

BOLD PLANS. BIG DREAMS.

# Chicago: Choices and Changes

A UNIT FOR THIRD GRADE

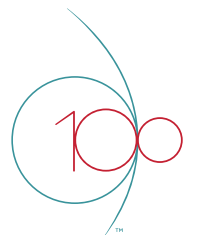


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BOLD PLANS. BIG DREAMS.

# Chicago: Choices and Changes

A UNIT FOR THIRD GRADE

OCTOBER 2009

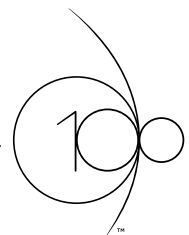
*Chicago: Choices and Changes* is a project of the Burnham Plan Centennial Committee. The Committee, composed of business and civic leaders, was convened in late 2006. Staff support is provided by Chicago Metropolis 2020 with leadership funding from the Chicago Community Trust and supported by a growing number of metropolitan Chicago's leading businesses, foundations and civic leaders.

*Chicago: Choices and Changes* was developed by the Polk Bros. Center for Urban Education at DePaul University in collaboration with Chicago Public Schools, including the Offices of Instruction and Assessment, Literacy, Language and Cultural Education, and Specialized Services. The unit was piloted in Lawndale schools in Spring of 2008.

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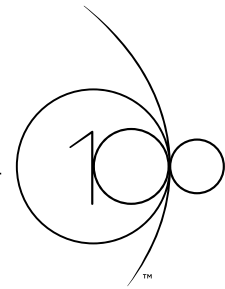
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Cover illustration: Natalia Segal, Whittier School





October, 2009

Dear Teachers,

A century ago, the bold vision of Daniel Burnham and Edward Bennett's *The Plan of Chicago* transformed 1909's ugly industrial city into the attractive global metropolis of today. The 100th anniversary of this plan gives us all an opportunity to examine both our city's history and its future. The Centennial seeks to inspire current civic leaders to take full advantage of this moment in time to draw insights from Burnham's comprehensive and forward-looking plan. Inspiring students—our next generation of leaders—to think critically about their city will be the Centennial's most important legacy. Your role in leading students to understand their ability to influence how we grow as a city, region, state and nation is critical.

In 1911, two years after the publication of Burnham's *Plan of Chicago*, the Chicago Plan Commission published *Wacker's Manual of the Plan of Chicago*. This civics text, required study for Chicago Public School eighth graders from 1911 through at least the 1920's, made it clear to students that Chicago's continued progress depended directly on their engagement. While our current *Bold Plans, Big Dreams* initiative is not as comprehensive as the *Wacker Manual*, our call to students to become active and productive members of their neighborhoods, communities and city is no less urgent.

We invite you to use the *Bold Plans, Big Dreams* materials as a starting point to make the city itself part of your curriculum. As your students explore their city we hope that they will understand their own ability to change their communities and make a difference in shaping Chicago's future. We encourage you to take full advantage of the resources of Chicago's museums, libraries, and educational organizations, as well as extensive on-line resources as part of the learning experience. And finally, we hope that the Centennial's primary goal—to make our region one of the world's best places to live and work for the next 100 years—will enrich and inform your teaching well into the future.

We extend special thanks to the Polk Bros. Foundation whose support as the Centennial's Presenting Sponsor for Education has made this program possible. As teachers, you are role models for the next generation of leaders. Thank you for your leadership and hard work on behalf of the children of Chicago. We look forward to your continued success.

Sincerely,

Adele Simmons  
Vice-Chair  
Burnham Plan Centennial Committee





Dr. Barbara Eason-Watkins  
Chief Education Officer

Chief Education Office • 125 S. Clark St., 5<sup>th</sup> Floor • Chicago, IL 60603 • Tel: 773-553-1490 • Fax: 773-553-1399

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October 2009

Dear Teachers,

On behalf of the Chicago Public Schools (CPS) I offer my full support to the Bold Plans, Big Dreams education project. This project, inspired by the 2009 Centennial of the Plan of Chicago, is a partnership among CPS, the Burnham Plan Centennial Committee and the DePaul Center for Urban Education.

The Bold Plans, Big Dreams educational project emphasizes literacy development and has two main resource components for teachers. The first is - *Chicago: Choices and Changes*, a unit for third grade that encourages students to examine the evolution of Chicago as a city and invites them to take a fresh look at their community's assets. The second is - *Chicago: City of Possibilities, Plans and Progress*, a tool-kit of lessons and ideas that 8<sup>th</sup> grade teachers can use to help students understand how individuals can make change in a city, a community, and in their own lives.

Knowing that part of our responsibility is to prepare students to be engaged and productive members of their community. The Bold Plans Big Dreams project is designed to provide CPS teachers and schools with a starting point for teaching their students about local and regional civic issues. We hope that these materials will provide students greater access and awareness of their roles as citizens, but also meaningful opportunities for civic engagement. As is the case with all that you do, this is important work and we are counting on you to do it well.

Sincerely,

A handwritten signature in cursive script that reads "Barbara Eason-Watkins".

Barbara Eason-Watkins  
Chief Education Officer  
Chicago Public Schools





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# Teacher Preview

## Overview

*Chicago: Choices and Changes* is first and foremost a literacy building unit that will help your students meet ILSB literacy goals for the third grade. However it will also help your students build content-area knowledge about the City of Chicago and encourage them to think about the city as a place of challenges, changes and choices. It includes historical narratives about the lives of Jean Baptiste Point DuSable, Daniel Burnham and Jane Addams, and about Pilsen's development as a vibrant Chicago neighborhood. The unit emphasizes that plans, particularly Burnham's, led to the City as we know it today. It includes a local community improvement project designed to involve students directly in making choices and changes.

## Teachers as Planners

Teachers are the most important planners in the city; these curricular activities invite you to build your own unit plan that helps students understand the history of Chicago and their role in its future. The activities are open-ended, so you can expand or extend them based on the particular needs of your classroom. The guide includes examples of three and five-week plans as well as tools that will assist you in planning your own experience.

## Part Overview

*Chicago: Choices and Changes* contains five lessons. Each lesson is divided into activities for five class sessions. The lessons include activities for classroom teachers, and provide suggestions for extending the learning with librarians, art teachers, and families. The lessons are:

1. *Chicago: A History of Choices and Changes*. Students read about DuSable and Burnham, and begin to make connections between historical choices and current conditions.
2. *Your Community Today*. Students examine community assets.
3. *Plan Progress for Your Community*. Students read about how communities change and consider ways to improve their own community.
4. *The City Today*. Students think about important city infrastructure and ask others for their ideas about how to make improvements.
5. *Bold Plans. Big Dreams*. Students make their own Bold Plans and Big Dreams for the City and communicate them in a letter to the Mayor.



## Prepare for Great Learning Progress

- *Identify Extension Options:* Each lesson includes extension options. You should review them well in advance of beginning the entire unit so you can include as many options as possible. Your own teaching resources can be incorporated too.
- *Identify Resources:* Share your plans with the school librarian and art teacher in advance of beginning the unit so that they can help you identify resources and/or include some of the lesson's themes in their activities.
- *Plan Field Trips:* Contact any museums you plan to visit well in advance of beginning the unit. Ask to speak to the person in the education department who works directly with teachers. This person can help you plan a visit that will emphasize the themes of the unit. Investigate your school's policy about taking students on a walking field trip around the school or its grounds. (Some of the activities may benefit from students taking a fresh look at their immediate surroundings.)
- *Use Writers' Notebooks.* If possible, have students keep a writers' notebook that contains their responses to the writing prompts included in many of the activity worksheets. Some teachers recommend having students glue the worksheets into their notebooks then writing their response on the facing page.
- *Begin collecting images* of Chicago in newspapers, brochures and magazines for the collage project in advance. Reach out to parents and have them help you find images and resources. Many city departments may have outdated promotional brochures that you could recycle. Check with your alderman's office, local park field house or branch library.
- *Define Your Community.* Think about how you will define the community for the lessons that refer to it. You can think about your school as a community or use your community's official Chicago Neighborhood designation, e.g. Grand Crossing, Humboldt Park, Lawndale, or Rogers Park. (See appendix.) Begin collecting information about your community. You also may want to involve students in learning about different communities, particularly if your school enrolls students from multiple areas of Chicago.
- *Begin collecting newspaper articles and headlines* that relate to city planning and community improvement.
- *Use Chicago Then and Now images* included in the Appendix to help illustrate how life in Chicago has changed over time.

## External Resources

- <http://burnhamplan100.uchicago.edu/learning/overview> provides links to resources for both teachers and students that you may find helpful as you plan and teach the lessons contained in the guide.
- <http://teacher.depaul.edu> contains PDFs of the lessons and student activity pages as well as other supplemental materials.



# Student Learning and Assessment

## Student Learning

There are four concepts that students will learn as they work on the lessons and projects:

- People make choices.
- People make changes through ideas and actions.
- Choices affect how people live in the future.
- Each person's choices can make a difference.

These ideas are important to understanding Chicago, and they also correlate with the social-emotional learning standards.

The lessons emphasize literacy. Each includes activities in which students organize information and communicate about the City. The following Illinois Learning Standards for literacy are embedded in the unit:

- 1A can apply word analysis and vocabulary skills to comprehend selections
- 1B can apply reading strategies to improve understanding and fluency
- 1C can comprehend a broad range of reading materials
- 3B can compose well-organized and coherent writing for specific purposes and audiences
- 3C can communicate ideas in writing to accomplish a variety of purposes.
- 4B can speak effectively using language appropriate to the situation and audience
- 5A can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas

Additionally, each lesson focuses on one or two content standards from social sciences.

## Active Assessment

Each lesson contains tools that can be used to both assess learning and expand it. The unit emphasizes a Formative Assessment approach so that all students can succeed. The assessment tools consist of open-ended activities that allow students at any level to respond to the best of their ability and report what they have learned. By inviting students to share what they have learned with their classmates, everyone will learn more.

## Part Assessments

Each lesson correlates with a content standard. You can assess student learning of that standard with two open-ended lesson assessments designed for use with each lesson:

- The *Word Bank* on pages 15–16 is designed to make sure that students understand the key terms of the lesson. Do not tell the students what the words are. Ask them to list the words that they think are important. This assessment can be used as both a pre- and post-assessment, or as a post-assessment only. The third column asks students to list another word that tells about the word they are illustrating. That other word could



be a synonym or an adjective or a word in another language or another kind of word that you are emphasizing in instruction.

- The *What I Knew/What I Learned* organizer on pages 17–18 is designed to help students write to synthesize what they have learned.

Students should complete assessments independently, but afterwards the assessments can be used as learning activities if you follow the *think-pair-share* pattern:

1. Students respond individually while the teacher circulates to check how clearly and completely students are responding.
2. Students pair to discuss their responses.
3. As a class, you discuss any words or concepts that need clarification.

### **Unit Assessment**

At the conclusion of Parts 1–4, students complete the comprehensive assessment:

- *Display Learning*, pages 115–116
- *Exhibit Maker/Book Writer*, pages 117–118

Completing the assessment at this point in the unit will allow students to synthesize what they have learned before they begin making plans for the City’s future in Part 5.

As a final unit assessment, students can complete *Show Chicago Progress* on pages 143–144. Alternatively, this chart can also be used throughout the unit as a way of displaying what students are learning. Using the information displayed on the chart, students can write about the city in a variety of formats from paragraphs to poems.

### **Rubric for Comprehensive Projects**

The Illinois State Board of Education rubric for writing has been adapted for use in assessing visual and written work by students in both lesson and unit-level activities that are part of *Chicago: Choices and Changes*.



### Rubric for Assessing Comprehensive Projects

The following rubric is set up with two categories to enable teachers to use formative assessment even for comprehensive projects so that students whose work does not meet or exceed the standards are given the opportunity to improve.

Category	Exemplary	Meets
<b>FOCUS</b>	The student emphasizes one main idea or theme that is important to the lesson or unit.	The student emphasizes one main idea or theme but may also include other unrelated ideas.
<b>SUPPORT</b>	The student provides substantial relevant and accurate information to explain the idea or position the student is presenting.	The student provides relevant and accurate information to explain the idea or position.
<b>ORGANIZATION</b>	The student has a clear structure for the work. If it is written work, there is a clear introduction, logical development, and complete conclusion. If it is visual work, the layout and use of color or words makes clear the main focus and the related information/ examples.	The student has a structure for the work: The written work follows a standard outline, introduction, development, conclusion.  The visual work uses layout and color to highlight what is important, and supporting information/examples are shown in relation to that idea.
<b>INTEGRATION</b>	The student's presentation is easily understood—the reader or viewer can see the idea and related examples clearly.	The student has combined the idea and examples in a clear presentation.
<b>CONVENTIONS</b>	For written work, there are few errors of spelling or punctuation, and they do not interfere with comprehension.  For visual work, the student has used the techniques appropriately.	For written work, there are errors of spelling or punctuation, but they do not interfere with comprehension.  For visual work, the student has used the techniques with some skill, but it could be improved.



Name \_\_\_\_\_

## Active Assessment

# Word Bank

I can identify words that are important to a topic (*ILS1A*).

Topic: \_\_\_\_\_

### Show and Tell What You Know

WORD	PICTURE Draw a picture that shows what the word means.	Write another word that tells about this word.

### Write What You Think

Use your word bank to write what you think about this topic.

---

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Nombre \_\_\_\_\_

## Evaluación Activa

# Banco de Palabras

I can identify words that are important to a topic (*LS1A*).

Tema: \_\_\_\_\_

### Demuestra y Cuenta Lo Que Sabes

PALABRA	DIBUJO Demuestra lo que significa. Haz un dibujo.	Escribe otra palabra que cuenta sobre esta palabra.

### Escribe Lo Que Piensas

Utiliza tu banco de palabras para escribir lo que piensas sobre este tema.

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Name \_\_\_\_\_

## Active Assessment

# What I Knew/What I Learned

I can combine information and write to explain (*ILS5B*).

Topic: \_\_\_\_\_

### What I Knew

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### What I Learned

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### What I Think

Take what you knew and what you learned and explain this topic in your own words.

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Nombre \_\_\_\_\_

Active Assessment

# Lo Que Sabía/Lo Que Aprendí

I can combine information and write to explain (ILS5B).

Tema: \_\_\_\_\_

## Lo Que Sabía

---

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## Lo Que Aprendí

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## Lo Que Pienso

Utiliza lo que sabías y lo que aprendiste y explica este tema en tus propias palabras.

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## Sample Five-Week Plan

Guiding Question—*What choices and changes have people made that led to Chicago’s progress?*

Ideas I want the students to understand	Skills and Strategies Students will Expand		
<p>People make choices.</p> <p>People make changes with ideas and actions.</p> <p>Choices affect how people live in the future.</p> <p>Each person’s choices can make a difference.</p>	<p><b>Read to Learn</b> (ILS1C,5A)</p> <p>Identify ideas and supporting information.</p> <p>Collect and classify information.</p> <p>Infer cause-effect relations.</p> <p>Locate and use information to analyze a situation.</p>	<p><b>Write to Explain</b> (ILS3B)</p> <p>Communicate about a topic in a paragraph.</p> <p>Write a persuasive letter.</p>	<p><b>Illustrate to Communicate</b> (ILS26B)</p> <p>Draw pictures to explain vocabulary.</p> <p>Draw pictures to illustrate an event or situation.</p> <p>Create symbols.</p>

### Important Words Students Will Read, Write, and Illustrate

cause	city	government	transportation
challenge	community	idea	vision
change	effect	leader	work
choice	environment	legacy	
citizen	event	progress	

Weekly Focus	Monday: Make It Clear	Tuesday: Take It Farther	Wednesday: Work with It	Thursday: Think More	Friday: Finish Well
Part 1. Chicago: A History of Choices and Changes	<p>Preview the Unit.</p> <p>Begin with: <i>What important choices and changes have people made in Chicago’s history?</i></p> <p>Show History—Learning Guide 1</p>	<p><i>What choices and changes did Jean Baptiste DuSable make?</i></p> <p>Chicago Legacies: DuSable—Learning Guide 2</p>	<p><i>What was Daniel Burnham’s Big Idea?</i></p> <p>Chicago Legacies: Burnham—Learning Guide 3</p>	<p><i>What skills did Burnham and DuSable use?</i></p> <p>Map History—Learning Guide 4</p> <p>Skills for Progress—Learning Guide 5</p>	<p><i>What choices and changes have people made that are part of Chicago today?</i></p> <p>Start Chicago Word Wall.</p>
Part 2. Your Community Today	<p><i>What happens in my part of Chicago?</i></p> <p>Word and Idea Builder: Community Words—Learning Guide 1</p>	<p><i>What are important parts of my community?</i></p> <p>Word and Idea Builder: Community Places—Learning Guide 2</p>	<p><i>How do the parts of my community fit together?</i></p> <p>Chart Your Community—Learning Guide 3</p>	<p><i>How do people and government make the community a good place?</i></p> <p>Community Map Maker—Learning Guide 4</p>	<p><i>What makes your community special?</i></p> <p>Collage activity in Conclusion of Teacher Guide.</p>
Part 3. Progress for Your Community	<p><i>How do people change a community?</i></p> <p>A Community Changes—Learning Guide 1</p>	<p><i>What is important to a community?</i></p> <p>Community Flag—Learning Guide 2</p>	<p><i>What does a community leader know and do?</i></p> <p>Community Leader—Learning Guide 3</p>	<p><i>How do you communicate about a leader?</i></p> <p>Expository Communicator—Learning Guide 4</p>	<p><i>What would improve our community?</i></p> <p>Improve Your Community—Learning Guide 5</p>
Part 4. The City Today	<p><i>How and why do people travel in the city?</i></p> <p>Chicago Transportation—Learning Guide 1</p>	<p><i>What Chicago job do you want?</i></p> <p>Chicago Jobs—Learning Guide 2</p>	<p><i>What would improve our city?</i></p> <p>Interview Guide—Learning Guide 3</p> <p>Paragraph Writer—Learning Guide 4</p>	<p><i>What is your idea of a way to make Chicago progress?</i></p> <p>Word and Idea Builder: City Progress—Learning Guide 5</p>	<p><i>What is important to know about Chicago Progress?</i></p> <p>Display Learning—Learning Guide 6—continues through week 5.</p>
Part 5. Bold Plans. Big Dreams.	<p><i>How can one person make city progress?</i></p> <p>Better Living in Chicago—Learning Guide 1</p>	<p><i>What is a big way to improve the city?</i></p> <p>Big Dreams: Making Chicago Better—Learning Guide 2</p>	<p><i>What changes should we make?</i></p> <p>Letter to the Mayor—Learning Guide 3</p>	<p>Revise Letter to the Mayor, and prepare to send it as a class or individual letter.</p> <p>Chicago Poem—Learning Guide 4</p>	<p><i>What is important for Chicago’s future?</i></p> <p>Show Chicago Progress—Unit Assessment</p>



Guiding Question: \_\_\_\_\_

Ideas I want the students to understand	Skills and Strategies Students will Expand		
	<b>Read to Learn</b> (ILS1C,5A)	<b>Write to Explain</b> (ILS3B)	<b>Illustrate to Communicate</b> (ILS26B)

Important Words Students Will Read, Write, and Illustrate

Week	Focus	Activities	Assessment



# On-Line Resources for Teaching about Chicago

## Part 1. Chicago: A History of Choices and Changes

### Chicago History Museum

The Great Chicago Fire

<http://www.chicagohistory.org/fire/intro/gcf-index.html>

### Friends of the Chicago River

Chicago River History (3rd–8th)

[http://chicagoriver.org/upload/The\\_History\\_of\\_Your\\_Chicago\\_River.pdf](http://chicagoriver.org/upload/The_History_of_Your_Chicago_River.pdf)

### Chicago Web Docent

The Chicago River in 1800 (3rd)

[http://www.chicagowebdocent.org/Public/chicago\\_history/chicagoriver/index.html](http://www.chicagowebdocent.org/Public/chicago_history/chicagoriver/index.html)

Chicago Streets in 1860

[http://www.chicagowebdocent.org/Public/chicago\\_history/citystreets/index.html](http://www.chicagowebdocent.org/Public/chicago_history/citystreets/index.html)

The Illinois and Michigan Canal

[http://www.chicagowebdocent.org/Public/chicago\\_history/imcanal/index.html](http://www.chicagowebdocent.org/Public/chicago_history/imcanal/index.html)

Native American Trails

[http://www.chicagowebdocent.org/Public/chicago\\_history/indiantrails/index.html](http://www.chicagowebdocent.org/Public/chicago_history/indiantrails/index.html)

Chicago's Elevated Trains

[http://www.chicagowebdocent.org/Public/chicago\\_history/eltrains/index.html](http://www.chicagowebdocent.org/Public/chicago_history/eltrains/index.html)

## Part 2. Your Community Today

### Chicago History Museum

Great Chicago Stories: Bronzeville

<http://www.greatchicagostories.com/bronzeville/index.php>

### University of Illinois at Chicago College of Architecture and the Arts

Hull House and Its Neighborhoods

[http://tigger.uic.edu/htbin/cgiwrap/bin/urbanexp/main.cgi?file=new/resource\\_outline.ptt](http://tigger.uic.edu/htbin/cgiwrap/bin/urbanexp/main.cgi?file=new/resource_outline.ptt)

### Chicago Architecture Foundation

Schoolyards to Skylines: Rooftop Gardens (2nd)

<http://www.architecture.org/images/education/S2.final.pdf>

## Part 3. Plan Progress for Your Community

### Learn and Serve Clearing House

Service Learning Lesson Plans

<http://www.servicelearning.org/slice>

### Chicago History Museum

Mapping Chicago: The Past and the Possible

<http://www.chicagohistory.org/planavisit/exhibitions/mapping-chicago/index>



## **Part 4. Your City Today**

### **Chicago Web Docent**

City Sewers

[http://www.chicagowebdocent.org/Public/chicago\\_history/citysewers/index.html](http://www.chicagowebdocent.org/Public/chicago_history/citysewers/index.html)

Waste and Water in Early Chicago

[http://www.chicagowebdocent.org/Public/chicago\\_history/waterandwaste/index.html](http://www.chicagowebdocent.org/Public/chicago_history/waterandwaste/index.html)

### **Friends of the Chicago River**

Changing the River (K–2)

<http://chicagoriver.org/upload/Times%20Have%20Changed.pdf>

What is a river (K–2)

[http://chicagoriver.org/upload/What\\_Is\\_a\\_River.pdf](http://chicagoriver.org/upload/What_Is_a_River.pdf)

Pollution (K–5)

[http://chicagoriver.org/upload/I%27ve\\_Felt\\_the\\_Same\\_Way.pdf](http://chicagoriver.org/upload/I%27ve_Felt_the_Same_Way.pdf)

### **Teach Great Lakes**

Teach Great Lakes

<http://www.great-lakes.net/teach/teachers/>

### **Chicago History Museum**

Great Chicago Stories: The Railroad (3rd–4th)

<http://www.greatchicagostories.com/transportation/index.php>



## PART 1: Overview

# Chicago: A History of Choices and Changes

### Summary

Students read about DuSable and Burnham, and begin to make connections between historical choices and current conditions.

### Literacy Development

I can locate and use information to analyze a situation (*ILS1C, ILS5A*).

### Content Outcomes

I can give examples of important events that affected Chicago history (*ILS16A1a*).

I can identify ways people have affected the natural environment in Chicago (*ILS16E1*).

### Concepts and Vocabulary

anniversary	environment	legacy
architect	event	plan
boulevards	forest preserve	prairie
challenge	idea	settler
change	inventions	trading post
choice	lakefront	transportation

### Materials

Learning Guide 1:	<i>Show History</i>
Learning Guide 2:	<i>Chicago Legacies: DuSable</i>
Learning Guide 3:	<i>Chicago Legacies: Burnham</i>
Learning Guide 4:	<i>Map Chicago History</i>
Learning Guide 5:	<i>Skills for Progress</i>
Active Assessment:	<i>Word Bank</i> <i>What I Knew/What I Learned</i>

### Additional Classroom Materials/Supplies

- Pictures of Chicago landmarks
- Drawings or photos of early Chicago landscapes (*See appendix.*)
- Chicago maps
- Chart paper and markers or chalkboard and chalk





## PART 1

# Extension Options



### On-line Connection

#### Chicago History Museum

The Great Chicago Fire

<http://www.chicagohistory.org/fire/intro/gcf-index.html>

#### Friends of the Chicago River

Chicago River History (3rd–8th)

[http://chicagoriver.org/upload/The\\_History\\_of\\_Your\\_Chicago\\_River.pdf](http://chicagoriver.org/upload/The_History_of_Your_Chicago_River.pdf)

#### Chicago Web Docent

The Chicago River in 1800 (3rd)

[http://www.chicagowebdocent.org/Public/chicago\\_history/chicagoriver/index.html](http://www.chicagowebdocent.org/Public/chicago_history/chicagoriver/index.html)

#### Chicago Streets in 1860

[http://www.chicagowebdocent.org/Public/chicago\\_history/citystreets/index.html](http://www.chicagowebdocent.org/Public/chicago_history/citystreets/index.html)

#### The Illinois and Michigan Canal

[http://www.chicagowebdocent.org/Public/chicago\\_history/imcanal/index.html](http://www.chicagowebdocent.org/Public/chicago_history/imcanal/index.html)

#### Native American Trails


[http://www.chicagowebdocent.org/Public/chicago\\_history/indiantrails/index.html](http://www.chicagowebdocent.org/Public/chicago_history/indiantrails/index.html)

#### Chicago's Elevated Trains

[http://www.chicagowebdocent.org/Public/chicago\\_history/eltrains/index.html](http://www.chicagowebdocent.org/Public/chicago_history/eltrains/index.html)



### Art Connection


- Have students make a pictorial timeline using the events described in Learning Guide 1, *Show History*.
  - Explain what a landscape is—how it shows what the land looks like. Then have students draw pictures of what they think DuSable saw when he came to Chicago.
- 



### Museum Connection

**Museum of Science and Industry:** *Yesterday's Main Street*, a depiction of 1910 Chicago

**Field Museum:** *Native Americans of the Woodlands*, life in Chicago before DuSable



### Family Connections

Have students take the *Show History* page home and ask them to choose one significant event. Students should keep a list the events chosen. The next day in class, ask students to make tally and then construct a bar graph to show what people thought were the most important events.



## PART 1: Class Session 1

# Chicago: A History of Choices and Changes

### Guiding Question

*What important choices and changes have people made in Chicago's history?*

### Introduction

- Ask students to list what they know about Chicago today.
- Collect their thoughts on the board or chart paper.
- Discuss what it means to classify/categorize.

### Activity

- Divide students into small groups.
- Explain that together they will classify what the class has listed about Chicago.
- Suggest the following categories: transportation, environment, buildings, people.
- Encourage students to create additional categories.
- Distribute Learning Guide 1, *Show History*.
- Discuss one or two of the historical events and ask students how they think each event led to change in Chicago.
- Working in pairs, have students read and discuss the remainder of *Show History*.
- Use think-pair: Each student chooses one event and draws a picture. Then students exchange their drawings and discuss the event they chose.

### Conclusion

Share: Discuss students' ideas—what are their answers to the guiding question?



Name \_\_\_\_\_

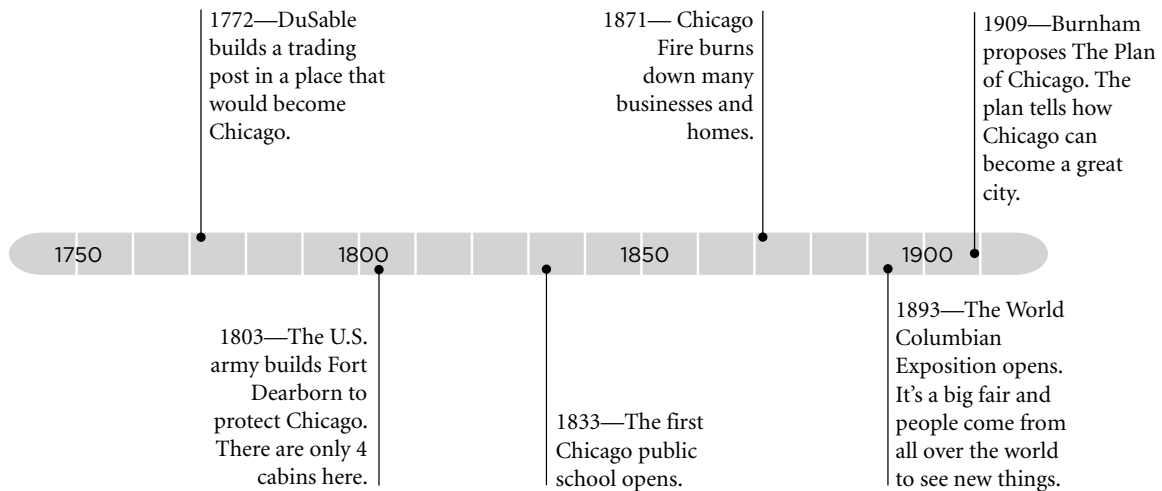
# Show History

I can restate a situation presented in text (*ILS1C1b*).

I can write to communicate about a situation (*ILS3B1a*).

*What are some of the most important events in Chicago's history?*

These events happened in Chicago. Read the timeline then think and talk about how each of these events changed things in Chicago. Choose one event from the timeline and draw a picture of it. Then write about it.



Draw your picture here.

## Write What You Think

How do you think the event you chose changed Chicago?

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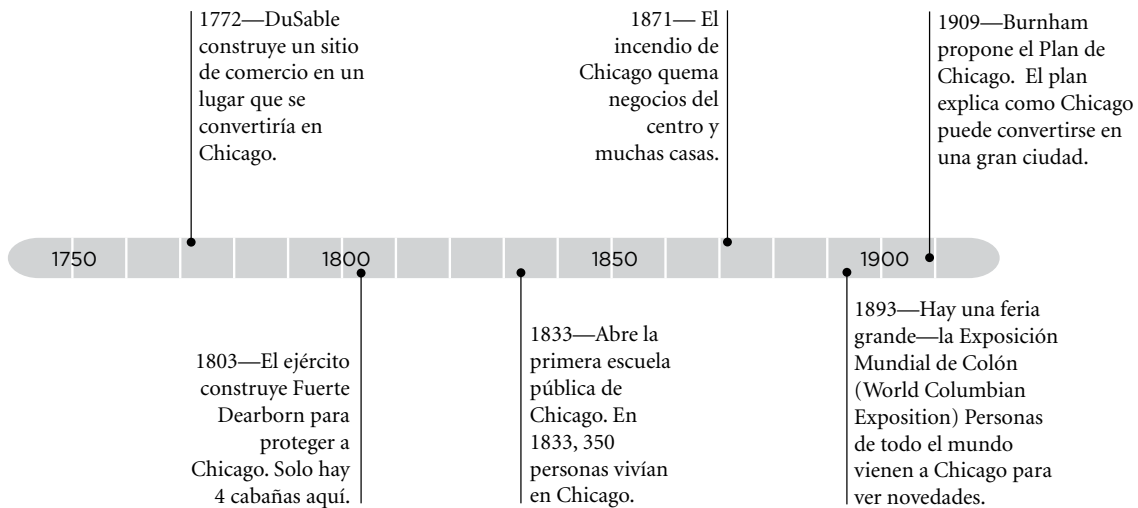
# Presenta la Historia

I can restate a situation presented in text (*ILS1C1b*).

I can write to communicate about a situation (*ILS3B1a*).

*¿Qué son algunos de los acontecimientos más importantes en la historia de Chicago?*

Estos acontecimientos sucedieron en Chicago. Lee cada uno, piénsalo y habla sobre como cada uno de estos acontecimientos cambiaron las cosas en Chicago. Escoge un cambio y haz un dibujo en el recuadro que muestre lo que sucedió. Luego escribe sobre el cambio.



Haz tu dibujo aquí.

## Escribe Lo Que Piensas

¿Como piensas que el acontecimiento que escogistes cambió a Chicago?

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## PART 1: Class Session 2

# Chicago: A History of Choices and Changes

### Guiding Question

*What choices and changes did Jean Baptiste Point DuSable make?*

### Introduction

- Ask students to name people who had a big influence on Chicago.
- If they cannot think of any on their own, ask where they might look for important names, such as schools, libraries, parks, street names.
- Begin a list of names on chart paper or post individual names on a bulletin board. Leave space to add additional information.
- Explain that you're going to keep the list up during the unit and invite them to add additional names as they discover them.
- If DuSable's name is on the list, ask the class to share what they know and what they think it would have been like to be the first settler in Chicago.
- If DuSable's name is not on the list, explain who he was and share one or two facts about his legacy. You will find in the Appendix (page 157) a drawing of Chicago as it might have appeared when he built his trading post. If you copy and distribute that to students it will help them understand the challenges he faced.

### Activity

- Distribute Learning Guide 2, *Chicago Legacy: DuSable's Choices and Changes*.
- Students read the passage independently or with a learning partner.
- Discuss and describe what a trading post might look like and the types of things found in one.
- Have students complete the drawing and writing response.

### Conclusion

Students share their writing and pictures. Discuss responses to the guiding question:

*What choices and changes did DuSable make?*



Name \_\_\_\_\_

# Chicago Legacy: DuSable's Choices and Changes

I can locate and use information to analyze a situation (ILS5A1a).

I can write about a topic (ILS3B1b).



*What choices and changes did Jean Baptiste Pointe DuSable make?*

Jean Baptiste Pointe du Sable came to Chicago long ago. It was in the mid 1780s. That is more than 200 years ago. Chicago was not even a city then. DuSable was the first permanent settler. It must have been hard to live in Chicago then. Winters were snowy. In spring the ground was muddy. There were no stores. People had to build their own homes. It was very different from Chicago today.

DuSable chose to come here because it was a place where he could build a trading post. A trading post is a kind of business. People get things they need there. They trade other things for them.

DuSable built his trading post himself. He planned how it would look. He had to find and cut the wood he needed to build it. It was hard work.

DuSable chose a good place for the trading post. He built it at the river near the lake. That way people could get to it by canoe. In those days, people traveled by foot or boat or by horse. There were no cars. There were no roads.

DuSable traded with the Potawatomi. The Potawatomi are Native Americans. They lived here before DuSable came. The Potawatomi were able to get things they did not have by trading. They brought furs. DuSable traded for them. He traded tools for furs.

DuSable traded with settlers, too. A settler is a person who moves to a new place and builds a home. Settlers bring some things they need with them. They have to find other things they need in the new place. The settlers needed furniture and food. They found these things at DuSable's trading post.

The trading post was very important. If there were no trading post, it would have been very hard to stay here. People needed the supplies they could get at DuSable's trading post.

DuSable probably knew Chicago was going to grow. He saw more settlers moving here every year. His business was an important place to all of them.

DuSable left Chicago in 1800. He sold the trading post to another person. The business he started was still open. People could still get what they needed to live in Chicago. That business was the most important place in Chicago. It was a very small town. But it would grow.

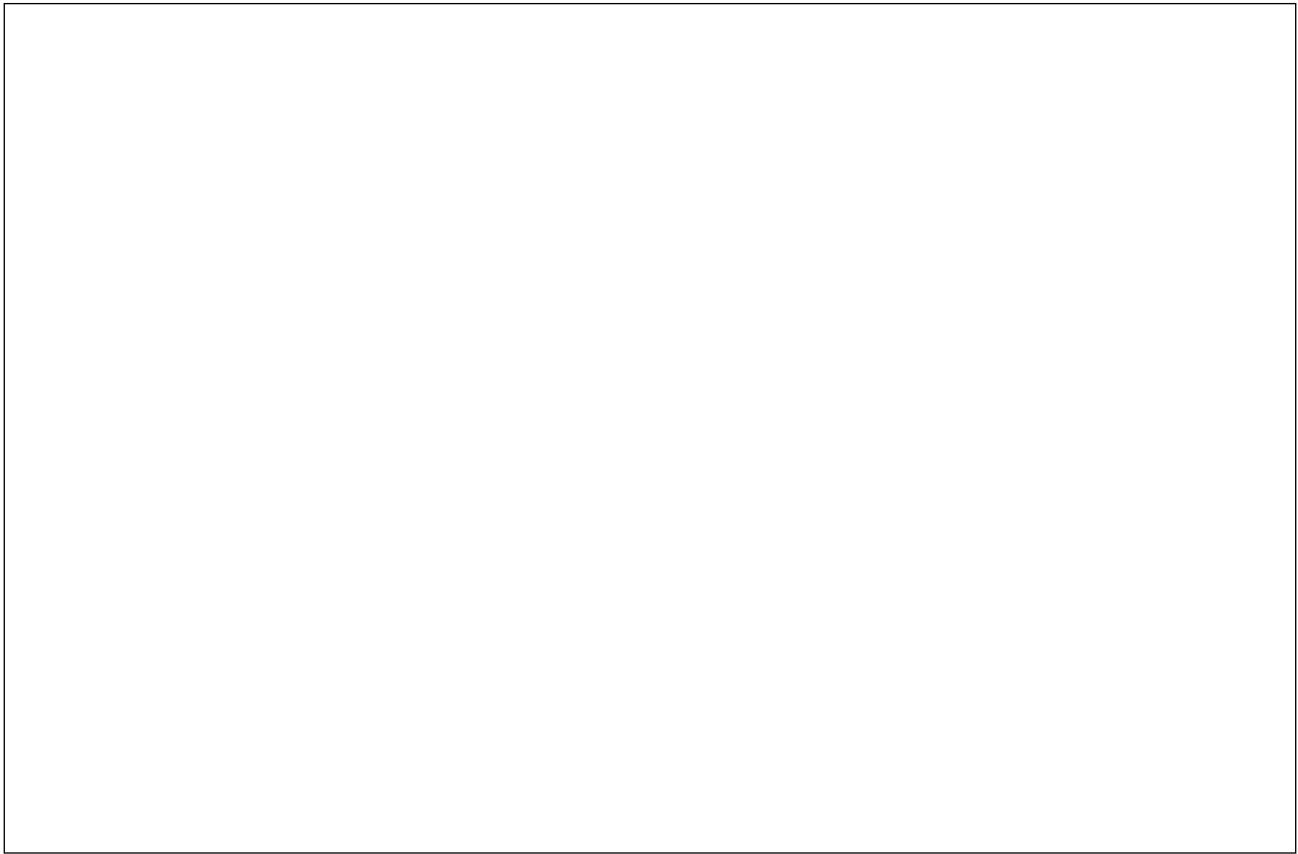


Name \_\_\_\_\_

A legacy is what someone leaves to other people. DuSable's legacy is important. His trading post started Chicago's progress. His choice to come here made a big difference. He helped people come here to stay. In 1968 Chicago called him the "Father of Chicago". Today there is a museum named for him. There is a DuSable Park, too. People remember what he did.

**Draw History**

Draw a picture showing what Chicago might have looked like when DuSable started his business. Draw what you think the trading post looked like. Then write about your picture. Tell why the trading post was important.



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# Legado de Chicago: Elecciones y Cambios de DuSable

I can locate and use information to analyze a situation (ILS5A1a).

I can write about a topic (ILS3B1b).



## *¿Qué elecciones y cambios hizo Jean Baptiste Pointe DuSable?*

Jean Baptiste Pointe du Sable vino a Chicago hace mucho tiempo. Fue a mediados de la década de 1780. Eso fue hace más de 200 años. Chicago ni siquiera era una ciudad en esa época. DuSable fue el primer colonizador. Debe haber sido difícil vivir en Chicago en esa época. Los inviernos eran nevados. En la primavera el suelo estaba enlodado. No había tiendas. Las personas tenían que construir sus propios hogares. Era muy diferente al Chicago de hoy en día.

DuSable escogió venir aquí porque era un lugar donde podía construir un puesto de intercambio. Un puesto de intercambio es un tipo de negocio. En este lugar las personas obtienen cosas que necesitan.

DuSable construyó su puesto de intercambio por si solo. Él planeó como se vería. Tenía que encontrar y cortar la madera que necesitaba para construirlo. Fue un trabajo difícil.

DuSable escogió un buen lugar para el puesto de intercambio. Lo construyó en el río cerca del lago. De esa manera las personas podían llegar por bote. En esos días, las personas viajaban a pie o bote o en caballo. No había autos. No había caminos.

DuSable intercambiaba con los Potowatomi. Los Potowatomi son indios americanos. Vivían aquí antes de que DuSable llegara. Mediante el trueque Los Potowatomi lograban obtener cosas que no tenían. Ellos traían pieles. DuSable intercambiaba por ellas. Intercambiaba herramientas por pieles.

DuSable también intercambiaba con los colonos. Un colono es una persona que se muda a un nuevo lugar y construye un hogar. Los colonos traen consigo algunas cosas que necesitan. Tienen que encontrar otras cosas que necesitan en el nuevo lugar. Los colonos necesitaban muebles y comida. Encontraron estas cosas en el puesto de intercambio de DuSable.

El puesto de intercambio era muy importante. Si no hubiera puesto de intercambio, hubiera sido muy difícil quedarse aquí. Las personas necesitaban las provisiones que podían obtener en el puesto de intercambio de DuSable.

DuSable probablemente sabía que Chicago iba a crecer. Vio que más colonos se mudaban aquí cada año. Su negocio era un lugar importante para todos ellos.

DuSable dejó Chicago en 1800. Vendió el puesto de intercambio a otra persona. El negocio que él comenzó seguía abierto. Las personas podían seguir obteniendo lo que necesitaban para

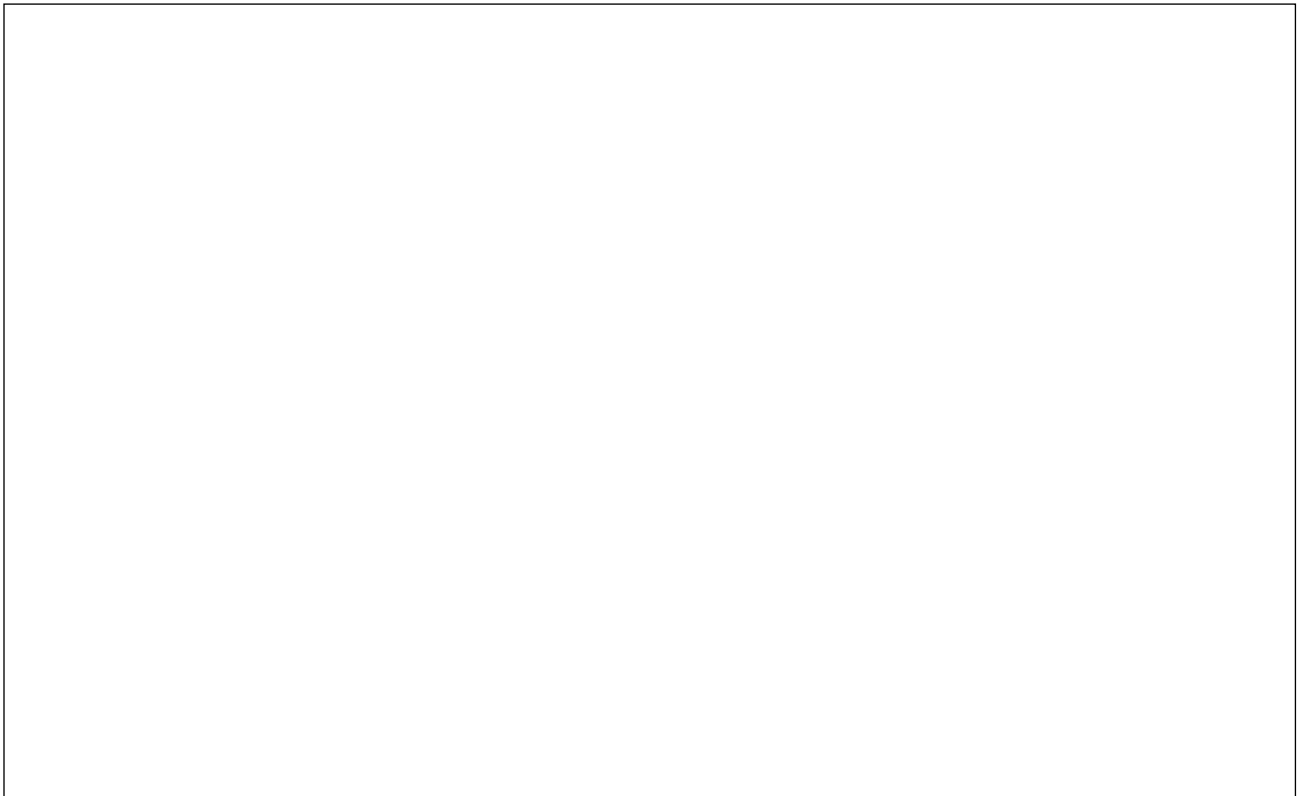
Nombre \_\_\_\_\_

vivir en Chicago. Ese negocio era el lugar más importante en Chicago. Era un pueblo muy pequeño. Pero crecería.

Un legado es lo que alguien le deja a otras personas. El legado de DuSable es importante. Su puesto de intercambio empezó el progreso de Chicago. Su decisión de venir aquí hizo una gran diferencia. En 1968 Chicago lo llamó el “Padre de Chicago”. Hoy hay un museo que lleva su nombre. También hay un parque Dusable. Las personas recuerdan lo que hizo.

**Dibuja la Historia**

Dibuja Chicago cuando DuSable empezó su negocio. Muestra el establecimiento de comercio tal como te lo imaginas. Luego explica porque el establecimiento de comercio era importante.



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## PART 1: Class Session 3

# Chicago: A History of Choices and Changes

*Note: You will find information about Daniel Burnham in the appendix. You can share that information during this session and other sessions.*

### Guiding Question

*What was Daniel Burnham's big idea?*

### Introduction

- Have students refer to Learning Guide 1, *Show History*.
- Ask them to think about what happened between DuSable's arrival and the Great Chicago Fire—many people moved here and built homes, stores, and streets.
- Ask students what they think Chicago looked like after the fire.
- Ask students what opportunities the fire might have provided to the city.
- Discuss what it means to rebuild/plan a city. What would a planner think about? What would people in a city need? What would people in a city want?
- Explain that Daniel Burnham was a city planner who had to see the big picture and look to the future.
- Show students the photographs “Street Congestion” and “Lakefront Debris” from the Appendix (pages 160–161) to illustrate to students what Chicago was like around the time Burnham made his plan.

### Activity

- Distribute Learning Guide 3, *Chicago Legacy: Burnham's Plan*.
- Students read the text independently or with a learning partner.
- As a group, brainstorm possible titles for a newspaper article based on the events in the text.
- Have students choose a headline or create their own, then complete the “Write History” activity in Learning Guide 3.

### Conclusion

- Ask students to answer the guiding question: What was Burnham's Big Idea? They can respond in writing or in small group or class discussion.
- Ask students what they think Burnham's plan means to Chicago today. This can be an extended response activity.



Name \_\_\_\_\_

# Chicago Legacy: Burnham's Plan

I can locate and use information to analyze a situation (ILS5A1a).

I can write about a topic (ILS3B1b).



## *What was Daniel Burnham's big idea?*

When DuSable came to Chicago, it was not yet a city. In 1833, Chicago was incorporated as a town. Before then it was a settlement. About 350 people lived here. At first it grew slowly. Then Chicago grew very fast. By 1855, about 30,000 people lived here. That year the Burnham family moved here. Daniel Burnham was nine when he came to Chicago. He would grow up here. He would be part of Chicago's progress.

By 1870, 300,000 people lived here. There was no plan for where everything should be. Chicago was crowded. The streets were too busy. People built homes in a hurry. They used wood. Most of the city was made of wood. The Great Chicago Fire happened in 1871. It lasted for 36 hours. Almost 18,000 buildings burned down. About 100,000 people lost their homes. Some people chose to leave. But most stayed. They would rebuild Chicago.

After the fire, people wanted to make Chicago a better city. They wanted to change the city. They took debris from the fire to make a park. Debris is what is left after a fire. Today that park is called Grant Park. They rebuilt houses. They rebuilt businesses. But there wasn't a big plan. So streets started getting crowded again.

Daniel Burnham was an architect. Architects plan buildings. They think about who will use the buildings. They plan what they should look like. But Daniel Burnham did more than plan buildings.

He was one of the first people to have a job called "city planner." A city planner thinks about what a city needs. It needs many things. It needs parks and public buildings. It needs streets. A city planner thinks about the whole city.

Daniel Burnham knew how to make big plans. He was in charge of the World's Columbian Exposition in 1893. That was a big fair. There were more than 200 new buildings at the fair. Many people came from around the world to see it. They saw many new things. They saw movies. They saw electric light bulbs. Those were new inventions in 1893.

After the fair, Chicago kept growing. In 1906, more than two million people lived here. Daniel Burnham convinced leaders that the city needed a plan. They decided he should make that plan. He saw problems. He thought of ways to solve them. He planned ways to make the city better. He asked another architect to help him. That person was Edward Bennett.

In 1909 they finished their big plan. City leaders decided to do many parts of the plan. They added parks to the lakefront and neighborhoods. They added forest preserves. They made wide

Name \_\_\_\_\_

streets called boulevards. Boulevards would make it easier for people to travel in Chicago. They built bridges over the Chicago River. They planned railroad stations. These changes took many years and a lot of money.

You can see Daniel Burnham's legacy in Chicago today. Navy Pier is one part of his plan. The Michigan Avenue Bridge came from his plan. Union Station came from his plan too. It is a big train station. Burnham's legacy is in many places in Chicago. It is part of how Chicago works. He said that it is important to have very big dreams. He said people should make great plans. That idea is still important today.

### Write History

A newspaper tells what is happening. In 1909 there was no television, radio or internet. People got their news from the newspaper. Write what you think the newspaper said about Burnham's plan in 1909. Tell about the plan. Tell what you think people said about it.

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# Legado de Chicago: El Plan de Burnham

I can locate and use information to analyze a situation (ILS5A1a).

I can write about a topic (ILS3B1b).



## ¿Cuál era la gran idea de Daniel Burnham?

Cuando DuSable vino a Chicago, todavía no era una ciudad. En 1883, Chicago fue incorporado como un pueblo. Antes de eso se consideraba una pequeña colonia. Alrededor de 350 personas vivían aquí. En un principio creció lentamente. Después Chicago creció muy rápido. Para 1855, alrededor de 30,000 personas vivían aquí. Ese año la familia Burnham se mudó aquí. Daniel Burnham tenía nueve años cuando llegó a Chicago. Él sería parte del progreso de Chicago.

Para 1871, 300,000 personas vivían aquí. No había un plan con respecto a donde debería estar todo. Chicago estaba atestado. Las calles estaban demasiado concurridas. Las personas construían hogares aprisa. Utilizaban madera. La mayor parte de la ciudad estaba hecha de madera. El Great Chicago Fire (Gran Incendio de Chicago) sucedió en 1871. Duró 36 horas. Casi 18,000 edificios se quemaron. Alrededor de 100,000 personas perdieron sus hogares. Algunas personas decidieron irse. Pero la mayoría se quedó. Ellos reconstruirían Chicago.

Después del incendio, las personas querían hacer de Chicago una mejor ciudad. Ellos querían cambiar la ciudad. Tomaron residuos del incendio para hacer un parque. Residuos es lo que queda después de un incendio. Hoy ese parque se llama Grant Park. Reconstruyeron casas. Reconstruyeron negocios. Pero no había un gran plan. Así que las calles comenzaron a concurrirse otra vez.

Daniel Burnham era un arquitecto. Los arquitectos planean edificios. Piensan sobre quien utilizará los edificios. Planean como deberían verse. Pero Daniel Burnham hizo más que planear edificios.

Fue una de las primeras personas en tener un trabajo llamado “planificador de ciudad.” Un planificador de ciudad piensa sobre lo que una ciudad necesita. Necesita muchas cosas. Necesita parques y edificios públicos. Necesita calles. Un planificador de ciudad piensa en toda la ciudad.

Daniel Burnham sabía como hacer grandes planes. Estaba a cargo de la World’s Columbian Exposition (Exposición Mundial de Colón) en 1893. Esa fue una gran feria. Hubo más de 200 edificios nuevos en la feria. Muchas personas vinieron de alrededor del mundo para verla. Vieron muchas cosas nuevas. Vieron películas. Vieron bombillas de luz eléctricas. Esas eran invenciones nuevas en 1893.



Nombre \_\_\_\_\_

Después de la feria, Chicago siguió creciendo. En 1906, más de dos millones de personas vivían aquí. Daniel Burnham convenció a los líderes que la ciudad necesitaba un plan. Decidieron que él debería hacer un plan. Él vio problemas. Él pensó en maneras de resolverlos. Planeó maneras de hacer mejor a la ciudad. Le pidió a otro arquitecto que le ayudara. Esa persona era Edgard Bennett.

En 1909 terminaron su primer gran plan. Los líderes de la ciudad decidieron hacer muchas muchas partes del plan. Agregaron parques al frente del lago y a los vecindarios. Agregaron reservas forestales. Hicieron calles anchas llamadas bulevares. Los bulevares facilitarían a las personas viajar en Chicago. Construyeron puentes sobre el río de Chicago. Planearon estaciones ferrocarrileras. Estos cambios tardaron muchos años y mucho dinero.

Hoy en día pueden ver el legado de Daniel Burnham en Chicago. Navy Pier es una parte de su plan. El Michigan Avenue Bridge (Puente de la Avenida Michigan) provienen de su plan. La Union Station (Estación Central) también proviene de su plan. Es una estación de trenes grande. El legado de Burnham se encuentra en muchos lugares en Chicago. Es parte de cómo funciona Chicago. Él decía que es importante tener sueños muy grandes. Decía que las personas deben hacer enormes planes. Esa idea es importante aun ahora.

### **Escribe Historia**

Un periódico cuenta lo que está sucediendo. En 1909 no había televisión, radio ni Internet. Las personas obtenían sus noticias de los periódicos. Escribe lo que piensas que el periódico decía sobre el plan de Burnham en 1909. Cuenta lo que piensas que las personas decían sobre el.

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## PART 1: Class Session 4

# Chicago: A History of Choices and Changes

### Section 1

#### **Guiding Question**

*What are the important parts of the histories of DuSable and Burnham?*

#### **Introduction**

- Ask students what they remember about DuSable’s history.
- Ask students what they remember about Burnham’s history.

#### **Activity**

- Distribute Learning Guide 4, *Show Parts of Chicago History*.
- Explain what a summary is, that is tells the most important parts of an event or topic.
- Students complete the activity independently or with a learning partner.

#### **Conclusion**

Have students share their work with a learning partner. Point out to students that their different answers all are responses to the same big question.

### Section 2

#### **Guiding Question**

*What skills did Burnham and DuSable use?*

#### **Introduction**

- Remind students about Burnham and DuSable readings.
- Discuss the skills that each required to do his job.
- What things might DuSable and Burnham have learned in school?
- How do the things we learn in school help us with the choices we make?

#### **Activity**

- Distribute Learning Guide 5, *Skills for Progress*.
- Students work with a learning partner to complete.

#### **Conclusion**

Students share their work with the large group. List or chart the skills that students identified to respond to the guiding question.



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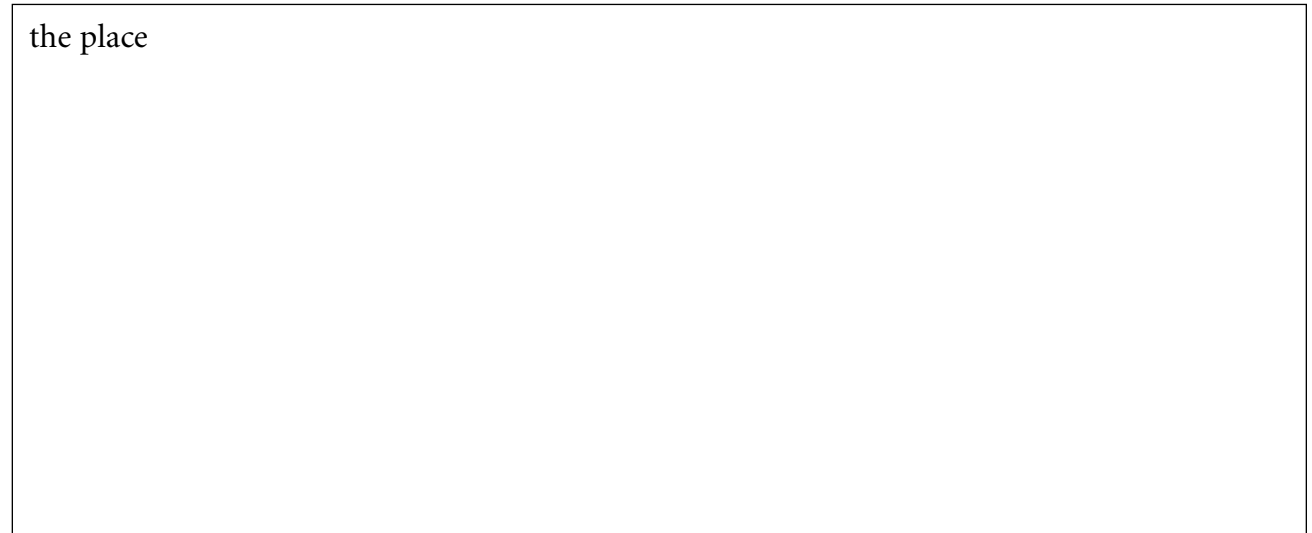
# Show Parts of Chicago History

I can organize information to explain a topic (*LS5A1a*).

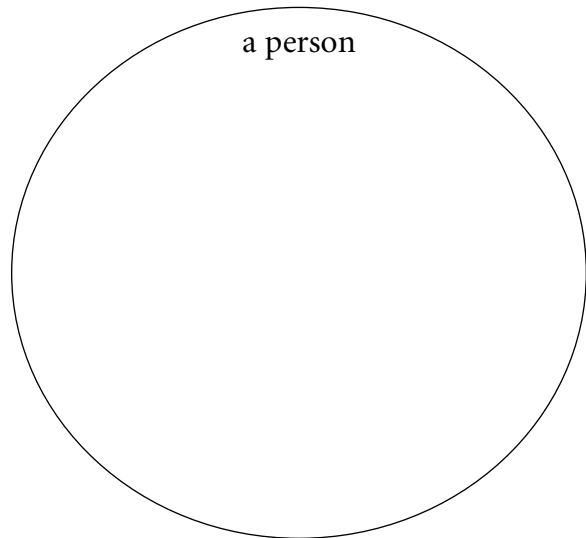
*What are the important parts of the histories of DuSable and Burnham?*

Choose either Burnham or DuSable. Draw a picture that shows a place, a person and an event from his time. Write a caption for each picture. A caption tells what is happening in the picture.

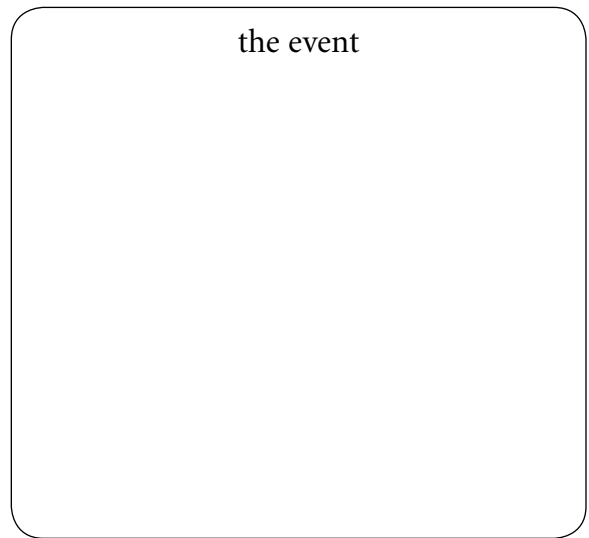
the place



a person



the event



## Write A Summary

Use your pictures to help you write a summary. A summary tells the main events that happened.

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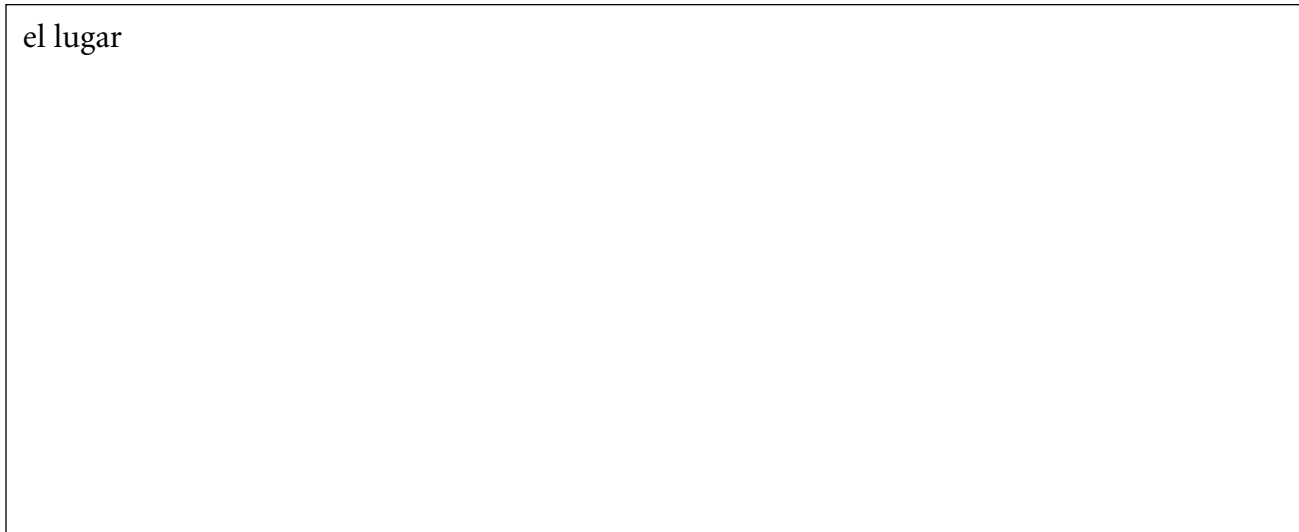
# Muestra Partes de la Historia de Chicago

I can organize information to explain a topic (ILS5A1a).

*¿Cuales son las partes más importantes de las historias de DuSable y Burnham?*

Escoge Burnham o DuSable. Haz un dibujo que enseña un lugar, una persona y un acontecimiento de su tiempo. Escribe una etiqueta para cada dibujo. La etiqueta dice lo que ocurre en el dibujo.

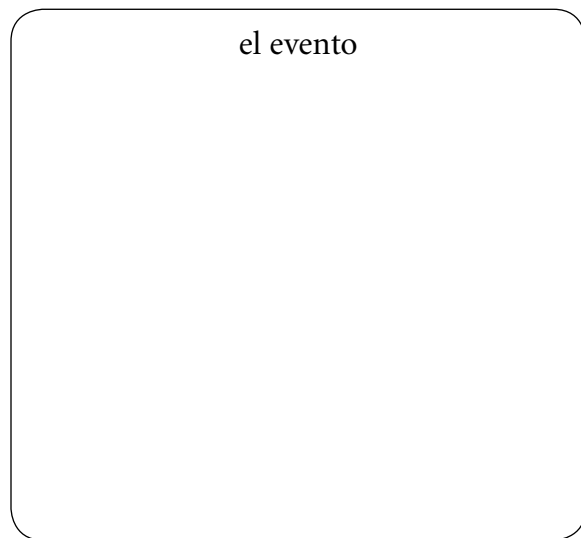
el lugar



una persona



el evento



## Escribe un Resumen

Usa tus dibujos para escribir un resumen de la historia. Un resumen describe los acontecimientos más importantes que ocurrieron.

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# Skills for Progress

I can collect and organize information (LS5A1a).

*What skills did Burnham and DuSable use?*

Burnham was an architect. DuSable was a trader. Think about the skills each man needed for his job and why.

	Burnham the Architect	DuSable the Trader
What math skills would he need? Why?		
What reading skills would he need? Why?		
What communication skills would he need? Why?		

### Write What You Think

What skills do you have that you could use to help a city make progress?

List three skills you have. Then tell how you could use them to help.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Nombre \_\_\_\_\_

# Habilidades para Progresar

I can collect and organize information (*LS5A1a*).

*¿Qué habilidades usaron Burnham y DuSable?*

Burnham era un arquitecto. DuSable era un comerciante. Piensa sobre las habilidades que cada hombre necesitaba para su trabajo y porqué las necesitaba.

	Burnham el Arquitecto	DuSable el Comerciante
¿Qué habilidades matemáticas necesitaría?  ¿Porqué?		
¿Qué habilidades de lectura necesitaría?  ¿Porqué?		
¿Qué habilidades de comunicación con otra gente necesitaría?  ¿Porqué?		

## Escribe Lo Que Piensas

¿Qué habilidades tienes que podrías usar para ayudar a otras personas a progresar?

Haz una lista de tres habilidades que tienes. Después escribe como las podrías utilizar para ayudar a las personas.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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## PART 1: Class Session 5

# Chicago: A History of Choices and Changes

### Guiding Question

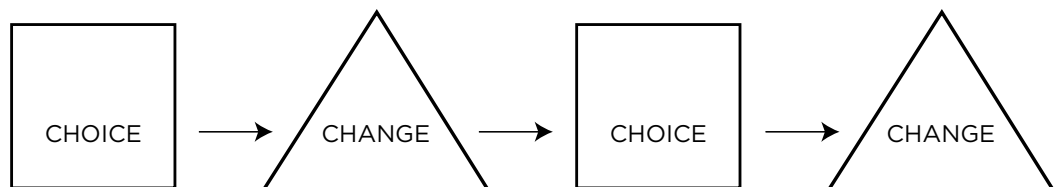
*What choices and changes have people made that are part of Chicago today?*

### Introduction

- Remind students about the *Show History* activity.
- Ask students which are the most significant events that they have discussed.

### Activity

- Distribute Active Assessment *Word Bank* (page 15/16) and have students complete it independently.
- Students share one or two of their drawings with a learning partner.
- Distribute Active Assessment, *What I Knew/What I Learned* (page 17/18). It can be completed as an Extended Response activity.
- Make a Chicago Choices and Changes diagram (see below) on the chalkboard.
- Use one of the events from *Show History* to show how choices lead to changes. (For example, Burnham's plan led to changes in parks that led to choices about where to live, which led to neighborhood progress.)



### Conclusion

- Begin a word wall with words that students identify in the activity.
- Ask students to predict how Chicago will change in the future based on current choices made by students or adults.







## PART 2: Overview

# Your Community Today

### Summary

Students will begin examining the assets in their community.

### Literacy Development

I can summarize information (*ILS1C*).

I can collect information (*ILS5A*).

### Content Outcomes

I can use a map to show a community's features (*ILS17A*).

### Concepts and Vocabulary

asset	family
citizen	government
citizenship	health
city	neighborhood
community	safety
education	school

### Materials

Learning Guide 1	<i>Community Words</i>
Learning Guide 2	<i>Community Places</i>
Learning Guide 3	<i>Chart Your Community</i>
Learning Guide 4	<i>Community Map Maker</i> (Before making copies for students, consider including the school's location for reference.)
Active Assessment	<i>What I Knew/What I Learned</i>

### Additional Classroom Materials/Supplies

- Local neighborhood maps (Google and/or MapQuest can help you create local maps.)
- Local neighborhood photos
- Local neighborhood community directory
- Magazines
- Scissors
- Glue
- Cardboard or construction paper
- Chart paper and markers or chalkboard and chalk



## PART 2

# Extension Options



### On-line Connection

#### Chicago History Museum

Great Chicago Stories: Bronzeville

<http://www.greatchicagostories.com/bronzeville/index.php>

#### University of Illinois at Chicago College of Architecture and the Arts

Hull House and Its Neighborhoods

[http://tiger.uic.edu/htbin/cgiwrap/bin/urbanexp/main.cgi?file=new/resource\\_outline.ptt](http://tiger.uic.edu/htbin/cgiwrap/bin/urbanexp/main.cgi?file=new/resource_outline.ptt)

#### Chicago Architecture Foundation


Schoolyards to Skylines: Rooftop Gardens (2nd)

<http://www.architecture.org/images/education/S2.final.pdf>



### Art Connection

Work with students on a collaborative collage that shows the community. Students can collect photos or make pictures or symbols that depict the community's people, places and events. Individual classes can make the collage or it can be a continuing project to which different classes contribute.



### Museum Connection

**Chicago History Museum:** Crossroads of America exhibit



### Family Connections

Have students make a community directory with their family. They can list organizations in different categories such as health, recreation, and safety.



## PART 2: Class Session 1

# Your Community Today

### Guiding Question

*What happens in my part of Chicago?*

### Introduction

- Discuss communities with students.
- Ask students to define community.
- Ask students about the communities in their lives (family, geographic, other).
- Ask students what is important in a community. List their words. This is a class pre-assessment. Students can add words throughout Part 2.

### Activity

- Distribute Learning Guide 1, *Word and Idea Builder: Community Words*.
- Have students complete with a learning partner.

### Conclusion

Students share their responses with the large group. Then make a class list of responses—point out they are all part of answering the guiding question.



Name \_\_\_\_\_

# Word and Idea Builder: Community Words

I can identify and use words related to a topic (*ILS1a*).

I can write about a topic (*ILS3B1b*).

*What happens in my part of Chicago?*

From the class list, choose words that you think are important about your community. Draw a picture, write the word, then tell what it means.

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Expository Writer

Write about your community. Use words from your own word list. Then draw a picture to show your community.

Nombre \_\_\_\_\_

# Constructor de Palabras e Ideas: Palabras de la Comunidad

I can identify and use words related to a topic (LS1a).

I can write about a topic (LS3B1b).

*¿Qué ocurre en la parte de Chicago donde vivo?*

De la lista en la clase, escoge palabras que pienses que son importantes sobre tu comunidad. Haz un dibujo, escribe la palabra, después cuenta lo que significa.

Palabra: \_\_\_\_\_

Definición: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Palabra: \_\_\_\_\_

Definición: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Palabra: \_\_\_\_\_

Definición: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Palabra: \_\_\_\_\_

Definición: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Escritor de Exposición

Escribe sobre tu comunidad. En tu escritura utiliza palabras de tu propio banco de palabras. Después haz un dibujo para mostrar a tu comunidad.



## PART 2: Class Session 2

# Your Community Today

### Guiding Question

*What are the important places in my community?*

### Introduction

- Ask students what types of services exist in a community and why they are necessary.
- Make lists on the board or chart paper.

### Activity

- Distribute Learning Guide 2, *Community Places*.
- Have students complete with a learning partner.

### Conclusion

- Students share their responses with the large group.
- Expand the word wall with terms from this activity.





Name \_\_\_\_\_

# Word and Idea Builder:

## Community Places

I can identify and use words related to a topic (*LS1a*).

I can write about a topic (*LS3B1b*).

*What are the important places in my community?*

Each of the nouns below are places in a community. Write words that describe each place. These words are adjectives. Adjectives are words that describe what something looks like, feels like, or sounds like. Add one noun of your own. Then draw a picture of each place in the box next to each noun.

NOUN: **neighborhood**

adjectives: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NOUN: **street**

adjectives: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NOUN: **school**

adjectives: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NOUN: **park**

adjectives: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NOUN: \_\_\_\_\_

adjectives: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Expository Writer**

Write a paragraph about your community. Use some of the nouns and adjectives.

Nombre \_\_\_\_\_

# Constructor de Palabras e Ideas: Lugares de la Comunidad

I can identify and use words related to a topic (*ILS1a*).

I can write about a topic (*ILS3B1b*).

*¿Cuales son los sitios importantes en mi comunidad?*

Cada una de los sustantivos que están abajo son sitios en una comunidad. Escribe palabras que describan cada lugar. Esas palabras son adjetivos. Adjetivos son palabras que dicen como se ve algo, como se siente o como suena. Añade a la lista un sustantivo tuyo. Luego haz un dibujo en la casilla para cada sustantivo.

SUSTANTIVO: **vecindario/barrio**

adjetivos: \_\_\_\_\_

\_\_\_\_\_

SUSTANTIVO: **calle**

adjetivos: \_\_\_\_\_

\_\_\_\_\_

SUSTANTIVO: **escuela**

adjetivos: \_\_\_\_\_

\_\_\_\_\_

SUSTANTIVO: **parque**

adjetivos: \_\_\_\_\_

\_\_\_\_\_

SUSTANTIVO: \_\_\_\_\_

adjetivos: \_\_\_\_\_

\_\_\_\_\_

## Escritor De Exposición

Escribe un párrafo sobre tu comunidad.

En tu escritura utiliza algunos de los sustantivos y adjetivos.



## PART 2: Class Session 3

# Your Community Today

### Guiding Question

*Where are important places in my community?*

### Introduction

- Ask students to list places in their community that help people make progress. Those could be your school, a clinic, the library or another other place that helps people live and work well.
- Then ask students to list people who live in the community and work to make it a better place. The list could include a block club leader, a health worker, and parents.
- Explain that those people are assets, parts of a community that help it make progress.
- Explain that Burnham looked to see what assets Chicago had when he made his plan. He also looked to see what needs the city had.

### Activity

- Distribute Learning Guide 3, *Map Your Community*.
- Begin the activity as a class.
- Have the students complete the activity in pairs.

### Conclusion

- Students share their responses and make a class list that answers the guiding question.



Name \_\_\_\_\_

# Map Your Community

I can collect and organize information (*LS5B1a*).

*Where are important places in my community?*

For each category, list or draw a place in your community.

A place to play	A place to learn
A place to help us stay healthy	Another place that helps us

## Write What You Think

Look at the chart. Choose two examples and write a sentence about each one. Explain how these places and the people who work in them help your community.

Example 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Example 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre \_\_\_\_\_

# Haz un Mapa de tu Comunidad

I can collect and organize information (ILS5B1a).

*¿Donde hay sitios importantes en mi comunidad?*

Por cada categoría, anota o dibuja un lugar en tu comunidad.

Un lugar para jugar	Un lugar para aprender
Un lugar para ayudarnos a mantenernos saludables	Otro lugar que nos ayude

## Escribe Lo Que Piensas

Ve la tabla. Escoje dos ejemplos y escribe una frase sobre cada uno. Explica como estos lugares y las personas que trabajan en ellos ayudan a tu comunidad.

Ejemplo 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ejemplo 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## PART 2: Class Session 4

# Your Community Today

### Guiding Question

*How do the parts of my community fit together?*

### Introduction

- Discuss that knowing where things are in your community is important.
- Discuss the different ways there are to find things in a community.
- Ask students if they have ever used a map
- Review map basics: cardinal directions, symbols, keys, etc.

### Activity

- Distribute Learning Guide 4, *Community Map Maker*.
- Have students work independently on their *Map Maker*.

### Conclusion

- Share and discuss student maps.
- Ask students to explain their choices and why they are important.
- Discuss student answers to the Guiding Question.





Name \_\_\_\_\_

# Community Map Maker

I can collect and organize information (*LS5B1a*).

*How do the parts of my community fit together?*

Look at the “*places where people . . .*” below and talk about these kinds of places in your community. Make a symbol for each one. A symbol is a picture that represents a word.

A Place Where People . . .	Place	Symbol
Live	house	
Learn		
Work		

Use the box below to make a map of your community. Use the symbols that you drew for the places in your community. This map will show where things are. Label any streets you know.

## Write What You Think

On another page, write about your map. Tell how the parts of your community fit together.

Nombre \_\_\_\_\_

# Creador de Mapa de la Comunidad

I can collect and organize information (LS5B1a).

*¿Como se relacionan las partes de mi comunidad?*

Mira a los “lugares donde la gente”, debajo, y habla de esos sitios en tu comunidad. Haz un símbolo para cada uno. Un símbolo es un dibujo que representa una palabra.

Un sitio donde la gente . . .	Lugar	Símbolo
viven	casa	
aprende		
trabaja		

Utiliza la tabla abajo para hacer un mapa de tu comunidad. Utiliza los símbolos que dibujastes para los sitios en tu comunidad. El mapa demostrará donde están los sitios. Etiqueta las calles que conoces.

**Escribe Lo Que Piensas**

En otra página, escribe acerca de tu mapa. Describe como partes de tu comunidad encajan.



## PART 2: Class Session 5

# Your Community Today

### Guiding Question

*How do people and government make the community a good place?*

### Introduction

- Ask students what things they could do to be a good member of their community.
- List on board or chart paper.
- Discuss why this is important.
- Ask students to list the things that local government can do to help make the community a good place to live.
- List on board or chart paper.

### Activity

- Students make a collage or drawing that represents ways people and government make the community a good place, including examples of citizenship, learning, helping, playing, nature, safety, transportation.
- Distribute Active Assessment, *What I Knew/What I Learned* (page 17/18). It can be completed as an Extended Response activity.

### Conclusion

- Display student drawings or collages with a title that is the guiding question for the part. This display can be a hallway bulletin board that inspires other students.





## PART 3: Overview

# Progress for Your Community

### Summary

Students read about how communities change and consider ways to improve their own community.

### Literacy Development

I can identify causes and effects (*ILS1B and ILS5C*).

I can write an expository passage (*ILS3B*).

### Content Outcomes

I can explain the roles, responsibilities and potential of citizens to make progress (*ILS14C*).

I can identify ways people affect the natural environment in Chicago (*ILS16E*).

### Concepts and Vocabulary

alderman	immigrants	settlement house
cause	leader	symbol
challenge	mayor	
effect	mural	
heritage	progress	

### Materials

Learning Guide 1	<i>A Community Changes</i>
Learning Guide 2	<i>Community Flag</i>
Learning Guide 3	<i>Community Leader</i>
Learning Guide 4	<i>Expository Communicator</i>
Learning Guide 5	<i>Improve Your Community</i>
Active Assessment	<i>Word Bank</i>
	<i>What I Knew/What I Learned</i>

### Additional Classroom Materials/Supplies

Chicago flag (*See page 78.*)

U.S. flag

Chart paper and markers or chalkboard and chalk



## PART 3

# Extension Options



### On-line Connection

#### Learn and Serve Clearing House

Service Learning Plans

<http://www.servicelearning.org/slice>

#### Chicago History Museum


Mapping Chicago: The Past and the Possible

<http://www.chicagohistory.org/planavisit/exhibitions/mapping-chicago/index>



### Art Connection

Explain what a portrait is and how artists include objects that communicate information about the subject. Show some examples. Ask students to make a portrait of a person who is important in their community.



### Museum Connection

**National Museum of Mexican Art:** Mexican Cultural Heritage, Pilsen neighborhood

<http://www.nationalmuseumofmexicanart.org>



### Family Connections

Have students explain the Community Flag Project to their families and ask for family recommendations. Then have students list what their family members recommend to include in the Community Flag.



## PART 3: Class Session 1

# Progress for Your Community

### Guiding Question

*How do people change a community?*

### Introduction

- Ask students what they remember about Burnham.
- Remind them that he said it was important to make big plans for Chicago, including setting up a park system, creating a network of roads and wide boulevards.
- Emphasize that small plans can also make a difference when they are part of a bigger plan.
- Ask students to think about the small things that make a big difference in their community.
- Explain that every change can connect to others, but that this lesson asks them to think big in a special way.
- Students will recommend a change that would make a positive difference to their community.

### Activity

- Distribute Learning Guide 1, *A Community Changes*.
- Have students read independently.
- Divide students into small groups.
- Ask them to discuss what people can do to make a community a good place to live.
- Have students complete the writing response independently.

### Conclusion

- Ask students to list in order the changes that occurred in Pilsen.
- Ask students to make connections between changes and choices people make.
- Discuss how people's motives or reasons are part of understanding cause and effect.
- Summarize with the class what they have learned about the answer to the guiding question.





Name \_\_\_\_\_

# A Community Changes

I can identify causes and effects (*LS1C1a and ILS5C1a*).

## *How do people change a community?*

Chicago is a city of communities. Each community has a history. It is a history of choices. It is a history of changes. Read about one Chicago community to learn about the choices people have made there.

More than 150 years ago, people started Pilsen. That is a Chicago community. They were immigrants. Immigrants are people who move to another country. Immigrants from a country called Bohemia started Pilsen. They were Bohemians. Pilsen is a name of a place in Bohemia.

Chicago was growing fast. There were many jobs. Many people came to Chicago to find jobs. There were many factories near Pilsen. People wrote to their families. They told them to come to Pilsen. They would find jobs. They would find friends. They would join their families.

Pilsen grew. People built churches. They built schools. They started businesses. They opened restaurants. They served Bohemian food. They started newspapers. Their newspapers were in their own language.

More people came to Pilsen. Many came from Bohemia. The community grew. Leaders set up a place to help new immigrants. It was called Bohemian Settlement House. It opened in 1905. People worked there to help people. The workers helped newcomers find jobs. They helped them find homes. They helped them get medicine. They taught them English.

Then things changed. Many Bohemian families left. They moved to other neighborhoods. Businesses closed. The community got smaller.

Then new immigrants moved into Pilsen. They came from Mexico. They joined the churches. They started businesses. They started restaurants. They started their own newspaper. It was in Spanish.

Pilsen changed. There were two groups there. There were people from Mexico. There were people from Bohemia.

Leaders of the two groups met. They made a plan. They talked about ways to live together. They wanted people to share. They wanted to help the community.

They thought of a way. They would use art. They would work together. They would paint murals. A mural is a very big painting on a wall. Both groups worked to make these great paintings. Both groups were proud. Now Pilsen has beautiful murals. You can see them there today.

Name \_\_\_\_\_

Today, Pilsen is Mexican-American. Community groups help make it a good place. Community leaders work together. They help people build new homes. People like living there. They know their neighbors will help them. They are proud to live there.

Pilsen has changed. People have moved there. People have moved away. But Pilsen has stayed a good place to live. People help each other.

A heritage is what you have from your past. Mexican-Americans have a rich heritage. Every August, Pilsen has a special day. It is the Fiesta Del Sol. People who used to live in Pilsen come back to visit. They see the changes. They see their own heritage too. They see the murals.



**Write What You Think**

List reasons why someone would start a community center to help people.

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Write a a paragraph about how a community center helps a neighborhood.

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Nombre \_\_\_\_\_

# Una Comunidad Cambia

I can identify causes and effects (*ILS1C1a and ILS5C1a*).

## *¿Cómo cambian las personas una comunidad?*

Chicago es una ciudad de comunidades. Cada comunidad tiene una historia. Es una historia de opciones. Es una historia de cambios. Lee acerca de una comunidad de Chicago para aprender acerca de las opciones que las personas han hecho ahí.

Hace más de 150 años, las personas comenzaron Pilsen. Esa es una comunidad de Chicago. Eran inmigrantes. Inmigrantes son personas que se mueven de un país a otro. Inmigrantes de un país llamado Bohemia comenzaron Pilsen. Ellos eran bohemios. Pilsen es el nombre de un lugar en Bohemia.

Chicago crecía rápidamente. Había muchos trabajos. Muchas personas vinieron a Chicago a encontrar trabajos. Había muchas fábricas cerca de Pilsen. Las personas le escribieron a sus familias. Les decían que vinieran a Pilsen. Ellos encontrarían trabajos. Ellos encontrarían amigos. Ellos se reunirían con sus familias.

Pilsen creció. Las personas construyeron iglesias. Comenzaron negocios. Abrieron restaurantes. Servían comida Bohemia. Comenzaron periódicos. Sus periódicos estaban escritos en su propio idioma.

Más bohemios llegaban a Pilsen. La comunidad creció. Los líderes establecieron un lugar para ayudar a los nuevos inmigrantes. Se llamaba la Bohemian Settlement House (Casa Benéfica Bohemia). Abrió en 1905. Las personas trabajaban ahí para ayudar a las personas. Los trabajadores ayudaron a los recién llegados a encontrar trabajos. Los ayudaron a encontrar hogares. Los ayudaron a obtener medicamentos. Le enseñaron inglés.

Entonces las cosas cambiaron. Muchas familias bohemias se fueron. Se mudaron a otros barrios. Varios negocios cerraron. La comunidad se hizo más pequeña.

Entonces nuevos inmigrantes se mudaron a Pilsen. Venían de México. Se unieron a las iglesias. Abrieron negocios. Abrieron restaurantes. Comenzaron su propio periódico. Estaba escrito en español.

Pilsen cambió. Había dos grupos ahí. Había personas de México. Había personas de Bohemia.

Líderes de los dos grupos se reunieron. Hicieron un plan. Hablaron de maneras de vivir juntos. Querían que las personas compartieran. Querían ayudar a la comunidad.

Pensaron en una manera. Utilizarían arte. Trabajarían juntos. Pintarían murales. Un mural es una pintura muy grande en una pared. Ambos grupos trabajaron juntos para hacer estas grandes

Nombre \_\_\_\_\_

pinturas. Ambos grupos estaban orgullosos. Ahora Pilsen tiene muchos murales hermosos. Hoy en día se pueden ver ahí.

Hoy, Pilsen es mexicano-americano. Grupos comunitarios ayudan a hacerlo un buen lugar. Los líderes comunitarios trabajan juntos. Ayudan a las personas a construir nuevos hogares. A las personas les gusta vivir ahí. Saben que sus vecinos los ayudarán. Están orgullosos de vivir ahí.

Pilsen ha cambiado. Personas se han mudado ahí. Personas se han mudado de allí. Pero Pilsen se ha mantenido como un buen lugar para vivir. Las personas se ayudan los unos a los otros.



Un legado o herencia es lo que tienes de tu pasado. Los mexicano-americanos tienen un legado abundante. Cada agosto, Pilsen tiene un día especial. Es la Fiesta del Sol. Personas que antes vivían en Pilsen regresan a visitar. Ven los cambios. Ven su propia herencia también. Ven los murales.

### Escribe Lo Que Piensas

Haz una lista de razones por las que alguien comenzaría un centro comunitario para ayudar a las personas.

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Escribe un párrafo sobre como un centro comunitario ayuda al vecindario.

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## PART 3: Class Session 2

# Progress for Your Community

### Guiding Question

*What is important to a community?*

### Introduction

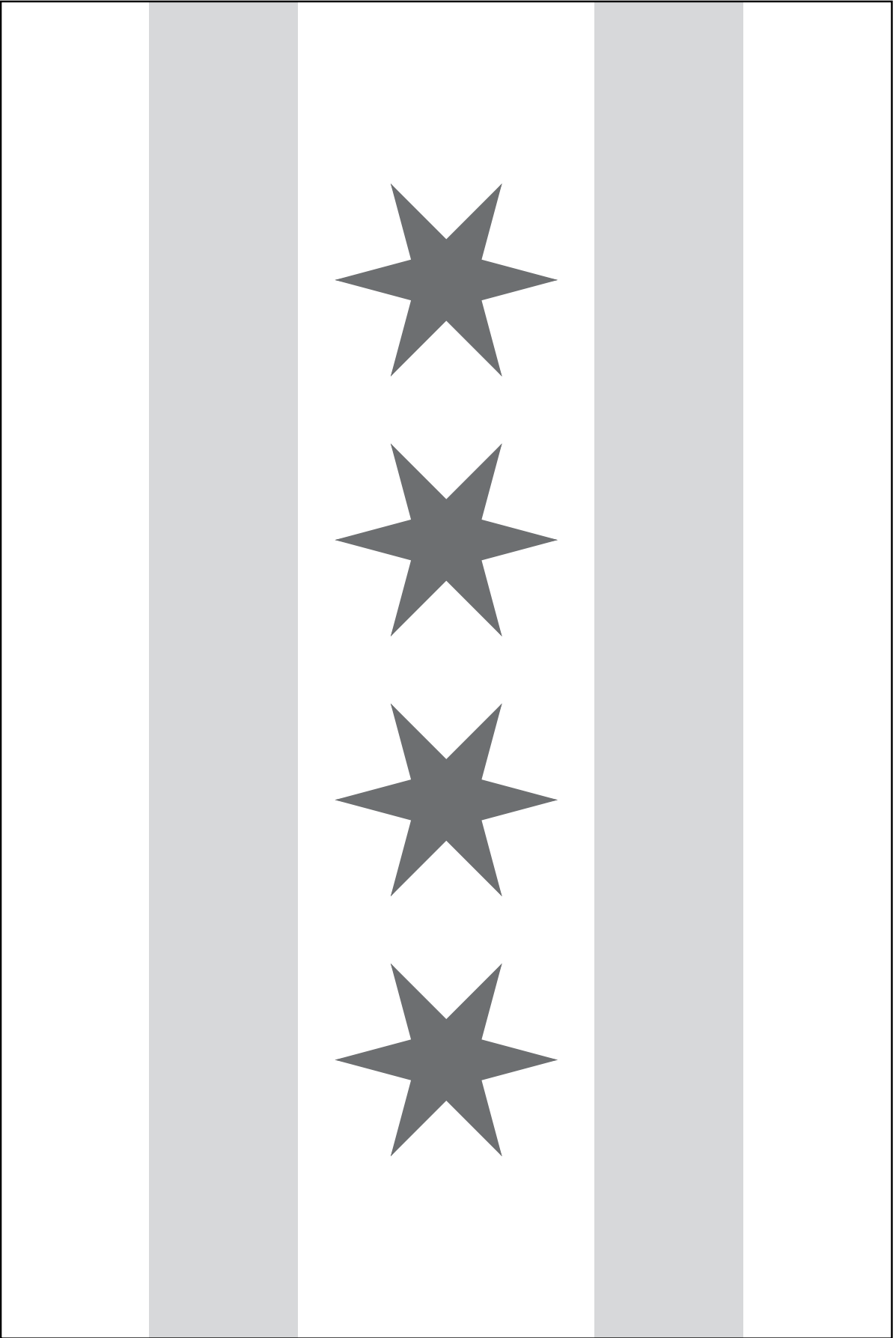
- Show students Chicago's flag.
- Ask students to name the symbols on the flag and if they know what the symbols represent.
- Ask students about other flags they might know of and what their symbols represent.

### Activity

- Distribute Learning Guide 2, *Community Flag*.
- Review instructions.
- Have students complete independently.

### Conclusion

- Students share their flags with the class and explain the symbols they used.
- Ask students to explain how their flags show what is important to the community.
- Make a list of common ideas that the students' flags show about their community.
- Point out that those ideas are answers to the guiding question.



Flag of Chicago

Name \_\_\_\_\_

# Community Flag

I can write to communicate in a variety of formats (*LS3C1b*).

## *What is important to a community?*

A flag shows what is important about a place.

The flag of Chicago uses symbols to show what is important.

It has four stars. Each one stands for an important event.

- One is for Fort Dearborn, the first fort.
- One is for the Great Chicago Fire of 1871.
- One is for the World's Fair in 1893.
- The other is for the World's Fair of 1933.

Chicago's flag has two blue stripes. The first one is for Lake Michigan and the north branch of the Chicago River. The second one is for the south branch of the Chicago River and the Illinois Michigan Canal.

The flag also has three white stripes. They represent the three sections of Chicago. These sections are the north, south, and west. The Lake is to the east.

## **Design a flag for your community.**

1. First, think of four important things about it.
2. Then think of a symbol for each one. A symbol is something that stands for something else. For example, the fifty stars on the U.S. flag each stand for one of the fifty states.
3. Then design the flag.

What's Important to Our Community	How I Will Show It on the Flag (symbol)

**Draw your Community flag on another page.**



Nombre \_\_\_\_\_

# Bandera de la Comunidad

I can write to communicate in a variety of formats (LS3C1b).

## ¿Qué es importante para una comunidad?

Una bandera demuestra lo que es importante de un lugar.

La bandera de Chicago utiliza símbolos para enseñar lo que es importante.

Tiene cuatro estrellas. Cada una representa un acontecimiento importante.

- Una es por el Fuerte Dearborn (Fort Dearborn), el primer fuerte.
- Una es por el Gran Incendio de Chicago de 1871.
- Una es por la Feria Mundial (World's Fair) en 1893.
- La otra es por la Feria Mundial (World's Fair) de 1933.

Tiene dos bandas azules. La primera es por el Lago Michigan y la rama norte del Río de Chicago.

La segunda es por la rama sur del Río de Chicago y el Canal Illinois Michigan.

La bandera también tiene tres bandas blancas. Representan las tres partes de Chicago. Son el norte, el sur y el oeste. El Lago está al este.

## Haz una bandera para tu comunidad.

1. Primero piensa en cuatro cosas importantes sobre ella.
2. Después piensa en un símbolo para cada una. Un símbolo representa algo. Por ejemplo, cada una de las cincuenta estrellas en la bandera de EU representa un estado.
3. Después diseña la bandera.

Que es Importante para Nuestra Comunidad	Como lo Mostraré en la Bandera

Dibuja la bandera de tu Comunidad en otra página.



## PART 3: Class Session 3

# Progress for Your Community

### Guiding Question

*What does a community leader know and do?*

### Introduction

- Ask students to describe what a leader is and how a person can be a leader in the community.
- Share examples of important community leaders.
- Ask what qualities good leaders have.

### Activity

- Distribute Learning Guide 3, *Community Leader*.
- Have students complete chart with a learning partner.
- Have students complete writing response independently.

### Conclusion

Ask students what they would do if they were a community leader. Then summarize students' responses to the guiding question.



Name \_\_\_\_\_

# Community Leader

I can locate and organize information related to a topic (ILS5B1a).

## *What does a community leader need to know and be able to do?*

A community leader is anyone who helps to organize others to change things for the better. Some leaders are elected, and some volunteer.

Chicago elects one person who is the top leader of the city. That person is called the mayor. The mayor works with other leaders to solve the city's problems.

Elected community leaders in Chicago are called aldermen. Chicago is divided into 50 wards. Each ward has an alderman. The aldermen work with the community and the Mayor to help people solve problems in their neighborhood.

Chicago has lots of volunteer community leaders. They see things that need to be fixed in their communities and figure out how to do it. Volunteer community leaders can be anyone who starts a project like a book drive, helps out at schools or works to improve parks.

Fill in this chart to tell what you think a community leader should know and be able to do.

What does the leader need to know about the community?	
What does the leader need to know about working with other people?	
What does the leader need to be able to do to explain things to people?	
What does the leader need to be able to do to get other people to help make progress?	
What else does the leader need to know and be able to do?	

## **Write What You Think**

What if you were a community leader? Write about what you would do.

Nombre \_\_\_\_\_

# Líder de la Comunidad

I can locate and organize information related to a topic (ILS5B1a).

## ¿Qué es lo que sabe y hace un líder de la comunidad?

Un líder de la comunidad es una persona que ayuda a otras personas a progresar. El líder puede ser elegido. Puede ser el concejal. Chicago está dividido en distritos. Cada distrito tiene un concejal. El concejal trabaja para ayudar a las personas a resolver problemas.

Un líder de la comunidad puede ser alguien que comienza un club de la cuadra. Ese club ayuda a todos a tener un mejor vecindario. El líder de la comunidad puede ser alguien que comienza un proyecto como una colecta de libros.

Llena esta tabla para contar lo que piensas que un líder de la comunidad debería saber y ser capaz de hacer.

¿Qué necesita saber el líder acerca de la comunidad?	
¿Qué necesita saber el líder acerca de trabajar con otras personas?	
¿Qué necesita ser el líder para poder explicar las cosas a las personas?	
¿Qué necesita poder hacer el líder para ayudar a otras personas a progresar?	
¿Qué otra cosa necesita saber y poder hacer el líder?	

### Escribe lo Que Piensas

Escribe lo que harías si tu fueras un líder de la comunidad.



## PART 3: Class Session 4

# Your Community Today

### Guiding Question

*How do leaders help your community?*

### Introduction

- Tell students that they are going to write about their community.
- Tell them that they will use expository writing to answer the guiding question about one leader.

### Activity

- Distribute Learning Guide 4, *Expository Communicator*.
- Students can write a paragraph or essay based on their graphic.

### Conclusion

Ask students to answer the guiding question. Responses can be put into a chart with two headings: Leader; How this Leader Helps Our Community.



Name \_\_\_\_\_

# Expository Communicator

I can write an expository passage (ILS3B1b).

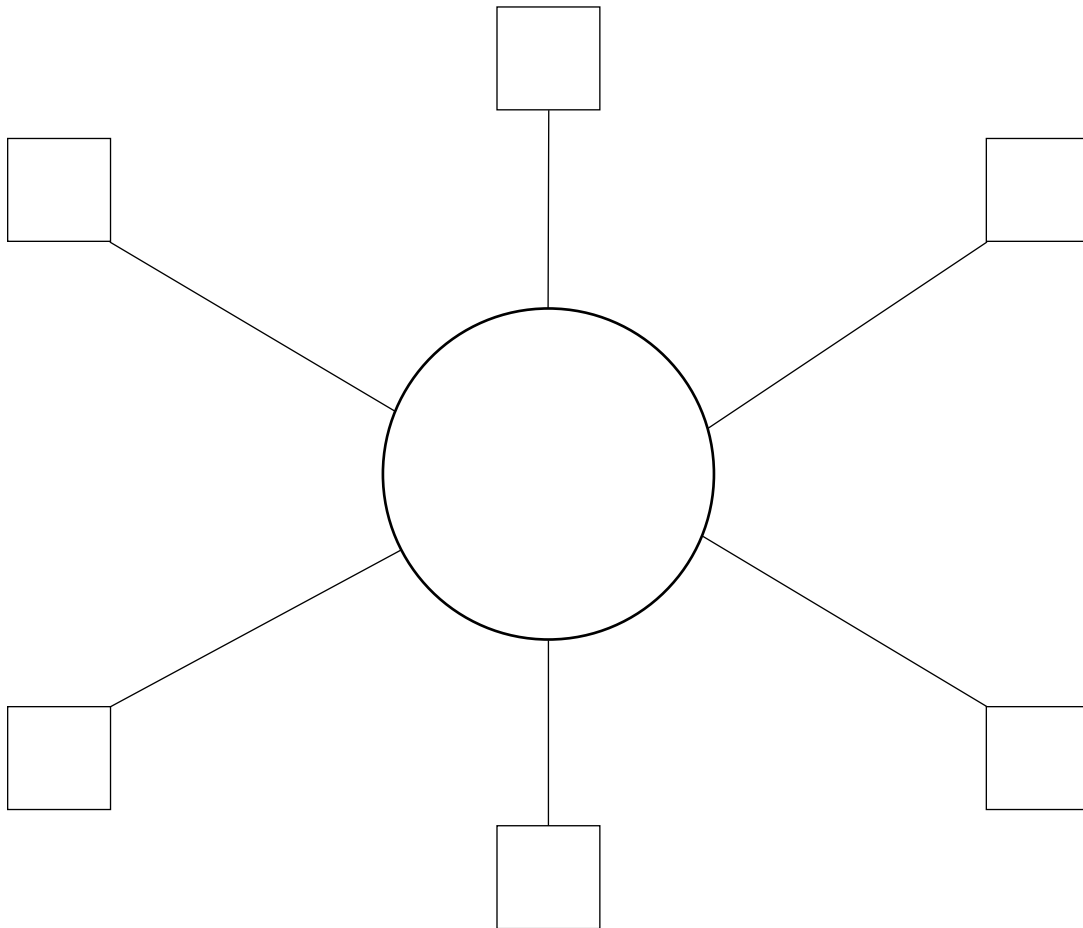
*How do leaders help your community?*

Topic: A Person Who Is Important to My Community

What's your focus? What's your main idea? **Write it in the circle.**

What information is important to explain to make that idea clear? **Note it on the lines.**

**Number the lines**—in the box at the end—in the order you will say or write this information.



How will I start?

---

How will I conclude?

---



Nombre \_\_\_\_\_

# Comunicador de Exposición

I can write an expository passage (LS3B1b).

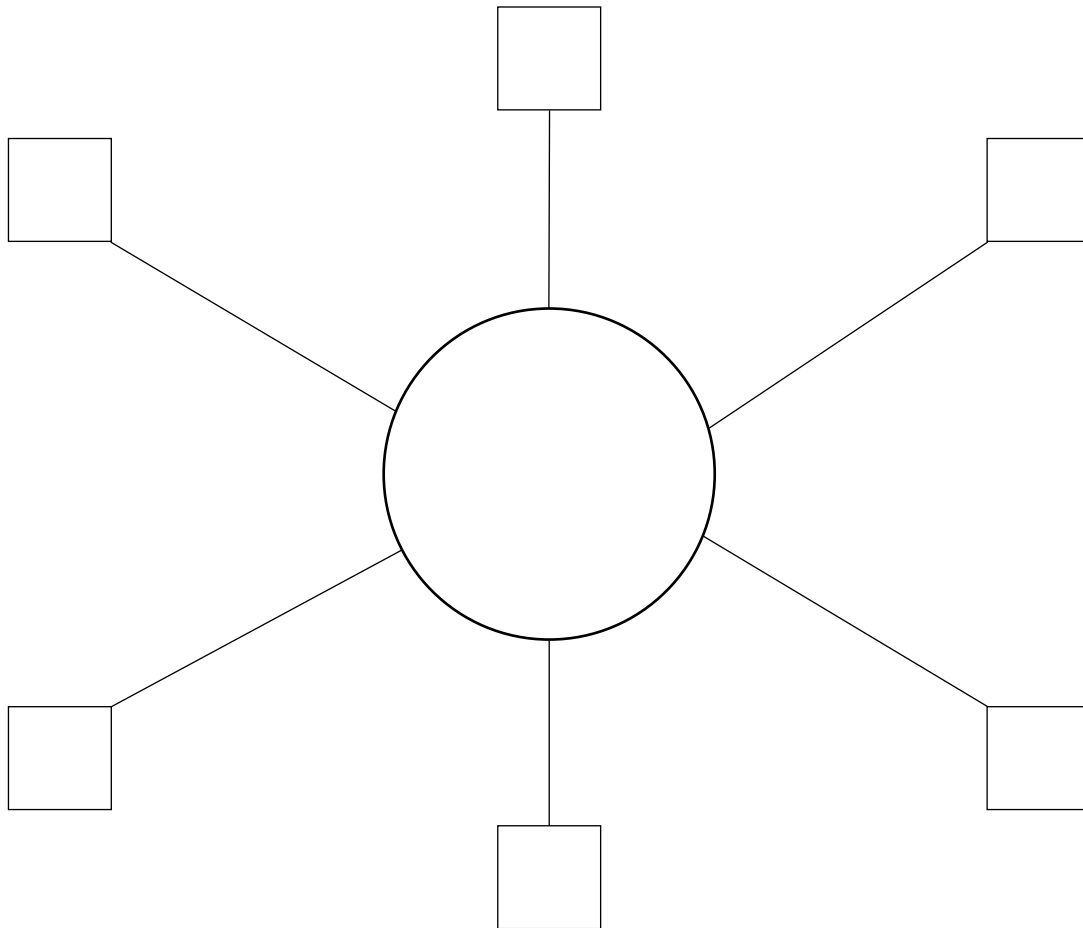
*¿Como se ayudan líderes a su comunidad?*

Tema: Una Persona Que Es Importante para Mi Comunidad

Cuál es el enfoque—mi idea? **Escríbelo en el círculo.**

¿Qué información es importante explicar para hacer clara esa idea? **Anótalo en las líneas.**

**Enumera las líneas**—en el recuadro al final—en el orden en que escribirás o dirás esta información.



¿Cómo empezaré?

---

¿Cómo terminaré?

---



## PART 3: Class Session 5

# Progress for Your Community

### Guiding Question

*What would improve your community?*

### Introduction

- Discuss the idea of community improvement.
- Ask who has the power to make changes.
- What does government need to change?
- What can citizens change?

### Activity

- Distribute Learning Guide 5, *Improve Your Community*.
- Have the students complete independently.
- Have the students share their ideas with a learning partner.
- Distribute Active Assessment, *Word Bank* (page 15/16) and have students complete.
- Distribute Active Assessment, *What I Knew/What I Learned* (page 17/18). It can be completed as an Extended Response activity.

### Conclusion

Ask class to choose one of the suggested projects from *Improve Your Community*. Ask them to imagine that they were actually able to implement their plan and, as a class, complete the following chart:

THEN	NOW	NEXT
What was the situation before they made their plan?	What is the situation now?	What will happen in the future?

Point out that their chart is a way of answering the guiding question.



Name \_\_\_\_\_

# Improve Your Community

I can organize a plan (LS5B1a).

*What would improve your community?*

For each category, list one change you could make to your community to make it a better place to live and work.

Streets: \_\_\_\_\_

Parks: \_\_\_\_\_

Services: \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_  
(another kind of change)

Choose one way to improve your community.

- It should be important to you.
- It should be practical. That means it should be something you can do.

Write your proposed improvement here: \_\_\_\_\_

Then make a plan. List the steps you will take to make one of the improvements.

Who will you need to help you make the improvement?	
What will you ask them to do in order to help you?	
What supplies will you need?	
How will you get those things?	
What else will you do?	

## Write What You Think

Write about why you think this change is important to your community.

Nombre \_\_\_\_\_

# Mejora Tu Comunidad

I can organize a plan (LS5B1a).

## ¿Qué mejoraría tu comunidad?

Para cada categoría escribe un cambio que podrías hacer para que tu comunidad sea un mejor lugar para vivir y trabajar.

Calles: \_\_\_\_\_

Parques: \_\_\_\_\_

Salud: \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

(otro tipo de cambio)

Escoge una manera para que la comunidad progrese.

- Debe ser importante para ti.
- Debe ser práctico. Eso significa que debe ser algo que puedas hacer.

Después haz un plan.

Haz una lista de los pasos que tomarás para hacer el cambio

¿A quién le dirás sobre el cambio?	
¿Qué les dirás?	
¿Qué recursos necesitarás?	
¿Cómo obtendrás esas cosas?	
¿Qué más harás?	

## Escribe Lo Que Piensas

Escribe sobre porqué crees que éste cambio es importante para tu comunidad.



## PART 4: Overview

# The City Today

### Summary

Students think about important city infrastructure and ask others for their ideas about how to make improvements.

### Literacy Development

I can collect and classify information (*ILS5A*).

I can write in a specific format (*ILS3C*).

I can write a paragraph to explain a topic (*ILS3B*).

### Content Outcomes

I can explain how people plan improvements (*ILS16C*).

### Concepts and Vocabulary

community	region
housing	river
interview	survey
park	water
public transportation	

### Materials

Learning Guide 1	<i>Chicago Transportation</i>
Learning Guide 2	<i>Chicago Jobs</i>
Learning Guide 3	<i>Interview Guide</i>
Learning Guide 4	<i>Paragraph Writer</i>
Learning Guide 5	<i>Word and Idea Builder</i>
Learning Guide 6	<i>Display Learning: Exhibit Maker/Book Writer</i>
Active Assessment	<i>Word Bank</i> <i>What I Knew/What I Learned</i>

### Additional Classroom Materials/Supplies

CTA map  
Current newspapers  
Chart paper and markers or chalkboard and chalk



## PART 4

# Extension Options



### On-line Connection

#### Chicago Web Docent

City Sewers

[http://www.chicagowebdocent.org/Public/chicago\\_history/citysewers/index.html](http://www.chicagowebdocent.org/Public/chicago_history/citysewers/index.html)

Waste and Water in Early Chicago

[http://www.chicagowebdocent.org/Public/chicago\\_history/waterandwaste/index.html](http://www.chicagowebdocent.org/Public/chicago_history/waterandwaste/index.html)

#### Friends of the Chicago River

Changing the River (K–2)

<http://chicagoriver.org/upload/Times%20Have%20Changed.pdf>

What is a river (K–2)

[http://chicagoriver.org/upload/What\\_Is\\_a\\_River.pdf](http://chicagoriver.org/upload/What_Is_a_River.pdf)

Pollution (K–5)

[http://chicagoriver.org/upload/I%27ve\\_Felt\\_the\\_Same\\_Way.pdf](http://chicagoriver.org/upload/I%27ve_Felt_the_Same_Way.pdf)

#### Teach Great Lakes

<http://www.great-lakes.net/teach/teachers/>

#### Chicago History Museum

Great Chicago Stories: The Railroad (3rd–4th)

<http://www.greatchicagostories.com/transportation/index.php>



### Art Connection

- Make a Chicago fold-a-book or exhibit.
- Use bulletin boards in the hallway to have students curate a museum exhibit about what they have learned about Chicago.



### Museum Connection

Use the city as a museum. Visit **Chicago Architecture Foundation** for resources.

<http://www.architecture.org/>



### Family Connections

Families will be involved with the *Interview Guide* activity. In addition, have students write a summary of what the class learns from the interview. They should take the summary home so their family sees how their ideas are important to what the class learned.

## PART 4: Class Session 1

# The City Today

*Note: This Part concludes with a Chicago Exhibit Maker/Book Writer activity which is an opportunity for students to synthesize what they have learned in Parts 1–4 before they make specific plans for the City’s future in Part 5. You will need to allocate additional class time if you plan to have the students actually create the books and/or exhibits.*

### Guiding Question

*How and why do people travel in the city?*

### Introduction

Draw the following diagram on the chalkboard or chart paper:

THE CHICAGO REGION



- Ask students what the diagram shows.
- Help them see that it’s about connections. How is everything related?
- Ask students what they can remember about Daniel Burnham and his plan.
- Explain that one of his big challenges was to figure out how people and supplies could move around the city.
- Ask how we move around the city today.
- Ask about methods of transportation and what needs to be transported in addition to people.

### Activity

- Distribute Learning Guide 1, *Chicago Transportation*.
- Have students complete independently then share with a learning partner.

### Conclusion

- Make a tally or graph of who uses what kind of transportation to get to school, to the grocery store or to the park.
- Discuss the results.
- Ask students what changes they would like to see in Chicago’s transportation system to help make it a better place to travel.
- Summarize the students’ responses to the guiding question





Name \_\_\_\_\_

# Chicago Transportation

I can classify information (LS5A1b).

*How and why do people travel in the city?*

1. Circle the words that show transportation you or someone you know uses.
2. Draw pictures to show each kind of transportation.

bus	car
train	subway
walk	bicycle

Which of these is the best way to get to the grocery store?

\_\_\_\_\_

Why?

\_\_\_\_\_

\_\_\_\_\_

Nombre \_\_\_\_\_

# Transporte de Chicago

I can classify information (ILS5A1b).

*¿Porqué y como viaja la gente en la ciudad?*

1. Circula las palabras que muestren un transporte que tu o una persona que conozcas utiliza.
2. Haz dibujos para mostrar cada tipo de transporte.

autobús	coche
tren	metro/subterráneo
caminar	bicicleta

¿Cuál de estos es la major manera para llegar a la bodega?

---

¿Por qué?

---



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## PART 4: Class Session 2

# The City Today

### Guiding Question

*What Chicago job do you want?*

### Introduction

- Ask students what kinds of jobs are necessary in a city.
- Make a list on the chart paper or chalk board.
- What kinds of jobs do they know most about?
- Which jobs do they think are most important and why?

### Activity

- Distribute Learning Guide 2, *Chicago Jobs*.
- Have students complete independently then share with a learning partner.

### Conclusion

- Have students share their writing response with the large group.
- Point out that the answers to the guiding question are individual; each student will have a different response.



Name \_\_\_\_\_

# Chicago Jobs

I can classify information (ILS5A1b).

*What Chicago job do you want?*

1. Choose 3 jobs from the list your class created. Write these jobs in the boxes.
2. Write four words or draw a picture that shows what this person does.
3. In the last box, write the job you would like to have.

1.	2.
3.	

## Write What You Think

Why would you like to have the job you chose?

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---

What would you like about it?

---



---

Nombre \_\_\_\_\_

# Trabajos de Chicago

I can classify information (*ILS5A1b*).

*¿Qué trabajo quieres en Chicago?*

1. Selecciona 3 trabajos de la lista creada por tu clase. Escribe esos trabajos en los recuadros.
2. Escribe 4 palabras o haz un dibujo que describa qué es lo que hace esta persona.
3. En el último recuadro, escribe el trabajo que te gustaría tener.

1.	2.
3.	

**Escribe lo Que Piensas**

¿Por qué te gustaría tener el trabajo que elegiste?

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---

¿Qué es lo que te gusta de él?

---



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## PART 4: Class Session 3

# The City Today

### Guiding Question

*What would improve our city?*

### Introduction

- Ask students if they know what a survey is.
- Why do we use them?
- Why might someone who is making plans for the city want to conduct a survey?
- Explain that Burnham used surveys to come up with the recommendations in his plan.

### Activity

- Distribute Learning Guide 3, *Interview Guide*.
- Explain that these are some of the categories from Burnham's survey.
- Explain students are first going to interview each other in class, then take a blank copy home to interview family members.
- Have students work with a learning partner to complete the *Interview Guide*.
- Distribute Learning Guide 4, *Paragraph Writer*.
- Have students work independently or in pairs to write a paragraph.

### Conclusion

- Ask students for some of the interesting responses to their *Interview Guide*.
- Ask them if they think they would get the same response from different people. Does it matter if you ask children or adults?
- Have the students take a blank copy of the *Interview Guide* home and ask an adult the questions. Then share responses and summarize what students and their families think are good answers to the guiding question.





Name \_\_\_\_\_

# Interview Guide: Ways to Make Chicago a Better Place to Live and Work

I can collect and classify information (*LS5A1b*).

I can write a paragraph about an idea (*LS3B1b*).

## *What would improve our city?*

Ask someone what they think about each topic below. Talk about each question.

Make notes about what the person says. List important words as they talk.

Topic	Notes—Important Words	Sentence
How could we change the parks to make them better?		
What could we do to improve the streets/ transportation?		
What could make our community better?		
What else could we do to make Chicago better?		
How can you help make the city better?		

Use your notes to write a paragraph about this person's ideas for the community and the city.

Nombre \_\_\_\_\_

# Guía de Entrevista: Maneras para Hacer de Chicago un Mejor Lugar para Vivir y Trabajar

I can collect and classify information (*ILS5A1b*).

I can write a paragraph about an idea (*ILS3B1b*).

*¿Qué mejoraría nuestra ciudad?*

Pregúntale a alguien lo que piensan sobre cada tema. Habla de cada pregunta.

Escribe notas sobre lo que dice la persona. Haz una lista de palabras importantes conforme vayan hablando.

Tema	Apuntes—Palabras Importantes	Frases
¿Qué podríamos cambiar de los parques para hacerlos mejores?		
¿Cómo podríamos mejorar las calles?		
¿Qué podríamos hacer para mejorar las casas?		
¿Qué podría mejorar el centro de Chicago?		
¿Qué más podríamos hacer para que Chicago sea mejor?		

Usa tus notas para escribir un párrafo sobre las ideas de ésta persona para la comunidad y la ciudad.

Name \_\_\_\_\_

# Paragraph Writer

I can write to communicate an idea (LS3B1b).

*What would improve our city?*

A paragraph tells about one topic or idea.

You will write one paragraph about one topic from your *Interview Guide*.

1. Choose one of the topics from the *Interview Guide*.

Topic: \_\_\_\_\_

2. What did the person think the problem was?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. How did the person think we could fix the problem?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. Write your paragraph. Include information from your lists.

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Nombre \_\_\_\_\_

# Escritor de Párrafos

I can write to communicate an idea (ILS3B1b).

*¿Qué mejoraría nuestra ciudad?*

Un párrafo se refiere a un tema o idea.

Escribirás un párrafo acerca de una manera para hacer de Chicago un mejor lugar.

1. Escoge uno de los temas de la encuesta de Chicago.

Tema: \_\_\_\_\_

2. ¿Qué pensó la persona que era el problema?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. ¿Cómo pensó la persona que podíamos solucionar el problema?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. Escribe tu párrafo. Incluye información de tus listas.

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## PART 4: Class Session 4

# The City Today

### Guiding Question

*What is your idea for making Chicago progress?*

### Introduction

- Ask students to compare the responses that adults gave on the *Interview Guide* to those given by classmates.
- Share some newspaper headlines about changes in the city or their neighborhood with students.
- Ask students to predict what the article is about.
- What makes a good headline? What information should they provide?

### Activity

- Distribute Learning Guide 5, *City Progress*.
- Tell students they are going to write newspaper headlines about a possible change that could happen in the city. This should be a big change.
- Have students complete the guide independently then share with a learning partner.

### Conclusion

- Have students share their headlines with the class and have class members guess what the news story is about.
- Make a tally of ideas—list the ideas by category such as ways to help your school get more resources. Then point out that these are all answers to the guiding question.



Name \_\_\_\_\_

# Word and Idea Builder: City Progress

I can write in a specific format (ILS3C1a).

*What changes will make Chicago a better place to live and work?*

1. Using the words below, write a newspaper headline to describe a possible change to make the city better.
2. Draw a picture in the box that shows what your headline tells.
3. Choose your own word for the last example.

WORD: **school**

headline: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WORD: **transportation**

headline: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WORD: **leader**

headline: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WORD: **park**

headline: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WORD: \_\_\_\_\_

headline: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write the news story that goes with one headline.



Nombre \_\_\_\_\_

# Constructor de Palabra e Idea: Progreso de la Ciudad

I can write in a specific format (*ILS3C1a*).

*¿Qué idea tienes para hacer progresar a Chicago?*

Escribe el encabezado de un periódico utilizando cada palabra.

Puedes escoger una de tus palabras para el último ejemplo. Escribe sobre un cambio posible que ocurrió en la ciudad. Haz un dibujo en el recuadro que muestre lo que dice tu encabezado.

**PALABRA: colegio**

encabezado: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PALABRA: transporte**

encabezado: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PALABRA: líder**

encabezado: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PALABRA: parque**

encabezado: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PALABRA: \_\_\_\_\_**

encabezado: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Escribe la historia de la noticia que va con uno de los encabezados.



## PART 4: Class Session 5

# The City Today

*Note: This activity will take more than one class period if students go beyond the planning process to actually create the exhibits/books.*

### Guiding Question

*What is important to know about Chicago progress?*

### Introduction

- Ask children to restate what they have learned about Chicago and what a community needs.
- Record their response on chart paper or chalkboard.

### Activity

- Distribute Learning Guide 6, *Display Learning*.
- Tell students that they are going to make a book or display about Chicago.
- Complete the first part of the Learning Guide as a class.
- Divide the students into small groups.
- Have them complete Part 2 of the Learning Guide cooperatively.
- Distribute Active Assessment, *Word Bank* and have students complete.
- Distribute Active Assessment, *What I Knew/What I Learned*. It can be completed as an Extended Response activity.

### Conclusion

- Have each group present its plan for a book or display to the class.
- Point out that they all are answers to the guiding question.



Name \_\_\_\_\_

# Display Learning: Exhibit Maker/Book Writer (Page 1)

I can organize information to support ideas (ILS5B1a).

*What is important to know about Chicago progress?*

## Plan a Chicago Book or Exhibit

What's the theme of the exhibit or book? A theme is a way of thinking about a topic. The theme could be a big idea. It could be a big question. What is your big idea or big question about the topic? Write it here.

My/our theme is \_\_\_\_\_ .

What will your exhibit/book include about this theme?

Make a list of the items you will include in your exhibit or book.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Use the Learning Guide on page 117 to make a blueprint for the exhibit or an outline for the book.

Show how you want to set up your exhibit. You could draw a map showing where things will go, or make an outline or chart for your book.

Name \_\_\_\_\_

# Creador de Exhibición/ Escritor de Libro (Página 1)

I can organize information to support ideas (ILS5B1a).

*¿Qué es lo que es importante saber sobre el progreso de Chicago?*

## Planea una Exhibición o Libro de Chicago

¿Cuál es el tema de la exhibición o el libro? Un enfoque es una manera de pensar sobre un tema. Puede ser una gran idea. Puede ser una gran pregunta. ¿Cuál es tu GRAN IDEA? Escríbela aquí.

Mi/Nuestro tema es \_\_\_\_\_ .

¿Qué partes incluirá tu exhibición/libro acerca de este tema? Haz una lista de las partes de la exhibición o el libro.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Utiliza la Guía de Aprendizaje (Learning Guide) en la página 118 para hacer un plano para la exhibición o un borrador para el libro.

Muestra como quieres establecer tu exhibición. Puedes dibujar un mapa mostrando donde irán las cosas, o hacer un borrador o tabla para tu libro.

Name \_\_\_\_\_

# Display Learning: Exhibit Maker/Book Writer (Page 2)

I can organize and communicate information about a topic (*ILS5B1a*).

- FOCUS:** Write the title of each page in a book/part of an exhibit.  
**TELL:** Note what you will write about.  
**SHOW:** Figure out what picture, photo, or diagram would make your topic clear. Name it or sketch it in the each box.

### *What's Important to Know about this Topic?*

Topic: _____ _____ _____ What I'll explain: _____ _____ _____ _____ _____ What I'll show: _____  	Topic: _____ _____ _____ What I'll explain: _____ _____ _____ _____ _____ What I'll show: _____  	Topic: _____ _____ _____ What I'll explain: _____ _____ _____ _____ _____ What I'll show: _____  
---	---	---

**Write the Book, Construct the Exhibit**

**Book:** Make a draft of the book. A draft is what you write first. Then you read what you wrote. Then you write it again making it better.

**Exhibit:** Draw pictures to illustrate each part of the exhibit. Write labels for your illustrations. Remember to remind your visitors about the theme of your exhibit. For example, you can write questions that get the visitors to look for examples of the theme in your part of the exhibit.

Nombre \_\_\_\_\_

# Creador de Exhibición/ Escritor de Libro (Página 2)

I can organize and communicate information about a topic (*LS5B1a*).

**ENFÓCATE:** Escribe el título de cada página en un libro/parte de una exhibición.

**DI:** Anota lo que escribirás sobre lo que escribirás.

**MUESTRA:** Descifra que dibujo, foto, o diagrama haría claro tu tema. Nómbralo o haz un bosquejo en cada recuadro.

*¿Qué es Importante Saber sobre este Tema?*

<p>Tema: _____</p> <p>_____</p> <p>_____</p> <p>Lo Que Explicaré: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Lo Que Mostraré:</p>	<p>Tema: _____</p> <p>_____</p> <p>_____</p> <p>Lo Que Explicaré: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Lo Que Mostraré:</p>	<p>Tema: _____</p> <p>_____</p> <p>_____</p> <p>Lo Que Explicaré: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Lo Que Mostraré:</p>
---	---	---

### Escribe el Libro, Construye la Exhibición

**Libro:** Haz un borrador del libro. Un borrador es lo que escribes primero. Después lees lo que escribiste. Después lo vuelves a escribir haciéndolo mejor.

**Exhibición:** Haz dibujos para ilustrar cada parte de la exhibición.

Escribe etiquetas para tus ilustraciones. Recuerda recordarle a tus visitantes sobre el enfoque de tu exhibición. Por ejemplo, puedes escribir preguntas que hagan que el visitante busque ejemplos del tema o enfoque en la parte de tu exhibición.



## PART 5: Overview

# Bold Plans. Big Dreams.

### Summary

Students make their own Bold Plans and Big Dreams for the city and communicate these in a letter to the Mayor.

### Literacy Development

I can restate a situation presented in text (*ILS3B*).

I can write to communicate about a situation (*ILS5C*).

I can write a persuasive letter (*ILS3B*).

### Content Outcome

I can explain how individuals and groups influence government (*ILS14D*).

### Concepts and Vocabulary

idea

reform

vision

### Materials

Learning Guide 1 *Better Living in Chicago*

Learning Guide 2 *Bold Plans. Big Dreams: Making Chicago Better*

Learning Guide 3 *Letter to the Mayor*

Learning Guide 4 *Chicago Poem*

Unit Assessment *Show Chicago Progress*

### Additional Classroom Materials/Supplies

Chicago poems

Chart paper and markers or chalkboard and chalk

Index cards





## PLAN 5

# Extension Options



**On-line Connection**  
**Jane Addams Hull-House Association**  
<http://www.hullhouse.org/>



### Art Connection

Have students design posters that communicate their vision of Chicago's future. (If students have visited an art museum, have them incorporate the techniques they observed.)



### Museum Connection

**Art Institute of Chicago:** <http://www.artic.edu/aic/>

Ask students to look for paintings that make them feel good—hopeful and positive. Explain that a painting can be like a persuasive letter or essay—it uses colors the way a writer uses adjectives and objects the way a writer uses examples.



### Family Connections

Have students take the *Bold Plans. Big Dreams: Making Chicago Better* Guide home and discuss with their family what they want to improve. Explain that the family's ideas are important to the letters they will write to the Mayor.



## PART 5: Class Session 1

# Bold Plans. Big Dreams.

*Note: You will find a timeline for Jane Addams in the Appendix. You can use it to locate information to share with students during this lesson.*

### Guiding Question

*How can one person make city progress?*

### Introduction

- Write the vocabulary words (idea, vision, reform) on the board.
- Ask students what they mean.
- List people they know who are visionaries, idealists, reformers.
- Ask students if they think one person can make a difference in improving the city.
- Tell students that they're going to read about Jane Addams, one person who saw a need in Chicago and made important changes.

### Activity

- Distribute Learning Guide 1, *Better Living in Chicago*.
- Have students respond to the writing prompts independently then share with a learning partner.

### Conclusion

- Discuss students' written responses.
- Time permitting, have students role play Jane Addams talking to other community members or city leaders.
- Ask students to answer the guiding question based on what they have learned about Jane Addams, Daniel Burnham, and other people they know.



Name \_\_\_\_\_

# Better Living in Chicago

I can restate a situation presented in text (ILS1B1a).  
I can write to communicate about a situation (ILS5C1a).



*How can one person make city progress?*

## Chicago's Reformer

Reform means to make things better. Jane Addams saw things in Chicago to reform. She saw poor people living in crowded neighborhoods. The houses were small. They did not have enough rooms for all of the people who lived in them. The streets were dirty. People did not have places to get clean water. They did not have places to wash. Jane Addams wanted to help poor people have a better life. She believed that helping poor people would make everyone's life better. She would make Chicago better.

In 1889 Jane Addams set up a place to help people. She called it Hull-House. Hull-House was a settlement house. It helped immigrants to Chicago. Immigrants are people who move to a new country. The immigrants needed to find homes. They needed to learn English. They needed to learn about the city. Jane Addams wanted to give them the skills they needed to live well on their own.

In 1893, four years after Jane Addams opened Hull-House, there was a depression. That means a lot of people lost their jobs. The people who lost their jobs needed even more help. Each week thousands of people came to Hull-House. They all got help.

Jane Addams had more than one idea about how to help the people of Chicago. One thing she did was to live in the same community where the poor people lived. This helped her to understand their problems. She listened to them. She helped them work together to change things in their neighborhood. She was one of Chicago's first community organizers.

Another thing Jane Addams did was talk to Chicago's leaders. Jane Addams was a powerful woman. She knew the Mayor. She talked to him and the other leaders about the problems of the poor people. Sometimes the leaders listened. Sometimes they did not. But she kept trying. She made changes. She made the schools better. She helped to set up playgrounds. She made people's jobs safer. She fought for people to get better pay. She even became the Garbage Inspector in her ward. Then she could help clean up the neighborhood.

Jane Addams worked with many other people to help families. She helped neighborhoods. She became famous around the world for her hard work. She won a Nobel Peace Prize. That is a very important honor. Jane Addams left Chicago an important legacy. Hull-House is still in Chicago today. It still helps people make progress. She showed how one person can make progress for a whole city.

Name \_\_\_\_\_

**Write What You Think**

How did Jane Addams solve problems? \_\_\_\_\_

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What is a problem people in Chicago have today? \_\_\_\_\_

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How should people solve it? \_\_\_\_\_

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Nombre \_\_\_\_\_

# Viviendo Mejor en Chicago

I can restate a situation presented in text (ILS1B1a).  
I can write to communicate about a situation (ILS5C1a).



*¿Cómo puede una persona hacer progresar una ciudad?*

## La Reformadora de Chicago

Reformar significa mejorar las cosas. Jane Addams vio cosas en Chicago que necesitaban reformarse. Vio gente pobre viviendo en barrios con demasiada gente. Las casas eran pequeñas y no tenían suficientes habitaciones para la gente que vivía en ellas. Las calles estaban sucias. La gente no tenía donde encontrar agua limpia y no tenía sitios donde lavarse. Jane Addams quería ayudar a la gente pobre para que viviera mejor en la ciudad. Creía que ayudar a la gente pobre mejoraría la vida de todos. Ella haría mejor a Chicago.

En 1889, Jane Addams estableció un lugar para ayudar a la gente. Lo llamó Hull-House. Hull-House era una casa de asentamiento. Ayudaba a inmigrantes arribando a Chicago. Inmigrantes son personas que se trasladan a un nuevo país. Los inmigrantes necesitaban encontrar nuevos hogares. Necesitaban aprender inglés. También necesitaban aprender sobre la ciudad. Jane Addams quería proporcionarles las habilidades necesarias para que vivieran bien por su cuenta.

En 1893, cuatro años después de que Jane Addams abriera el Hull-House, hubo una depresión. Eso significa que mucha gente perdió su trabajo. Las personas que perdieron su trabajo necesitaban aun más ayuda. Cada semana, miles de personas venían a Hull-House. Todos recibieron ayuda.

Jane Addams tenía más de una idea de cómo ayudar a la gente de Chicago. Una de las cosas que hizo fue vivir en la misma comunidad donde vivía la gente pobre. Esto la ayudó a comprender sus problemas. Ella los escuchó. Ellos los ayudó a trabajar juntos para cambiar cosas de sus barrios. Fue una de las primeras organizadoras comunitarias de Chicago.

Otra cosa que Jane Addams hizo fue hablar con los líderes de Chicago. Jane Addams era una mujer poderosa. Conocía al Alcalde. Le habló a él y a los otros líderes sobre los problemas de la gente pobre. A veces los líderes escuchaban. A veces no. Pero ella seguía insistiendo. Hizo cambios. Mejoró las escuelas, ayudó a crear parques de juegos. Hizo que el trabajo de las personas fuera más seguro. Luchó para que las personas obtuvieran una mejor paga. Hasta llegó a ser Inspectora de Basura en su distrito electoral. Así podría ayudar a limpiar su barrio.

Jane Addams trabajó con muchas personas más para ayudar a las familias. Ayudó a los barrios. Se volvió famosa alrededor del mundo por su duro trabajo. Gano el Premio Nobel de la Paz, que es un honor muy importante. Jane Addams le dejó un legado importante a la ciudad de Chicago. Hull-House sigue en Chicago hoy en día. Todavía ayuda a las personas a progresar. Ella demostró como una persona puede hacer progreso para toda una ciudad.

Nombre \_\_\_\_\_

**Escribe Lo Que Piensas**

¿Cómo resolvió problemas Jane Addams? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

¿Qué problema tiene la gente en Chicago hoy? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

¿Como deberían resolverlo? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## PART 5: Class Session 2

# **Bold Plans. Big Dreams.**

### **Guiding Question**

*What is a big way to improve the city?*

### **Introduction**

- Ask students what year it will be when they are old enough to vote. How many years is that from now?
- Ask students if they think they have to wait until then to begin making changes to their city.
- Explain that in this lesson they will be making Bold Plans and Big Dreams for Chicago with their own name as the title (“The Johnson Plan of Chicago” or “The Lopez Plan of Chicago”).

### **Activity**

- Distribute Learning Guide 2, *Bold Plans. Big Dreams: Making Chicago Better*.
- Working in pairs or groups, have students brainstorm ideas for each category on the chart.
- Have students complete the writing response independently.

### **Conclusion**

- Have students share their 2009 *Plan of Chicago*.
- Point out that these are all important answers to the guiding question.





Name \_\_\_\_\_

# Bold Plans. Big Dreams: Making Chicago Better

I can analyze a situation (ILS5B1a).

*What is a big way to improve the city?*

Use words and/or drawings to show what Chicago is like today.

Then write or draw what you think we should have in the future.

Chicago TODAY	Chicago FUTURE
How people travel	Better ways to travel
Homes now	Better homes
Health and/or Safety	Better Health and/or Safety
Put another category here.	

## Write What You Think

Write about one change that would make Chicago better in the future. Tell why it is important and how people could make that change. Write your response on another paper.

Nombre \_\_\_\_\_

# Plan Osado: Grandes Sueños: Haciendo Mejor a Chicago

I can analyze a situation (ILS5B1a).

*¿Qué es una gran manera para mejorar la ciudad?*

Utiliza palabras y/o dibujos para mostrar cómo es Chicago hoy en día.

Después escribe o dibuja lo que piensas deberíamos tener en el futuro.

Chicago HOY	Chicago FUTURO
Como viajan las personas	Mejores maneras de viajar
Hogares ahora	Mejores hogares
Salud y Seguridad	Mejor Salud y Seguridad
Pon otra categoría aquí.	

## Escribe lo Que Piensas

Escribe acerca de un cambio que haría mejor a Chicago en el futuro. Explica por qué es importante y cómo la gente puede hacer ese cambio. Escribe respuesta en otra hoja.



## PART 5: Class Session 3

# **Bold Plans. Big Dreams.**

### **Guiding Question**

*What changes should leaders make in Chicago?*

### **Introduction**

- Explain to students that they are going to try to persuade a city leader to make a change.
- Review the topics that have been discussed and have students choose one change they would like to encourage.

### **Activity**

- Distribute Learning Guide 3, *Bold Plans. Big Dreams: Letter to the Mayor*.
- Students complete the guide independently, then share with a learning partner who checks the letter for clarity.
- Students write their letters independently.

### **Conclusion**

- Students share their letters with the class.
- Point out that all of their letters are not only part of answering the guiding question but can be a way they can contribute to Chicago progress by mailing them to the mayor.



Name \_\_\_\_\_

# Bold Plans. Big Dreams: Letter to the Mayor

I can write a persuasive text (LS3B7b).

*What changes should leaders make in Chicago?*

You will write a letter to the Mayor telling him about what you have learned and what your plans are for Chicago. Use the spaces below to plan and organize your letter.

## Paragraph one: Introduction.

Some information about you or the class:

- \_\_\_\_\_
- \_\_\_\_\_

## Paragraph two: What you have been learning about Chicago.

List three things you learned in this unit:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Paragraph three: Your Bold Plan. Big Dream.

What is your big idea?

- \_\_\_\_\_

What will I include to make my idea clear?

(You can use the boxes to number the order in which you will use each part.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Paragraph four: Your persuasive arguments**

Why is your idea important to the city?

- \_\_\_\_\_

How will your idea help the future of Chicago?

- \_\_\_\_\_

**Paragraph five: Conclusion**

How will I end so I am sure I made my idea clear?

- \_\_\_\_\_

After you have shared your plan with a partner, begin writing your letter.

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Nombre \_\_\_\_\_

# Planes Osados: Carta al Alcalde

I can write a persuasive text (ILS3B1b).

## ¿Qué cambios deberían hacer los líderes de Chicago?

Escribirás una carta al Alcalde diciéndole lo que has aprendido y cuales son tus planes para Chicago. Usa los espacios debajo para planear y organizar tu carta.

### Primer Párrafo: Introducción.

Información sobre ti o sobre tu clase:

- \_\_\_\_\_
- \_\_\_\_\_

### Segundo Párrafo: Lo que has estado aprendiendo sobre Chicago.

Haz una lista de tres cosas que has aprendido:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Tercer Párrafo: Tu Gran Idea.

¿Qué es tu gran idea?

- \_\_\_\_\_

¿Qué incluiré para hacer clara mi idea?

(Pudes usar los recuadros para numerar el orden en el que usaras cada parte.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Nombre \_\_\_\_\_

**Cuarto Párrafo: Tus argumentos convincentes**

¿Porqué es tu idea importante para la ciudad?

- \_\_\_\_\_

¿Como ayudará tu idea el futuro de Chicago?

- \_\_\_\_\_

**Quinto Párrafo: Conclusión**

¿Como concluiré para estar seguro que mi idea está clara?

- \_\_\_\_\_

Después de que hayas compartido tu plan con un compañero, empieza a escribir tu carta.

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## PART 5: Class Session 4

# **Bold Plans. Big Dreams.**

### **Guiding Question**

*What do I like about Chicago?*

### **Introduction**

- Ask students what they think makes Chicago a special city.
- Record their response on the board or chart paper.

### **Activity**

- Explain that a poet uses words to help people see an idea. Give them Learning Guide 4, *Chicago Poem*.
- Have students work independently or with a partner to create their poem.

### **Conclusion**

- Students share their poems.
- Point out that there are many answers to the guiding question and that poems help people think about what is important.



Name \_\_\_\_\_

# Chicago Poem

I can write to communicate an idea (LS3C1a).

*What do I like about Chicago?*

Chicago needs a poem.

It should tell about the city.

To write the poem, list what you like about your community and the city.

Then write the poem.

What I Like about My Community	What I Like about Chicago

**My Poem**

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Nombre \_\_\_\_\_

# Poema de Chicago

I can write to communicate an idea (LS3C1a).

*¿Qué es lo que me gusta de Chicago?*

Chicago necesita una poema.

Debe hablar acerca de la ciudad.

Para escribir el poema, haz una lista de lo que te gusta sobre tu comunidad y la ciudad.

Después escribe el poema.

Lo Que Me Gusta de Mi Comunidad	Lo Que Me Gusta de Chicago

## Mi Poema

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## PART 5: Class Session 5

# Bold Plans. Big Dreams.

### Guiding Question

*What have I learned about Chicago and its progress?*

### Introduction

- Ask students to independently make a list of all of the things they have learned about Chicago.
- Have students share items from their list.

### Activity

- Distribute Unit Assessment, *Show Chicago Progress*.
- Have students complete independently, with learning partners, or in a small group. (Note: Instead of drawing on the same page, students can use index cards or cut the paper into smaller rectangles then assemble an exhibit.)

### Conclusion

- Ask students to list the most important things about Chicago that they learned in each of the following categories:
  - Important people
  - Important changes
  - Important places
- Tell students that they are Chicago's future. Ask them what they want to do in the future to make sure Chicago is a great place to live and work.
- Explain that the activities they have done in this session all are ways to answer the guiding question.



Name \_\_\_\_\_

Each of these words is important to planning for city progress. Draw or paste a picture about Chicago that shows what each of these words means. Add more words and show why they are important to planning Chicago progress.

Unit Assessment:

# Show Chicago Progress

work	neighborhood	travel	schools	city
parks	nature	water	downtown	stores
your word:	your word:	your word:	your word:	your word:



Name \_\_\_\_\_

Unidad de Evaluación

# Demuestra el Progreso de Chicago

Cada una de estas palabras es importante para la planeación del progreso de la ciudad. Haz o pega un dibujo acerca de Chicago que muestre lo que cada una de estas palabras significa. Agrega más palabras y demuestra por qué son importantes para planear el progreso de Chicago.

trabajo	barrio	viajar	escuelas	ciudad
parques	naturaleza	agua	el centro de la ciudad	las tiendas
tu palabra:	tu palabra:	tu palabra:	tu palabra:	tu palabra:



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# CHICAGO PUBLIC LIBRARY

The mastery and influence of Daniel Burnham can be seen even today in cities and buildings across Chicago and around the world. Here are some recommended resources available at the Chicago Public Library for introducing his work to young citizens.

## Burnham's Influence

From the Masonic Temple Building to the Sears Tower, and the Flatiron to the Empire State Building, Burnham's early work in developing tall buildings has forever changed how we look at and live in the sky.

### ***Built to Last: Building America's Amazing Bridges, Dams, Tunnels, and Skyscrapers***

By George Sullivan

Scholastic, 2005, Ages 9-13

### ***Skyscraper***

By Lynn Curlee

Atheneum, 2007, Ages 9-13

### ***Skyscrapers: How America Grew Up***

By John Severance

Holiday House, 2000, Ages 10-13

### ***Skyscrapers: Uncovering Technology***

By Chris Oxlade

Firefly, 2006, Ages 9-12

## Chicago History and Burnham's Place In It

How Chicago looks and works today has a lot to do with Burnham's vision, and his inspiration and dedication is apparent by looking around you and looking through the pages of these books.

### ***Chicago History for Kids: Triumphs and Tragedies of the Windy City***

By Owen Hurd

Chicago Review, Ages 9-12

### ***Exploring the Chicago World's Fair, 1893***

By Laurie Lawlor

Aladdin, 2002, Ages 9-13

### ***Fair Weather***

By Richard Peck

Dial, 2001, Ages 9-13



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## ***Great Cities of the World: Chicago***

By Marc Nobleman  
World Almanac, 2005, Ages 8-12

## ***The Great Fire***

By Jim Murphy  
Clarion, 1995, Ages 9-13

## ***A Travel Guide to Al Capone's Chicago***

By Diane Yancey  
Lucent, 2003, Ages 10 and up

## Sister Cities

It's not just Chicagoans who were, and are, fascinated by *The Plan of Chicago* and these title demonstrate how cities functioned before and after Burnham's day.

## ***Cities: Inside and Out***

By Claire Llewellyn, illustrated by Roger Stewart  
Heinemann, 1998, Ages 4-8

## ***City: A Story of Roman Planning and Construction***

By David Macaulay  
Houghton Mifflin, 1983, Ages 10-14

## ***The City ABC Book***

By Zoran Milich  
Kids Can, 2003, Ages 4-8

## ***Metropolis***

By Albert Lorenz  
Abrams, 1996, Ages 9-12

## Chicago Architecture: Yesterday and Today

Burnham's greatest works are all around us!

## ***AIA Guide to Chicago* (2<sup>nd</sup> ed.)**

By Alice Sinkevitch  
Harvest, 2004, Ages 14 and up

## ***Buildings, Boulevards and the Green Ring: Tracing Burnham and the Plan of Chicago***

By Jane Clark  
Junior Museum, Art Institute of Chicago; 1980; Ages 10-14



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***Schoolyards to Skylines: Teaching with Chicago's Amazing Architecture***

By Jennifer Masengarb and Jean Linsner  
Chicago Architecture Foundation, 2002, Adult

Global Architecture: Yesterday, Today and Tomorrow

“Make no small plans . . .”

***The Architecture Handbook: A Student Guide to Understanding Buildings***

By Jennifer Masengarb and Krisann Rehbein, illustrations Benjamin Norris  
Chicago Architecture Foundation, 2007, Ages 14 and up

***Building Big***

By David Macaulay  
Walter Lorraine, 2000, Ages 10 and up

***Buildings: What is Art?***

Karen Hosack  
Raintree, 2008, Ages 8-12

***Can Buildings Speak?***

By Louise and Richard Spilsbury  
Cherry Tree, 2008, Ages 8-10

***What's Inside?***

By Giles Laroche  
Houghton Mifflin Harcourt, 2009, Ages 8-12

For Budding Burnhams

Where will the next Daniel Burnham come from?

***The Art of Construction: Projects and Principles for Beginning Engineers & Architects***

By Mario Salvadori  
Chicago Review Press, 2000, Ages 10 and up

***Careers in Urban Planning***

By Gillian Houghton  
Rosen, 2003, Ages 14 and up



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## Looking Ahead

What would Daniel Burnham say of where our cities are today and where we're going?

### *Living in Urban Communities*

By Kristin Sterling

Lerner, 2008, Ages 4-8

### *Sustainable World: Cities*

By Rob Bowden

KidHaven, 2004, Ages 9-12

### *Urban America: Opposing Viewpoints*

By Laura Egendorf

Greenhaven, 2005, Ages 14 and up

### *Urban Sprawl*

By Debra Miller

Greenhaven, 2008, Ages 14 and up

## Online Resources Available at CPL

Check out [http://www.chipublib.org/cplbooksmovies/research/database\\_atoz.php](http://www.chipublib.org/cplbooksmovies/research/database_atoz.php) for more great information by and about Burnham. These databases are especially rich:

*Biography Resource Center*

*Chicago Tribune Historical Archive*

*Gale Virtual Reference Library*

*History Database Search* (Facts on File)

*World Book Online*



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## Current and Historical Chicago Information Resources

### Books to Use with 3<sup>rd</sup> Grade

Stein, R. Conrad. Chicago. Chicago: Children's Press, 1997.

Turner, Bernard C. Our Chicago—People and Places. Chicago: Highlights of Chicago Press, 2006.

Zschock, Martha Day. Journey Around Chicago From A To Z. Beverly, MA: Commonwealth Editions, 2005.

### Books about Chicago for Teachers and Older Students

Adkins, Jan. Frank Lloyd Wright: A Twentieth-Century Life. New York: Viking, 2007.

Appelbaum, Stanley. The Chicago World's Fair of 1893: A Photographic Record. New York: Dover Publications, 1980.

Chicago Days: 150 Defining Moments in the Life of a Great City. Wheaton, IL: Cantigny First Division Foundation, 1997.

Grossman, James R. (ed). The Encyclopedia of Chicago. Chicago: University of Chicago Press, 2004.

Graf, John C. Chicago's Parks: A Photographic History. Chicago: Arcadia Publishing, 2000.

Heise, Kenan, and Ed Baumann. Chicago Originals: A Cast of the City's Colorful Characters. Santa Monica, CA: Bonus Books, 1990.

Holli, Melvin G. Ethnic Chicago: A Multicultural Portrait. Grand Rapids, MI: W.B. Eerdmans Pub. Co., 1995.

Hurd, Owen. Chicago History for Kids: Triumphs and Tragedies of the Windy City, Includes 21 Activities. Chicago: Chicago Review Press, 2007.

Mayor, Harold M. Chicago: Growth of a Metropolis. Chicago: University of Chicago Press, 1973, 1969.

The Mayors: The Chicago Political Tradition. Carbondale, IL: Southern Illinois University Press, 2005.

McNulty, Elizabeth. Chicago Then and Now. San Diego, CA: Thunder Bay Press, 2000.

Sawyers, June Skinner. Chicago Portraits: Biographies of 250 Famous Chicagoans. Chicago: Wild Onion Books, 1991.

Schwieterman, Joseph P., [Dana M. Caspall](#), and [Jane Heron](#). The Politics of Place: A History of Zoning in Chicago. Chicago: Lake Claremont Press, 2006.

Smith, Carl. The Plan of Chicago: Daniel Burnham and the Remaking of the American City. Chicago: University of Chicago Press, 2007.

Thorne-Thomsen, Kathleen. Frank Lloyd Wright for Kids: His Life and Ideas, 21 Activities. Chicago: Chicago Review Press, 1994.



Wille, Lois. Forever Open, Clear, and Free: The Struggle for Chicago's Lakefront. Chicago: University of Chicago Press, 1991.

Wolfe, Gerard A. Chicago In and Around the Loop: Walking Tours of Architecture and History. New York: McGraw-Hill, 2004.

## Online Resources

"A Brief Architectural History of Chicago." 1995-1999. Museum of Contemporary Art, Chicago. 23 Jun 2008 <<http://www.tc.umn.edu/~peikx001/chichist.htm>>.

"Chicago: City of Neighborhoods." eCUIP: The Digital Library. 16 Jun 2008 <<http://ecuip.lib.uchicago.edu/diglib/social/cityofneighborhoods/index.html>>.

"Chicago Timeline." 2008. Chicago Public Library. 23 Jun 2008 <<http://www.chipublib.org/cplbooksmovies/cplarchive/timeline/index.php>>.

"The Encyclopedia of Chicago." Chicago Historical Society. 16 Jun 2008 <<http://www.encyclopedia.chicagohistory.org/>>.

"Great Chicago Stories." 2007. Chicago History Museum. 23 Jun 2008 <<http://www.greatchicagostories.com/index2.php>>.

"Illinois History: A Magazine for Young People." 2007. Illinois Historic Preservation Society. 23 Jun 2008 <<http://www.state.il.us/HPA/illinoishistory.htm>>.

Library of Congress. "Photographs from the Chicago Daily News." 28 May 2008. Library of Congress American Memory. 23 Jun 2008 <<http://memory.loc.gov/ammem/ndlpcoop/ichihtml/cdnhome.html>>.

Chicago Songs—a Collection of songs about Chicago is available at <http://www.chipublib.org/008subject/001artmusic/chgosongs/chgoengl.pdf>

## Password Protected Databases (accessible from the Department of Libraries' website)

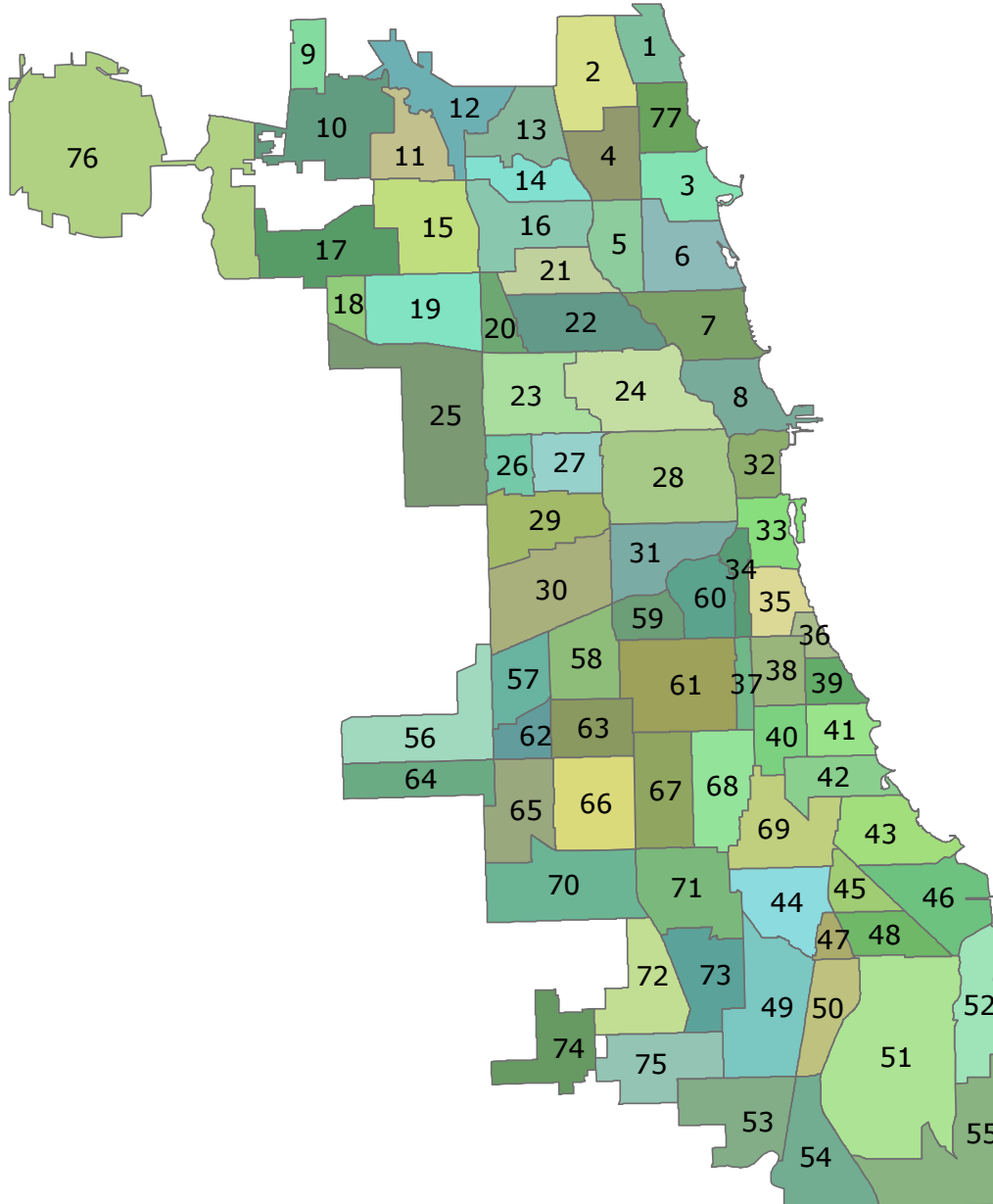
Chicago Tribune Historical Archive <http://infoweb.newsbank.com/>

Encyclopedia Britannica <http://school.eb.com/>

"Burnham, Daniel H." Encyclopædia Britannica. 2008. Encyclopædia Britannica Online School Edition. 23 June 2008 <<http://school.eb.com/eb/article-9018202>>.

"Chicago." Encyclopædia Britannica. 2008. Encyclopædia Britannica Online School Edition. 23 June 2008 <<http://school.eb.com/eb/article-257584>>.

# Chicago Community Areas



- 1 Rogers Park
- 2 West Ridge
- 3 Uptown
- 4 Lincoln Square
- 5 North Center
- 6 Lake View
- 7 Lincoln Park
- 8 Near North
- 9 Edison Park
- 10 Norwood Park
- 11 Jefferson Park
- 12 Forest Glen
- 13 North Park
- 14 Albany Park
- 15 Portage Park
- 16 Irving Park
- 17 Dunning
- 18 Montclare
- 19 Belmont Cragin
- 20 Hermosa
- 21 Avondale
- 22 Logan Square
- 23 Humboldt Park
- 24 West Town
- 25 Austin
- 26 West Garfield Park
- 27 East Garfield Park
- 28 Near West Side
- 29 North Lawndale
- 30 South Lawndale
- 31 Lower West Side
- 32 Loop
- 33 Near South Side
- 34 Armour Square
- 35 Douglas
- 36 Oakland
- 37 Fuller Park
- 38 Grand Boulevard
- 39 Kenwood
- 40 Washington Park
- 41 Hyde Park
- 42 Woodlawn
- 43 South Shore
- 44 Chatham
- 45 Avalon Park
- 46 South Chicago
- 47 Burnside
- 48 Calumet Heights
- 49 Roseland
- 50 Pullman
- 51 South Deering
- 52 East Side
- 53 West Pullman
- 54 Riverdale
- 55 Hegewisch
- 56 Garfield Ridge
- 57 Archer Heights
- 58 Brighton Park
- 59 McKinley Park
- 60 Bridgeport
- 61 New City
- 62 West Elsdon
- 63 Gage Park
- 64 Clearing
- 65 West Lawn
- 66 Chicago Lawn
- 67 West Englewood
- 68 Englewood
- 69 Greater Grand Crossing
- 70 Ashburn
- 71 Auburn Gresham
- 72 Beverly
- 73 Washington Heights
- 74 Mt. Greenwood
- 75 Morgan Park
- 76 O'Hare Area
- 77 Edgewater



# Jane Addams

Jane Addams, born in Cedarville, Illinois, was educated at Rockford College for Women. On a trip to England, she was very moved by the poverty in London and how volunteers, living together, among the poor were making a difference in the lives of that community. In 1889 she established a similar house in Chicago, Hull House, on the near Westside. Organizing the community led to legislation at the local, state and national levels to address the ills of society. She and others awakened the conscience of America. Jane Addams also became a leader in the international peace movement. For this she was awarded the Nobel Peace Prize in 1931. Four years later she died.

- **1860:** Jane Addams was born September 6 in Cedarville, Illinois.
- **1863:** death of mother, Sarah Weber Addams.
- **1881:** graduates from the Rockford Female Seminary as the valedictorian of her class of 17. She was granted a bachelor's degree after the school became accredited the next year as Rockford College for Women.
- **1881:** death of father.
- **1883–1885:** travels to Europe, returns again in 1887–1888, influenced by urban reformers in England, visits Toynbee Hall in London, the first Social Settlement House.
- **1889:** opens Hull House in Chicago with her friend Ellen Starr on September 18.
- **1893:** builds coffeehouse and gymnasium for community.
- **1893:** serves over 2,000 people a week at Hull House as an economic depression sweeps the United States.
- **1895:** appointed as garbage inspector for the 19<sup>th</sup> Ward (the Hull House community).
- **1895:** publishes *Hull-House Maps and Papers*, based on a study of the conditions of urban life based on the collection and analysis of data on housing, working conditions, and sanitary conditions.
- **1898:** establishes as part of Hull-House, boarding-club for girls, Jane Club for young working women, and art gallery.
- **1898:** opposes the United States acquisition of the Philippine Islands, a result of the Spanish- American War.
- **1905–1909:** serves as member of the Chicago School Board, chairs the School Management Committee.
- **1907:** attends the first National Peace Congress, writes a book titled *Newer Ideals of Peace*.
- **1908:** participates in the founding of the Chicago School of Civics and Philanthropy.
- **1909:** charter member of the NAACP (National Association for the Advancement of Colored People).
- **1909:** serves as first women president of the National Conference of Charities and Corrections.
- **1910:** receives the first honorary degree ever awarded to a woman by Yale University.
- **1910:** her book *Twenty Years at Hull House*, is published, in it she writes “to perform the humblest neighborhood services, . . . to wash the new-born babies, to prepare the dead for burial, to nurse the sick, and to mind the children.”
- **1910–1913:** serves as vice-president of the National American Women Suffrage Association
- **1912:** delegate to the national convention of the Progressive Party, seconds the nomination of Theodore Roosevelt who loses to Woodrow Wilson in the 1912 election
- **1914:** First World War begins, the United States is neutral. Jane Addams is called a traitor for her pacifist opposition to the war.
- **1915:** Helps organize Woman's Peace Party, elected 1st chair.
- **1917:** opposes the United States' declaration of war on Germany.
- **1919:** Founds Women's International League for Peace and Freedom (WILPF), serves as President 1919–1929.
- **1922:** her book, *Peace and Bread in Time of War*, is published.
- **1926:** suffers a heart attack and never fully regains her health.
- **1930:** her book, *The Second Twenty Years at Hull-House*, is published.
- **1931:** receives the Nobel Peace Prize for her work at WILPF and is the first American Woman to achieve this honor.
- **1935:** dies on May 21 in Chicago of cancer at the age of 74.

## **Hull-House: Examples of key leading and new ideas forwarded by Hull House:**

- First Social Settlement House in Chicago
- Establishes
  - Public baths in Chicago
  - Public playground in Chicago
  - Public swimming pool
  - Public gymnasium in U.S.
  - Public kitchen in Chicago
  - Citizenship preparation classes in U.S.
  - Little theatre (community theatre) in U.S.
  - Free art exhibits in Chicago
  - College extension courses in Chicago
  - Boy Scout troop in Chicago
- Investigates: sanitation, infant mortality, tuberculosis, exploitation of children (child labor), factory conditions, housing conditions
- Site of organizing of many unions, Women Shirt Makers, Women Cloak Makers, Woman's Trade Union League

Sources: You will find these facts and more information through the following Internet sites and publications.

### **Web sources:**

You will find more information at the following Internet sites.

Hull-House and Jane Addams: <http://www.uic.edu/jaddams/hull>

Hull-House Association: [www.hullhouse.org](http://www.hullhouse.org)

Women in History: <http://www.lkwdp.org/wihohio/adda-jan.htm>

Nobel Prize: [http://nobelprize.org/nobel\\_prizes/peace/laureates/1931/addams-bio.html](http://nobelprize.org/nobel_prizes/peace/laureates/1931/addams-bio.html)

### **Written Sources:**

Elshtain, Jean Bethke, *Jane Addams and the Dream of American Democracy* (Basic Books, 2002)

Elshtain, Jean Bethke, editor, *The Jane Addams Reader* (Basic Books, 2002)

Lasch, Christopher, editor, *The Social Thought of Jane Addams* (Boobs-Merrill, 1965)

Knight, Louise W., *Citizen: Jane Addams and the Struggle for Democracy*, University of Illinois Press, 2005

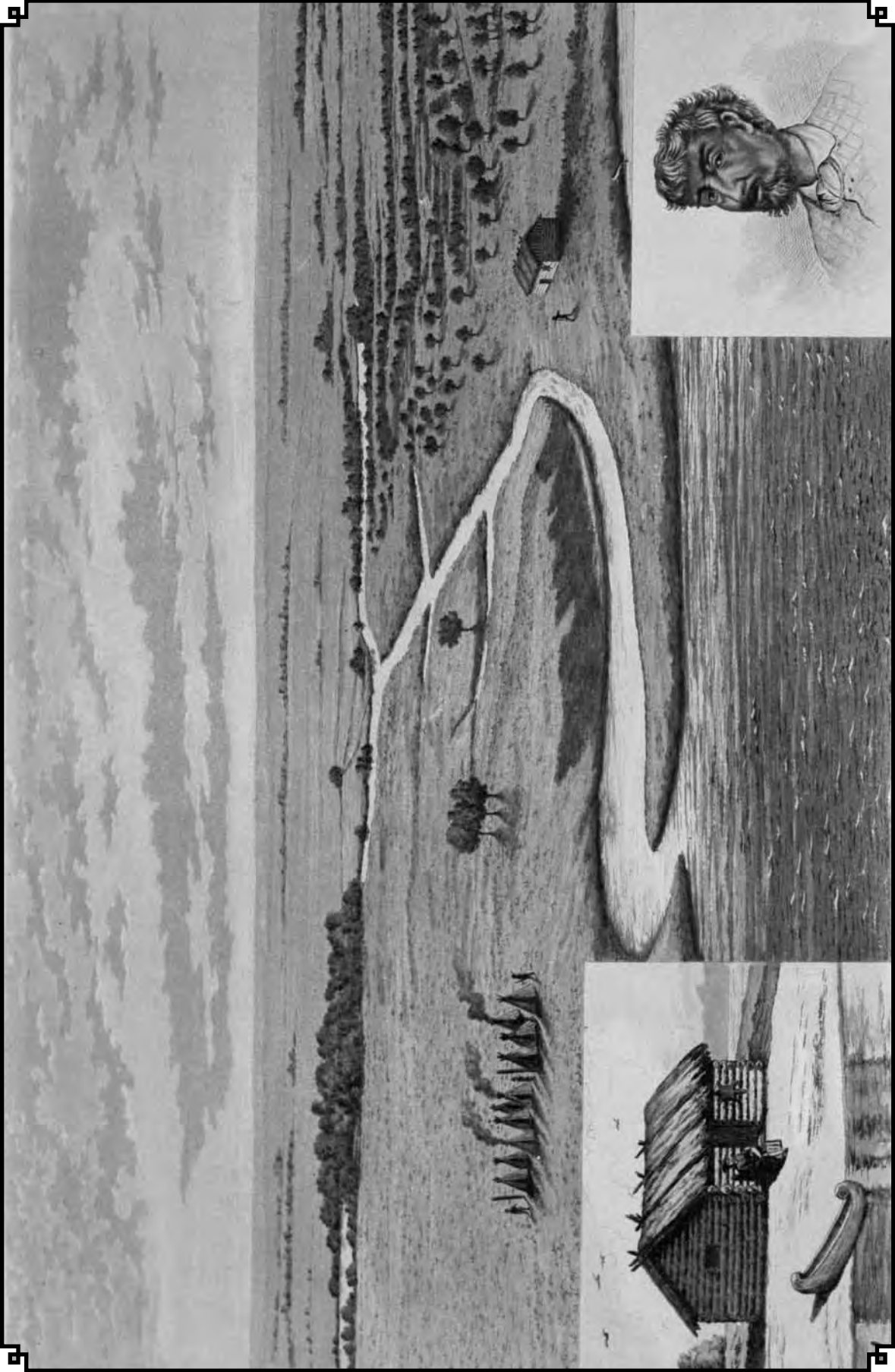
Davis, Allen, *American Heroine: The Life and Legend of Jane Addams* (Oxford, 1973)

### **Examples of books on Jane Addams for 3<sup>rd</sup> to 6<sup>th</sup> grades:**

Gleiter, Jan and Thompson, Kathleen, *Jane Addams* (Raintree, 1988)

Kent, Deborah, *Jane Addams and Hull-House* (Children's Press, 1922)

See also [www.uic.edu/addams/hull](http://www.uic.edu/addams/hull) for additional books for elementary school readers.



Engraving of Chicago in 1779, showing the cabin of Jean Baptiste Point DuSable.



Daniel H. Burnham sketching at Dempster Beach, Evanston, circa 1890. Photo—The Art Institute of Chicago. For publication information please contact the Ryerson & Burnham Archives at [rbarchives@artic.edu](mailto:rbarchives@artic.edu).

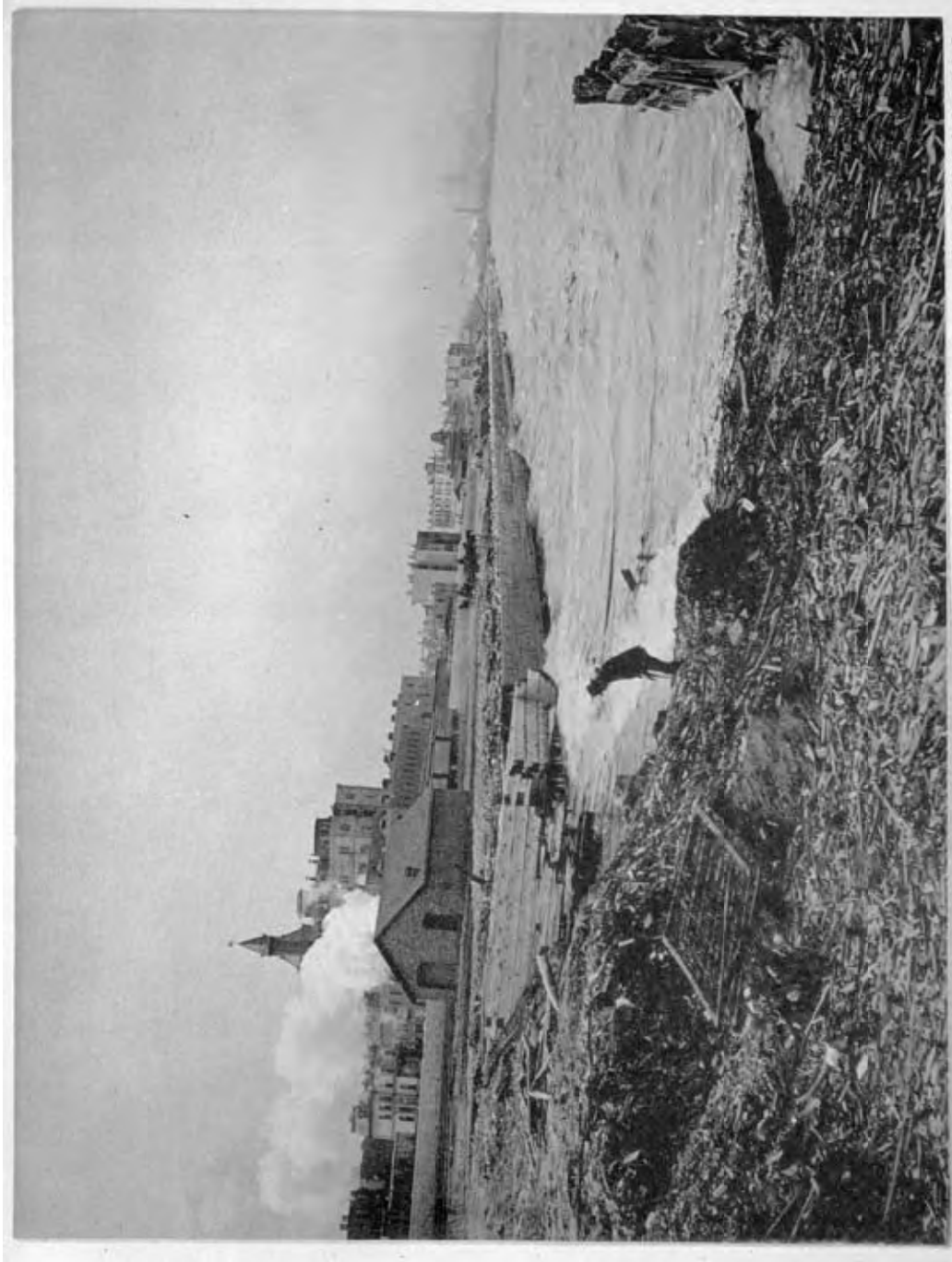


Jane Addams and children at Hull-House, circa 1934.





Street congestion in 1910 (Dearborn and Randolph). Photo—Souvenir of Chicago in Colors.



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LAKE SHORE, FROM FOOT OF TWENTY-THIRD STREET.

Lakefront debris near Twenty Third Street, circa 1892.



View of aviator C. P. Rodgers flying an airplane over boats in Lake Michigan during the International Aviation Meet held in Grant Park, in the Loop area of Chicago in 1911. Photo credit—Chicago History Museum, Chicago Daily News Negatives Collection.



The Chicago Air & Water Show, originating in 1959, is Chicago's second most popular festival. In 2005, 2,200,000 watched the show. Strong in tradition and one of the world's premier aviation events, the show also includes a wide array of military and civilian acts. It is the largest free show of its kind. AeroShell Aerobatic Team pictured. Photo credit—Frederick J. Nachman, 2008.



Edmund Vance Cooke, a poet, addressing a classroom of school children in Chicago in 1917. Photo credit—Chicago History Museum, Chicago Daily News Negatives Collection.



President Barack Obama, Secretary of Education, former head of the Chicago school system Arne Duncan and Vice President Joe Biden speak to elementary school children on December 16, 2008 at Dodge Renaissance Academy in Chicago. Obama called Duncan, a former professional basketball player in Australia, “. . . the most hands-on of hands-on practitioners...” of school reform. Photo credit—Ralf-Finn Hestoft-Pool/Getty Images.



Girls racing between two groups of children at the Dante School playground in 1910. The school was located on South Desplaines Street between West Polk and West Arthington Streets in the Near West Side community. Photo—Chicago History Museum, Chicago Daily News Negatives Collection.



Children playing in the spray pool at the 63rd Street Beach House on Jackson Park's lakefront in 2008. Photo—Chicago Park District.



Children playing on slides and a swing set at a playground in Chicago in 1908. Photo—Chicago History Museum, Chicago Daily News Negatives Collection.



Children playing at Berger Park, 6205 N. Sheridan Road, in 2008. Photo—Brook Collins/Chicago Park District.



Plan of Chicago plate 107, 1909. “View looking north on the south branch of the Chicago River. Showing the suggested arrangement of streets and ways for teaming and reception of freight by boat, at different levels.”



View of the Chicago River and Wells Street Bridge and “L”. Photo—John W. Iwanski, 2009.



Aerial View looking North toward Grant Park, 1933. Photo—Chicago History Museum.



Chicago skyline in 2003, including Grant Park. Photo—City of Chicago Graphics and Reproduction Center.





View of people walking, cars and streetcars driving in front of the Carson, Pirie, Scott and Co. store, located in the Loop area of Chicago. In this image, a car is in the intersection of State and Madison Streets, heading east on Madison. The view is looking south on State Street from Madison Street, 1926. Photo—Chicago History Museum, Chicago Daily News Negatives Collection.



View of Carson, Pirie, Scott and Co. (now the Sullivan Center) in 2007. The building, one of the most famous early skyscrapers, was designed by architect Louis Sullivan in 1903 and is now a National Historic Landmark.



View of West 22nd Street in Chinatown in the Armour Square community area of Chicago, circa 1916. On the right is the Quong Yuen Sing Kee & Co. Chinese store, located at 241 West 22nd Street. Photo—Chicago History Museum, Chicago Daily News Negatives Collection.



Chinatown, Wentworth Avenue, just south of Cermak Road, 2008. Photo—Angeline Conolly.





# Additional Resources

*(Please add your own!)*

1. Population Growth of Chicago

2.

3.

4.

5.

6.

7.

8.

9.

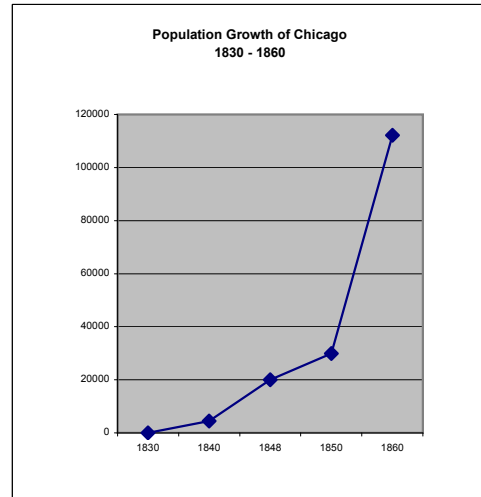
10.



## POPULATION GROWTH OF CHICAGO

YEAR      POPULATION

1830            50  
 1840            4,470  
 1848            20,000  
 1850            29,963  
 1860            112,172



YEAR      POPULATION

1830            50  
 1840            4,470  
 1850            29,963  
 1860            112,172  
 1870            298,977  
 1880            503,185  
 1890            1,099,850  
 1900            1,698,575  
 1910            2,185,283  
 1920            2,701,705  
 1930            3,376,438  
 1940            3,396,808  
 1950            3,620,962  
 1960            3,550,404  
 1970            3,369,357  
 1980            3,005,072  
 1990            2,783,726  
 2000            2,896,016

