

Inspire Learning and Challenge Thinking:

The Museum Connection

- 1. Visualizing Ideas**
- 2. Standards and Museum Exhibits—the Vital Connection**
- 3. Your Plans to Make Museum Connections**

IB RESOURCE: YOUR PLAN

Outcomes:

Resources:

Museum: _____

Kinds of Exhibits:

What students will read:

What students will construct:

The MUSEUM Experience

Activities to Prepare for the Museum Trip

Activities During the Trip

Activities to Build on the Learning

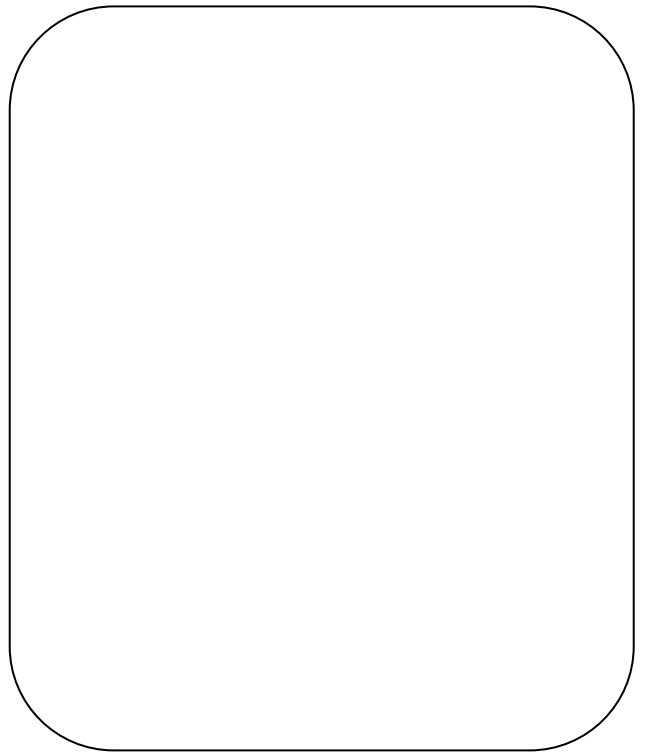
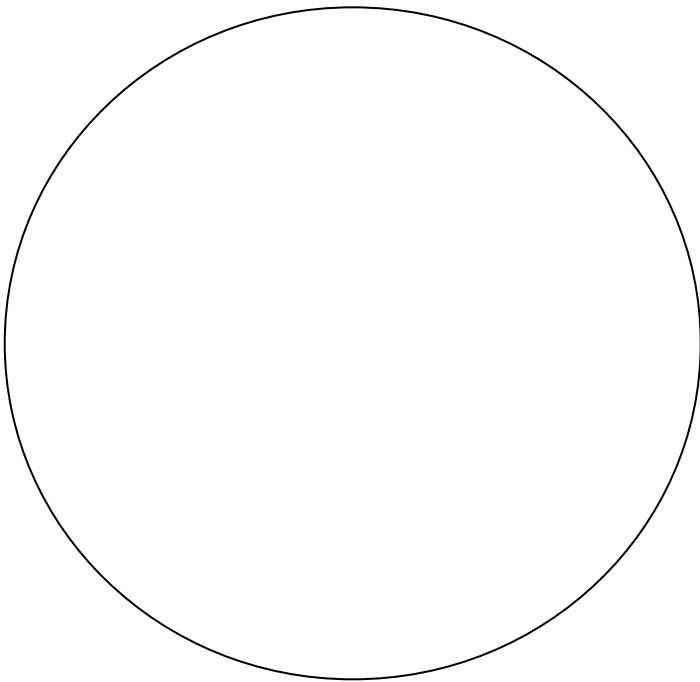
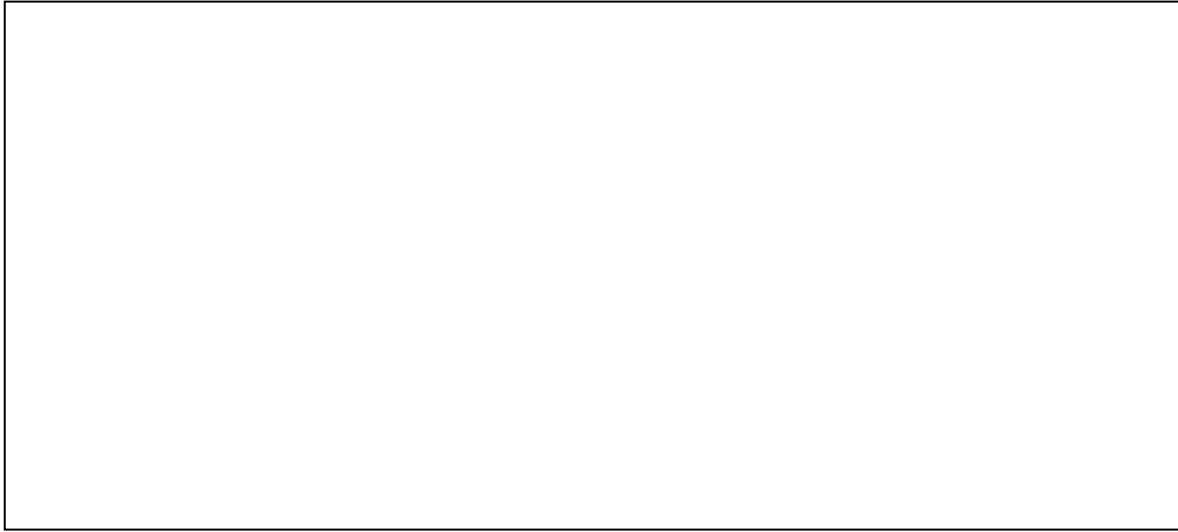
Inspire Learning and Challenge Thinking: Ask Students to Illustrate Proverbs

ILS1B and 2B can interpret literature representing a culture.

1. Where there is hope, there is life. Where there is life there is possibility, and where there is possibility, change can occur. Jesse Jackson
2. Never be afraid to sit awhile and think. Lorraine Hansberry
3. The future depends on what we do in the present. Mahatma Gandhi
4. Even the hardest of winters fears the spring. (Lithuania)
5. Life is a promise; fulfill it. Mother Teresa
6. Do good, and don't worry to whom. (Mexico)
7. It takes two to make the quarrel, but only one to end it. (Nicaragua)
8. A clever person turns great troubles into little ones and little troubles into none at all. (China)
9. Our children must never lose their zeal for building a better world. They must not be discouraged from aspiring toward greatness, for they are to be the leaders of tomorrow. Mary McLeod Bethune
10. One minute of patience can mean ten years of peace. (Greece)
11. From small beginnings come great things. (America)
12. You already possess everything necessary to become great. (Crow)
13. It is a rough road that leads to the heights of greatness. (Ancient Rome)
14. Every future is not far away. (Arab)
15. Give me leverage, and I will move the Earth. (Greece)
16. Do not look where you fell, but where you slipped. (Kenya)
17. Genius is one percent inspiration and ninety-nine percent perspiration. Thomas Edison
18. Success is a journey, not a destination. Ben Sweetland
19. By learning you will teach, by teaching you will learn. (Latino)
20. The habit of thinking is the habit of gaining strength. (Nigeria)
21. In youth we learn; with age we understand. (Mexico)
22. He who does not know one thing knows another. (Kenya)
23. All good things to know are difficult to learn. (Greece)
24. Sometimes you have to give a little in order to get a lot. Shirley Chisholm
25. Education is the key to unlock the golden door of freedom. George Washington Carver
26. Everyone is the age of her heart. (Guatemala)
27. No one tests the depth of the river with both feet. (Ghana)
28. The hunter in pursuit of an elephant does not stop to throw stones at birds. (Uganda)
29. Habits are cobwebs at first, cables at last. (China)
30. Learn about the future by looking at the past. (Tamil)
31. Light your lamp first at home, then at the mosque. (Islamic)
32. The world exists on three things: truth, justice, and peace. (Hebrew)
33. A sponge to wipe away the past; a rose to sweeten the present; and a kiss to greet the future. (Arab)
34. All the past died yesterday; the future is born today. (China)
35. Large desire is endless poverty. (India)

PICTURE IT

Figure out three important parts. Draw pictures that show the three parts.



Write a title that fits all three parts.

Picture a Sentence

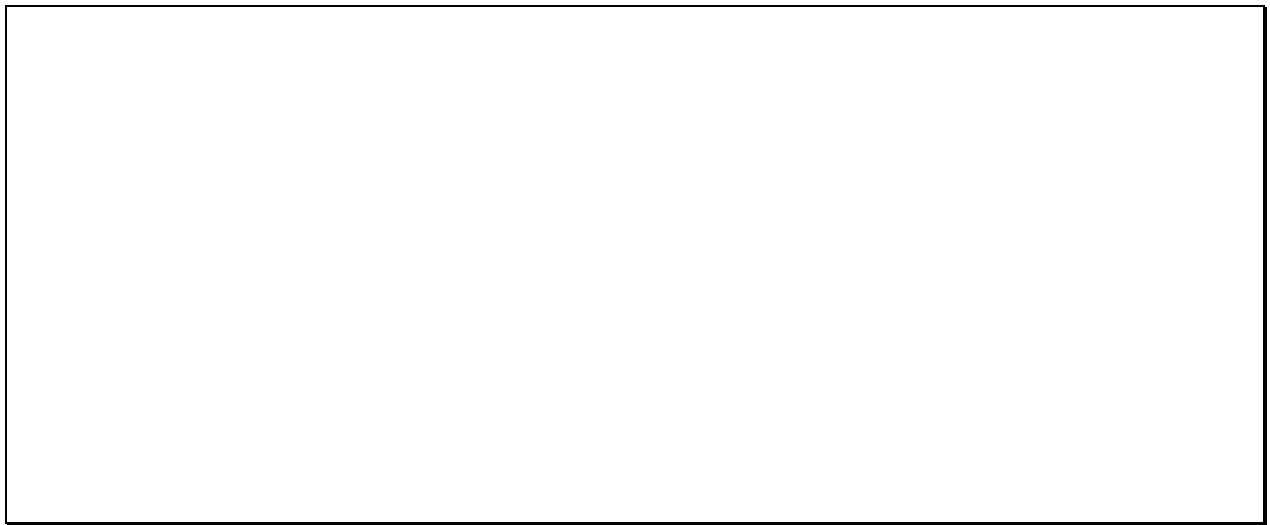
You can draw the meaning of a sentence.

And if you show it with pictures, you see what you are learning as you read.

Try out this method.

Choose one sentence.

Draw a picture that shows what the sentence says.



Then show your picture to another student.
Ask that student to find the sentence you pictured.
Ask them to write your sentence on this line.

Picture a Paragraph

Choose a page to read.

Choose one paragraph that's interesting.

Draw a picture that shows that paragraph.



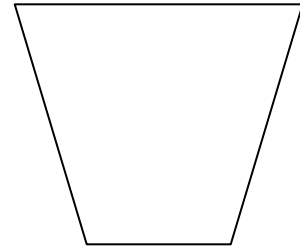
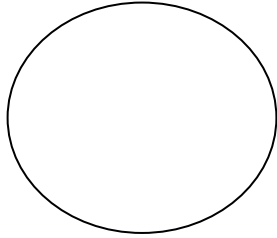
Give your picture and that page number to someone else.

See if they can find your paragraph.

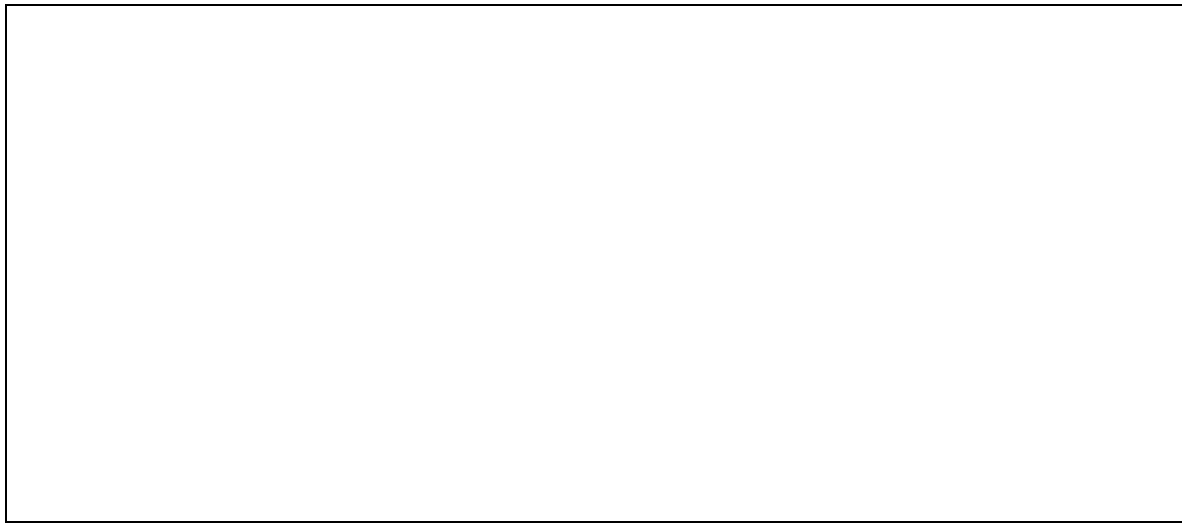
Who is in a story or history?

Visualize to Realize

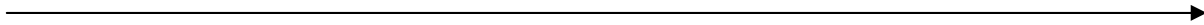
Draw three persons who are part of it.



Draw the place.



Sequence the Events.



WORD BANK

ILS1A I can identify words that are important to a topic

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word. (It could be this word in another language.)

Make the Writing Connection!
Use your word bank to write about this topic.

TOPIC ALPHABET

I can identify words that are part of a topic. (1A)

I can write a sentence that explains the topic. (3B)

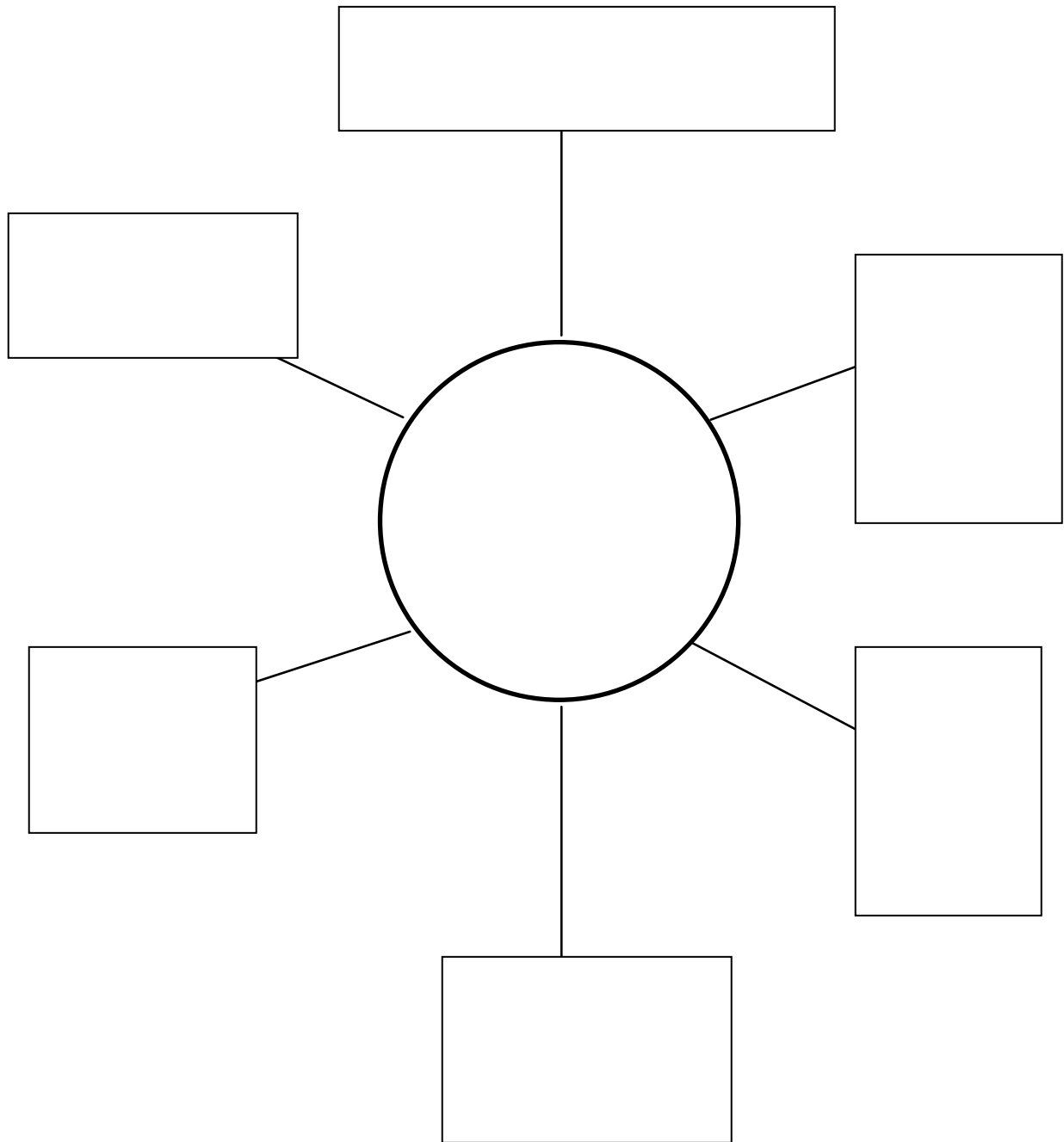
My Topic: _____

LETTER	WORD	PICTURE

Write a sentence with some of your words.

Get It Together: Show What's Important.

ILS 1B: I can identify and support a main idea.



Think it through.

Write your idea in the circle.

Then use pictures to support it.

Draw a picture in each box.

✓ Museums in the Park Field Trip Toolkit

Museums make the Illinois Learning Standards real and relevant.

The following section will help you link classroom activities with **Standards, Big Questions** and **Museum Resources**.

The Standards describe important ways of understanding in different subject areas. The following chart restates standards as ideas to explore at a museum. The third column restates them as **Big Questions** that students can answer at a museum and continue learning about in your classroom. These are just examples – the best big questions will come from you and your students.

Standard	Restated as an Idea to Explore	Big Question
Know and apply concepts that describe how living things interact with each other and with their environment. (ILS12B)	Animals and plants fit together in every environment.	How do animals adapt to an environment?
Understand the sensory elements, organizational principles, and expressive qualities of the arts (ILS 25A)	An artist uses the parts of a picture or sculpture to tell you something.	How do artists tell you things with pictures?
Know and apply concepts that describe force and motion and the principles that explain them. (ILS12D)	Things move in different ways for different reasons.	How and why do things move?
Know and apply concepts that describe the features and processes of Earth and its resources.(ILS12E)	The earth is a special place with many parts.	What changes are part of our planet?
Analyze how traditions affect culture (ILS18A)	What people did in the past is part of how people live today.	What's important to people?

IB RESOURCE: Concepts in Context

The following concepts were identified by NCISE for the effective teaching of science.

organization cause and effect systems
 change structure and function diversity

Choose ISBE Standard(s) that develop the knowledge and abilities important to your curriculum.

know and apply concepts that describe how living things interact with each other and with their environment. (ILS12B)	know and apply concepts that describe the interaction between science, technology, and society. (ILS13B)	know and apply concepts that describe the features and processes of Earth and its resources.(ILS12E)
understand the sensory elements, organizational principles, and expressive qualities of the arts (ILS 25A)	understand processes, traditional tools, and modern technologies used in the arts. (26A)	can analyze how the arts shape and reflect history, society and everyday life. (ILS27B)
Can analyze the historical development of communities. (ILS16A)	can understand the structures and functions of political systems (ILS14B)	understand social history. (ILS16D)

Your Plan

Content Standard

Restate as an Idea to Explore	Big Question

IB Resource:

What's Important to Understand for a Standards-Based Curriculum?

Here is the BOSTON PUBLIC SCHOOLS answer.

<http://boston.k12.ma.us/teach/standards.asp#words>

Learning Standards --- general descriptions of what every student must know and be able to do in each subject area. For example, a Writing Standard might be, "Students employ a variety of writing formats." Under each standard is a set of specific objectives, such as: "Use conventional formats for written products (margins, spacing, paragraph indents)."

Strands --- subdivisions of a subject to help organize teaching and learning. For example, three mathematics strands are: (1) Patterns, Relations and Functions, (2) Probability and Statistics, and (3) Geometry and Measurement.

Key Questions --- challenging, open-ended questions students investigate and answer to develop and demonstrate important skills and understandings. Students must answer these questions well to be promoted.

Assessment --- formal and informal ways to determine what students know and can do. Assessments typically are based on information from multiple choice and short answer tests, essay questions, portfolios (collections of student work), and performances (such as a debate or a science experiment).

Product --- a student work or performance that demonstrates what the student knows and can do. Examples: a written report, science project, speech or painting.

Example of a Culture Unit Plan with Museum Field Trip

Content Standard: understand social history. (ILS16D)

Reinforced language arts standards: 1A: vocabulary in context; 1B: strategic reading; 5A: read to learn; 3B: write to communicate

Focus/Big Question: What is important to the culture? (Applicable to any culture)

	M	T	W	T	F
The natural environment <i>Vocabulary</i> <ul style="list-style-type: none"> • <i>Environment</i> • <i>Climate</i> • <i>Resource</i> 	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.
Meeting Needs <i>Vocabulary</i> <ul style="list-style-type: none"> • <i>Technology</i> • <i>Shelter</i> • <i>Cooperation</i> • <i>Subsistence</i> 	Read aloud, students listen and illustrate.	Students collect information	Students classify information --chart ways needs are met	Students make up questions, exchange.	Students write and illustrate what they learned.
Values <i>Vocabulary</i> <ul style="list-style-type: none"> • <i>Tradition</i> • <i>Heritage</i> • <i>Belief</i> • <i>Value</i> 	Preview museum learning guide; model visual learning. Listen to and illustrate story.	Museum field trip. Collect information about needs, ways of living.	Organize information --expand chart. Infer the values of the culture.	Write about what you learned.	Illustrate key points.
Values and Culture <i>Vocabulary</i>	Plan class exhibit: Values and Culture.	Locate and collect additional information for the exhibit.	Make/locate illustrations for exhibit. Make labels for exhibit.	Open exhibit, guide visitors	Turn exhibit into "Big Book"

Unit Assessment

___ Make a presentation X Write a booklet X Make an exhibit

___ Write and illustrate a guide X make a glossary _____

Preview and 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.

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

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**?

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 picture. It could be a picture someone else in your class draws. It could be a painting. Tell what you think about:

Why the artist chose the colors used.

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: First draw any object. Show your picture to another student. Ask that student what your picture shows about that object. Then ask a big question such as “how do people travel,” or “how do animals survive?” Draw pictures that answer that question. Give those pictures to other students and ask them to write what they think the answers are based on your pictures. You can take these same steps to draw what you “see” in your mind when you read about any topic.

Build Wonder and Expand Knowledge at the Museum

Make an agenda for the trip. The field trip guide is a “do-it-yourself” guide that follows these steps. You can use all or part of that guide to build your own museum learning guide. Include talking, looking, and thinking points on the schedule. Organize your small groups as learning teams before the trip. You may have them choose roles for their team such as reporter or illustrator.

Start with wonder. The museum will be much bigger than your classroom, so it’s good to start by orienting students to the place. Ask them what they see that shows this is a special place.

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, crayons and pencils so that students can draw and note things they find.

If you scheduled the field trip at the beginning of a unit, students can look for answers to their questions as they continue this exploration with library books, the Internet, and your own classroom’s resources. If the trip is in the middle of a unit, the students’ questions are opportunities to expand the unit and increase students’ excitement about learning. If the trip is the culmination of the unit, students still can continue to explore the topic, looking for answers to their questions and developing more questions.

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.

Extend the Learning.

If you used the **K-W-L** structure, ask students to share what they learned. You could use **think-pair-share** to have students first draw or name things they saw, then pair with another student to talk about what they drew, then share the students’ pictures as a class exhibit. See the activities in **Write and Illustrate to Complete and Assess** for effective extension activities.

Exhibit-Based Learning Guide

This guide fits any museum and develops Illinois Learning Standards for content knowledge and reading abilities. You may copy or adapt the next two pages for use by your students.

Learning Standards:

Reading: Locate, collect, organize, and use information from various sources to answer questions, solve problems, and communicate ideas. *Illinois Learning Standard 5A.*

Content:

(Paraphrase the content standard here)

You can provide students with a list of ideas to choose from. Then when they are in the museum exhibit, they would look for examples and information to explain that idea. You could also have them turn the ideas into questions. And they can think of their own ideas and questions while they are at the exhibit.

Writing and Illustrating to Complete and Assess Learning

These activities are ways to reinforce and expand learning and assess the progress.

- Student-written “big book” about the topic
- Student exhibit about the topic
- Student presentation about the topic
- Student “specialists” – each student takes a different subtopic and explains it visually and/or in writing.
- Student-prepared museum guide—a guide their families will be able to use to visit the museum.
- Learning Journal – student-written and illustrated notes about the experience.
- Topic Glossary – students define terms and provide examples based on exhibits and reading.
- Topic “quilt” – students make paper or cloth quilt of important parts of what they saw and learned.

You can use a formal rubric for these projects. However, the **Illinois Writing Rubric** is adaptable to analyze the effectiveness with which students complete this work.

Focus: Is the work clearly focused on one topic, theme, or main idea?

Organization: Is the structure of the work clear and logical?

Support: Do the students provide appropriate information and examples?

Integration: Does the work fit together coherently?

Conventions: For written materials, do students use correct grammar, spelling, syntax?

The Museum Reading Connection

This list includes major skills of reading comprehension tested by ISAT/ITBS and Prairie State. The following pages develop these skills in any museum exhibit.

- _____ 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

More Reading Connections

There's more—the following are skills relating to interpreting fiction and non-fiction and could be developed in history and art exhibits.

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

Museum Prep--The Visual Reader

ILS1B: Make inferences from information

Students can understand the steps to answer inferential questions based on things they see as well as things they read.

You can use the following questions in most art exhibits 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?

Student Learning Guide for a Museum Visit

1. Go to the exhibit.

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

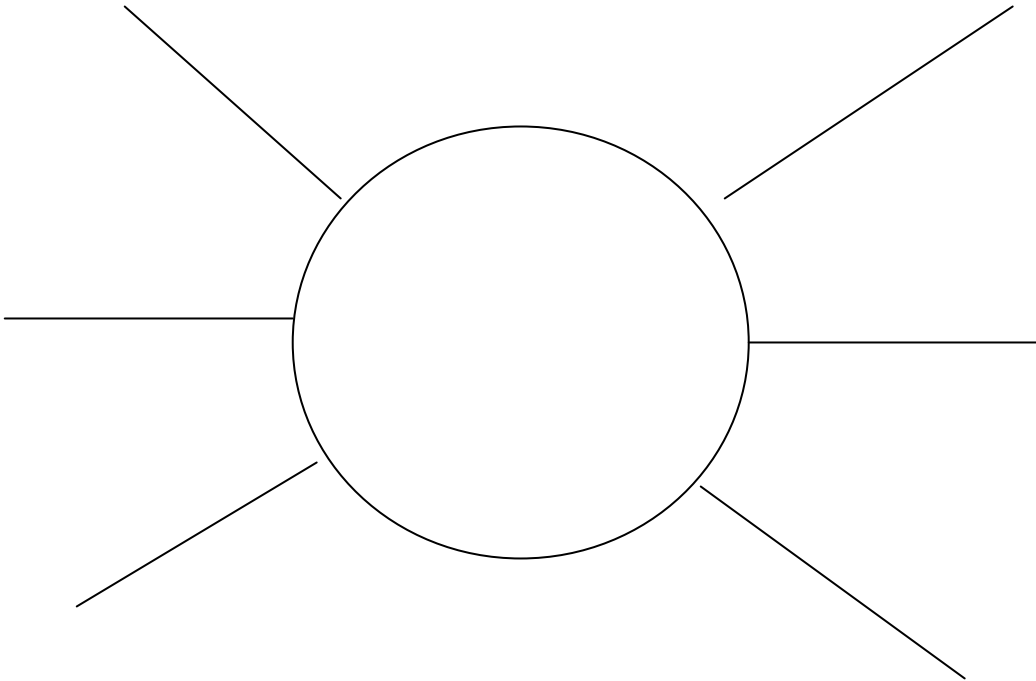
2. Locate and Collect

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?



GET IT TOGETHER

ILS 5A: I can relate prior knowledge and new information.

Topic: _____

What I Knew

What I Learned

What I Think

Take what you knew and what you learned and explain this topic in your own words.

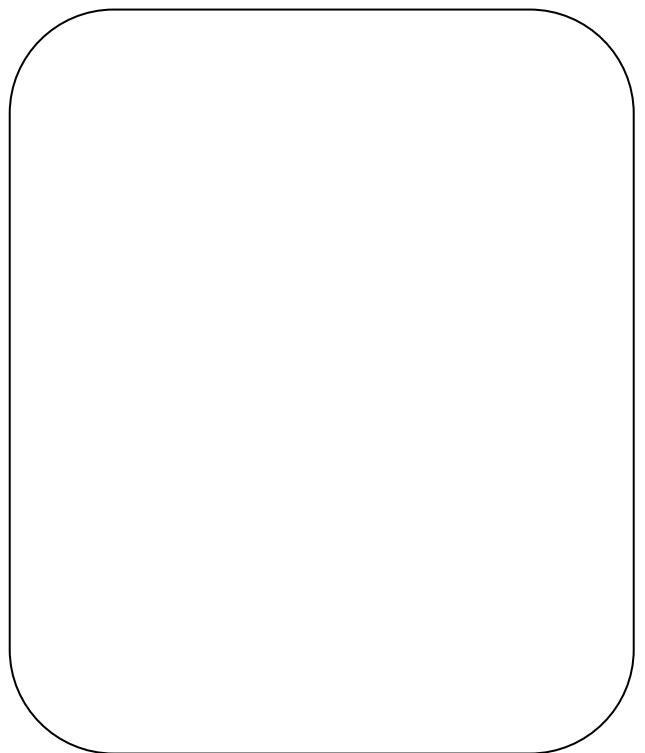
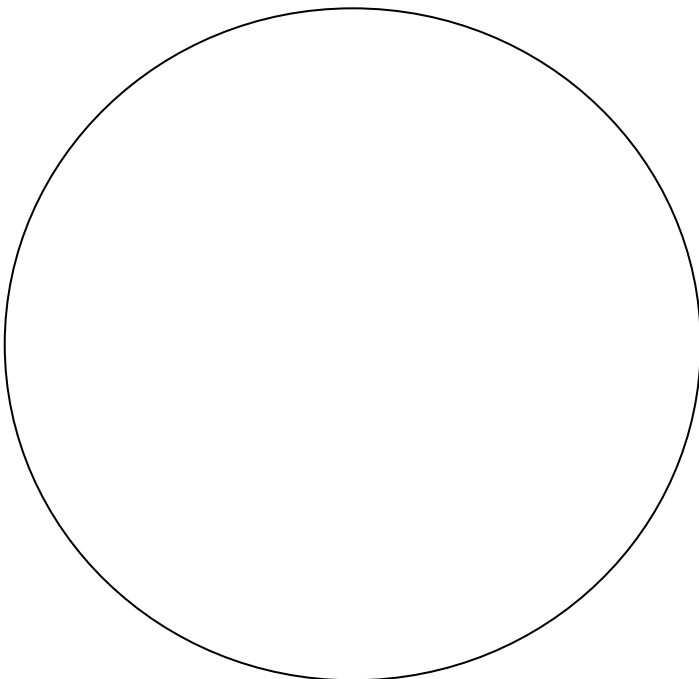
Write a: __paragraph __poem __story __letter __ _____

Think More: Illustrate the topic.

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?
*Exceed the Standard:
Write what you learned by
doing this project.*

GET IT ACROSS: MAKE YOUR OWN EXHIBIT
ILS3C: Communicate a topic in a variety of formats.

Topic: _____
Figure out three important parts. Draw pictures that show the three parts.



Write a title that fits all three parts.

Organize a Learning Journey with Museum Connections

This unit planner incorporates language arts skills and content learning. It can be used to organize a unit with a museum field experience. Two examples follow.

Content Standard:

Reinforced language arts standards: 1A: **vocabulary in context**; 1B: **strategic reading**; 5A: **read to learn**; 3B: **write to communicate**

Focus/Big Question: _____

Use this calendar to plan activities, including museum field trips.

	M	T	W	T	F
<i>This week's topic</i>					
<i>Vocabulary</i>					
<i>This week's topic</i>					
<i>Vocabulary</i>					
<i>This week's topic</i>					
<i>Vocabulary</i>					
<i>This week's topic</i>					
<i>Vocabulary</i>					

Unit Assessment: Students can demonstrate learning in several ways:

___ Make a presentation ___ Write a booklet ___ Make an exhibit

___ Write and illustrate a guide _____

Example: Unit Plan with museum field trip – will fit any content area.

Content Standard:

Reinforced language arts standards: 1A: **vocabulary in context**; 1B: **strategic reading**;
5A: **read to learn**; 3B: **write to communicate**

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
<i>This week's topic</i> <i>Vocabulary</i>	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.
<i>This week's topic</i> <i>Vocabulary</i>	Read aloud, students listen and illustrate.	Students collect information	Students classify information	Students make up questions, exchange.	Students write and illustrate what they learned.
<i>This week's topic</i> <i>Vocabulary</i>	Preview Museum Learning Guide; Model visual learning	Museum field trip.	Organize information	Write about what you learned.	Illustrate key points.
<i>This week's Topic</i> <i>Vocabulary</i>	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 _____

Example of a Culture Unit Plan with Museum Field Trip

Content Standard: *analyze historical development of communities (ILS16A)*

Reinforced language arts standards: 1A: vocabulary in context; 1B: strategic reading; 5A: read to learn; 3B: write to communicate

Focus/Big Question: How did the culture change? *(Applicable to any culture)*

	M	T	W	T	F
The natural environment <i>Vocabulary</i> <ul style="list-style-type: none"> • Environment • Climate • Resource 	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.
Meeting Needs <i>Vocabulary</i> <ul style="list-style-type: none"> • Technology • Shelter • Cooperation • Subsistence 	Read aloud, students listen and illustrate.	Students collect information	Students classify information --chart ways needs are met	Students make up questions, exchange.	Students write and illustrate what they learned.
Values <i>Vocabulary</i> <ul style="list-style-type: none"> • Tradition • Heritage • Belief • Value 	Preview museum learning guide; model visual learning. Listen to and illustrate story.	Museum field trip. Collect information about needs, ways of living.	Organize information --expand chart. Infer the values of the culture.	Write about what you learned.	Illustrate key points.
Change <i>Vocabulary</i>	Plan class exhibit: a culture changes.	Locate information about the culture today. Construct exhibit: Then/Now.	Make/locate illustrations for exhibit. Make labels for exhibit.	Open exhibit, guide visitors	Turn exhibit into "Big Book"

Unit Assessment

Make a presentation Write a booklet Make an exhibit

Write and illustrate a guide _____