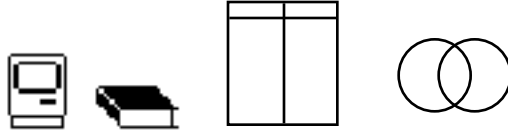


Learning Exhibits



Goal:

To establish a structure to reinforce learning in the content areas. This work is designed to reinforce the work of schools in meeting State Goal 5 in Language Arts, particularly in reading in the content areas.

Use reading, writing, listening, and speaking skills to research and apply information for specific purposes.

Academic Standards

- A. Locate, acquire and organize information from various sources to answer questions and solve problems.
- B. Analyze and evaluate information acquired from various sources.
- C. Apply acquired information, concepts, and ideas.

Approach:

One topic at a time, through graphics and text, a topic will be exhibited with a month-long process. This work can take place in the library and in classrooms. Students and teachers can continue to use this approach in their learning about other topics.

Students locate information through reading a variety of materials. They can contribute to the exhibit during the month, so that it changes each week as students learn and add information and illustrations.

Exhibits can be put on display in the library, in hallways, and in other areas of the school so that once developed they continue to be useful learning resources.

Examples:

Examples of topics to be illustrated are:

- February--Values
- March--Causes and Effects in History
- April--Diversity in the World
- May--Chicago Futures
- June--A Year of Learning Progress

Each exhibit plan includes an "exhibit starter," which is designed to provide one example of a way to organize the exhibit. The Center for Urban Education will assist with organizing these exhibits during second semester.

*Developed by the DePaul Center for Urban Education
for the Polk Bros. Foundation Teacher Leadership Network ©1997*

February--Values

Exhibit--Symbols of the Ashanti People

This exhibit will consist of a chart that includes Adinkra symbols and African Americans who represent these values. The students will be asked to identify African Americans who also embody these values.

Key Idea: Values affect the ways in which people live

Related Ideas:

- The Ashanti people have identified important values
- African Americans have embodied those same values

Approach: Students identify African Americans who represent values symbolized by Adinkra symbols.

Exhibit Starter

Value and Symbol	African-Americans Who Represent this Value

Writing Connection

Students can write about each of the individuals, explaining how the person personifies the value.

Exhibit Connections

Students can create exhibits about one value and its meaning in their own lives.

March--Causes and Effects in History

Exhibit: Cause-Effect Diagrams relating to History
(Can be expanded with time-lines, illustrations.)

Main Idea:

There usually is more than one cause for an effect.

Related Ideas

- People can identify causes that are stated literally
- People can infer causes

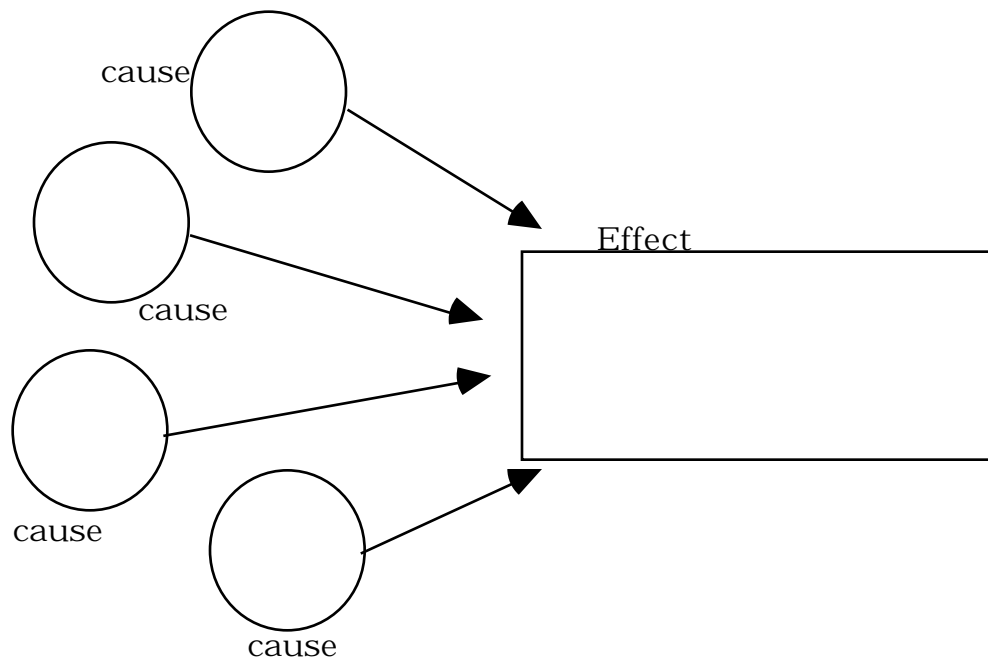
Approach:

Use any history book from the library.

Identify the causes and effects in that one book.

Use a diagram to show them visually:

Exhibit Starter



This activity is adaptable for any history, science, current events, and fiction.

Writing Connection

Students write the sequence of events represented by the diagram.

Exhibit Connection

Students draw pictures to represent the causes and effect and then incorporate their pictures into a time-line showing the sequence. They can use color coding to identify the causes on the time-line.

April--Diversity in the World

Exhibit: Chart of African Countries

This activity will be adaptable for continuing to study about any country or to a city such as Chicago.

MAIN IDEA: Countries are diverse and multi-faceted.

Related Ideas:

- Africa is a diverse continent
- Each Country is Unique

Exhibit Starter

The example exhibit is a chart about two countries: Kenya and Ghana. Students research and provide information for the chart.

Topic	Ghana	Kenya
Leaders		
Important Events in History of the Country		
Location		
Resources		
Kinds of Work Many People Do		
Important Places		
Challenges		

Writing Connection

Students can research another country using library resources or other resources and make a similar chart.

The students also can use the same outline to profile Chicago or the community.

Exhibit Connection

Students expand the exhibit with maps, photos, drawings, objects. Students expand the exhibit with more countries.

May--Chicago Economic Futures

Exhibit: Chart of Jobs

(Can be expanded with maps of Chicago, pictures of workers.)

Main Idea:

An economy has many dynamic parts

Related Ideas:

- Workplaces represent jobs
- People make choices

Exhibit Starter

Make a chart showing Chicago workplaces and jobs.

Students contribute the job information--they infer or research the jobs in each workplace.

Students choose kinds of workplaces they want to have available in Chicago's future.

Chart 1--Use this the first three weeks.

Work Now

Chicago Workplace	Jobs People Do There

Chart 2--Use this the last week.

Future Work

Chicago Workplace of the Future-- A Workplace We Need	Jobs I Want to Do in that Future Workplace

Note: You make as many rows as workplaces. Each library class can contribute to the job list.

Writing Connection

Students write "a day in my workplace life" for their job in the future.

Exhibit Connection

Students chart one workplace--the different jobs in that workplace.

June--A Year of Learning Progress

Exhibit: Display of Learning during the School Year

Main Idea: There has been valuable learning progress.

Related Ideas

- While each class is separate, there are common kinds of learning.
- The school is a learning center.

Exhibit Starter

Each class contributes to a chart that is a kind of “quilt” of what they learned during the school year. The quilt can be organized as a chart with categories by grades and subject.

The chart is adaptable to use by classroom teachers. It can be used to focus on fewer subjects or to focus on topics.

What I Learned this Year that is Most Valuable to Me

Area of Learning	grade/ class	grade/ class	grade/ class	grade/ class	grade/ class
language arts					
math					
science					
social studies					

Writing Connection

Students write a page in a class “learning yearbook” explaining what they most valued of the learning they accomplished.

Exhibit Connection

Students make an exhibit that explains a topic they learned.