

Register today for JiM Class at Concordia University Chicago!



CONCORDIA UNIVERSITY CHICAGO
CENTER for LITERACY



Jumping into Multiliteracies (JiM) Class

Participants: Longfellow students in grades **3-5** are invited to join our JiM Class team!

Meeting days: Wednesday's from 3:00- 4:30

There are **8** sessions- 10/25-12/20 *No class on 11/22-Thanksgiving week.

Community Night- JiM Class celebration- Thursday, December 20th 6-8pm

Class location: Concordia University Chicago-Christopher Center 2nd floor.

7400 Augusta Street, River Forest, Illinois 60305

How: Transportation from Longfellow to CUC is provided.

***Parents must provide transportation home from CUC after JiM Class.**

Students will meet in the lobby of the Christopher Center.

Cost: FREE! Please sign up at:

<https://www.eventbrite.com/e/jumping-into-multiliteracies-jim-class-longfellow-tickets-38753538878?aff=affiliate1>

Information and Weekly Schedule

What is JiM Class?

JiM Class is designed as an **enrichment program** in which all levels of students benefit. We focus on engaging students with various types of texts and experiences in which they develop their thinking, speaking, reading, and writing abilities—no matter what level—striving, on grade level, or advanced.

Supported by a JiM Class Supervisor (CUC Literacy Professor) and JiM Class Mentors (Trained CUC undergraduate and graduate students), JiM Class students will engage in an inquiry into **Environmental Stewardship!** This experience focus on the following essential questions:

- What is environmental stewardship?
- Why is environmental stewardship important?
- How can we responsibly use and protect our natural environment (land, animals, and plants)?
- How can we bring about positive change?

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During this experience, student will engage in a variety of **hands-on, multimodal activities** and texts to hone their listening, viewing, and reading skills and create student-led inquiry projects. These projects will be presented at Community Night- a celebration of their work and growth on Thursday, December 20th from 6:00-8:00pm.

What to expect each week:

Each JiM class session begins with a routine of creating and sharing a snack and then engaging in high-interest texts that are connected to the day's focus topic. Students then participate in a variety of activities that further support listening, reading, and writing processes. Each week students will bring home a copy of the recipe and a brief summary of what they learned in JiM class. The list of weekly topics is provided below.

Week 1: The Life History of "Stuff": Topics: Consumption, Waste Production

Lesson Overview: This lesson talks about production, or the origin of "stuff" before it comes "trash." By tracing the origins of everyday products -- the bikes they ride to school or their favorite sneakers -- students develop an understanding of the impact that the production, sale, and disposal of commonly used goods have on the environment. Though no single lesson is likely to change students' consumption patterns completely, this one is sure to get them thinking about alternatives, like purchasing or trading used items instead of new ones, or donating still-usable items so they don't end up in a landfill prematurely.

Week 2: How Big is Your Footprint?: Topics: Consumption, Pollution

Lesson Overview: Now that we have already discussed the consequences of overproduction and waste, students will talk about their own personal footprint, as well as Chicago's. Using Web tools, students calculate their ecological footprints (the amount of natural resources they consume in a given year) and then, as a group, determine the footprint of the entire class. After creating graphs and finding the mean, the median, the mode, and the standard deviation for the class, students explore a range of discussion questions about reducing their footprint, their responsibility to subsequent generations, the impact of their consumption, and more.

Armed with this new knowledge and awareness, students are prompted to consider the size of their family's footprint, or that of the entire city. What steps might they each take to decrease their footprint?

Week 3: The Trash We Pass: Topics: Consumption, Waste Production

Lesson Overview: This is an expansion on the previous two lessons. A day's worth of classroom garbage becomes the basis for this lesson, which explores the amount of waste students (and their schools, families, and community) produce each day, and the impact of all this trash on the environment. Faced with the dirty truth about how much trash they accumulate, students are asked to brainstorm how to reduce their waste production (by using less, recycling more, and so on) and then to put their newfound knowledge to further use by taking action in their community. The lesson includes ideas for extending their work beyond the classroom, pursuing activities such as researching local recycling options and advocating with city officials for improvements, or starting a compost pile at school or at home.

Week 4: From Farm to Table: Topic: Food Sources

Lesson Overview: This lesson is all about food. Students (and adults, too) know surprisingly little about the origin of the food they eat every day. In this lesson, students compile lists of frequently eaten foods. What are the consequences of eating grapes from Chile or corn from Mexico? Are there economic or health advantages to eating locally grown fruits and vegetables? Should grocers provide origin information for the produce they sell? These are just a few of the issues students can explore in this lesson. There's also ample opportunity to extend the lesson through action, by visiting a local farmers' market and talking with growers or starting their own vegetable garden at school.

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Week 5: Trip Tally: Discovering Environmental Solutions: Topic: Air Pollution

Lesson Overview: What impact does car transportation have on the local environment? That's the key question this lesson aims to ask and answer as students conduct a simple air pollution experiment and analyze the findings in the context of their own weekly trip tally, which documents their comings and goings about town by car, foot, bike, and public transportation. Students analyze their own travel data, as well as that of the whole class, and then explore strategies for reducing air pollution by choosing to ride their bike rather than drive, carpooling, taking public transportation, or by taking fewer trips.

Week 6: We Are What We Drink: Topics: Water Quality, Public Health

Lesson Overview: Students will watch a video of a Peace Corps volunteer from the Togolese Republic in Africa provide a developing-world context for the exploration of water consumption, water pollution, and the health of individuals and communities. Discussion can also include examples from the U.S. such as the water emergency in Flint, Michigan. Students explore their own water consumption (the amount of water used in everyday activities; the types of water -- filtered, bottled, and so on) they drink -- and compare this data with the experiences of residents in the Togolese Republic, where clean water is scarce and cholera is endemic.

Week 7: Keep Oak Park Beautiful: Topic: Litter Reduction

Lesson Overview: Keep Oak Park Beautiful members will come speak to students about they work they do and how students can get involved.

Week 8: Environmental Explorers: Topic: Environmental Awareness

Lesson Overview: This lesson calls upon observation and analysis skills as students explore and then discuss the changes that have been made to the natural environment. As a culminating activity, students discuss local environmental and planning issues and then write letters to the local newspapers and elected officials expressing their views and encouraging specific action.

Come join our JiM Class Team

- * Explore new ideas
- * Build friendships
- * Play Games
- * Enjoy delicious snacks
- * Design research projects
- * Utilize technology
- * Get Ready for Fun!

Register online at:

<https://www.eventbrite.com/e/jumping-into-multiliteracies-jim-class-longfellow-tickets-38753538878?aff=affiliate1>

Questions: Please contact:

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