is at least five paragraphs long.
Write what you think the main idea is of each paragraph.
Write it as a sentence or phrase.

What do you think is the main idea of the whole reading or section?

I Can Compare and Contrast

CCSS Anchor Reading Standard 1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions** drawn from the text.

Title: _____



Write to tell what your diagram shows.

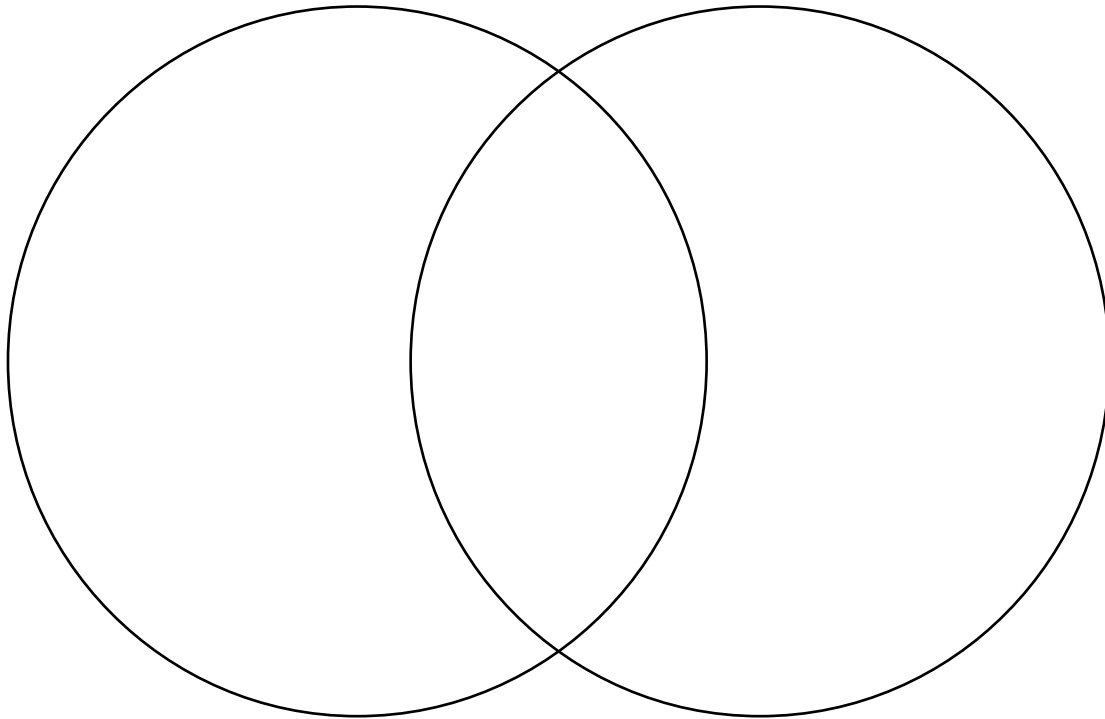
Compare and Contrast Time Periods

CCSSR1—Read closely, then analyze, then infer.

Focus: transportation technology _____

Chicago Then and Then

Then _____ Then _____



THINK IT THROUGH—EVALUATE!

What are the most important differences?

How are they most alike?

Which changes are most important? Why?

History Painting Interpreter

CCSSR2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

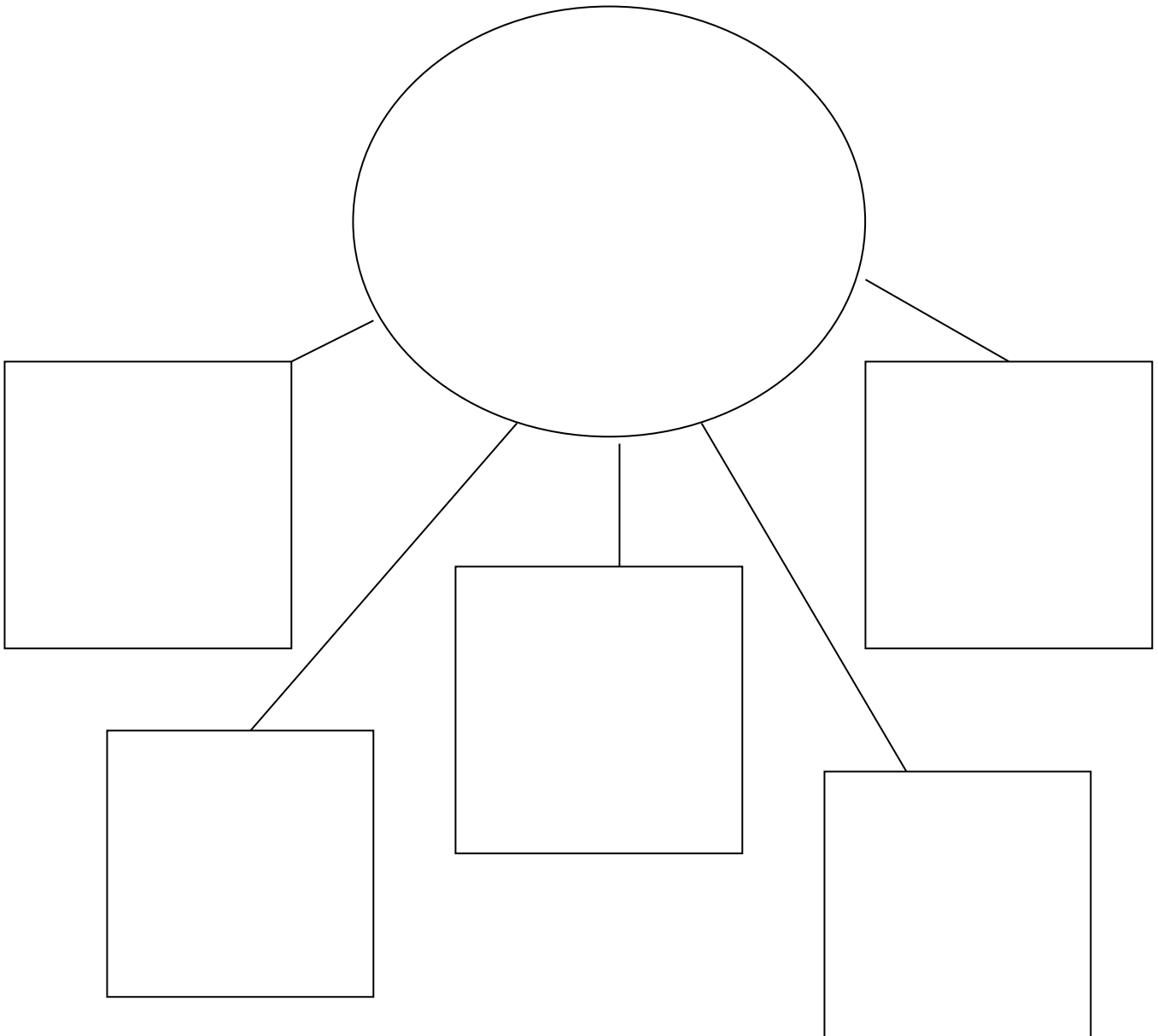
A painting has a theme. The artist uses pictures to tell you that message.

To find the theme, look at the whole painting.

Look at the parts.

Think: what is the artist telling me?

1. What do you think the message is? Write it in the circle.
2. Then in the boxes put parts of the painting that show you that is the theme. You can draw them or name them in the boxes.
3. Write about the painting. Tell how the artist communicates that theme.



Show and Tell History

KEY IDEAS AND DETAILS—Common Core Literacy Standards

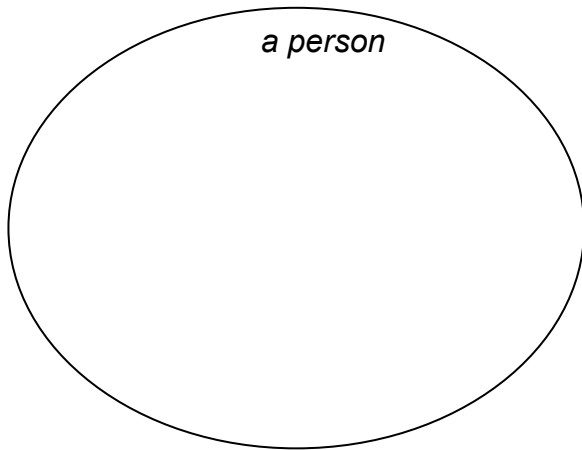
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Show three important parts of the history you are learning. *Write a label for each part.*

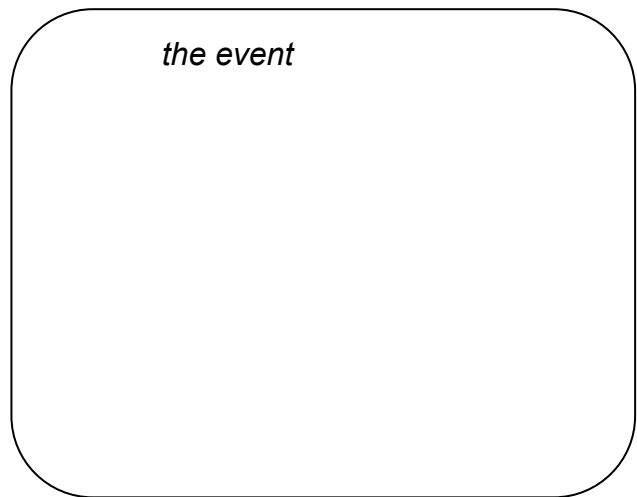
the Place



a person



the event



What is an important lesson people can learn from this history?



I Got It—here is my clear summary.

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Topic: _____

Important Words:

Word	What it Means

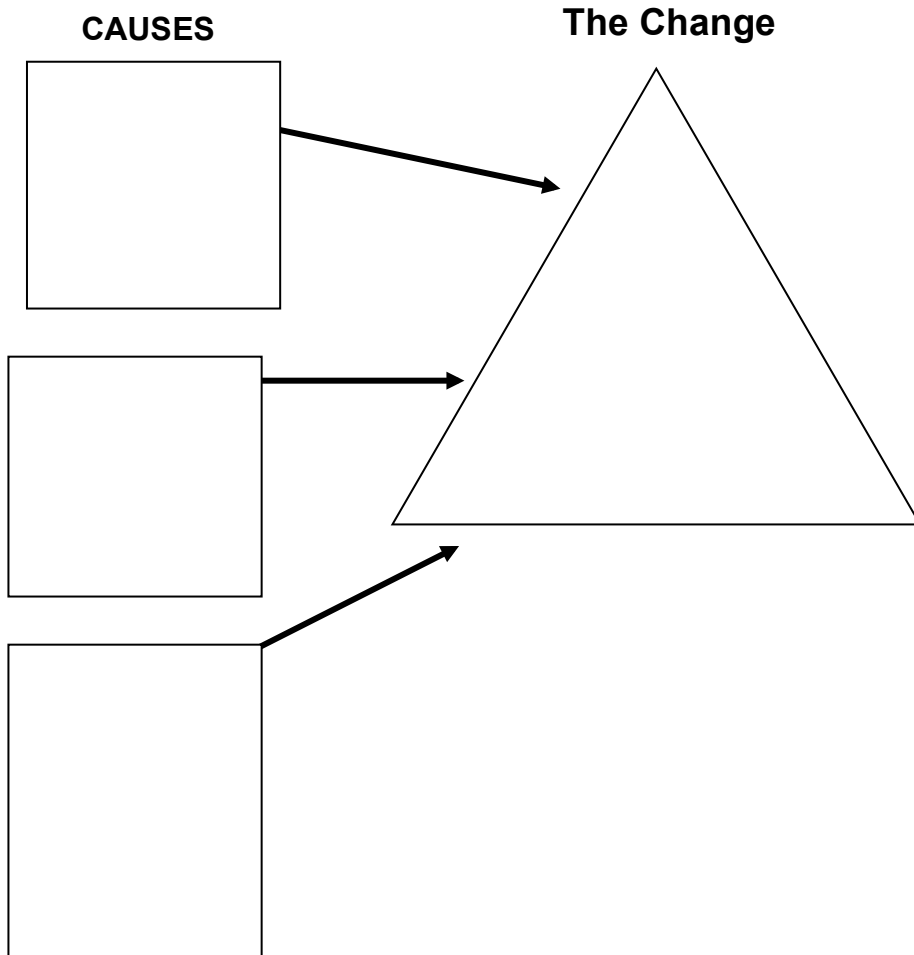
Important Facts:

My Summary:

On another page, write and draw to tell and show what's important.

Analyze and Infer Causes and Effects

CCSSR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

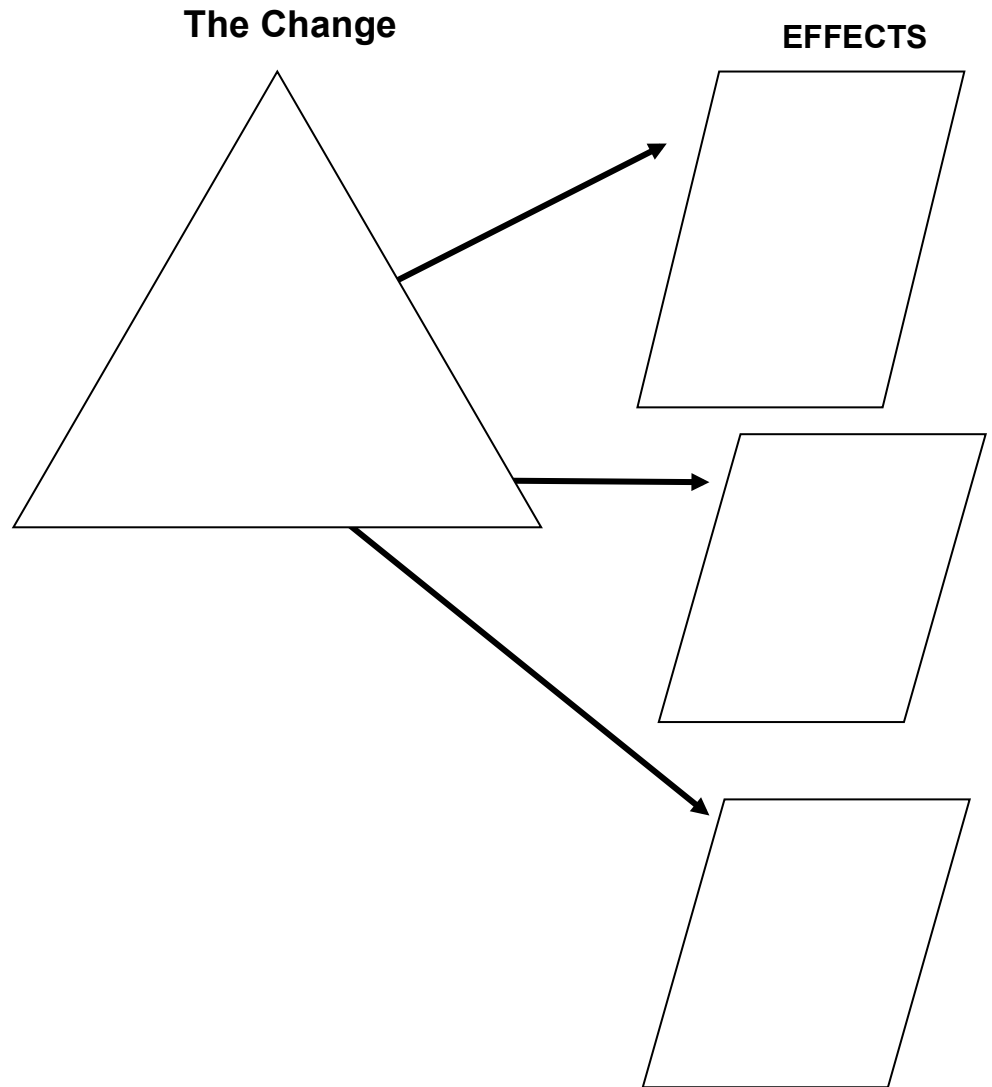


Write What You Think

___ essay ___ story ___ fable ___ cartoon ___ editorial ___ diary of a person involved

Analyze and Infer Causes and Effects

CCSSR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.



Write What You Think

___essay ___story ___fable ___cartoon ___editorial ___diary of a person involved

History Analyzer

CCSS Anchor Reading Standard 1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions** drawn from the text.

Name two persons in the event. For each one, tell one trait. Explain why you think the person has that trait—based on the story.

Person	Trait	Evidence

What caused the event?

How do you infer the persons felt about that event.

Why do you think they felt that way?

Think Big— Support Core Concepts with Relevant and Important Information

I can infer the main idea when I read nonfiction.

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

What I read: _____

Topic: _____

The topic is not the title. It is the subject of the passage.

It is not the main idea, either. You figure out the main idea by thinking about what the writer wants you to learn from the passage.

After you read, think about it: what is the main idea? What did the writer want me to understand because I read it? Put the main idea in the big box and information that supports it in the smaller boxes. You can write words and draw pictures to show what you think.

Write the main idea here. It should be a BIG idea you learn from the passage you read.

Put important facts from the passage in the boxes. The facts should support the main idea.

Check your main idea.

It should be a good way to tell what the writer wants you to learn from the different facts in the passage.

It should be so important that it could be a new title for the passage.

I can infer the main idea of a history.

CCSS Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS Anchor Standard 2. Determine central ideas of a text and analyze their development; summarize the key supporting details and ideas. Use standard specific to your grade level.

What is the history about? _____

What was a challenge that people faced?

What did people do to meet that challenge?

What happened because the people did that?

What is the main idea? What is the big idea the writer wants me to understand from reading the history.

What information is important to understanding this idea? Underline it or list it on another page.



Big Question: What changed—and why?

CCSSR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

What's the important change?

What do you want people to understand about the change

What it was like before the change:

Who wanted the change—and why:

Who made it—and how:

How people felt then:

How will you communicate that idea and information? You can choose one way, another student can choose another. Booklet Collage Dram Drawing Debate Painting Poem Song Story

Analyze History

CCSS Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

TOPIC: _____

ORGANIZE TO UNDERSTAND

People	
Place	
Challenges	
Choices	
Changes	

Think More: What is an important idea you learned about this history?

Explain your idea. On another page use information you found to support that idea.

Support Your Answer

CCSSR7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

Name _____ Date: _____

question

Locate relevant information in two different sources.

Source 1: _____

Important Information

Source 2: _____

Important Information

Use this information to write your response.

Analyze, then Organize an Argument

CCSSR 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Position 1	Position 2
Strongest evidence	Strongest evidence

My Position: _____

Strongest Evidence to support my position:

Constructed Response: Evaluate the two positions. Which has greater support. Then construct your own response. You can support one or the other position or a different position that you decide.

DEBATE WITH LOGIC

CCSSR8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and sufficiency of the evidence.

CCSS Writing Standard 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Issue: _____

One Position	Another Position
_____	_____
_____	_____
<i>Supporting Reasons and Facts:</i>	<i>Supporting Reasons and Facts:</i>

Which side has the strongest evidence?

Which side do you choose? _____

Strengthen your position. List examples and evidence to support your position. Look closely at the other position. Include evidence that would strengthen your argument against theirs.

Share Learning to Expand Learning

Big Questions Focus on Big Ideas

CCSSR2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

BIG question

List information to answer it. You can collect facts and examples from your class sessions, your notes, the Internet, books and magazines.

Write your answer. You can write:

- a book
- a poster
- an exhibit
- a collage or other artwork
- a report
- a presentation

_____ (another format)



Answer the BIG Question with Cited Examples and Evidence

CCSS Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

BIG question

Collect facts and examples to answer it. You can find them in your class notes, from books, articles, and the Internet.

Important Information or Example	Where I Found It

Write your answer. You can write:

- ___ an extended response
- ___ a page in a textbook
- ___ directions
- ___ a report
- ___ an article

_____ (another format)

EXPAND HISTORY WITH DRAMA

CCSSW3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Use this outline to help students write and present a play based on a history they read.

Story/History: _____

Who's in it?

Who	Characteristics

What happens?

Write the play.
Write what each person might say.

Think Clearly with a BIG Idea

Common Core Anchor Reading Standard 2. **Determine central ideas or themes** of a text and **analyze** their **development**; **summarize** the **key supporting details** and **ideas**.

BIG Idea: _____

Core Vocabulary

Examples that Support the BIG Idea

Explanation *Show the idea here in a drawing or graphic organizer.*

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Content Learning Reporter

Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Topic: _____

What are 3 important words you need to know to understand this topic?

Word	What It Means

Use a graphic organizer or draw a picture to show what you know about the topic.



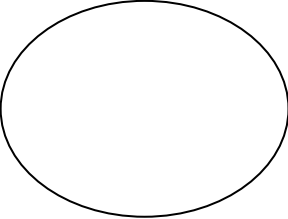
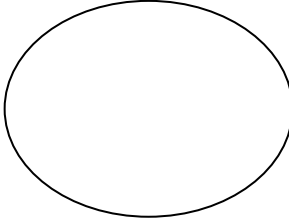
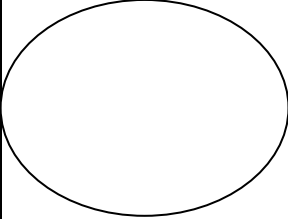
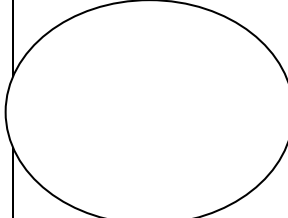
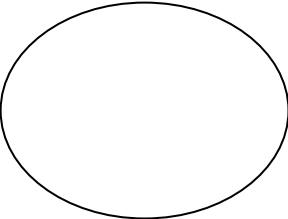
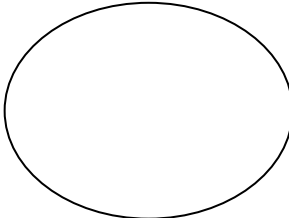
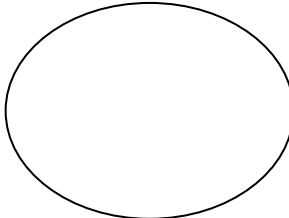
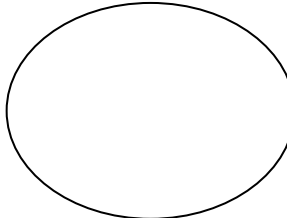
Write a summary paragraph about the topic. Include the words you listed. Include ideas and information you show in your picture or graphic organizer.

Communicate IDEAS through Information in YOUR OWN BOOKS and EXHIBITS.

Choose your topic. _____

Figure out what you will include. Note what's important, one important part to each box. Each box stands for one page in your book. Note just one important point you will make on each box.

BIG IDEA I WILL EXPLAIN:

Add pictures, diagrams, examples. Figure out what would make your point clear. Make a note in the circle in each box.

Expository Writer

CCSSW2: Explanatory Writer. I can use prewriting strategies to generate ideas and organize my writing.

What's the topic? _____

What are three ideas—ideas about this topic—that I will use to help people understand it? List them. Then list information you will use to explain each idea.

<i>Idea</i>	<i>Idea</i>	<i>Idea</i>
<i>Information</i>	<i>Information</i>	<i>Information</i>

My three ideas all support a bigger idea—the **CENTRAL IDEA**. What's that **BIGGEST** idea that I want my readers to know?

Historical Fiction Writer

CCSSR 3. **Analyze** how and why **individuals, events, and ideas develop and interact** over the course of a text.

Event: _____

Show the place.

Name three kinds of persons you think were there.

Write the story.

Write a story about what they did during the event.
Tell what they said about what was happening.