

# Adaptor Catalog Opportunities

Chicago Foundation for Education



**Take an Idea...**  
**and go**  
**CREATIVE**

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**Classroom Projects from Chicago Teachers**

**2003-2004**

# Contact Us

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**Contact a CFE Teacher-to-Teacher Presenter or Staff  
for more information about the application process or to  
schedule a Grant-Writing Workshop customized for your school!**

<u>Teacher's Name</u>	<u>School</u>	<u>School Phone</u>	<u>Mailrun #</u>
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Julie Coller	Avondale School	(773) 534-5244	29
Linda Comminos	Johns School	(773) 535-9144	43
Kenneth Klopach	Funston School	(773) 534-4125	34
Dorothea Lattyak	Melody School	(773) 534-6850	36
Judith Mims	Marsh School	(773) 535-6430	47
Nancy A. Ocampo	Christopher School	(773) 535-9375	44
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**View this catalog, fill out applications online and print from:**

**[www.ChgoFdnEduc.org](http://www.ChgoFdnEduc.org)**

# Take an Idea...and Go Creative!



*Lillian Degand shows her students at William F. Finkl Academy how to “Fly the Wright Way!”*

**Learn about innovative, hands-on projects created  
by teachers and ready to be adapted by you!**

## ***ADAPTOR GRANT APPLICATIONS***

Available *inside catalog* and *online* at:  
**[www.ChgoFdnEduc.org](http://www.ChgoFdnEduc.org)**

**\$200 Individual Adaptor Grants for one teacher adapting any project in this catalog!**  
**\$300 Team Adaptor Grants for teaching teams adapting any project in this catalog!**

**DEADLINE: January 15, 2004**

**Chicago Foundation for Education**  
**[www.ChgoFdnEduc.org](http://www.ChgoFdnEduc.org)**

400 North Michigan Avenue, Room 311  
Chicago, Illinois 60611  
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# Introduction

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## What is *Take an Idea and Go Creative*?

The **Chicago Foundation for Education (CFE) Grants to Teachers Program** awards Mentor Grants to CPS elementary teachers who exemplify creativity, leadership and professionalism in implementing innovative projects that have proven to be effective in helping students learn. Each Fall, these exemplary projects are profiled in *Take An Idea...And Go Creative!* We encourage **you** to adapt one of these award-winning project ideas into your own classroom by applying for a **CFE Adaptor Grant!**

If you have never applied for a grant before or aren't quite sure how to implement your own creative ideas into your core curriculum, this is a great way to learn! Your Mentor Teacher will be available to assist you with your project and help with any questions you have throughout the school year. CFE brings Mentors and Adaptor Grant winners together at the annual *Mentor/Adaptor Dinner* to get acquainted and celebrate this partnership of inspiring teachers and creative classroom ideas!

## Grant Categories

There are two types of Adaptor Grants available: *Individual* and *Team*. The **\$200 Individual Grant** is for a single teacher adapting any project in this catalog. The **\$300 Team Grant** is given to a group of two or more teachers adapting any project in this catalog. All CPS Elementary School teachers (Grades PreK-8) – except 2003-04 CFE Small Grant winners – are eligible and strongly encouraged to apply!

## How To Use This Catalog

- ⇒ Please read through the project descriptions and decide which one(s) appeal to you.
- ⇒ **Contact** the Mentor teacher whose name is listed on the project description page and request a Mentor Resource Packet via the CPS Mailrun.
- ⇒ Decide whether to implement the project as is, or adapt it to fit your students' needs.
- ⇒ Submit **one Adaptor Grant Application** based on the project you would like to adapt.

## About the Application

- ⇒ An **Adaptor Grant Application** is included in this catalog.
- ⇒ Applications may be **copied** or **completed online and printed from [www.chgofdneduc.org](http://www.chgofdneduc.org)**.
- ⇒ **You are strongly encouraged to complete your application online and print out or use a typewriter to fill in.** Hand-written applications are discouraged, but if you must, please print clearly and use black ink.
- ⇒ ***Applications must be postmarked by Monday, January 15, 2004.***
- ⇒ Projects will be awarded by February 10, 2004.
- ⇒ **You may not apply if you have won a 2003-04 Small Grant.**

**ADAPTOR GRANT APPLICATION**  
(Applications should be typed.)

Application Postmark Deadline: **JANUARY 15, 2004**

**Note:** A teacher may submit only **one** Adaptor application per school year. Small Grant winners in the 2003-04 school year are **not** eligible to apply. *Submit this application along with **ONE ADDITIONAL COPY**.*

Type of Application: Individual  Team  # of Teachers in Team \_\_\_\_\_

<b>APPLICANT INFORMATION:</b>	Each team member must complete this Application Information box and attach it to the application form.
Applicant's Name (Circle one) Mr. Ms. _____	Home Phone ( ) _____
Home Address _____	E-Mail _____
(City) _____	(State) _____ (Zip Code) _____
School Name _____	Unit # _____ School Phone ( ) _____ Region/Area ___ / ___
Applicant's Signature _____	Social Security # _____
Are you interested in pursuing National Board Certification (NBC)? _____	Principal Name _____
If you have already received NBC, what year did you get certified? _____	Grade Level _____
Where did you find out about this grant? _____	CFE? _____

**PROJECT INFORMATION**

Title of project in Catalog \_\_\_\_\_

Mentor's Name \_\_\_\_\_

**BEFORE a grant will be approved, applicants MUST CONTACT the Mentor(s) to request a Mentor Resource Packet of the project you are adapting.**

I made contact via: (check all that apply) Telephone \_\_\_\_\_ Visit in Person \_\_\_\_\_ E-Mail \_\_\_\_\_ Other (specify) \_\_\_\_\_

Total number of students that will be involved in the project: \_\_\_\_\_  
Teams should include students from ALL participating classrooms based on current enrollment.

Grade Level: (Please ✓ all grades that apply) Pre-K \_\_\_ K \_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_

When will you begin implementing this project? \_\_\_\_\_  
(Program must be completed before the end of the 2003-2004 school year.)

**PROJECT IMPLEMENTATION**

**1. Why did you choose this project? What educational needs in your class/school does it address?**

2. What impact do you anticipate this project will have on your students?

3. Some projects can be adapted as is, while others may need to be changed to better fit your class(es). Explain changes you plan to make, if any.

4. How will you evaluate the success/impact of this project?

5. List materials you would need in order to adapt this program in your class. Include the approximate costs. Total not to exceed \$200 for one teacher adapting a project/ total not to exceed \$300 for teams.

<i>Item Description</i>	<i>Approximate Costs</i>
_____	_____
_____	_____
_____	_____
_____	_____
	TOTAL \$ _____

**RESOURCES**

6. List all other people who will be involved in this project (i.e. staff members, parents, resource personnel, etc.).

7. What resources will your school provide for this project (i.e. equipment, instructional materials, etc.)?

**Check ONE major area of project focus below:**

Project Focus:  Fine Arts     Language Arts     Math     Science     Social Studies

**Check ALL that apply below:**

Interdisciplinary project     Special Education     Technology Enriched     Character Education:

**ADMINISTRATIVE SUPPORT (To be completed by the school principal)**

I support the implementation of this project during the 2003-04 school year. \_\_\_\_ Yes \_\_\_\_ No

The applicant(s) may be released to visit the Mentor's school for project consultation. \_\_\_\_ Yes \_\_\_\_ No

**COMMENTS:**

\_\_\_\_\_  
PRINCIPAL'S SIGNATURE

\_\_\_\_\_  
DATE

*Fine Arts*

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## Getting to Know You - An Artist of the Month Program

**Grade(s): 3-5**

For More Information:

***Cathleen Andes***

New Field Primary School  
1707 West Morse Avenue  
Chicago, IL 60626

Phone: 773-534-2760

Fax: 773-553-3660

**Mailrun: 32**

Dr. Mary Cavey, *Principal*



### PROJECT DESCRIPTION

Children become familiar with a number of artists in this hands-on interdisciplinary project. For each artist, students first learn when and where the artist was born and where he or she worked. Those locales are then found on a map.

Samples of the artist's work are presented, and students cooperatively read a biography about the artist. Finally, children create their own works of art based on that artist's work. For example, students create self-portraits when they study Mexican artist Frieda Kahlo. Then it's on to the next month and a new artist.

### STUDENTS

Third, fourth, and fifth grade classes took part in this project, but it is adaptable for older children and with students of all ability levels.

### STAFF

**Cathleen Andes** received her MAAE from the School of the Art Institute of Chicago. She has taught art for eight years and has been at Lloyd School for three years.

### MATERIALS AND FACILITIES

The following items are needed: a world map; artists' biographies; prints or pictures of the artists' work; common art supplies.

### OUTSIDE RESOURCES

Chicago has a number of museums and educational institutions in which to view, borrow, and/or buy examples of artists' work. Local public libraries and the Internet are also valuable sources of information.

### IMPACT

Children love learning about the lives of artists. As their knowledge increases, they are able to make comparisons and find similarities between artists and the arts. They especially love being able to create their own works of art in the style of famous artists.

## Exploring Architecture

**Grade(s): 4-8**

For More Information:

**Linda Comminos**

Vernon Johns Academy  
6936 S. Hermitage Avenue  
Chicago, IL 60636

Phone: 773-535-9144

Fax: 773-535-9499

**Mailrun: 43**

Dr. Thelma Sylvester, *Principal*



### PROJECT DESCRIPTION

Through research, observation, drawing, and construction of models, students investigate architecture – how it combines art with function to produce useful and aesthetically pleasing buildings that reflect history, society, and everyday life.

Students first turn to books and the Internet in their research, and then shift their attention to Chicago, internationally famous for its architecture. The class researches specific buildings, and then students present what they've learned on a walking tour of the Loop. They also photograph architectural elements they observe on their walk.

Back in the classroom, students create dioramas, posters, and architectural models that are displayed in the Art Room. Parents and other classes are invited to the Art Room to tour the display, with students serving as guides. Finally, students write about their experiences and the knowledge they've gained.

### STUDENTS

The project was developed with 24 eighth grade students over a six-week period. It is adaptable for fourth through eighth grade classes.

### STAFF

**Linda Comminos**, the Director of Art Education and Field Trip Coordinator at Vernon Johns Academy, holds a BS from the Illinois Institute of

Technology and an MAT from Columbia University. Ms. Comminos has earned two National Board Certifications, the first in Early Adolescent/Young Adulthood Art in 1999 and Early/Middle Childhood Art in 2002.

### MATERIALS AND FACILITIES

The following are needed for the project: access to the Internet; books about architecture; common art supplies; sheets of foam core; craft supplies such as straws, sticks, Cool Temp glue guns and glue sticks; found articles such as bottle caps, yarn, wire, fabric, etc.

### OUTSIDE RESOURCES

A field trip to the Loop provides an excellent opportunity to observe many of Chicago's architectural gems. The Thorne Miniature Rooms at the Art Institute provide examples of interior spaces, and there are many sites devoted to architectural topics on the Internet.

### IMPACT

Students' attention and interest are captured in this hands-on, interdisciplinary project. After researching and observing Chicago's architecture, students will look at their city in a whole new way.

## Fine Arts Smarts

**Grade(s): 4-6**

For More Information:

**Denise Edelson**  
**Gaynelle Rocklin**

Hannah G. Solomon School  
6206 N. Hamlin Avenue  
Chicago, IL 60659

Phone: 773-534-5227

Fax: 773-534-5167

**Mailrun: 31**

Mrs. Susan Moy, *Principal*



*Denise Edelson*

### PROJECT DESCRIPTION

This project introduces students to the work of famous visual artists and musicians, and to the special vocabulary that is used to discuss their artistic creations. Artistic fields covered include:

**Visual Arts:** Students use the Internet to research particular artists, visit an art museum to observe actual works of art, then produce their own artwork in the manner of these well-known artists.

**Music:** Students listen to musical CD's and react either through movement or graphically.

**Theater:** Students watch live or filmed theater performances, then write reviews. They play theater games and are videotaped when they present the results of their research.

Students celebrate the completion of their assignments by inviting parents, community members, and teachers, staff, and other students of the school to view their videotaped presentations and artwork.

### STUDENTS

The project was implemented with a self-contained, inclusive fourth grade class. Half of the 24 students spoke English as a second language. Because activities are conducted in cooperative groups and appeal to different learning styles, the project is adaptable across ages, achievement levels, and group sizes.

### STAFF

**Denise Edelson** holds a BA and an MS in Education from Northern Illinois University. She has taught for 27 years and achieved National Board Certification in Middle Childhood/Generalist in 2002. **Gaynelle Rocklin**, who has taught for 30 years, holds a master's degree from Northeastern Illinois University. Both teach at Hannah G. Solomon Elementary School.

### MATERIALS AND FACILITIES

The following are needed for the project: access to the Internet; books; musical CD's and tapes of theatrical performances; art supplies; access to a camcorder.

### OUTSIDE RESOURCES

Chicago offers many cultural institutions that support this project. For the visual arts there are the Art Institute of Chicago, the Museum of Contemporary Art, and the Skokie Northshore Sculpture Park. For music, there are the Chicago Symphony Orchestra, the Lyric Opera, The House of Blues, and many smaller venues. Theater Arts include the Lyric Opera and many large and small theater companies.

### IMPACT

Students retain their newly acquired knowledge of the fine arts by taking part in a variety of interactive learning experiences. The broad range of activities increases student participation and achievement levels.

# *Language Arts*

## The Survival of Sea Animals

**Grade(s): 4-6**

For More Information:

**Yollande Gottlieb**

Walt Disney Magnet School  
4140 N. Marine Drive  
Chicago, IL 60613

Phone: 773-534-5840

Fax: 773-534-5714

**Mailrun: 33**

Dr. Hagstrom, *Principal*



### PROJECT DESCRIPTION

Before they actually begin reading *Island of the Blue Dolphins*, this interdisciplinary project prepares students to take charge of their own education. They use their imagination, artistic talents, and technology skills to learn about a variety of sea animals. Student activities include:

- Surfing the internet, clipping pictures, and preparing PowerPoint presentations
- Drawing, painting, designing mosaics and fish banners, and sculpting sea creatures
- Preparing 20" X 24" gallery boxes in which to display their art work
- Learning about survival and creating their own survival boxes

The unit concludes with a visit to the Shedd Aquarium to see how dolphins interact with other sea animals.

### STUDENTS

This project was implemented in four weeks with 31 accelerated fifth grade students. Due to the variety of instructional modes and art activities, it is adaptable for bilingual students and children with special needs. It is ideal for fourth, fifth, and sixth grade classes.

### STAFF

**Yollande Gottlieb** has taught at Disney Magnet School since 1974. She holds a bachelor's degree

from DePaul University and a master's degree from the University of Illinois. She is the recipient of the Oppy Award from the Oppenheimer Foundation and received Educator of the Year from Chicago State University in 2002. She belongs to numerous educational organizations.

### MATERIALS AND FACILITIES

The following are needed for this project: access to the Internet and a computer lab; art supplies, including foam board, poster board, and Magic Clay; common household items and dry pastas; wooden fish plaques, sharks or whales; sheer white fabric.

### OUTSIDE RESOURCES

A field trip to Chicago's Shedd Aquarium adds to the project.

### IMPACT

Students enthusiastically participate in this self-directed learning adventure. They work cooperatively with their classmates and share their knowledge with younger students through the gallery display. Instead of merely reading a book, students take the plunge and discover the real world of the sea and its inhabitants.

## Terrific Talking Tribes

**Grade(s): 4-6**

For More Information:

***Betty Mohiser***

Walt Disney Magnet School  
4140 N. Marine Drive  
Chicago, IL 60613

Phone: 773-534-5840

Fax: 773-534-5714

**Mailrun: 33**

Dr. Kathleen Hagstrom, *Principal*



### PROJECT DESCRIPTION

This project makes good use of children's curiosity about the history and culture of Native American tribes. First, children divide into tribes. The teacher reads stories, legends, and non-fiction books about Native American customs to the class. Children discuss the stories and then, based upon the stories, make:

- Pots
- Talking sticks
- Totem poles
- Masks

On their own students read stories, write their own stories about Native Americans. They research Native American homes, and with other members of their tribe they build a model of such a home.

### STUDENTS

Fifteen Special Education students participated in the project for three periods a day over six weeks. The students' achievement level ranged from first to fourth grade. The project can be easily adapted to meet the needs of a wide range of ages and ability levels.

### STAFF

**Betty Mohiser** has worked with Special Education students for ten years. She has also worked with students in a regular class setting. She earned her BS degree in Elementary and Special Education from Northern Illinois University.

### MATERIALS AND FACILITIES

The following items are needed for the project: books on the topic; supplies to create Native American tools, clothing, and artwork; puppets and a puppet theater.

### OUTSIDE RESOURCES

A trip to Chicago's Field Museum would add to the project.

### IMPACT

Students are engaged through reading, listening, speaking, and creating. The use of multiple intelligences gives all students the opportunity to shine. It is wonderful to behold the children's enthusiasm for learning that results from their participating in the project's activities.

## Lyrical Literacy

**Grade(s): K-8**

For More Information:

**Katherine Downs**

**FayeAnn Hirsh** (Not Pictured)

**Georgiana Oken**

Alessandro Volta School  
4950 N. Avers Avenue  
Chicago, IL 60625

Phone: 773-534-5080

Fax: 773-534-5280

**Mailrun: 31**

Dr. Nancy L. Wallace, *Principal*



### PROJECT DESCRIPTION

What do you get when you combine a music teacher, a librarian, and a computer instructor? Answer: a dynamite project that integrates stories, songs, and poetry composed on computers. To kick-off the project, *the librarian* reads stories, stressing major concepts and skills. Students then write different endings for the stories.

Next, *the music instructor* teaches songs that are correlated with the stories, and students write original lyrics. Finally, with the help of *the computer instructor*, students use word processing to write acrostic poems and create computer graphics for the stories and songs.

Student work is assembled into books for the classroom and library.

### STUDENTS

One hundred twenty students, in grades three, eight, and nine took part weekly in the project. Students came from all academic levels—regular, gifted, bilingual, and special education. The project can be adapted for all ages and ability levels.

### STAFF

**Katherine Downs**, the Librarian at Alessandro Volta Elementary School, has taught for 31 years. She has completed 52 hours beyond her master's degree. **FayeAnn Hirsh**, who has taught for ten

years, is a Music Teacher at Volta. **Georgiana Oken** has taught for 21 years and is the Computer Teacher at Volta. The project can be taught by any team of classroom teachers who have knowledge of music, computers, and language arts.

### MATERIALS AND FACILITIES

The following are needed for this project: children's story and music books that support the project's curriculum concepts; access to a computer(s) with word processing and graphics programs; ordinary classroom supplies and art materials.

### OUTSIDE RESOURCES

Parent volunteers provide invaluable help in the computer lab. School or public librarians can recommend appropriate literature and school computer and music teachers, if not part of the team, could coach and assist ordinary classroom teachers. Additionally, there are numerous useful web sites on the Internet, a local artist or musician could be invited to the school, or students could take a field trip to the Art Institute.

### IMPACT

Students develop their imaginations and increase their literacy when they are exposed to various creative arts and media. The project demonstrates that no subject is an isolated component in a well-rounded education. Best of all, students and teachers alike benefit when learning is cooperative.

## Do It Yourself Yearbook of Memories

**Grade(s): 7-8**

For More Information:

**Margie Smagacz**

William P. Gray School  
3730 N. Laramie Avenue  
Chicago, IL 60641

Phone: 773 534-3520

Fax: 773-534-3613

**Mailrun: 29**

Mrs. Sandra Carlson, *Principal*



### PROJECT DESCRIPTION

This project gets *everyone* involved when students create their own class yearbook. Yearbook sections, documents and photos are chosen by the students, but their yearbook usually includes:

- Students' names and nicknames
- Students' high school destinations
- Sports team members
- A look back at the past
- Students' last wills and testaments
- Farewell letters from teachers, staff, local school council members and PTA chairpersons

Students work through *The Writing Process* several times, snap photos, and take charge of their own learning by setting goals, timelines, and deadlines for completion of the project.

### STUDENTS

This project enables all students, regardless of their achievement levels, to participate. It is adaptable for grades four through eight and can be used in a self-contained classroom or across classrooms and/or grades.

### STAFF

**Margie Smagacz** has taught Language Arts at Gray School for seven years. Prior to teaching, she was a health care consultant for a Fortune 200 company. She received the Golden Apple Award in

2002 and was a CFE 2002-03 Teachers Network Policy Institute Fellowship recipient.

### MATERIALS AND FACILITIES

The following items are needed for the project: a camera; access to a computer with a desktop publishing program, a scanner, a copier; copy paper and ink cartridges; folders and notebooks.

### OUTSIDE RESOURCES

Parents, the local school council, the PTA chapter, and members of the school's administration and staff are all sources of information and documents.

### IMPACT

The finished yearbook has a profound effect on all who see it. Students have a great sense of accomplishment at having worked together successfully to produce something that will become a cherished keepsake of their elementary school years. Teachers, too, have a record of the children they have watched develop and mature, who are now ready for the next phase in their lives



## Pen Pals Bring Communities Together

**Grade(s): 2-8**

For More Information:

***Estelle Dickman***

Charles Kozminski Community Academy  
936 E. 54th Street  
Chicago, IL 60615  
Phone: 773-535-0980  
Fax: 773-535-0982

**Mailrun: 41**

Mr. Lionel Bordelon, *Principal*

***Lori Phillips***

Charles N. Holden School  
1104 W. 31st Street  
Chicago, IL 60608  
Phone: 773-535-7200  
Fax: 773-535-7113

**Mailrun: 40**

Mr. Terri Katsulis, *Principal*



*Lori Phillips and Estelle Dickman*

### PROJECT DESCRIPTION

This project proves that the art of letter writing is still alive and well when students use the U.S. Postal system, the CPS mail system, and the Internet to communicate with their peers at another school.

Taking advantage of Chicago's many distinct neighborhoods and the irresistible lure of having a pen pal, students at a school in Bridgeport, which is 80% Hispanic, become friends with students at a school in Hyde Park, which is 98% African-American. Pictures are exchanged and students write about themselves and their communities as they learn and use the correct form for a letter and envelope.

The project concludes with a field trip to a mutually agreed-upon destination, where the students finally meet their pen pals face-to-face.

### STUDENTS

Forty-seven third-graders ranging in age from eight to ten years old, with achievement levels from first to fourth grade, participated in the project. The project could be adapted for other ages, ability levels, and group sizes. Pen pals should be at a

similar grade level to be sure they have similar interests.

### STAFF

**Lori Phillips** holds a BS in Industrial Technology and an MA in Educational Technology. A third grade teacher at Kozminski Academy, she has taught for eight years. **Estelle Dickman**, who has taught for five years, currently teaches third grade at Holden School. She holds a BS in Elementary Education.

### MATERIALS AND FACILITIES

This project requires the following: access to the Internet and a computer lab; a digital camera; inexpensive cameras for students to use: stationery and stamps.

### OUTSIDE RESOURCES

A school technology coordinator is a great help, and parent volunteers are needed for the field trip.

### IMPACT

Students become familiar with the narrative, expository, and persuasive forms of writing. Students gain an understanding and appreciation for the similarities and differences between their own community and others.

## Stitch Me a Story

**Grade(s): 1-2**

For More Information:

***Doris Lopez***

Avondale School  
2945 N. Sawyer Avenue  
Chicago, IL 60618

Phone: 773-534-5242

Fax: 773-534-5069

**Mailrun: 29**

Ms. Ana Martinez Estka, *Principal*



### PROJECT DESCRIPTION

A variety of fictional and non-fictional books provide a springboard into the world of **quilts**. This interdisciplinary project introduces students to the history and many patterns of quilts. Students:

- Learn to classify and sort patterns and fabric
- Solve patchwork math problems
- Make various quilt blocks, including their own unique patterns
- Listen, interpret, and write responses to literature for their own quilt blocks
- Assemble a collaborative class literature quilt

Finally, children help decorate a quilt cake, an assignment they tackle with gusto!

### STUDENTS

The project was implemented with a class of 25 first-grade bilingual students. It is adaptable for older students and for various ability levels.

### STAFF

**Doris Lopez** is a first-grade bilingual teacher at Avondale School. She holds a BA from Northeastern Illinois University and is pursuing an MA at Olivet Nazarene University.

### MATERIALS AND FACILITIES

The following items are needed for the project: teacher resource books about quilting; age-appropriate books with quilting themes; various art supplies.

### OUTSIDE RESOURCES

The Harold Washington Library and the Sulzer Regional Library have many books on quilting. Parents can help implement the project in the classroom. A knowledgeable guest speaker and examples of real quilts would add to the project.

### IMPACT

Children gain an appreciation for good literature and improve their math, reading, and writing skills as they learn the craft of quilting. They take pride in the beautiful class quilt that they help create.

# Around the Globe with Flat Stanley!

**Grade(s): 1,2 & 8**

For More Information:

**Catherine Hellmann**

**Laura Leddy**

**Kim DeVriendt**

Jean Baptiste Beaubien School  
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Chicago, IL 60630

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**Mailrun: 31**

Mr. Chris Kotis, *Principal*



## PROJECT DESCRIPTION

After reading the book *Flat Stanley*, first and second grade students create their own "Flat Stanley" paper dolls. These dolls are sent to family members and friends for a "visit." A letter goes along with Stanley, requesting the recipient to send back a description of Stanley's experiences during the visit.

When the dolls are returned to the school, they are put on display. A map that shows all the places Stanley has visited is posted in the classroom. Contributions are also added to the official *Flat Stanley website*. Eighth grade students assist primary grade students throughout the project.

## STUDENTS

The project was implemented with 128 primary grade students and 15 eighth graders, all of varying abilities, including some Special Education and bilingual students. Classes were self-contained and met separately. The project can be easily adapted for older students, as a creative peer-tutoring venture.

## STAFF

**Catherine Hellman** holds a BA in Music from Wright State University in Ohio and an MA from Miami University.

## MATERIALS AND FACILITIES

All of the following are needed for the project: multiple copies of *Flat Stanley*; fabric, yarn, markers, crayons, and beads; stationery and stamps.

## OUTSIDE RESOURCES

The website [www.flatstanleyproject.net](http://www.flatstanleyproject.net) shows other schools' results from around the world and provides an opportunity for sharing your own results.

## IMPACT

Students are thrilled when the dolls begin to come back from their destinations and they get to see what Stanley experienced while he was away. The map helps children make connections between the abstract idea of places and seeing these places through postcards, photos, brochures, and descriptions.

## Radio Plays - Acting Out in Class

**Grade(s): 4-8**

For More Information:

***Duone Brown***

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**Mailrun: 44**

Therese L. Connell, *Principal*



### PROJECT DESCRIPTION

In this imaginative project students turn stories from their reading textbooks into radio plays that are recorded and then “broadcast” for the entire school.

First, the entire class reads the story, then rewrites the story in script form, breaking the story into scenes and acts, with dialogue and stage directions clearly marked. Because radio drama relies entirely upon sound, students learn to convey the characters’ thoughts, actions, and emotions through their voices.

The class also learns how to use sound effects, musical cues, and other nonvocal sounds. They listen to recordings of professionally produced radio plays for examples. Next comes rehearsal. Everyone takes part in the production by acting, producing sounds effects, or recording the production. After final editing, the radio play is “broadcast” over the school’s intercom system.

### STUDENTS

This project has been implemented with fourth through eighth grade reading classes, with students of varied achievement levels, and with classes of 12 to 25 students. The project can be easily adapted for a broad range of ages and ability levels.

### STAFF

**Duone Brown**, who has an extensive background in the fine arts, has been a reading instructor at Hale School for seven years.

### MATERIALS AND FACILITIES

The following are needed for this project: three microphones; three tabletop microphone stands; one 3-channel mixer; a cassette recorder with a mic input or RCA stereo inputs; headphones; blank cassette tapes; materials for producing sound effects, depending upon the story chosen.

### OUTSIDE RESOURCES

There are several Internet sites that offer recordings from the golden age of radio and others that can assist in editing and producing sound effects.

### IMPACT

Students become deeply engaged in the production of their own radio drama. They enjoy the challenge of converting a story into a script, learning to use their voices dramatically, and working cooperatively. Best of all, students are filled with pride when their radio show “hits the airwaves.”

## Puppet Shows - A Stage for Learning

**Grade(s): K-3**

For More Information:

***Evangelina Martin***

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**Mailrun: 39**

Mrs. Mary Malone, *Principal*



### PROJECT DESCRIPTION

Everyone in the class, even those who are shy, who have *quiet voices*, participates in this interdisciplinary project when puppets do the talking. The goal is to produce a puppet play, but many things need to be done before the show begins. Student activities include:

- Writing scripts
- Creating puppets
- Building a puppet theater from a discarded refrigerator box
- Writing invitations for the performance
- Presenting the show to students, staff, parents, and special guests

### STUDENTS

Twenty-five English language learners participated in the project. Children worked in groups of four or five. The project can be easily adapted for other grade levels.

### STAFF

**Evangelina Martin** holds a master's degree in Education from the University of Illinois at Chicago with Approvals in ESL and Bilingual Education. Ms. Martin taught in Mexico City for four years and has taught in Chicago Public Schools for six years.

### MATERIALS AND FACILITIES

The following are needed for the project: books about script writing and puppets; a refrigerator box or two presentation boards; two rolls of bulletin board paper; fabric remnants; yarn; doll hair; socks; wiggly eyes; various classroom supplies and art materials.

### OUTSIDE RESOURCES

A field trip to a theater to watch a puppet show, a school visit by members of a theater company, and the help of parent volunteers would all add to the success of the project.

### IMPACT

Many students overcome shyness and nervousness when they perform behind the wall of the puppet theater. Students improve their writing skills and grammar usage through writing scripts and by teaching other children the many new concepts they've learned in the project.

Second language learners boost their language acquisition by rehearsing for their presentations.

# Descriptive Poetry Through Fine Arts Experiences

**Grade(s): 1-4**

For More Information:

**Christine Ann Carriere**

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Chicago, IL 60622

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**Mailrun: 35**

Mr. Frederico Flores, *Principal*



## PROJECT DESCRIPTION

Children learn about rhythm, musical notation, Haiku poetry, and bookmaking in this project which combines music, poetry, and art.

- After listening to music, students write rhythmic patterns, and compose and play a pentatonic melody.
- Students analyze song lyrics and discover the themes and forms of Haiku poetry, then write their own.
- Finally, students create a lovely book centered upon a theme inspired by the music and poetry.

## STUDENTS

The project was implemented with first through fourth grade students with low to average achievement levels. It is adaptable across grade, age, and achievement levels. The project is most successful with no more than 30 students, although a larger class could be subdivided into smaller groups.

## STAFF

**Christine Carriere** has taught for three years. Her educational background is in English literature and she holds a Type-3 elementary education certificate.

## MATERIALS AND FACILITIES

The following are needed for the project: classroom musical instruments; instrumental CD's; examples of Haikus; art supplies such as paper, watercolors and brushes; oil pastels; cardboard and ribbon; computer labels.

## OUTSIDE RESOURCES

None are needed.

## IMPACT

This project proves that all children, regardless of their achievement level, can create wonderful art. They gain an appreciation for fine arts, improve their descriptive writing skills, and take pride in their unique, handmade books.

## Make It, Take It, Use It!

**Grade(s): PreK-1**

For More Information:

**Megan Hillegass**  
**James Brandon**  
**Kathleen Kelly**  
**Kimberly Moore**

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 Chicago, IL 60618

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**Mailrun: 31**

Dr. Donna Nelson, *Principal*



*Kimberly Moore, Megan Hillegass, Kathleen Kelly and James Brandon*

### PROJECT DESCRIPTION

Parents often wonder how they can help their children at home. This imaginative project is the answer. Every month parents and their children are invited to an after-school workshop that focuses on either language arts or math. Each workshop project has two goals: 1) provide a game or activity that parents can use at home and 2) provide hands-on parent training to show how to engage children in learning experiences in the home.

Projects include making an alphabet chart, counting puzzles, a predictive book, or math and bingo games. Parents are given large envelopes to hold their growing collection of home teaching tools. Photos of workshop activities, along with brief descriptions of the workshop and the date of the next month's meeting are displayed throughout the school to encourage more parents to attend.

### STUDENTS

The project was implemented with 74 kindergarten students and their parents, with around 30 parent-child pairs at each workshop. It would also be suitable for Pre-K children and first graders.

### STAFF

**Megan Hillegass** has taught for six years. She holds a BA in Early Childhood Education and is pursuing a master's degree in Child Development.

**James Brandon** holds a BA in Political Science and a master's degree in Educational Policy Studies. **Kathleen Kelly**, who has taught for ten years, holds a BA in Early Childhood Education and Elementary Education and a master's degree in Language Arts. **Kim Moore** holds a BA in Child Development and a master's degree in Early Childhood Education. She taught for five years. James Brandon is currently the Literacy Team Leader for Murphy School; the other team members teach kindergarten there.

### MATERIALS AND FACILITIES

The project requires the following materials: sentence strips; tagboard and fun foam sheets; color inkpad and letter sounds picture stampers; coin sets; peel and stick foam shapes; magnetic rubber strips; markers, pencils, and scissors. In addition, a large central meeting place and work areas with tables are needed.

### OUTSIDE RESOURCES

Parent volunteers and children's older siblings are invaluable to help prepare and set-up materials, circulate sign-in sheets, replenish supplies, etc.

### IMPACT

The impact on parents and students is immediately apparent. Parents appreciate the chance to learn how to help their children in a simple, risk-free setting and can see the personal and educational benefits of spending this time with their child.

## A Flood of Books - A Home/School Partnership

**Grade(s): 1-6**

For More Information:

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**Mailrun: 44**  
Mrs. Joyce Jager, *Principal*

**Ann Adams**

**Violeta Bosworth**

Walter S. Christopher School  
5042 S. Artesian Avenue  
Chicago, IL 60632  
Phone: 773-535-9375  
Fax: 773-535-9567

**Mailrun: 44**  
Ms. Deborah S. Anderson, *Principal*



*Ann Adams, Nancy Ocampo and Violeta Bosworth*

### PROJECT DESCRIPTION

The goal of this project is to encourage Spanish-speaking parents to help their children learn to read in *Spanish*, by reading aloud to them on a regular basis. Parents are asked to attend two training workshops to learn how they can become active partners in their children's education.

Next, students check-out books from a collection of books in Spanish. Children take the books home and ask their parents to read the books to them. (Older children may read the books on their own.) Parents return a signed sheet, attesting that the books have been read. Those sheets are placed in templates that form a giant bookworm that curves around the walls of the school. Parents who return at least two signed sheets are invited to a festive end-of-year celebration.

### STUDENTS

This was a school-wide project for all bilingual students whose native language was Spanish. Their achievement levels varied, ranging from students with severe disabilities to those reading at grade level. The project can be adapted for any grade level and for any size group.

### STAFF

**Nancy Ocampo** is currently enrolled in the doctoral program in Special Education at the University of Illinois at Chicago. She holds a BA from the same school and an MS in Counseling and Guidance from Chicago State. **Violeta Bosworth** holds a BA from Illinois State University and an MA from DePaul University. Both teachers have had extensive experience in bilingual education. **Ann Adams** has a BA from Northeastern Illinois University and an MA in Supervision and Administration from Roosevelt University. Her expertise is in Library Science.

### MATERIALS AND FACILITIES

Aside from refreshments for the Parent Workshops and the final celebration, all that's needed are multiple copies of books.

### IMPACT

Students improve their vocabulary, listening, and reading skills by having books read aloud to them. Because they have a better grasp of language and vocabulary in their native language, they develop higher-order thinking skills through discussion of books written in Spanish. The growing bookworm provides an incentive to read aloud throughout the school year.



## Here's My Heart

**Grade(s): 1**

For More Information:

***Martha Hindmand***

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Chicago, IL 60623

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**Mailrun: 39**

Mr. Lawrence Gurga, *Principal*



### PROJECT DESCRIPTION

Children love to learn about their bodies – what they look like, inside and out, and especially how their bodies work. In this inter-disciplinary project children learn all about the human heart and how to keep it healthy. Using transparencies and engaging books, children learn:

- How the heart works
- The importance of diet in health
- The role of exercise in building and maintaining a healthy heart

A field trip to Dominicks introduces children to the Food Pyramid and healthy foods.

Factual information is enlivened with music, games, and songs. Small hearts are used as units of measure to calculate area and perimeter. Romance and the heart aren't forgotten either. Children read and alphabetize the sayings on candy Valentine hearts, and for Valentine's Day students create cards to take home.

### STUDENTS

The project was implemented with 28 first grade students of varied achievement levels. It is adaptable for other age levels and class sizes.

### STAFF

**Martha Hindmand** holds a BA in Education from Wichita State University and a master's degree in Education from the University of Illinois.

### MATERIALS AND FACILITIES

The following are needed for the project: books about the heart; a stethoscope; large posters of the heart and the Food Pyramid; CD(s) of songs and exercises and a CD player; blank cards; ordinary classroom supplies and art materials.

### OUTSIDE RESOURCES

The Internet has many web sites with information and materials about the heart. A field trip to a neighborhood supermarket, with parent volunteers assisting, is a good way to introduce children to the topic of a healthy diet.

### IMPACT

The many attention-grabbing activities engage students and develop their cognitive skills. The natural inclusion of a Valentine Day's celebration adds to the fun.

## Be the Book Day

**Grade(s): PreK-6**

For More Information:

**Patricia Meegan**  
**Jacque Ehrlich**  
**Tamika Del Balle**

Patrick Henry School  
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 Chicago, IL 60618

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**Mailrun: 31**

James J. Burns, *Principal*



*Jacque Ehrlich*

### PROJECT DESCRIPTION

*Be The Book Day* is a school-wide reading adventure that lasts one month, fosters cross-age reading and literature study, and develops reading skills in everyone.

- Step 1: Each class selects a "novel." Working in cooperative groups, students read, analyze, and discuss their book.
- Step 2: Students summarize the elements of their story by creating, for example, a book poster, a panel discussion, a song or dance about the book, artwork, or a play.
- Step 3: Two classes of different grades levels are paired as reading buddies.
- Step 4: On the designated day, reading buddies meet and share their novels and their culminating artistic display, activity, or presentation.

### STUDENTS

Approximately 920 students from pre-K through sixth grade participated in the project. Special Education and bilingual students were included in the activities. The project can be adapted for as few as two classes.

### STAFF

**Patricia Meegan** is Reading Coordinator and holds a master's degree in Reading, Writing, and Literacy from the University of Illinois at Chicago. She has taught first, second, third, and sixth grades over her nine-year career. **Jacque Ehrlich** is a Remedial Reading Teacher. She has taught for 24 years and is currently working on a master's degree at Northeastern Illinois University. **Tamika Del Balle** teaches kindergarten and is pursuing a master's degree in Administration at National-Louis University. She has taught for three years.

### MATERIALS AND FACILITIES

Only books and ordinary art supplies are needed for the project. Scholastic Books (telephone: 800-scholastic) offers the widest selection of inexpensive books.

### OUTSIDE RESOURCES

None are needed.

### IMPACT

Cross-age grouping of students encourages reading; students are eager to share "their novel" with a younger or older reading buddy. Children develop reading skills, because in order to share or teach something, you must first *know what you're planning to teach*. They also have the opportunity to work with other students who in turn have their own unique perspectives on the task of reading.

# Gordon Parks - A Picture is Worth a Thousand Words

**Grade(s): K**

For More Information:

**Linda Barrett**

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**Mailrun: 41**

Mrs. J. Ledvora, *Principal*



## PROJECT DESCRIPTION

An in-depth study of Gordon Parks, the famous African American photographer, serves as the springboard for students to use photography to document and write about their personal lives.

- First students learn how to “read a photograph” as they examine pictures, describe what they see, and share ideas about what the images provoke.
- Next, students learn how to use a pre-packaged box camera and plan the photos/scenes/moments they want to capture with their 24-shot rolls of film.
- The cameras are taken home and students photograph scenes of their world, outside of the school.
- After the film is developed, children glue their photos to the blank pages of “Through My Eyes” journals and write descriptive narratives below each photo.

Students then share their photo/essays with their classmates while sitting in the classroom’s “Author’s Chair.” As a culminating activity, students present their photo journals at the school’s Language Arts Fair.

## STUDENTS

The project was developed with 29 five and six-year-olds in an all-day kindergarten class. The project is completely adaptable to other grade levels, class sizes, and achievement levels.

## STAFF

**Linda Barrett** has taught for 20 years. She holds a BA in Elementary Education, a master’s degree in Library/Media Science, and is pursuing a doctorate in Curriculum Instruction. **Karlita Dawson**, an Instructional Assistant, and parent volunteers **Ms Shante Powers** and **Mrs. Hazel Lee** assisted her with the project.

## MATERIALS AND FACILITIES

The following are needed for the project: teacher resource books; pictures, posters or photographs to “read;” prepackaged box cameras; blank-page journals; chart paper, scissors, glue sticks, and colorful writing tools; an “author’s chair” in the classroom.

## OUTSIDE RESOURCES

The Internet has many sites on photography and Gordon Parks. The DuSable and Terra Museums always have photography exhibits, and Columbia College allows tours of their photo dark rooms. Parent volunteers in the classroom are a great help.

## IMPACT

Students are excited to use cameras and explore writing and storytelling through the artistic medium of photography. They improve their ability to write, read, and speak coherently and take great pride in their photo journals.

*M*ath

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## Moving Into Math

**Grade(s): 1-4**

For More Information:

**Gina Spears**

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**Mailrun: 32**

Dr. Karen G. Carlson, *Principal*



### PROJECT DESCRIPTION

This project combines numbers and movement, turning math into everyone's favorite subject. Working individually or in teams, children use their bodies to represent the shapes of numbers. This is an exercise that guarantees numbers won't be forgotten.

Photos of the students' body number shapes are assembled into a number line. Older children solve math problems, then physically represent the answers. They even create dances to represent the steps needed to get to the correct answer. Finally, students assemble their own drawings into number books, and the project culminates in performances for parents and other students.

### STUDENTS

Over 400 children in grades one through four, including Special Education students, took part in this project.

### STAFF

**Gina Spears** has a BFA in Dance Education and has taught dance in Chicago Public Schools for five years. She has also danced professionally and taught in several dance studios.

### MATERIALS AND FACILITIES

Needed materials include photo equipment and supplies, CD's, and optimally, musical instruments for the dance activities.

### OUTSIDE RESOURCES

None are needed.

### IMPACT

Students love this project because it gives them the opportunity to be creative and work cooperatively. In addition to reinforcing math concepts, children develop coordination, memory, and identification skills.

## A S.T.I.C.K.Y. Subject

**Grade(s): PreK**

For More Information:

**Cynthia Anderson-Ward**

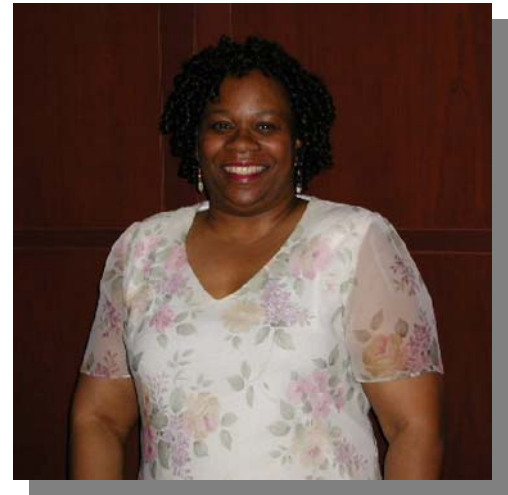
Wadsworth CPC - Branch of Wadsworth  
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**Mailrun: 46**

Mrs. Velma Cooksey, *Principal*



### PROJECT DESCRIPTION

A S.T.I.C.K.Y. Subject (A proven **Strategy to Inspire Creativity** while developing conceptual **Knowledge** in **Young** minds through the use of Magna-Tiles and Wedgits building manipulatives) is an interdisciplinary project that inspires creativity and conceptual knowledge.

- Students use Magna-Tiles and Wedgits to learn geometric shapes.
- They then become architects as they create 2- and 3-dimensional constructions.
- Photos capture their daily accomplishments, which are assembled into a portfolio (ARC Files).
- Children respond to interview questions about their creations.
- Finally, students present a public 3-D showcase of their work, and parents are invited to come to school and view their children's accomplishments.

### STUDENTS

Twenty-six pre-kindergarten students, age cycle 3, participated in this project. It can be adapted for older students and various ability levels.

### STAFF

**Cynthia Ward** holds a BA in Special Education EMH/TMH. Over her 23-year teaching career she has worked with children in the primary grades as a teacher, a Reading-Recovery Resource Teacher,

and as an Educational Diagnostician. She is a current NBTPS candidate.

### MATERIALS AND FACILITIES

The following are needed for this project: Magna-Tiles; Wedgits, a camera; materials for making accordion books (colored, 8 1/2" X 14" paper, ruler, glue or double-sided tape, cardboard, ribbon or string, and craft materials for decorating the cover).

### OUTSIDE RESOURCES

A visit to see and experience the exhibits and programs of the Chicago Children's Museum, the Kohl Children's Museum, the Museum of Science and Industry, or especially the DuPage Children's Museum would enrich children's understanding of the concepts in the project.

### IMPACT

This project encourages imagination, stimulates spatial thinking, develops fine-motor skills, and provides hours of creative, open-ended play. Children develop higher-order thinking skills through problem solving, symmetrical stacking and geometric patterning.

# Measuring the Moon and Neighbors

**Grade(s): 4-5**

For More Information:

## **Regina Biros**

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Chicago, IL 60620

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**Mailrun: 49**

Mrs. Maureen Connolly, *Principal*



## **PROJECT DESCRIPTION**

The moon has always fascinated and puzzled people, but especially scientists. In this hands-on project, students become "junior scientists" as they explore our nearest neighbor in space. Using notecards and daily logs to record their findings, students:

- Calculate the distance between and diameter of scale models of the Earth and the Moon
- Calculate their weight on other planets and fill empty pop cans to illustrate the differences
- Map the locations and geology of the six Apollo landing sites
- Study an actual moon rock or meteorite
- Make predictions about the origin of lunar rocks, and collect, describe, and classify neighborhood rocks
- Make a model of the moon's surface

Students give oral presentations of their research at a "Solar System Assembly" and attend Space Day at NASA DePaul University.

## **STUDENTS**

The project was implemented with a gifted fourth and fifth grade science class. The project could be adapted for a regular classroom and for older classes.

## **STAFF**

**Regina Biros** is the Science Teacher for the fourth, fifth, and sixth grade classes at Kellogg Electronic Research Academy. She is also a Research Teacher, the Librarian, and the Technology Specialist at the school.

## **MATERIALS AND FACILITIES**

The following are needed for project activities: globes; flashlights; string; posters; capes to create phases of the moon; empty pop cans and pennies; a hand-made poster of the temperatures of the planets; different-sized balls (from a peppercorn to a large exercise ball).

## **OUTSIDE RESOURCES**

Resources include: the Internet; libraries; NASA materials; the NASA DePaul Resource Center; the NASA Resource Center at the Museum of Science and Industry; the Adler Planetarium; the Cernan Earth and Space Center.

## **IMPACT**

Students who have disliked science learn to love it. As researchers, they come to understand how math and science are integrated. They also discover the many education opportunities available in the field of Space Science.

# Getting Into Geometry with Geoboards

**Grade(s): 4-6**

For More Information:

**Deborah Glowacki**

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**Mailrun: 40**

Dr. Geraldine Johnson, *Principal*



## PROJECT DESCRIPTION

This project demonstrates that math manipulatives are a foolproof way for children to master new concepts. In this case, students use Geoboards and the story *Spaghetti and Meatballs for All* to learn geometric shapes. Shapes range from the familiar square to the challenging trapezoid. Using tiles, students create different table arrangements, as suggested in the story. Students then determine perimeters and areas for those shapes, creating their own formulas as they work.

A classroom resource center that contains shapes, games, and dominoes lets individuals and small groups practice what they learn. The materials can also be used to teach other math concepts such as symmetry, rotations, reflections, and congruence.

## STUDENTS

Initially the project was implemented with a class of 19 fifth graders, then repeated with a second class of 25. The project can be easily adapted for other ages and a variety of ability levels.

## STAFF

**Deborah Glowacki** holds a master's degree in Teaching and Leadership. She has taught primary, intermediate, and junior high levels over a period of 15 years.

## MATERIALS AND FACILITIES

The following things are needed: a class pack of Geoboards; Geoboard Games and Puzzles; a Clever Catch Geometry Ball; Area Dominoes; Perimeter Dominoes; the book *Spaghetti and Meat Balls for All*; Color Tiles; Tracer Shapes.

## OUTSIDE RESOURCES

None are needed.

## IMPACT

Students are highly engaged and the visual concepts are quickly understood. Because every student has the opportunity to demonstrate his/her knowledge on the Geoboard, student participation and enthusiasm are high.



# Project Polygon: Beyond the Straight Line

**Grade(s): 2**

For More Information:

**Cynthia Brawner**

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**Mailrun: 37**

*Dr. JoAnn Roberts, Principal*



## PROJECT DESCRIPTION

*Polygon: a closed plane figure bounded by three or more line segments.*

In this creative project, second graders become experts on them. They learn the names and shapes of ten different polygons. Fiction and non-fiction stories, magnetic tiles, 3-D shapes, even photos of buildings with polygonal shapes are used during the learning process.

Children also learn about measurements – what they are, how to make them, and how to record them. They use rulers, measuring tapes, paper feet and hands, even paper clips to measure the perimeters and areas of objects.

Finally, students decorate items such as a hat, a collage, or a mosaic with polygon shapes. Everything is then displayed in the “Polygon Museum.”

## STUDENTS

This project was implemented with a class of 21 second graders performing at age level. It can be adapted for younger or older students and for all achievement levels.

## STAFF

**Cynthia Brawner** has been a preschool teacher in Chicago Public Schools for 11 years; she currently teaches second grade at Paderewski School. She

is a National Board Certified teacher and holds masters degrees in Early Childhood Education and School Administration.

## MATERIALS AND FACILITIES

The following items are needed: age-appropriate books related to the topic; 3-dimensional shapes; measuring instruments; tagboard; magnetic tiles; art and craft materials.

## OUTSIDE RESOURCES

The Chicago Public Library, the Field Museum, and the Chicago Art Institute are all sources for information and loan materials. A field trip to one of the city’s museums could also enrich children’s understanding of the topic.

## IMPACT

In this interdisciplinary project, students increase their vocabulary, their knowledge and understanding of geometry, and the process of taking, recording, and using measurements. They develop their analytical skills and the ability to think critically.

## Help! I'm Surrounded by Math!

**Grade(s): K-3**

For More Information:

**Joan Jones**

**Alena Wong**

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Chicago, IL 60659

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**Mailrun: 31**

Mrs. Susan L. Moy, *Principal*



*Joan Jones and Alena Wong*

### PROJECT DESCRIPTION

Too often children think math is strictly computation. This project brings literature, science, social studies, and art into math lessons to demonstrate that math is all around us. Each of five different math topics—estimation, geometry, data collection and interpretation, measurement, money—is introduced using engaging books. Hands-on, real-life activities follow.

For example, after reading *Tightwad Tod* and *How Much Is That Guinea Pig in the Window?* students realize the value of working and saving for something you want and how to add and subtract dollars and cents. Children bring in ads from the Sunday newspaper and receive their own pretend “money.” Their assignment: clip and assemble pictures of items they want to buy. The challenge: don’t spend more money than you have. Children also practice paying and giving back change.

The books *Who’s Got Spots?* and *Bart’s Amazing Charts* inspire children to measure all kinds of things—favorite ice cream flavors, student height, number of family members—and create colorful charts to display their findings. A Math Fair that features original displays created by the students concludes the project.

### STUDENTS

Twenty second/third-grade students in a split classroom and 22 second graders participated in

this project. It can be adapted for all ages, grades, and ability levels.

### STAFF

Both **Joan Joans** and **Alena Wong** teach at Solomon Elementary School. Ms. Jones has taught second/third grade for the last ten years. She received her BA in Education and a master’s degree from Northern Illinois University; she received her National Board Certification in 2002 and is currently part of the GOLDEN Mentor program for new teachers. Alena Wong has taught second grade for two years. She received a BA in Elementary Education with a middle school endorsement in Social Sciences and English from Northeastern Illinois University in 2002.

### MATERIALS AND FACILITIES

Besides common classroom supplies and art materials, the following items are needed, depending upon the math topic(s) selected: math-themed children’s books; graph paper and boards; measuring tools; classroom money kits; pattern blocks; tile sets.

### IMPACT

Children begin to understand that they will use math skills for the rest of their lives. Hands-on activities that are related to actual life experiences appeal to different learning styles, ages, and ability levels. Instead of fearing math, students become independent thinkers and use math skills to solve problems in their daily lives.

*S*cience

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## Our Movin' and Groovin' Planet

**Grade(s): 3-8**

For More Information:

**Trudy Van Slooten**

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**Mailrun: 43**

Antonio Alcevedo, *Principal*



### PROJECT DESCRIPTION

In this cross-disciplinary project, students learn how the earth's continents came to be in their current forms and locations. Activities include:

- Using a simple model, they observe how continents evolved from the super-continent Pangea and investigate plate tectonics.
- Students make dioramas of the continents and write stories that describe how the climate and appearance of continents have changed.
- They map mountains, volcanoes, and rifts in the ocean floors to show how these are related to the earthquakes in the "ring of fire" and the California coast.
- Finally, they develop theories of future movements of the continents.

### STUDENTS

This project has been used with third through eighth-grade students, working in large and small groups. All classes included Special Education students.

### STAFF

**Trudy Van Slooten** holds a BS in Elementary Education and an MS in Science. She taught in Guam for two years and has taught in Chicago Public Schools for over 20 years.

### MATERIALS AND FACILITIES

Materials needed for this project include: earth science books and videos; CD's; wall charts and overhead transparencies about Pangea, continental spreading, and plate tectonics from National Geographic.

### OUTSIDE RESOURCES

This project does not require the teacher to have a science background. The materials from National Geographic provide much information and good explanations of the topic.

### IMPACT

The children's enthusiasm for the topic is infectious. The videos showing how the earth's surfaces have moved and continue to move, the eruption of volcanoes, and the spreading of the sea floor with exploding lava catches their interest and helps them understand our ever-changing planet.

## Weather Station A.M.E.S.

**Grade(s): 3-6**

For More Information:

**Renee Bearak**

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**Mailrun: 34**

Ms. Leslie Berman, *Principal*



### PROJECT DESCRIPTION

Weather affects our lives everyday, from what we wear to our moods. Maybe we can't *do* anything about the weather, but in this project students certainly *learn* about the weather. Student activities include:

- Using instruments such as a thermometer, a rain gauge, an anemometer, and a barometer to measure weather conditions
- Creating a school weather station, taking measurements, and graphing the results
- Learning about cloud formations, weather fronts, weather patterns

To conclude, students discover which weather conditions result in natural disasters and how forecasting and technology help save lives and property.

### STUDENTS

Nearly 100 sixth-graders of varied learning abilities took part in the project. It is adaptable for third through sixth grades.

### STAFF

**Renee Bearak**, has taught for 13 years, the last nine as a Science Teacher, is the Science Lab Teacher at Ames Middle School. Ms. Bearak holds a BS in Education from Northern Illinois University and a master's degree in Curriculum and Instruction from National-Louis University.

### MATERIALS AND FACILITIES

The following items are needed: trade books on weather; topic-related videos; sling hygrometers; thermometers; an anemometer; cloud guides.

### OUTSIDE RESOURCES

There are many web sites devoted to weather topics; the web site of the National Ocean and Atmospheric Association is especially valuable. *The Farmers Almanac* is useful for looking at past and future weather events. A field trip to Romeoville's Doppler weather station would add to students' understanding of weather forecasting.

### IMPACT

The project increases students' ability to think critically and work collaboratively. Students develop the essential skills of observing, recording, and analyzing physical data with the many hands-on activities.

## Eco Kids (Ecological Youths) An Earthly Goal

**Grade(s): 3**

For More Information:

**Deborah Ward**

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**Mailrun: 37**

Mary Neely, *Principal*



### PROJECT DESCRIPTION

In this project, children learn about ecology – what it is, why it is important, and what they can do to protect the earth. A classroom laboratory is created, whenever the weather permits, classes are held outside, to bring students closer to nature. Over the year, students:

- Create a monthly classroom calendar that shows natural and unnatural climate changes
- Take part in classroom projects on soil erosion, compost, animal habitats, seed planting, and transplanting nursery plants outdoors
- Create a large alphabet picture book. Each letter is an ecological term, with a definition, facts, and hands-on manipulatives.
- Learn about the 3R's of ecology-*reduce, re-use, and recycle*
- Visit a forest preserve site for first-hand observations

### STUDENTS

A class of 26 third-graders took part in the project. Learning partnerships were formed, between high and low achievers. The project is adaptable for all ages and ability levels.

### STAFF

**Deborah Ward** teaches third grade at Lawndale Community Academy. She holds a BS from Loyola University. Ms. Ward has taught at Lawndale since

1989 and grew up in the community where she teaches.

### MATERIALS AND FACILITIES

The following are needed for the project: classroom art supplies; dry clay; recycling bins; bags of soil, seeds, and nursery plants; reusable items from home such as clothing, plastic and aluminum containers, and cardboard. Books and videos about the topic are available from the public library.

### OUTSIDE RESOURCES

Field trips to the Cook County Forest Preserve, a zoo, and the Peggy Notebaert Nature Museum, as well as guest speakers are informative and enhance the project. Parent volunteers are essential.

### IMPACT

Children gain a new understanding of planet Earth. As a result of class activities, they feel empowered to take action to improve the environment.

## Dissection Drawings - Integrating Biology and Visual Arts

**Grade(s): 8**

For More Information:

**Oscar Newman**

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**Mailrun: 36**

Mrs. W. Dolores Robinson, *Principal*



### PROJECT DESCRIPTION

Student reactions change from "Yuck!" to "Cool!!!" in this hands-on science project, as students overcome their initial reaction to dissecting a frog. They discover that the physical characteristics of an organism relate to the ways it is uniquely suited to its ecosystem.

The big idea of adaptation is then related to evolution and the ecology of animals. As students journal their ongoing lab work, in words and drawings, their powers of observation sharpen. They apply their knowledge of human anatomy to the frog, noticing subtle anatomical features. Students conduct independent research to discover how and why humans are impacting the ecosystems of amphibians.

### STUDENTS

This project involved three different eighth grade classes, which met once a week in science lab. The project can be adapted to meet a variety of instructional contexts and grade levels.

### STAFF

Oscar Newman received a BA in Anthropology from the University of Illinois in 1995. He began working for the Board of Education as a Day-to-Day Conditional Substitute in 1997. He was a member of the DePaul's Center for Urban Education Urban Teacher Corps from 1998-1999. Mr. Newman received his Master's from DePaul in 2000 and

achieved National Board Teacher Certification in Early Adolescent Science in 2002. Oscar is the Science Lab Teacher at Sumner Academy. This is his third year at the school.

### MATERIALS AND FACILITIES

The following items are needed: preserved frog specimens; elementary dissection sets; plastic dissection pans; plastic gloves; Biology of Frogs CD-ROM; student notebooks.

### OUTSIDE RESOURCES

The Chicago Field Museum, the Peggy Notebaert Nature Museum, and the North Park Village Nature Center can be used for field trips and to provide teachers with information, materials, and speakers. The Internet also provides information and online tutorials.

### IMPACT

Once they get over their initial apprehension and truly begin to look at and consider the evidence before them, students' own curiosity guides learning. Students develop valuable analytical skills and a willingness to participate in hands-on science projects.

## Forensic Science with a "Monster"

**Grade(s): 7-8**

For More Information:

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**Mailrun: 33**

Patricia Wells, *Principal*



### PROJECT DESCRIPTION

This interdisciplinary project takes advantage of middle school students' enjoyment of the novel *Monster*, by Walter Dean Myers, and their fascination with true crime stories to teach the theory and practice of forensic science.

Students use deductive reasoning and forensic strategies to analyze the events and characters in *Monster*, then debate the guilt of the main character. They learn about the structure and function of DNA and its role in solving crimes.

A mock crime is staged, a digital camera is used to photograph the crime scene, and the statements of victims, witnesses, and suspects are videotaped. Students use a microscope to examine simulated samples of blood, fibers, and fingerprints. They collect newspaper articles about real crimes in a scrapbook and record their activities and opinions in journals. When they finally solve the crime, they present the evidence they've used in posters and overhead transparencies.

### STUDENTS

The project was implemented with four eighth grade classes which included mainstreamed Special Education students. The students were 12 to 14 years old. The project can be adapted for any middle school classroom.

### STAFF

**Kelly Shepard** has taught departmentalized science in Chicago Public Schools since 1995, in both middle school and elementary settings. She holds BS in Education from Loyola University, where she is currently pursuing a master's degree in Curriculum and Instruction. Ms. Shepard is active in several CPS, state, and national programs and often gives presentations of her units.

### MATERIALS AND FACILITIES

The following items are needed: the book *Monster*; various books and/or kits on crime lab chemistry, crime scene investigations, blood stains, and fingerprinting; a tri-lens magnifier; various black-tipped markers from different manufacturers; coffee filters; microscopes, pipettes, slides and covers; copy paper or index cards; colored pencils or crayons.

### OUTSIDE RESOURCES

There are numerous useful web sites on the Internet, and a trip to the Museum of Science and Industry's Learning Lab would enhance students' understanding of class exercises.

### IMPACT

By learning about and using deductive reasoning and lab procedures, students' cognitive skills expand. Due to the variety of activities that appeal to different learning styles and the real-life applications, students become highly motivated and successful "forensic scientists."



# *Social Studies*

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## Piecing Together the Underground Railroad - A Quilting Study

**Grade(s): 1-2**

For More Information:

**Catherine Tanner**  
**D'Andrea Mosely**

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**Mailrun: 40**

Mrs. Katherine A. Volk, *Principal*



*D'Andrea Mosely and Catherine Tanner*

### PROJECT DESCRIPTION

By reading and discussing various stories, children learn how the Underground Railroad helped fugitive slaves in America gain their freedom. This project focuses on how different quilts were used as codes to assist the slaves in their escapes to freedom.

Students create their own unique, personal quilt squares to add to a class quilt. They also make paper quilt patterns that display designs significant to the African-American experience, especially as they relate to the Underground Railroad. The final event is a Family Night in which students share their work with parents, staff, members of the community, and the student body.

### STUDENTS

The project was initially implemented with a second grade class, then repeated with two classes of second and third graders. Most students were at grade level. The project can be easily adapted for other grade and ability levels.

### STAFF

**Catherine Tanner** has taught 2nd grade for 17 years. She earned a BA in Fine Arts from Western Illinois University, an MEd in Elementary Education from National-Louis University, and an MA in the Great Books from St. John's College. **D'Andrea Mosely** has taught first grade for six years. She holds a BA from the University of Illinois in

Champaign-Urbana, an MAT from Columbia College, and an MA in Education and Supervision from Roosevelt University.

### MATERIALS AND FACILITIES

This project requires age-appropriate books about the Underground Railroad, resource books about quilting, and various quilting and art supplies.

### OUTSIDE RESOURCES

A field trip to the Chicago Art Institute, the DuSable Museum, or the Field Museum would enhance children's understanding of the topic. A classroom visit by a quilt maker and examples of actual quilts could also be used.

### IMPACT

Students learn about quilting's rich cultural heritage. Through reading, discussion, research, and art activities, children develop an understanding of slavery and the contributions of people who participated in significant events during the time of the Underground Railroad and the Civil War.

## A Walk Down Memory Lane

**Grade(s): 4-6**

For More Information:

**Dr. Clyde Winters**

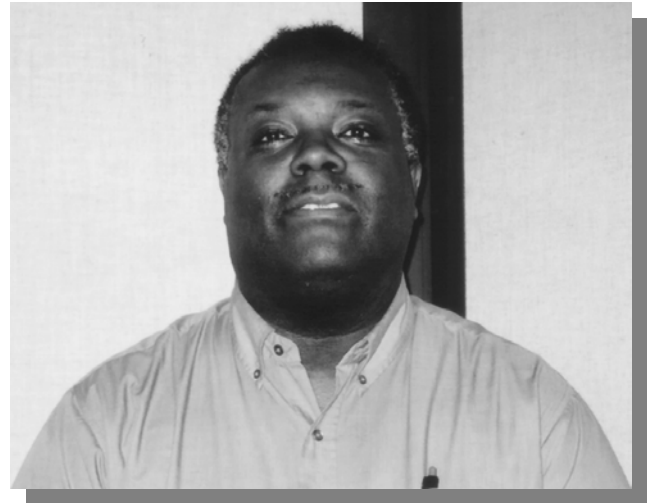
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**Mailrun: 48**

Mrs. Barbara Ellis, *Principal*



### PROJECT DESCRIPTION

Students explore the changes that have occurred in their neighborhood--the Roseland, Rosemoor, Pullman area on the far south side of Chicago--over the last century. Special emphasis is placed on the history of the communities and on the effects of changes in their ethnic and economic composition.

Before beginning their investigation, students first study the history of their school to learn the appropriate methods for historical research. Working cooperatively, they:

- Uncover factual information
- Design and present reports
- Display the results of their work.

The project culminates in a Community Night--A Walk Down Memory Lane, when parents and other community members view and discuss the project displays with the students.

### STUDENTS

This project was implemented with 60 intermediate grade students, working in small groups. It can be readily adapted to other grade levels and class sizes.

### STAFF

**Dr. Clyde Winters** teaches social studies and sixth grade at Bennett School. He is also an instructor at Governors State University, where he teaches Educational Psychology and Research Methods.

### MATERIALS AND FACILITIES

In addition to ordinary school supplies, a tape recorder and a camcorder are needed to document interviews.

### OUTSIDE RESOURCES

Many valuable materials, including CD's and videos, are available in Chicago's public libraries and at the Chicago Historical Society.

### IMPACT

By exploring the history of their school and community, students gain an appreciation of its cultural, economic, and ethnic diversity. Students improve their problem-solving skills and gain a sense of pride in their school and community.

## Familiar Face, Different Place

**Grade(s): K-8**

For More Information:

**Lorissa K. Ellis**

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**Mailrun: 37**

Mrs. Mattie Tyson, *Principal*



### PROJECT DESCRIPTION

Whether it's called Christmas, Kwanza, or Hanukkah, many cultures around the globe celebrate a holiday near the end of the year. What better way to teach children about different cultures than to travel around the world in Santa's sleigh! This project looks at how ten different countries celebrate their holiday.

Each country's holiday traditions – the stories, food, costumes, crafts, and music – are studied.

- Books and films provide stories and pictures.
- Children sing songs, prepare typical holiday foods, and draw, paint, or create holiday symbols.
- Students locate the countries on a map or globe and keep a journal to describe Santa's journey.

### STUDENTS

This project was implemented with 45 low-income, at-risk kindergarten students. It could be easily adapted for other ages and ability levels.

### STAFF

**Lorissa Ellis** has taught for four years, the last three as a Kindergarten teacher at Johnson Elementary School. She received her BS degree from Ball State University in Muncie, Indiana.

### MATERIALS AND FACILITIES

The following are needed for the project: books and videos about countries, holidays, and traditions; art supplies; writing implements; food; felt; large world map and globe.

### OUTSIDE RESOURCES

Chicago public libraries are a good source for books, music, and videos. Parents, grandparents, and community members of different cultures can serve as guest speakers. A field trip to observe the annual display of holidays around the world at Chicago's Museum of Science and Industry would enhance the project.

### IMPACT

Children become aware of cultures around the world. They learn to locate countries on a globe, match cultures with countries, and compare their beliefs with others. Childrens' reading and writing skills also improve.

## Beats From the Past

**Grade(s): K**

For More Information:

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**Mailrun: 37**

Mattie Tyson, *Principal*



### PROJECT DESCRIPTION

In this project children discover the early roots of African-American music and trace how it has evolved. They listen to music that includes African chants, work songs, jazz, R & B, and Hip-Hop and learn about the slave trade and plantation life. Children also learn about important African-American visual artists and view examples of their works.

Music and art are then combined as students write and draw in personal journals, describing how the music makes them feel. For example, students use blue and black tones to depict Blues music, and use purples and reds to express the passion of feelings during slave times. The project concludes when students perform a play that depicts the history of African-American music.

### STUDENTS

The project was implemented with 45 low-income, at-risk African-American kindergarten students. The project is adaptable for all students, regardless of ages or ability levels.

### STAFF

**Dayna Darby** has taught kindergarten for two years. She taught her first year in Tempe, Arizona and is now at the Johnson Child Parent Center. She holds a bachelor's degree in Early Childhood Education from the University of Central Arkansas.

### MATERIALS AND FACILITIES

The public library is a great source for books and CD's about African-American history, art and music. In addition, the following are needed for the project: paper and writing instruments; blank journals; art supplies; large butcher paper; recycled butter buckets.

### OUTSIDE RESOURCES

Parents can be asked to lend/donate items for the play such as canes, white gloves, child-sized instruments, shovels, etc. Their assistance is invaluable as the class prepares for the play. Grandparents are a great source for old folk songs and stories, and a visit from an ensemble group that performs African dance or music would add to the success of the project.

### IMPACT

Students gain an appreciation for their heritage. They learn to express their feelings, hardships, and achievements through art and music. Students' writing skills improve and their vocabularies expand through the use of journals.

## Hip Hip Hooray for Heroes!

**Grade(s): K-8**

For More Information:

**Lisa Kobilca**

**Kristin Botnen**

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**Mailrun: 48**

Carol Washington, *Director*

### PROJECT DESCRIPTION

Real-life heroes come alive in the classroom when Character Education is integrated with the rest of the curriculum, and children are presented with hands-on, content-rich activities.

Students first read about heroes in books and on the Internet. They quickly realize that heroes can come from any field of endeavor, from any race, ethnicity, or gender and from any background. A sample of possible activities includes:

- Discuss the character traits of heroes and create a Hero Definition Collage
- Create a Hero Wall of Fame
- Design a calendar and postage stamps to honor heroes
- Portray heroes in drawings and short biographies
- Surprise visits by teachers dressed as the heroes children are studying
- Choose a personal hero in your own life and invite that person to a luncheon
- Visit a nursing home, the Red Cross, or the Chicago Historical Society

The culminating activity is a Heroes Fair Assembly where children read poetry, role-play heroes, sing songs about heroes, and present their art projects.

### STUDENTS

The project was implemented as a year-long, school-wide program. It can be adapted for an



*Lisa Kobilca and Kristen Botnen*

individual classroom, in whole or in part, and is successful with all ages and ability levels.

### STAFF

**Lisa Kobilca** and **Kristin Botnen** both teach at Prairie International Charter School. Both teachers hold BS degrees in Education and have taught for seven years.

### MATERIALS AND FACILITIES

Ordinary classroom supplies, art materials, and books about heroes are needed for this project. Additional materials depend upon the activities selected.

### OUTSIDE RESOURCES

There are numerous web sites that provide information and materials about heroes. Public libraries are a good source for books, music and films on the topic. The Chicago Historical Society contains information about Chicago's heroes.

### IMPACT

The characteristics that heroes possess are the same qualities children need to lead fulfilling lives. Children come to understand that heroes are all around them, and that they, too, can be heroes.

## From Aztec to Zuni

**Grade(s): 4-6**

For More Information:

**Lynn Wasserman**  
**Lia Marvucic**  
**Jennifer Mitropoulos**  
**Dr. Ann O'Connell**  
**Angela Tagaris**

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**Mailrun: 30**

Dr. Kenneth R. Millar, *Principal*



*Jennifer Mitropoulos, Angela Tagaris, Lynn Wasserman and Ann O'Connell*

### PROJECT DESCRIPTION

Dever School students represent 29 different ethnic groups. The goal of this interdisciplinary project is to help students understand ethnic diversity and the contributions of different cultures to our country. To do this, students study Native American tribes. First students divide into teams, choose tribes, and form councils. They write reports on their chosen tribes and the purposes of masks and ceremonial headdresses.

Other activities include:

- Research the ecology of individual tribes' locations
- Write a legend or create a pictograph to explain a tradition in your own culture
- Create a weaving pattern, a "winter buffalo count," or a scaled birch canoe

The project concludes with a field trip to the Field Museum for an interactive lesson at the Pawnee Lodge.

### STUDENTS

The project was implemented with 80 middle school students in a cross-curricular, departmental setting that included Special Education students. It can be easily adapted for other ages and group sizes.

### STAFF

**Lynn Wasserman** holds a BS from Southern Illinois University, and an MEd from Nazarene University. **Dr. Ann O'Connell**, a Speech Pathologist, holds a PhD from Loyola University. **Angela Tagaris**, a departmental science teacher since 1972, holds an MEd from Nazarene Olivet University. **Lia Marvucic**, who holds a BA from Illinois State University, teaches departmental math. **Jennifer Mitropoulos** teaches middle school departmental reading and language arts. She received her BA from National-Louis University

### MATERIALS AND FACILITIES

This project uses common classroom supplies and art materials.

### OUTSIDE RESOURCES

There are many web sites that feature information and materials related to Native American tribes. The Chicago Field Museum is also a great source for information and materials.

### IMPACT

Instead of stereotypes, this project gives students a clear picture of the history and cultures of seven different Native American communities.

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Lia Ades	Martha Cerda	Rita Federman	Anne Hollenbeck
MiCha Ahn	Diane Cheng	Aracely Feldman	Paula Holtzman
Lenora Akhibi	Lynn Cherkasky-Davis	Mr. Dan Fetter	Robert Hrad
Graciela Alcozer-Mendoza	Crystal Cherry	Denyse Ffrench	Teresa Huggins
Susann Alikonis	Cathy Christensen	Carol Fisher	Henry Hulseberg
Cynthia Anderson-Ward	Nancy Christensen	Rachell Fisher	Daucenia Hunter
Cathleen Andes	Rebecca Cid	Marianne Flanagan	Mary Iverson
Jenny Araujo	Gina Cipriani	Nicole Fleming	Bobette Johnson
Diane Asberry	Nancy Clarke	Catherine Forrester	Francine Johnson
Mary Ann Ashlaw	Edward Clement	Lynne Fowler	Philomena Johnson
Julienne Backstrom	Chelsea Clementz	Roberta Fried	Ranada Johnson
Louise Baldwin	Sarah Cohen	Janiel Friedland	Sally Johnson
Sandra Banasiak	Andrea Cohen-Agrimonti	Cindy Friedman	Joan Jones
Deborah Barnes	Shaker Cohlma	Tobi Friedman	Pat Jonikaitis
Linda Barrett	Julie Coller	Debra Fritz	Lisa Juarez
Vicki Bartlett	Linda Comminos	Shari Frost	Andrea Kahnovitch
Curtis Batman	Catherine Conde	Madeline Fuertsch	Thelma Karson
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Jean Becker	Terri Crowley	Joan Gallagher	William Kasser
Patricia Bell	Debra Crump	Deborah Galloway	Carrie Katz
Barbara Benedix	Karen Cushing	Patricia Garrity	Louann Keenan
Ken Benedix	Sheila Danaher	Marie Garza	Michele Keller
Judith Berns	Joanne Dante	Joyce Gelfand	Kathleen Kelly
Clare Billingham	Eileen Daquilante	Mary Gilbert	Ajita Kennedy
Paul Binkis	Dayna Darby	Kathleen Glennon	Patricia Kilmartin
Regina Biros	Ann Dargis	Deborah Glowacki	Michelle Kinnavy
Patricia Blezien	Margerita Daronk	Cheryl Gold	Kathy Kinsey
Tracey Bliznick	Eileen Day	Marla Goldberg-Katz	Bonnie Kipp
Violeta Bosworth	Sandra DeChant	Ruth Goodman	Gloria Kirlin
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James Brandon	Ilyse Denes	Yollande Gottlieb	Debora Klopfenstein
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Cynthia Brawner	Estelle Dickman	Virginia Griffin	Theresa Konrath
Susan Brazao	Helene N. Domash	Alice Griggs	Jillian Kooperman
Judy Brooks	Leslie Donley	Shannon Guilfoyle	Susan Korshak
Duone Brown	Katherine Downs	Norine Gutekanst	Kathy Koval
Francine Brown	Kathy Drews	Tanisha Guterz-Kwaaning	Lucille Kozanecki
Michael Brownstein	Gail Duchon	Penny Hague	Allison Kraemer
Dolores Burdick	Laura Eble	Nicholas Hall	Ronna Kramer
Ann Burgess	Denise Edelson	Asia Hamilton	Susan Kriesman
Marilyn Burns	Jacque Ehrlich	Carolyn Hamilton	Laura Kubitz
Phyllis Burstein	Lorissa K. Ellis	Susan Hardison	Maureen Kuhn-Rojas
Judith Burton	Mary Ann Elwardt	Constance Heimann	Eva Laczina
Peggy Butler-King	Howard Emmer	Catherine Hellmann	Lois LaGalle
Legertha Butler-Walton	Julie Engel	Patricia Hernandez	Roquel Landsman
Dawn Calvino	Linda Engels	Megan Hillegass	Dorothea Lattyak
Annette Campbell	Rebecca Steeby Eros	Cleopatria Hillery	Sharon Lawson
Timothy Canavan	Grace Espinosa	Martha Hindmand	Nancy Lazaris
Felicia Cannon	Shirley Ewings	Julie Hines-Lyman	Adrienne Le Dree
Lisa Cantu	Rosalie Falco	FayeAnn Hirsh	Mary LeBaron

Rona Lerner	Rita Nicky	Deanne Schaefer	Karen Trout
Carolyn Leshyn	Kathryn Nilson	Sheryl Schecter	Bobbiette Turner
Jan Letts	Mary Nolen	Kate Schick	Christine Turner
Julie Levenson	Cindy O'Brien	Enaj Schlak	Cheryl Urow
Marlene Levin	Nancy A. Ocampo	Carol Schmitz	Elizabeth Valente
Sarah Liles	Victor Ochoa	Solveig Schneider	Trudy Van Slooten
Jennifer Locke	Ann O'Connell	Patricia Schwandt	Kathleen Vancoevorden
Mary Loise	Georgiana Oken	Reid Sechan	Luis Vasquez
Maggie Longley	Kathleen O'Malley	Laura Senteno	Jeanne Vaver
Cynthia Lopez	Amparito Onate-Worthman	Sue Sessler	Gerardo Vivas
Doris Lopez	Mary-Claire O'Neill	Tara Shannon	Phung Vo
Barbara Lucente	Elsa Ortiz	Rose Sharon	Ann Vogt
Eve Ludwig	Teddy Osantowski	Hope Sharp	Maria Vukasinovic
Heidi Luebs	Elizabeth Ostman	Ellen Shea	Shannon Waller
Mildred Lynk	Novella Owens	Julia Shelton	Jennifer Walsh
Shirley Lynn	Jo Ann Oyemade	Kelly Shepard	Virginia Walsh-Espinola
Valerie Lyons	Amy Pagani	Marsha Siegel	Deborah Ward
Karen Malhiot	Florence Palumbo-Zilka	Sabrina Silverstein	Mary Warnicki
Carol Malone	Anne Pandyra	Dee Simpson	Carolyn Washington
Kerry Maloney	Diane Pawelek	Debra Sims	Chiquita Washington
Roseann Mark	Kipley Peal	Kim Sims	Lashawn Washington
Evangelina Martin	Samantha Pelley	Tonya Sims	Lynn Wasserman
Lia Marvucic	Maria Perryman	Elizabeth Skinner	Lisa Weaver
Linda Matthew-Kuehn	Donna Lee Petersen	Margie Smagacz	Judith Wenger
Lynda Matz	Lucille Petrone	Heather Smith	Jacqueline White
Sandra Mawrence	Lori Phillips	Janet Smith	Peggy Wickline
Konora Maxwell	Edward Pino	Jill Sontag	Pat Williams
Maureen McCarthy	Heather Pleune	Luis Soria	Paris Winston
Carla McCarty	Barbara Pohrebny	Donna Soukup	Dr. Clyde Winters
Frances McFadden	Mariann Poniatowski	Larry Spearman	Linda Wishney
Colleen McVeigh	Jacqueline Portee	Gina Spears	Shannon Witherspoon
Patricia Meegan	Maria Prato	Theresa Speegle	Willie Mae Witt
Dehlia Mendoza	Lara Pruitt	Sarah Stanley	Alena Y. Wong
Shirley Miggins	Anne Quaid	Pamela Steinberg	Eitha Wong
Judy Miller	Barbara Randolph	Elaine Steiner	Shirley Wyzguski
Patricia Miller	Seema Raniga	Susan Stephan-Burkhart	Beth Yaccino
Judith Mims	Marcia Regan	Jodi Sticken	Kelly Zanona
Salli Miska	Kristin Reichmann-Crowley	Sandra Stone	Mary Ellen Ziegler
Bettye Mitchell	Marti Remon-McMaster	Carolyn Sullivan	Pauline Zolp
Jennifer Mitropoulos	Karen L. Rennord	Eileen Sullivan	Suzanne Zwe
Christina Moe	Robert Reznar	Pat Sulski	
Susan Mogill	Saungktakhu Richey	Joanne Syncheff	
Betty Mohiser	Rogelio Rincon	Angela Tagaris	
Millie Molesky	Marcy Ring	Catherine Tanner	
Maria Montejano	Kathy Riordan	Irene Taube	
Tamika Montes	Bernita Robinson	David Taylor	
Elaine Crook Moore	Erin Roche	Steven Taylor	
Kimberly M. Moore	Gaynelle Rocklin	Barbara Thomas	
Judith Moore-Phillips	Kathy Rocus	Judy Ann Thomas	
Vivian Morrison	Odessa Rodgers	Donna Thompson	
D'Andrea Mosely	Olimpia Rodriguez	Kerri Tokarz	
Robbie Moultrie	Marjorie Rogasner	Elise Tolson	
Laura Mudd	Mary Jo Romano	Camille Tomasello	
Ann-Louise Murray	Dawn Ruff	Claudia Torres	
Kristine Nelson	Carol Sanders	Jose Torres	
Laurie Nelson	Nicole Sansone	Maria Torres	
Barbara Nettles	Beth Sayers	Mary Tracy	
Oscar Newman		Judith Trammell	