

# September Agenda

## City-Wide

### Resources Utilized



- Handout entitled *Museum Reading Organizer*
- Chicago Transit Authority - CTA maps, schedules
- Chicago Historical Society - speaker, Montgomery Ward catalogue, Packet with pictures of objects carried by pioneers
- Prizes - maps, atlas, gift certificates (donated from museum), *Family Millennium Encyclopedia*, published by Dorling Kindersley

### Urban Imagination Network

Parent Development Program

Chicago Historical Society

### Focus: Transportation

10:00 AM Welcome, sign-in

10:10 AM Overview of the parent program for 2000-2001

*Reading Chicago and Bringing it Home*

#### Goals:

- Reading skill building
- Vital connections to the city
- Technology skill building
- Learning core competencies (map skills, budgeting skills, etc)
- Financial education
- Museum education
- Building connections between parents for sharing ideas and best practices

**Special opportunity:** We've added monthly workshops at each school for you to create hands-on activities that teach your children what you've learned and share those activities with other parents (We're publishing a book this year!)

#### Special incentives

Individual Technology Account

*(If you save \$500 by June, we will match it with \$500 at graduation so you can buy a computer for home and get connected to the Internet)*

Chicago "tool kit"

(At workshops you will receive resources to help connect your family to the city--like maps, gift certificates, food samples, tickets to sports events, books, etc.)

Door prizes

(We will give away a Family Encyclopedia at every session and other good prizes!)

10:30 AM

Overview of the Chicago Historical Society

Heidi Moisan

**Understanding history:**

Connecting the past to the present and future

*Why is it important to study history?*

**Understanding Reading:** How to use museums to bring reading alive

*How do you read a city?* Reading Chicago and bringing it home

(Remember that every parent who graduated from this program last year has a family membership to CHS!)

**Understanding systems that make a city work:** *Why are families important to education? Why is transportation important to a city?*

11:00 AM

**Museum Activity:** (30 minutes)

*What was....*

Visit either the Chicago history gallery or the pioneer life gallery. How and why has transportation changed in Chicago? How is Chicago different because of changes in transportation? Use the chart below to write down your observations when you visit the gallery.

*What is... (15 minutes)*

What are the primary forms of transportation available in Chicago today? Which do you use most? Why?

What are five different forms of transportation you could have used to get here today?

Reading Resource: spend 10 minutes reading the handouts entitled "Riding the changing rails" and "What will Future Trains be Like?". What are the main ideas in those two passages?

*What will be...(15 minutes)*

How do you think transportation will continue to change?

Reading Resource: The Citizen Transportation Plan

*How do the region's transportation decisions get made?*

*What changes would you like to see? Why?*

## TRANSPORTATION

PAST	PRESENT	FUTURE
What was (date?)	What is	What will be
People traveled in horse-drawn carriages	Some people use scooters and roller-blades to get from one place to another.	People will travel in high-speed trains that float on air.

What are some key transportation choices you make in your family about?

What are some of the advantages and disadvantages of using public transportation?

Of owning a car?

Of walking?

Of taking the train?

12 noon      Reading and making maps. In small groups, discuss:

What is a map?

Why are maps important to transportation?

What are the characteristics of a good map?

Make a map of Chicago that show the places in this city that are especially important to you and to your children's education

12:20 PM      **Taking it home**

- **Use the CTA map to teach your child how to use public transportation**
- Read the articles on transportation with your child and have them summarize the main ideas.
- Make a list of job possibilities related to the transportation industry
- Help your child create a map of the route they take to school.
- Think of ways to teach your children about transportation
- Plan a field trip to the Chicago Historical Society

12:30 PM      Evaluations and lunch

### **IMPORTANT NOTICE:**

**Don't forget to come to the in-school workshop being held at your school this month by the Urban Imagination Network team. Check the dates of the in-school workshop at your school with your parent coordinator!**

**The school-based parent workshop this month will focus on:**

*Competency: Map skills*

*Resource: Chicago map (and maybe even a current road atlas)*

*Key value: Reading at home with your child*

*Hands-on activity: Teaching your children map skills and how to use public transportation; creative ways to teach map skills*

**Door prizes will be awarded and refreshments will be served!**

**A special gift will be given to any parent who brings 2 new parents!!!**

**Note: the next citywide all-school UIN workshop is scheduled for Wednesday, October 18, 2000 at 4<sup>th</sup> Presbyterian Church.**

**Focus: Creating Wealth: Savings, Budgeting and Building Educational Assets**

You will have the opportunity to sign up to participate in an Individual Technology Development Account. A representative from South Shore Bank will be at the workshop to explain the account and how it will work. You will need to decide by the end of October if you will participate.

**Eligibility requirements for Individual Technology Development Account (IDA) match of up to \$500:**

The IDA is an account that you can open at South Shore Bank established for the purpose of purchasing a computer with Internet access. You may open this account at the October workshop on income. You are required to save a minimum of \$450, which will be matched dollar for dollar. You can save up to \$500, which will be matched dollar for dollar.

You **must** attend 8 out of 10 of the monthly interschool workshops, **including** the:

1. **October 18, 2000 workshop on income** where you will receive economic literacy training **and** the
2. **October school-based workshop** at your school on income

You **must** attend a minimum of 7 of the school-based workshops

If you meet the attendance requirements above, your ITA savings up to a total of \$500 will be matched dollar for dollar in June at graduation. You **must** save a minimum of \$450 by June 10 (e.g. \$50/month) to qualify for matching funds. (If you save \$500 you will receive an additional \$500. If you save \$450 you will receive an additional \$450).

**What you need to bring to the October 18 workshop in order to open the account with South Shore Bank**

1. Two pieces of identification with your photo on it. (e.g. a driver's license, a school I.D. or a state I.D.)
2. A social security card
3. \$10 in cash or check

# September Agenda

## Parent Development School-Based Workshop #1

September 2000

Approximate workshop time: 2 hours

# In-school

### Introductions (10 minutes)

Introduce yourself by sharing

- your name
- one thing you are already doing to help build your child's reading skills
- why reading at home is important

### Core Competency: Map Skills (1 hour)

**Map Making** Why are map skills important?

Maps are interpretations of what people think is important.

**Work in groups to draw a map of what's important in your neighborhood. Include a map key that helps people understand your map**

### Overview of the parent program for 2000-2001

- Reading Chicago and Bringing it Home
- Focus on core competencies and key values
- Designing activities to teach your children what you've learned
- Expanding vital connections for the family in the city
- Special incentives: Individual Technology Account
- Special opportunity: Technology training on -site

### ACTIVITY #1: Locating Chicago in its context and history

Resources: Map of Great Lakes and a key to using the map

Key Idea: Maps make visible the big ideas of geography...

- Places have a location
- Places are connected to other places
- Places have unique characteristics
- Places change over time (and so do maps)

THE MAP GUIDE shows how to use a map .

How do the following tools help you understand the map?

- The locator map?
- The reference grid?
- The key box?
- The scale bar?
- The compass point?

Use a piece of paper to record a distance, then compare that to the scale to calculate the actual distance.

A mnemonic device for the cardinal directions is Never Eat Soggy Waffles, going clockwise around the compass.

## What kinds of information could you use this map to find out about?

Using the map of the Great Lakes, find out:

- 1) Three ways to tell people where Chicago is. (What lake is it next to? What states is it between? What continent is it on? What part of the U.S. is it in?)
- 2) What other places on the map besides Chicago are industrial centers?
- 3) What is the name of the largest area of fresh water in the world?
- 4) Figure out why Chicago became a stockyard center.

### Activity #2: Reading different Chicago maps

Key Idea: Maps are interpretations of what people think is important.

Look at 3 different kinds of Chicago maps : the map in the Rand McNally road atlas, the CTA map and one other map.

- What are common features in every map?
- What features does each map have that make it different from the others?

### Activity #3: Getting Around Chicago

Using the Rand McNally map key, locate a point of interest you think would be interesting to take your children in Chicago. Use a sticker to mark the point and to mark your starting point.

Write complete directions you could give your child to explain 2 ways to get from your house to that point of interest using public transportation.

Exchange what you have written with a partner without telling them where the directions lead. Where do they end up? Do they think the directions are clear enough to find their way there.

### Activity #4: Map Making

Working individually, make a map that represents your personal development plan for this year.

What is the starting point? (skills and values I already have)

What are some of the milestones along the way (things you plan to learn)?

Where is the ending point? (where will what you learn lead you and your family?)

What will you need to get from one place to the next?

**Let's help each other learn! Each of us has different skills. We would like to establish an asset bank each month of parent skills in our school that can be part of an ongoing learning exchange.**

**Do you want to be a Map Mentor?:** *If you feel your own map skills are strong and you would be willing to help coach others, please sign today's sheet identifying you as a map mentor for other parents. This would mean that another parent who needs help learning or practicing how to use a map could call you for some help to build their skills in this area.*

## Bringing it Home: Teaching Map Skills to your Children (45 minutes)

Design an activity to do with your child that will teach them either:

- 1) How to use the CTA
- 2) Map skills

(examples: think about how you might use a puzzle to teach map skills to a young child.....or teach your kids how to use a map to find the city where their favorite sports team is playing this week...or show your kids where different generations of your family have lived and where your family came from when they moved to Chicago)

Think through what resources you will need for the activity and what the key ideas or skills are that you want them to learn

Share your activity with a partner

For group discussion:

What ideas do you want to include in the resource bank from your school (this will be put into an inventory on the computer so everyone can share the ideas)

What would be the value of having these ideas available on the Internet?

Computer connections: Locate some sites you could use as a resource for map making and geography activities:

Examples:

Activities for parents and children

<http://www.worldbook.com>

Great Maps

<http://www.geomatters.com>

Helping Your Child Learn Geography

<http://www.ed.gov/pubs/parents/Geography>

State and Country Maps

<http://nystromnet.com>

Geography reference site

<http://djmssoftware.com>

Rand McNally website

<http://www.k12.com>

CTA Information and Maps

<http://www.transitchicago.com>

Your turn to use your imagination!

**Reading Chicago and Bringing it Home**

**Great Family Activity Ideas:**

Your name \_\_\_\_\_ Your school: \_\_\_\_\_

This activity will teach \_\_\_\_\_ (e.g. map skills)

Resources needed:

Describe the activity:

# Evaluation & Feedback

A tremendous amount of learning takes place through a feedback and evaluation process. With the parent development program this occurred in many ways.

## Learning Logs

Central to this program was encouraging a learning environment not only at the program workshops but within the home as well. One tool for doing this was requiring parents to complete “learning logs” after each workshop. A “learning log” was a single page that had the parents

- Summarize their leanings from the day by listing at least 5 things
- List ways they could apply that within their families
- 

These were collected after each session soothe program sponsor and museums could get feedback, but also shown to the schools so their lessons could be linked. At the end of the program, at graduation, these sheets were returned to the participants as a way to demonstrate to them just how much was accomplished.

## Workshop Evaluations

## Lessons Learned

- Having parents write down what they learned is a great reinforcer - they are often surprised at the benefits they received at each session.
- Building the application at home into the logs helps them think through their possibilities while they are still at the workshop. Hearing others ideas also ignites many good ideas.
- Giving the logs back at the end of the program again serves as a wonderful reinforcer of their leanings. They also show pride in their own accomplishments.

# Lessons Learned



### September- Transportation

- Many parents had their first experiences using the tools provided on a map including the compass, scale, and reference grid. Parents were especially surprised about how easy it was to use the reference grid and it was helpful to some to review the cardinal and intermediate directions.
- One of our staff members is from Kenya and pointed out
- After looking at a map of Chicago, we studied a map of Kenya and many of the parents' stereotypes about Africa were dispelled as they soaked up the pictures and information provided in the World Atlas.
- At each school, parents were more eager for us to raffle the World Atlas we used as a resource than the Millennium Encyclopedia we typically raffled at workshops.
- In small groups, parents then drew maps of their school's neighborhood, finding that it was hard to remember what was at the intersection down the street even though they walked by it at least four times a day. Some looked through the windows to get a better idea of how to draw the map, but tried several times before placing streets accurately. Many parents were very resistant towards this activity but in the end were proud of the maps they drew, which included a compass and key.
- On one occasion, parents disagreed about whether or not a halfway house should be included on a map of their neighborhood, one side arguing the service it provided was important, the other arguing that it residents did not contribute positively to the neighborhood.
- At the city-wide workshop, each parent was given a CTA map and at the in-school workshops parents selected places on the map and wrote directions from their homes to the points of interest. Parents were hesitant to begin this activity, many saying that they "didn't know how to read a map" or "never was good with directions," but after completing the activity they agreed it wasn't that difficult.

## Parental Insight

After today I thought "What are good reading skills and how I can build these up in my child." For example, I will be sitting down with my child to review the materials we got in "Pack Your Wagon" materials and begin to compare our new catalogs with the old Sears and Wards Catalogs. We're comparing and contrasting about real things - that makes it so much more interesting and useful.



## Other thoughts.....