

**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
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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.