



Chicago Connections

MY SCHOOL HISTORY- FUTURE BOOK

*This is a Do-It-Yourself Book Organizer.
It develops skills in research, organization, and writing.*

First, look at the search sheets. You will use them to get facts. For each part, you need to talk with people in the school.

Make notes as you interview those people.

Then use the outline to write about your school as it is and will be.

Search 1: The School Building

People to Interview: Principal, Assistant Principal, School Engineer

QUESTIONS:

1. When was the school built?
2. Why did they build it in this location?
3. How did they decide how big to make it?
4. What changes have been made in the building since it was built?
5. Why did they make those changes?
6. What changes should we make to improve our school in the future?

Search 4: Parents

People to Interview: parents and grandparents who have had children in the school for years.

QUESTIONS:

1. How long ago did your children start to go to this school?
2. How was the school different then?
3. What changes in the school have you liked?
4. What changes should we make to improve the school in the future?

Search 5: Students

People to Interview: 8th grade students

QUESTIONS:

1. When did you start to go to school here?
2. What do you remember about the school then?
3. What was your favorite grade?
4. What do you remember about that class?
5. How has the school changed since you started to go to school here?
6. What change would improve the school in the future?

BOOK ABOUT OUR SCHOOL

This is a sample outline.

You can use it to write your book.

You can make your own outline, too.

Your class can write it in teams--one team for each part of the outline.

1. Our School in the Past

- A. What teachers remember
- B. What students remember
- C. What parents remember

2. Changes

- A. Changes in the building
- B. Changes in the people
- C. Changes in the work people do
- D. Other kinds of changes

3. Plans for our school's future.

- A. What people have suggested for our school's future
- B. Changes we should make in our school

CRITERIA FOR WRITING

These criteria are based on the Writing Assessment Framework of the Illinois State Board of Education.

You can share them with students directly--have them use this set of criteria to assess their own work before they re-write it to make sure they meet these standards. First, have the students write their own explanations of just what these standards mean. Then have students exchange their papers with each other and review them with these criteria. You also can use this list to have students focus on just one criterion at a time.

FOCUS

The subject is clear.

The reader knows what the purpose of the writing is.

The reader knows what the main ideas are.

SUPPORT/ELABORATION

Information helps the reader understand the key points the writer is making.

ORGANIZATION

The writer has organized the paper clearly.

There is a logical beginning.

There is a clear development of ideas within the paper.

There is a clear conclusion.

GRAMMAR/CONVENTIONS

The writer follows the rules of punctuation, spelling, capitalization, sentence construction, paragraph construction.

INTEGRATION

The paper does its job--it accomplishes the purpose.