

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.

Student Learning Guide for a Museum Visit

Illinois Learning Goal 5: Locate, Collect, Organize, Analyze, and Synthesize information and ideas in response to a topic, question, or issue.

1. Go to the exhibit.

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

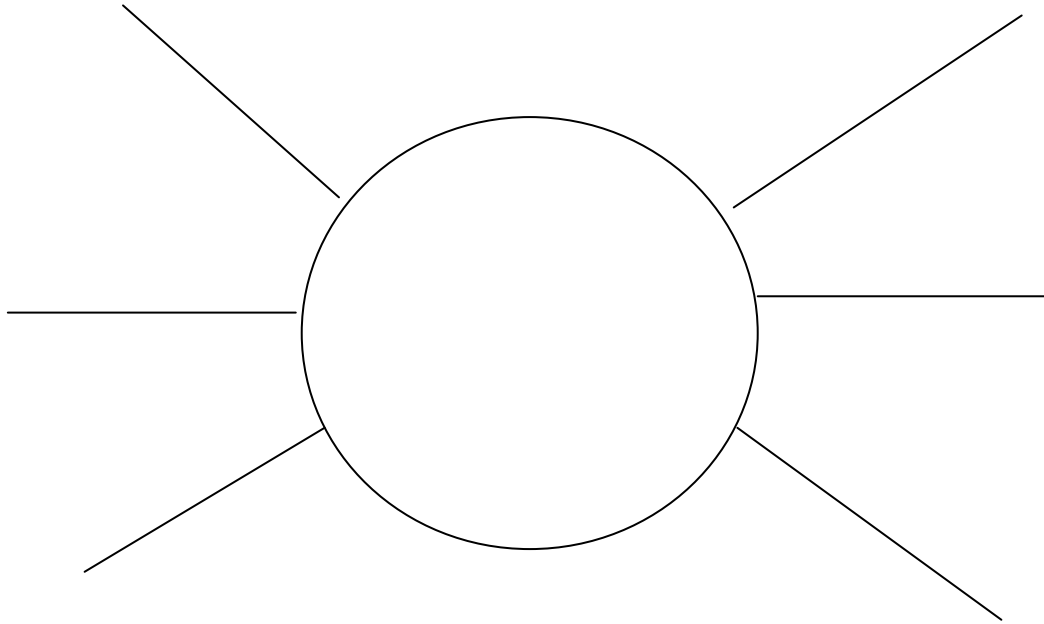
2. Locate and Collect

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?



Expand the Learning

You can use **think-pair-share** to have students first draw and write about things they saw, then pair with another student to talk about what they drew, then share the students' pictures as a class exhibit. See pages 36 – 39 for examples of picture and writing activities.

Develop More Knowledge--Connect to the Chicago Reading Initiative

The following examples would be enriched by a museum field trip and demonstrate the connection to the Chicago Reading Initiative—comprehension [c], fluency [f], word knowledge [wk], writing [w].

<ul style="list-style-type: none"> Illustrate the textbook. C, F, WK, W 	<ul style="list-style-type: none"> Make a picture glossary. WK 	<ul style="list-style-type: none"> Write a summary. C, W
<ul style="list-style-type: none"> Make a map key showing what's important. C, WK 	<ul style="list-style-type: none"> Classify facts in a chart. C 	<ul style="list-style-type: none"> Compare/contrast with a Venn diagram. C
<ul style="list-style-type: none"> Construct a timeline. C 	<ul style="list-style-type: none"> Construct a diagram. C 	<ul style="list-style-type: none"> Make a mural. C
<ul style="list-style-type: none"> Organize a guide to the topic. C, WK, W 	<ul style="list-style-type: none"> Write and act a dialogue or play. C, F, WK, W 	<ul style="list-style-type: none"> Construct an exhibit—objects, drawings, labels. C, WK, W
<ul style="list-style-type: none"> Write and read aloud a poem about the topic. F, WK, W 	<ul style="list-style-type: none"> Write and read aloud a diary of a day there. F, WK, W 	<ul style="list-style-type: none"> Write a children's book. WK, W

Expand and Assess Learning with Projects

These synthesis activities incorporate language arts and content learning and can reinforce and expand learning and assess progress.

- 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 “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?