

Get It

Get It Clear

Get It Together

Focus

Act

Report

Focus

Choose a Big TOPIC.

Example:

Pioneer Life

The Constitution

The Civil War

Turn that big topic into a BIG Question such as:

• *How did people live and work in this area during the pioneer days?*

• *How did the Constitution affect the way people lived in the United States?*

• *What were causes and effects of the Civil War?*

Choose Important Sub-Topics such as

___ communication ___ transportation
___ work ___ housing _____


Ask a BIG question about each sub-topic,
such as:

communication	transportation	work	housing
<p>● How</p> <p>and what would people have communicated in _____</p> <p>___ at this time?</p>	<p>● How</p> <p>and where did people travel?</p>	<p>● What</p> <p>kinds of work did people do in _____</p> <p>___ at this time?</p>	<p>● What</p> <p>kinds of homes did people have, and what did people use in a home in _____</p> <p>___ at this time?</p>

Organize to Make Learning Clear

Set up an organizer that will help students to collect meaningful information that they see as they get it.

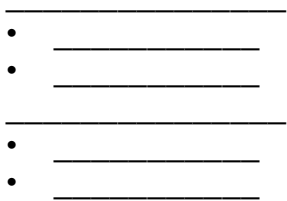
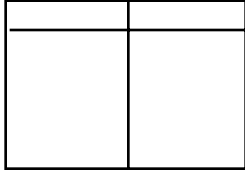
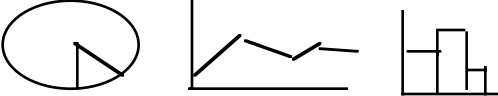
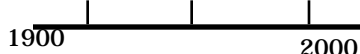
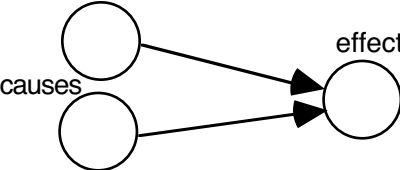
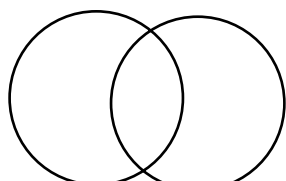
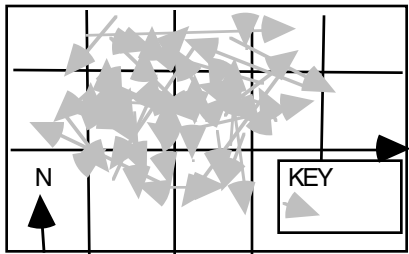
Student Work Organizer

G oal <i>What question will I answer to expand my knowledge?</i>	
R ead <i>What will I read to find answers?</i>	
O rganize <i>How will I organize the information as I collect it?</i> • list • chart • outline	
W rite <i>How will I explain what I learn?</i> • paragraph • illustrations • charts • time-line • graph • map • diagrams	

What are the organizers?

They are tools to

- locate information
- provide information
- interpret information
- summarize information
- organize information
- analyze information

OUTLINES/LISTS 	CHARTS 
GRAPHS 	TIME LINES 
DIAGRAMS  <p>Venn Diagram</p> 	MAPS 

Get It

Collect and classify information as you read



My Question

Information to answer it:

Use a list or chart to see what you learn as you read.

-
-
-
-
-

Get It Clear

Make charts, graphs, illustrations to explain what you learned.

What Questions We Answered	How we will Show the Answers to Make It Clear.
How and what would people have communicated in Chicago at this time?	<i>Chart of</i> <i>how</i> <i>what</i>
How and where did people travel?	<i>Chart of</i> <i>how</i> <i>where</i>
What kinds of work did people do in _____ at this time?	<i>Chart of</i> <i>work done</i> <i>skills needed</i>
What kinds of homes did people have, and what did people use in a home in _____ at this time?	<i>Chart of</i> <i>homes</i> <i>household items</i>

Chicago in Pioneer Time

This chart combines all four charts in one exhibit.

Communication		Transportation	
How people communicated	What people communicated	How people traveled	Where people traveled
Work		Housing	
What kinds of work people did.	What kinds of skills they needed.	What kinds of homes people had.	What kinds of things they had inside their homes.

Get It Together

*O*RGANIZE to *Educate*

Make a Book or Exhibit to Show/Share the Learning

Organize the exhibit components so that they communicate an idea, not just information.

For example, students can use graphic organizers to make the ideas clear.

How do you organize the exhibit?

It's a collection of the answers to questions you develop based on the information collected.

First, list the questions.

Expand/Exhibit to Learn More

Create an exhibit that builds insights with the information collected.

The following illustrations show ways to use information to create exhibits and ideas.

Example:

- *How did people live and work in Chicago in pioneer days?*
Yes, you already answered that question, but now it becomes the basis for learning more.
 - *How do people meet the same needs in Chicago today?*
 - *How is Chicago today different from and like Chicago in pioneer days?*
 - *What changes have taken place in Chicago this century?*
 - *What will people live and work in Chicago in the next century?*
-

Pull It Together

*O*RGANIZE to *Educate*

Make a Book or Exhibit to Show/Share the Learning

Organize the exhibit components so that they communicate an idea, not just information. For example, students can use graphic organizers to make the ideas clear.

How do you organize the exhibit?

It's a collection of the answers to the questions.

First, list the questions.

Then make the exhibit.

Example:

- *How did people live and work in Chicago in pioneer days?*
 - *How do people meet the same needs in Chicago today?*
 - *How is Chicago today different from and like Chicago in pioneer days?*
 - *What changes have taken place in Chicago this century?*
 - *What will people live and work in Chicago in the next century?*
-
-

ORGANIZE to *Report*

-
-
- *How did people live and work in Chicago in pioneer days?*
-
-

Chicago in Pioneer Time

Yes, you already saw this chart.

This time, use illustrations to summarize what you reported in the first chart.

Communication		Transportation	
How people communicated	What people communicated	How people traveled	Where people traveled
Work		Housing	
What kinds of work people did.	What kinds of skills they needed.	What kinds of homes people had.	What kinds of things they had inside their homes.

ORGANIZE to *Educate*

-
-
- *How do people meet the same needs in Chicago today?*
-
-

Chicago in Pioneer Time and Today

Communication		Transportation	
Pioneer Time	Today	Pioneer Time	Today
Work		Housing	
Pioneer Time	Today	Pioneer Time	Today

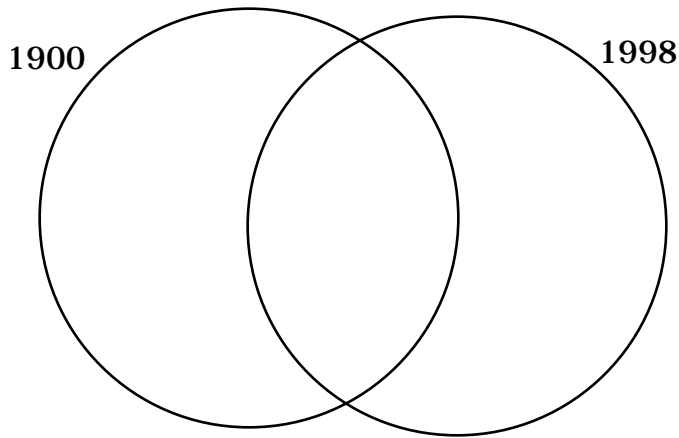
-
-
- *How is Chicago today different from and like Chicago in pioneer days?*
-
-

Read the chart to figure out answers. Use the Venn diagrams to show the answers.

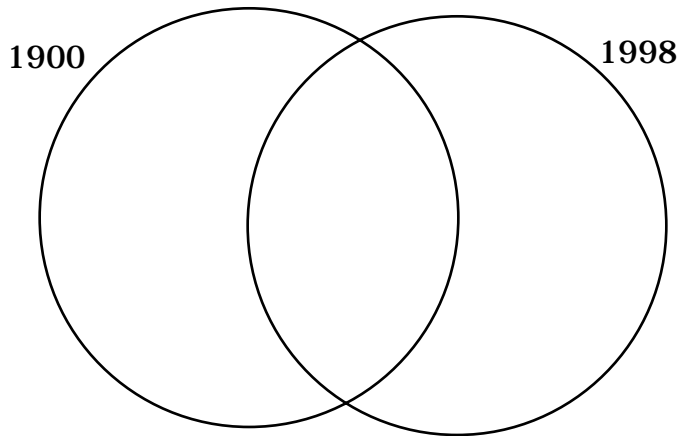
EXHIBIT CONNECTOR

Use Venn diagrams to answer that question.

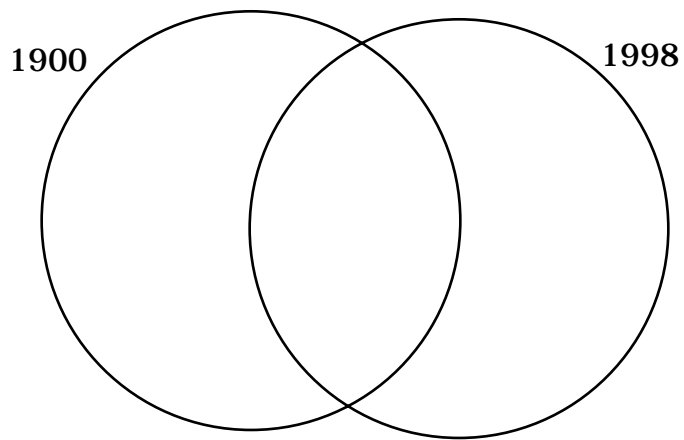
Complete these Venn diagrams. Then write a three-sentence summary of each diagram.



COMMUNICATION



TRANSPORTATION






WORK

ORGANIZE to Clarify

- *What changes have taken place in Chicago this century?*

A Chicago Century of Changes

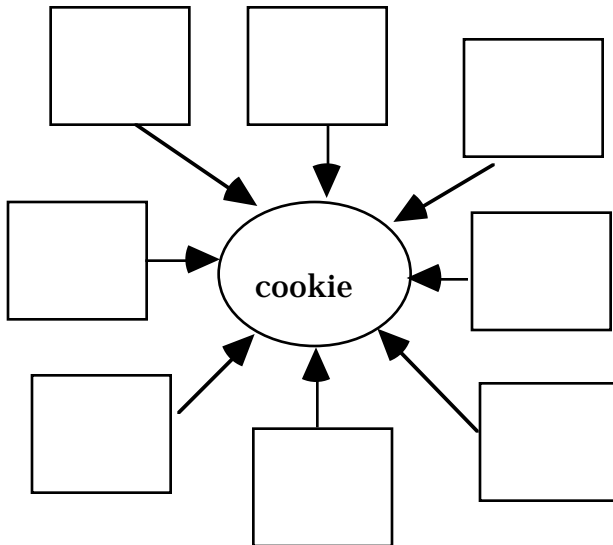
Topic	1900-1925	1926-1950	1951-1975	1976-2000
transportation 				
communication 				
work 				

-
-
- *What changes have taken place in Chicago this century?*
-
-

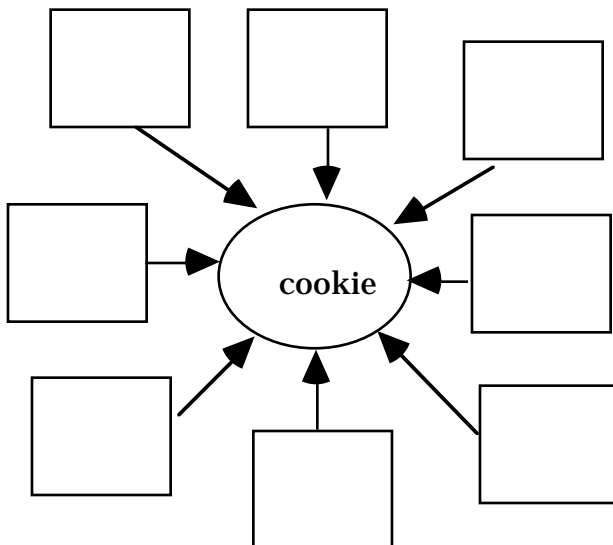
Here is another way to answer that same question.

Make a diagram of the factors of production (ingredients) for a product in Chicago at each time period.

Chicago Cookie: Pioneer Time



Chicago Cookie: Today



ORGANIZE to *Inspire*

What is Chicago's future?

Here is our vision of the next century.

-
-
- What will people live and work in Chicago in the next century?*
-
-

Communication		Transportation	
How people will communicate	What people will communicate	How people will travel	Where people will travel
Work		Housing	
What kinds of work people will do.	What kinds of skills they will need.	What kinds of homes people will have.	What kinds of things they will have inside their homes.

Learning Organizer

Focus

Choose a Big TOPIC.

Turn that big topic into a BIG Question:



Choose Important Sub-Topics




Help students ask a BIG question about each sub-topic.



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