

Chicago's History: Third Grade Unit



By:

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University of Illinois at Chicago

Ed 344 Social Studies Methods

Dr. Montano

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Unit Plan

Overview of Unit: Students will learn Chicago's history and factors that contributed to the development of Chicago as a city. Students will learn how events such as the Great Chicago Fire, immigration, Great Migration and the World's Fair help to shape Chicago's growth as a major economic and cultural center.

Delilah- The Great Migration

Anjali- Jean Baptiste DuSable (Founder of Chicago)

Social Studies Standards:

16.B.1a (US) Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).

16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).

16.A.1c Describe how people in different times and places viewed the world in different ways.

16.B.1a (US) Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).

16.D.1 (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community

16.E.1 (US) Describe how the local environment has changed over time

17.C.1b Identify opportunities and constraints of the physical environment

Common Core Standards:

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Objectives:

- The struggles and successes that led to the development of Chicago and the founder's traits and reasoning for establishing in Chicago.
- The importance of currency and the use of it.
- The growth and change of Chicago and other cities through historical events and its disasters (ex. Chicago Fire, World's Fair, Great Migration)
- A timelines use to organize the events of the Chicago Fire
- Primary vs. secondary sources and their use to identify the symbols behind the Chicago Flag and its representation as a culture

Key Concepts:

- Community
- Landmarks
- Symbols
- Choices
- Changes

Key Skills:

- Timeline
- Compare & Contrast
- Cause & Effect
- Asking Questions

Key Vocabulary:

- Economy
- Trading post
- Currency
- Urbanization
- Mechanization
- Migration
- Immigration
- Fire Alarm Box
- Fire Watch Office
- Tenement
- Progress
- Exposition
- Industry

- Pelt
- Utensils
- Stool
- Lantern
- Ax
- Canteen
- Calico
- Barrel
- Mallet
- Prairie
- Riverbank
- Quilt

Learning Activity 1: Jean Baptiste DuSable (Founder of Chicago)

This is an introductory lesson to the Chicago unit. The teacher will start by having that students name people that have had an impact on Chicago as she writes them down. Jean Baptiste DuSable will be added to the list and the class will have a discussion on the impact that he has made on Chicago. The class will do a shared reading for *Jean Baptiste Pointe Du Sable – Founder of Chicago*. After reading, students will come up with different character traits that DuSable possessed. Each student will choose one trait and highlight at least three pieces of evidence directly in the text to prove that he possessed that trait. Students will then write a paragraph on how we know that Jean Baptiste DuSable possessed that character trait and how that character trait has helped or not helped him accomplish what he did.

Learning Activity 2: DuSable/Chicago

This is a continuation of activity 1. With this reading students will be able to answer the question “*What choices and changes did Jean Baptiste Point Du Sable make?*” The objectives for using the reading are for students to understand the event that occurred, analyze the situation and figure out what needed to be changed, and write about the importance of the trading post. The students will then be modeled a timeline and the purpose of a timeline. They will then be able to create their own and place the events of DuSable’s life in the order they occurred.

Learning Activity 3: Field Museum: Native Americans of the Woodlands, life in Chicago before DuSable

This activity is to be done right after the students learn about the history of DuSable. Teacher will take students on a field trip to the field museum to see the *Native Americans of the Woodlands, life in Chicago before DuSable* exhibit. This field trip will really show what it was that DuSable fell in love with (Eschikagou) and what life was like before he settled there. After the field trip is over, the teacher should carry on a discussion about the things that are different and similar from the way that Chicagoans live today. The teacher will model a Venn diagram to

show how to compare and contrast the information learned from the text and the information gained from the exhibit.

Learning Activity 4: The Growth of Chicago

Students will close read and discuss Growing and Changing Cities as a whole group and “The Growth of Chicago 1830-1870” in small groups in order to determine how and why cities change over time. Students will also become familiar with new vocabulary, such as urbanization, mechanization and immigration, which will help them comprehend and then explain how a city changes over time. The students will be asked to cluster up in two groups of ten and the remainder of the students can be spread apart. The students will then be asked to jump up and down in place in that cluster. This will be an example of urbanization and how they were so close together they were incapable of movement. This is also the result of the Chicago Fire the urbanization created pollution and crime that led to the Chicago Fire. We will discuss why urbanization, pollution, and crime were factors in this disaster. Finally, the students will complete an exit slip for the day asking “What causes cities to change?” using the book and new vocabulary to explain their reasoning.

Learning Activity 5: The Great Chicago Fire

Teacher will read aloud *Mrs. O’ Leary’s Cow* a rendition of the Chicago Fire that will be an engaging story for the students to begin thinking about the fire. The students will then read *The Great Chicago Fire of 1871* as a class and briefly discuss the similarities and differences between the two texts. After reading the entire novel, the class will be divided into four groups. In these groups, students will create a graphic-strip describing the causes and effects of the Great Chicago Fire of 1871. Each group of students will respectively create a graphic-strip from the point of view of Peg Sullivan, Chief Fire Marshal Robert A. William, a wealthy child, and an impoverished child. That is to say, each group will focus on a particular perspective. After students dramatize their graphic-strips, the whole-class will compare and contrast the different point of views of the Great Chicago Fire.

Learning Activity 6: A Century of Progress

Students will be given photocopies of page 20-21 of Chicago to read. After reading students will discuss the text with the class. Students will then complete a comprehension worksheet in which they will use the text to find details to support their answers. Afterwards, students will work in small groups to answer critical thinking questions which will help guide a class discussion. This activity ties in with growth of Chicago since the Chicago Fire and how they have overcome this disaster. The students will discuss why they took the steps they did to progress through an illustration. To tie text, questions, pictures, and answers together, teacher will show a powerpoint of pictures of the World’s Fair.

Learning Activity 7: Chicago’s Migration (Chicago Reader)

Students will read *Chicago's Migration* (Chicago Reader). The students will then do the "Give One, Get One" activity in which the students will write a few of their own ideas on the cause and effects of the Great migration and then share ideas with classmates. The teacher will facilitate an ongoing discussion with the class about their findings. Through this activity, students will develop a better understanding of Chicago's Migration from their own ideas and the ideas of their peers. Students will also demonstrate comprehension through the discussion and referring explicitly to the text. The students will be asked to go home and ask their parents about any migration stories they were a part of whether it be their migration to Chicago or a move from schools, home, city or suburb write a page about it to share with the class tomorrow.

Learning Activity 8: Chicago's Migration (continued)

After learning about Chicago's Migration the students will share their stories. The students will all read their stories of migration and we will have a discussion about how their migration was or wasn't similar to Chicago's Migration and how is their story considered a migration. The students will discuss their emotion during the migration or their families emotion, the reason for the migration, the struggles and successes of the migration, and how it has affected the family.

Learning Activity 9: World's Fair

Students will read the text and discuss the text with the class. Independently, students will answer comprehension questions that require finding details within the text. With a group, students will answer the critical thinking questions on posters. Answers should be used to guide to discussion in whole group setting. Teacher will show power point of the pictures of the World's Fair. The students will come up with ideas of how they visualize the World's fair and will be able to bring in items food, activities, games, and dress up as attendees of the World's Fair at the end of the unit. This will be a type of role playing that will aid in their comprehension of this historical event.

Learning Activity 10: Chicago Flag

Teacher will read selections from Flags of The World and discuss the symbols behind each flag. Class will learn about the symbols on the Chicago flag by reviewing the teacher created PowerPoint and coloring their own Chicago flag. Teacher will facilitate discussion about flags: What are some of the symbols used on flags? What did those items represent? Students will get the opportunity to design a flag, which is representative of their own neighborhood. They will have to write a description of the flag and its' symbolism. To conclude the unit the teacher will read aloud Chicago: A Tour of the Windy City the students will see how Chicago has grown and transitioned to the city it is today and how all these factors contributed to its great development.

Formative Assessment

Students will be given a quiz to assess students understanding of key terms of the unit. They will be asked to match the correct definition with the word. At the bottom they will be provided with a space to create an illustration of the five terms provided as well as give their own definition of that word.

Students will be assessed through their knowledge of the topics we cover in each lesson. Their ongoing discussions and answers to comprehension questions will provide clarification on what is being understood and what needs to be clearer.

- Exit Slips
- Comprehension Questions
- Critical Thinking Questions

Summative Assessment

Students will be asked to choose up to ten items from DuSable's Trading Post and write a paragraph defending your choices.

Students will be assessed through their creation of their own family flag to represent their families.

Students will have to explain the symbolism behind their design.

- DuSable Assessment
- Chicago Fire Assessment
- Design a Flag and write a description of the flag and its' symbolism

Resources:

Text: Flags of the World

Book: Chicago by Lynnette R. Brent

Powerpoint-World Fair

Texts: Jean Baptiste DuSable, Founder of Chicago

Growing and Changing Cities

Text: Chicago's Migration (Chicago Reader)

The Great Chicago Fire of 1871.

The Field Museum

Chicago Legacy: Du Sable's Choices and Changes

Mrs. O'Leary's Cow

Chicago: A Tour of the Windy City

Lesson Plans

Teacher Candidate:	Anjali Derhgawen	Date Taught:	–
Cooperating Teacher:	Ms. Sandoval	School / District:	Shields Elementary School
Grade:	Third	Field Supervisor:	Eleni Katsarou
Unit / Subject:	Chicago		
Lesson Title / Focus:	Jean Baptiste DuSable (Founder of Chicago)		

I. Contextual Information (What?)

This is an introductory lesson to the Chicago unit. The purpose of this lesson is to give students a foundation for how Chicago became what it is today and the impact that Jean Baptiste DuSable had on the land of Eschikagou. As a class, we are going to read *Jean Baptiste Pointe Du Sable – Founder of Chicago*. Using this text, students will find the different character traits of DuSable and use text evidence to prove it. *Before starting the lesson*, students should know what Chicago is like today from their own experiences. With this background information on what Chicago is like today, students will be able to see the change that DuSable started back in 1772. One of our students has an IEP for ADHD. It is easier for him to focus when he takes notes on his iPad, which he will be doing during this lesson. All, but one, of our students are Hispanic and from low income families. This might influence our planning by trying to tie their backgrounds into our discussions. The biggest requirement at Shields Elementary, when it comes to lesson plans, is to tie literacy into everything that you do. This is a new initiative that Shields is taking up. There is one student who tends to be a disruption to the rest of the class. This is the same student who has an IEP. I would help him along the way to make sure that he stays on task and does not disturb others. Hopefully his iPad will keep him on task as well.

II. Lesson Rationale (Why?)

Learning Goals and Focus (What?):

- Students will be able to name DuSable as the founder of Chicago.
- Students will be able to explain events in DuSable’s life.
- Students will be able to name character traits of DuSable.
- Students will be able to provide evidence from the text.
- Students will be able to explain how the character traits contributed to DuSable’s accomplishments.

Illinois Common Core State Standards:

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RF.3.4a Read grade-level text with purpose and understanding.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Academic Language target for you and your students:

Economy, trading post, currency, urbanization, mechanization, immigration

III. Instructional Strategies and Learning Tasks (How?)

<i>Time</i>	<ul style="list-style-type: none">Learning Activities - <i>What learning activities do you have planned for the students (Note: these describe what the students do during the lesson)</i>	<i>Purpose</i>
20 minutes	<p><u>Orientation/Engagement/Motivation:</u> I will start my lesson by asking my students to think about people who have had an impact on Chicago and discuss what these people have done. If the students need help, I will tell them to think about the names of schools, library, parks, streets, etc. I would explain that I we will be creating a list on chart paper and be adding more names as we get further into the unit. I would write the names that we discuss as a class. If DuSable’s name is mentioned, I would ask them to share what they know about him and what they think that it would be like to be the first settler in Chicago. If not, I would add him to the list and explain that he was the first settler and founder of Chicago. I would tell them that he made a trading post where new settlers traded for goods that they needed to live there. I would tell them that we would be finding out more about DuSable and how he decided to settle in Chicago by reading</p>	<p><u>Orientation/Engagement/Motivation:</u> I have them start by brainstorming people that have had an impact on Chicago to get them thinking about how Chicago became what it is today and what people have done to make a difference. I also start this conversation so that students will start by thinking of DuSable as someone who has had an impact on Chicago. Giving students the opportunity to give me some different people that have made an impact on Chicago also lets me know how much the students already know. After having a discussion on how DuSable has impacted Chicago, I tell the students what we are going to be doing so that the students know what the goal of the lesson is and where it is heading.</p>

<p>15 minutes</p>	<p><i>Jean Baptiste Pointe Du Sable – Founder of Chicago.</i> After we are done reading, we will think about the different character traits that DuSable possessed and give at least three evidences from the text to prove that he had a specific character trait. I will explain that I want them to highlight the evidence directly in the text and use it to write a paragraph on why he possesses a certain character trait.</p> <p><u>Presentation/Explicit Instruction:</u></p> <p>I will start by going over what a character trait is with the class. I would start by giving an example of the president of the United States. I would say that I know the President Barack Obama is ambitious because... and I would list evidence to show why he is ambitious. Then, as a class, I would have the students list some character traits of mine. We would choose one character trait from the list and I would ask for them to give evidence to support their claim. Although I will tell them to try to stay away from character traits such as nice, good, happy, etc., I think that all level students will be able to participate because they get to choose their own character trait words. So some will choose words that are more advanced than others.</p> <p><u>Structured Practice/Exploration:</u></p> <p>I will be doing a shared reading of <i>Jean Baptiste Pointe Du Sable – Founder of Chicago.</i> I will be pausing and asking questions about how the students think that DuSable was feeling during the different events in his life and what they think his motivations were for doing what he did. When we are done reading, I will have the students list some character traits of</p>	<p><u>Presentation/Explicit Instruction:</u></p> <p>I want to start by going over what a character trait is because, although it may sound simple, it could throw my lesson off if they do not know or have forgotten. It is always helpful to both the teacher and the students if the students are refreshed on concepts that they may have learned in the past. I specify that I would not like them to use words such as nice, good, happy, etc. because they are a bit amateur for third grade. I let them choose their own word to write about so that they have a little more independence.</p> <p><u>Structured Practice/Exploration:</u></p> <p>I will be doing a shared reading so that the students will have a better comprehension because I will be reading with fluency. I want to be asking questions throughout to aid them in their comprehension of the text. We will list some character traits as a class to give students multiple options to choose from. They will highlight evidence from</p>
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<p>25 <i>minutes</i></p>	<p>DuSable and I will write them down on chart paper. I will tell the students that they are to pick one of these character traits and highlight at least three pieces of evidence in the text to support that DuSable fits this character trait.</p> <p><u>Guided Practice/Feedback:</u></p> <p>I will give students time to independently use the character trait that they chose and textual evidence that they have highlighted to write a paragraph on why DuSable fits that character trait. I also want them to include how they think this character trait did or did not help him in accomplishing his goals. Before I let students go to work independently, I want one student to remind the class what they will be doing. I will be walking around the classroom to make sure that the students are using evidence directly from the text instead of inferring that he would do or think something. As I am walking around, I will ask questions such as “Are you inferring that he was feeling this way or does it say that in the text?”, “What does this character trait mean?”, “Why do you think he fits this character trait?”, “Do you think this character trait helped him in accomplishing his goals?”, etc. I plan on discussing what students wrote as a class and collecting their paragraphs. I will check their paragraphs to make sure that they were using at least three evidences directly from the text and explained how the character trait did or did not help him in accomplishing his goals. I plan on correcting any misunderstandings through questioning, such as “Are you inferring that he was feeling this way or does it say</p>	<p>the text to support their choice of character trait.</p> <p><u>Guided Practice/Feedback:</u></p> <p>I want the students to write out their thoughts to express why they think that DuSable fits that character trait. This will help them use what they have highlighted in their actual writing. I wanted to ask a student to tell the rest of the class what I am expecting them to do to kind of recap and refresh their memories. I am asking questions to provoke more thought or correct any mistakes that are being made. These questions also help me assess my students’ understandings.</p>
<p>20 <i>minutes</i></p>		

	<p>that in the text?” and “What does this character trait mean?” I also think that having a student retell the class what they will be doing will clear up any confusion. If I notice that a lot of the students are getting confused over the same thing, I will go over it again with the entire class.</p> <p><u>Independent Practice/Application:</u></p> <p>I will let students provide character traits and textual evidence for other readings as well. Students will be able to evaluate their work and its implications by checking to see that what they are using as evidence is written in the text and that the textual evidence supports the character trait that they have chosen.</p>	<p><u>Independent Practice/Application:</u></p> <p>I would want to keep having students practicing how to provide textual evidence and have them be able to check their own work as they go.</p>
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IV. Assessment (What?)

Formative Assessment (Process):

I will use class discussion, the character traits that students choose, and the evidence that students highlighted to show me whether or not the students understood the lesson. I will monitor student learning during the lesson and guide my instruction through guiding questions, walking around and taking notes, and student work. I expect to observe lots of student discussion on the reading and referring to the text for evidence. I will record what I see and hear by writing down some comments that show students are getting it and some that show when they are not. I will judge whether my students are meeting the goals on the lesson based off of whether they are able to list a character trait of DuSable and provide at least three different evidences from the text.

Summative Assessment (Product):

I will be collecting the students’ paragraphs and grade them based off of whether they were able to give a character trait and back it up with at least three different evidences directly from the text. I also want to see how they connected that character trait to DuSable’s accomplishments. I will know that the student understands what DuSable was like and what he did if I am able to see all of this in a student’s paragraph. I would not need to modify the lesson for any of the students that I am working with, but I might take a group of struggling students and have them work at a table where I am sitting with them. Students will be able to self-assess their learning by checking that the character trait and evidence from the text are aligned. Because all of my

students are at different levels of reading and writing, I will just evaluate them based off of whether they have a character trait, three evidences directly from the text, and connected the character trait to DuSable's accomplishments. My assessment is aligned with my objectives because students are listing a character trait of DuSable's, providing evidence from the text, and explaining how that character made an impact on his accomplishments.

V. Instructional Materials, Resources, and Technology

30 copies of *Jean Baptiste Pointe Du Sable – Founder of Chicago* reading, chart paper, markers, 30 highlighters, 30 sheets of paper, 30 pencils

VI. Reflection

I believe that my lesson procedures remain consistent with the objectives and assessments throughout my lesson. The purpose for the learning activities is apparent, so that students learn more about DuSable as a person and his motivations for coming to Chicago. The lesson is developmentally and logically sequenced because the students start by reading the text, move onto naming a character trait, highlighting evidence directly in the text, and using what they highlighted to write a paragraph on a character trait of DuSable provided with evidence from the text. Because my steps are slowly developing and logically sequenced, I feel like they are clear, concise, and explicit.

COLLEGE OF EDUCATION - THE UNIVERSITY OF ILLINOIS AT CHICAGO

The following pages have tools for assisting students with lesson planning. As students are planning, it is important that they not only plan lessons with the concepts assessed in the TPA in mind, but they also need to make sure there is an alignment of content, strategies and skills taught with the assessments they use.

TPA-ALIGNED LESSON PLAN TEMPLATE

Teacher Candidate:	Delilah Villaseñor	Date Taught:	
Cooperating Teacher:	Ms. Sandoval	School / District:	Shields Elementary
Grade:	3	Field Supervisor:	
Unit / Subject:	Social Studies: Chicago History		
Lesson Title / Focus:	The Great Migration		

I. Contextual Information (What?)

The purpose of this lesson is to continue the unit on Chicago History. The main focus of this lesson is Chicago’s migration. The students have already learned about Jean DuSable, the growth of the city, the Great Chicago Fire, and the World’s Fair with their teacher. With this lesson the students will become knowledgeable about the Great Migrations’ affect on Chicago. They will understand what the Great Migration was in regards to the many diverse cultural groups journey to Chicago. The students will read *Chicago’s Migration* (Chicago Reader) to formulate new ideas and questions. The students will become acquainted with the concepts of overcrowding and migration as used in the text. As a whole class we will have an open discussion about how and why Chicago attracted people from all over the world. Twenty-nine students are Latino and one student is African American. Out of the thirty students sixteen are girls and fourteen are boys. Most of the students are bilingual, speaking both Spanish and English. There are no emergent bilinguals. The students communicate with each other in both languages, but the class is monolingual. There are two students, a boy and a girl, that receive special education services at this time although a few other students are in the process of receiving these services as well. There are also a handful of students at a low reading level.

Comments/Notes:

II. Lesson Rationale (Why?)

Learning Goals and Focus (What?):

- Students will be able to explain what the Great Migration was referring back to the text.
- Students will be able to discuss how and why Chicago attracted people from all over the world.
- Students will be able to describe the people in *Chicago’s Migration* and explain the people’s reasoning for moving.

- Students will be able to understand the concept immigrants and migration as used in the text
- Students will be able to describe how the events such as the Great Chicago Fire, immigration, Great Migration, and the World’s Fair help to shape Chicago.

Illinois Common Core State Standards:

[RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[RL.3.3](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

[RI.3.3](#) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

[RI.3.4](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

Academic Language target for you and your students:

Immigrants and migration

III. Instructional Strategies and Learning Tasks (How?)

<i>Time</i>	<i>• Learning Activities - What learning activities do you have planned for the students (Note: these describe what the students do during the lesson)</i>	<i>Purpose</i>
20 mins	<u>Orientation/Engagement/Motivation:</u> I will place pictures of examples and non example of <i>migration</i> and place them in the center of the groups (two pictures per group). I will ask students to show me which one they think is an example of migration and why (even if they do not know the meaning yet). Once they are done identifying and explaining I will proceed with the lesson. I will introduce the topic of Chicago’s Migration by asking the students if they ever heard of Chicago’s Migration or the Great Migration. I will then ask if they can tell me what they think it is if they do not already know what it is. Then I will ask the students if they know what migration means and if they don’t provide them with the definition	<u>Orientation/Engagement/Motivation:</u> The reason the examples and non examples of <i>migration</i> are given is for the students to better understand the concept and engage with their idea of the meaning. The purpose of asking the students about Chicago’s Migration or if they know the concept migration is to assess their background knowledge of the topic. I also will allow the students to bring in personal experiences to grasp their attention and have them develop a better understanding of migration. Perhaps the students can talk about a time they moved, switched schools, explain their feelings, and purpose of the move. The students’ brief discussion will assist in the other students (non-participants) comprehension of migration. Informing
20 mins		

25 mins	<p><i>the movement of person's from one country or locality to another.</i> After being given the definition of migration I will ask the students if they have ever migrated or their families. The migration can be from city to city, country to country, or any type of migration they can think of. I will then inform the students that we will be learning about Chicago's Migration and then will discuss what we read in <i>Chicago's Migration</i> and use the text to guide us in our discussion.</p>	<p>the students of what we will cover provides the students with an idea of what they will need to pay close attention to in order to participate in the class discussion.</p>
5 mins	<p><u>Presentation/Explicit Instruction:</u></p> <p>We will now clarify any misconceptions of <i>migration</i> by going back to the examples and non example pictures that categorized and provide the opportunity to change their answer and reasoning. I will also display two or three more pictures of examples of <i>migration</i> for the students to engage with. As a class we will start the anchor chart of Chicago's Migration concepts with the word <i>migration</i>. I will write the word migration down and ask the students to either tell me the definition I provided for them or a definition they have formulated on their own and write that down as well. If the students cannot come up with a definition I will provide examples of what we discussed with our personal experiences of migration or our families migration. I will then write the words <i>immigrants</i> and <i>Chicago's Migration</i> on the anchor chart and let the students know to look out for these concepts in the text so we can complete the anchor chart. I will then tell the students to read the text <i>Chicago's Migration</i> independently and then we will come back together as a class to discuss what</p>	<p><u>Presentation/Explicit Instruction:</u></p> <p>An anchor chart is created and the pictures are displayed so the students can have a visual reminder of what the concepts being cover mean to further assist them in future lessons as well as the discussion. The purpose of creating the anchor chart as a class is to help the students understand the concept in as we write it down and create key words in the anchor chart to help them remember its meaning. The students will read independently to improve their reading skills and assist the struggling students when they need it.</p>
7 mins	<p><u>Structured Practice/Exploration:</u></p> <p>The discussion is an activity that provides the students with the opportunity to participate and express their understanding of the text, concepts, and new ideas. Students are able to grasp information with the other students' answers and the video to develop their own thoughts. The use of the text and concepts appropriately also demonstrates that the students comprehend the material, and can</p>	<p><u>Structured Practice/Exploration:</u></p> <p>The discussion is an activity that provides the students with the opportunity to participate and express their understanding of the text, concepts, and new ideas. Students are able to grasp information with the other students' answers and the video to develop their own thoughts. The use of the text and concepts appropriately also demonstrates that the students comprehend the material, and can</p>

<p>they read. I will have a group of students in a low reading level seated together so I can assist them in their reading.</p> <p><u>Structured Practice/Exploration:</u></p> <p>The students will come back together as a class to partake in a class discussion. The text explains why people came to Chicago, the different ethnic groups that came to Chicago, immigrants, communities, and Chicago today. I will ask the students what they think immigrants are using the text to help them describe. I then will show a video clip on Chicago's Great Migration to provide better interpretation of the concept. After receiving a couple of answers I will ask them to name some immigrants that migrated to Chicago, why they migrated to Chicago, what they did in Chicago such as jobs, where they lived, and when they came. I will continue to generate more questions asking them why they think these specific groups of people moved to certain neighborhoods, why do they think they chose those jobs, and if they know any of the ethnic groups discussed in the text. I will facilitate the ongoing discussion until I feel the students understand and refer to the text and concepts during the discussion.</p> <p><u>Guided Practice/Feedback:</u></p> <p>After the discussion we will go back to the anchor chart and I will ask the students if they can give me a definition for <i>immigrants</i> and <i>Chicago's Migration</i>. I will tell them they can look back at the text, remember what we said during the discussion to help them generate a definition, recall the video clip, or use the pictures. I will provide them</p>	<p>reference the text to provide evidence and support their answers.</p> <p><u>Guided Practice/Feedback:</u></p> <p>The purpose of creating definitions together and using pictures allows the students to understand the concepts. When I provide the students with some examples or reminders of what we discussed they can develop their own ideas of what the concept might mean and make connections. When we create definitions together in our own words they can reference it and use it in discussions.</p> <p><u>Independent Practice/Application:</u></p> <p>The postcard sums up the lesson and provides me with feedback if the students understood the lesson and can apply it in a larger spectrum.</p>
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	<p>with some comments and answers we used during the discussion to better assist them. I will then ask them if there were Asian immigrants, Irish, or Mexican. Then I will write examples of immigrants groups under the definition and have them provide me with more immigrant groups. They will also be able to give me pictures we discussed that will support their ideas of these concepts. We will then collectively formulate a definition for <i>Chicago's Migration</i>.</p> <p><u>Independent Practice/Application:</u></p> <p>I will have the students write a postcard to their family back in their native land. The students must put themselves in the place of an immigrant that migrated to Chicago. The postcard must will have explicit details explaining the purpose for migrating to Chicago, addresses what their life is now like, and what opportunities they are offered in Chicago that were not offered back home. Use the readings from <i>Chicago's Migration</i> as a reference.</p>	
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IV. Assessment (What?)
<p><u>Formative Assessment (Process):</u></p> <p>The guiding questions provided to access the students' understanding of the material in the text will aid me in the assessment. The students will be assessed on their demonstration of understanding through their participation in a group discussion and their use of the text to answer and ask questions. I will continue to facilitate the discussion with questions about Chicago's Migration. I want the students to formulate reasoning and ideas as well as generate new perceptions and thoughts from their classmates. I will record the discussion; therefore I can later review if the students thoroughly understood what they've learned from the text. I will know the students are comprehending the material if they can participate in the conversation and develop questions and answers based on the Chicago Migration. I will also collect the postcards the students composed in order to see if they interpreted the concept and provided details and evidence to support their thinking.</p> <p><u>Summative Assessment (Product):</u></p> <p>I will have the students create an exit slip that discusses Chicago's growth through the events</p>

they've learned from prior lessons (Great Chicago Fire, immigration, Great Migration, and the World's Fair) which will tie in all their understandings of the events. This assessment will provide me with information on the students ability to display their understanding in their own words and correlate this lesson with previous lessons to comprehend Chicago's growth.

V. Instructional Materials, Resources, and Technology

Chicago's Migration (Chicago Reader), markers, pictures, computer, over head, *Chicago's Migration* video, post card templates, and chart paper

VI. Reflection

Overall, I believe this lesson will have the students develop understanding of the events that occurred in Chicago and shaped it into the city it is today. The lesson procedures, objectives, goals, and assessment correlate well and allow students to formulate ideas and explanations as to why the Great Migration happened. The purpose of the lesson activity helps the students to perform well in a class discussion, referring explicitly to a text, explaining their ideas, and describing characters in the text. The new concepts overcrowding and migration will further their understanding of the Great Migration as they will need these terms to participate in the discussions. The lesson is concise, clear, and developed in an order that will flow smoothly.

Assessments

Chicago Tic Tac Toe

Category	Level 1 2 Points	Level 2 3 Points	Level 3 5 Points
Research	Based on the Chicago landmarks that we discussed in class, pick one landmark and write a paragraph about it. Describe its role in Chicago's history and the role that it plays in Chicago today.	Research Jean Baptiste Point DuSable and write a 2 paragraph essay about his settlement in Chicago and his founding of the Du Sable Trading Post.	Research a neighborhood in Chicago and write a one page paper summarizing the history of urbanization in your neighborhood. Include when the neighborhood was created and how it was grew into the neighborhood it is today.
Writing	Write two interview questions as if you are a newspaper reporter in Chicago who is writing about the effects of the Great Chicago Fire on October 11, 1871. And, attach the interviewee's responses to your two questions . Your responses should be at least seven sentences each.	Write a journal entry . Place yourself in the night of October 8, 1871. In your journal, write about how you would have felt if you were a part of the Great Chicago Fire. Make sure to be descriptive and write at least 2 paragraphs.	Write a letter to Chicago . Imagine yourself as an immigrant that migrated to Chicago. The letter must be one page, includes explicit details explaining the purpose for migrating to this city, addresses what your life is now like, and what opportunities you are offered in Chicago that were not offered back home. Use the readings from <i>Chicago's Migration</i> as a reference.
Visualization	Based on our DuSable article, draw a picture of how you visualize DuSable to look. Include the characteristics that were covered in class from the article, as well as, two interesting facts about DuSable that you have learned.	Create an illustrated timeline including at least ten significant events from Chicago's history. Include the date and illustration for each event.	Create a brochure advertising the city of Chicago TODAY . Include a title page and 5 tabs of different attractions and reasons to visit.

2 points



2 interesting facts: Dusable was the first permanent settler in Chicago & he built a trading post to sell things that people needed to live in the area (there were no stores)

Chicago Water Tower (Research- 2 points)

The Chicago Water Tower is a landmark because it is the second oldest water tower in the United States. It was used to get clean water from Lake Michigan. The Chicago Water Tower became known after the Great Chicago Fire in 1871. It was the only public building that survived in the burned zone. This building has become a representation of old Chicago. It is now the Chicago Office of Tourism Art Gallery.

2 points

1.) How has your life changed from experiencing the Great Chicago Fire?

My life has changed greatly because we have had to rebuild everything from scratch and resources are running low. I think the biggest thing is the emotional toll it has taken on us.

2.) Have you been able to heal mentally and emotionally since the fire occurred?

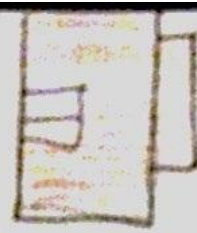
It is a really slow process. Everything we know and love is gone. It also angers me that this was preventable, but it has made us stronger. It has been really empowering to watch everyone pitch in to help. It surely will be a long healing process though.

Oct. 8, 1871

I'm scared, I'm alone, I'm lost. I have no home. Our house burned down it was next to O'Leary's barn. Why does this have to happen to me? The fire ruined the whole city of Chicago. We have to find a new home. I heard that it will take a long time to get the city back together. I hope it's soon because my baby brother is getting cold here. We are living outside on the roads. Please anyone, help!

My parents died in the fire. My dad went to help with the fire, but the flames got to him. My mom chased him to tell him to come back. She too got caught in the flames. I try to find shelter for my brother and I, but it's difficult when my neighbors are homeless as well. I'm scared! I have to feed my brother scraps as long as he eats I don't mind if I do. Help!

History of Chicago



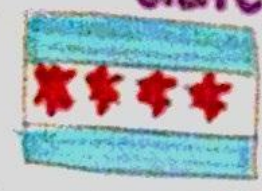
- 1779
Dusable built the first settlement in Chicago

1803
Fort Dearborn was built



- 1812
Fort Dearborn is burned down

1818
Illinois became a state



- 1837
Chicago became a city

1871
The "Great Chicago Fire" occurred



- 1885
The world's 1st skyscraper is built

1893
The Columbian Expo.



- 1900
Immigrants came to Chicago

1903
The World's Fair



Name _____ # _____ Date: _____

Test #1- Early Chicago

Directions: For the following questions please choose a response that best completes each sentence. Circle the letter for the answer you choose. Each correct answer is worth 1 point.

1. In Du Sable's trading post, they did not use money to buy things they needed, and they used:

- A. Pelts and fur
- B. pennies and nickels
- C. five dollar bills

Directions: Fill in the blanks below for items 3-4. Write your answer in the blanks at the end of each sentence. Each correct item is worth 1 point.

2. The founder of Chicago was _____.

3. When Du Sable first found the land it was named Eschikagou. Eschikagou means _____.

Directions: The following questions require you to use what you have learned about Early Chicago. Complete each question the best you can. I will not take points off for the right spelling. Each correct item is worth 1 point each.

4. Pick three items that were important to people during the time of Du Sable's trading post. Tell why each item is important.

5. Describe the purpose of Fort Dearborn. In your answer include what Fort Dearborn was used for and why it is was important to Chicago history. This

6. In the first part of our Chicago unit we have learned about Jean Baptiste Pointe Du Sable. Choose 3 character traits that best describe Du Sable. After choosing a character trait you will also provide evidence that supports the character traits you wrote down. Each correct answer is worth 1 point.

Character Trait	Evidence

Test #1: Early Chicago

1. Pelts & Fur
2. Jean DuSable
3. Chicago or "place of bad smells" (because of onions)
4. calico to make clothes and quilts, ribbons and beads to make jewelry, snowshoes to walk in the snow, and a barrel to hold food and drinks
5. It was a trading port for import of goods. This is important for Chicago history because it caused a war with Great Britain

Character Trait	Evidence
Adventurous	- Came to live in America with friend
Friendly	Became friends with Native Americans
Ambitious	wanted to make Chicago liveable and did it with trading post

Resource Review

1. I would use the “Jean Baptiste Pointe Du Sable: Founder of Chicago” story and worksheet that we received from our mentor teacher. This story is about a man who came to live in America from France. He became friends with the Native Americans once he got here and came across a land, called Eschikagou, when trying to make peace between the fighting Indian tribes. No one lived there because that is where the battles between the tribes occurred, but the man was able to end the fighting and make use of the land. Later, the whites came in and settled on the land. They built new homes and businesses. The name of the land was eventually changed by the whites to be called Chicago. After reading this story, I would like the students to fill out the worksheet as a class. The questions supplement the reading because it makes the students think deeper into the story. This resource and activity goes along with standard 16.D.2a because it teaches students to describe the various individual motives for settling in colonial America. It shows all the people who wanted the area known as Eschikagou.



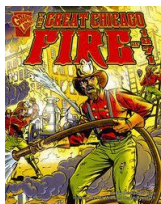
2. Chicago Legacy: DuSable’s Choices and Changes
http://teacher.depaul.edu/Chicago_3rdGrade_Oct2009_Edition/Chicago%20Choices%20and%20Changes%203rd%20Grade%20Unit,%20Oct%202009.pdf

This reading provides the students with information on Chicago’s first permanent settler, Jean Batiste Pointe Du Sable and his trading post. *Chicago Legacy: Du Sable’s Choices and Changes* also gives students definitions of new terms such as trading post, settlers, and legacy. The reading discusses the process Du Sable went through in order to live in Chicago and establish a business. The Native Americans are also mentioned in the text as settlers before Jean Baptiste Pointe Du Sable. With this reading students will be able to answer the question “*What choices and changes did Jean Baptiste Point Du Sable make?*” The objectives for using the reading are for students to understand the event that occurred, analyze the situation and figure out what needed to be changed, and write about the importance of the trading post. The Illinois State Standards that link to the objectives are *5.A.1a I can locate and use information to analyze a situation* *3.B.1b I can write about a topic*. The reading has an attached worksheet that asks for the students to draw a picture that illustrates their view on Chicago when Du Sable started his trading post, what the trading post might’ve looked like, and write about why the trading post was important.

3. I would use for the Chicago unit is Ms. Sandoval’s Early Chicago test. I think that this would be a good assessment on what the students had learned until that point. This assessment tests students’ knowledge on how things were bought back then, who the founder of Chicago was, how Chicago got its name, and things that were useful to people of that era. This resource fulfills the 16.A.1b standard, in which the students are able to ask historical questions and seek out answers from historical sources (e.g., myths,

biographies, stories, old photographs, artwork, other visual or electronic sources). The students will seek out answers from all of the sources that we used in class.

4. Chicago Reader, *A French Trapper's Tale* – This story is of a fictional perspective of life in early Chicago. Pierre Louis is the protagonist and a neighbor of Jean Baptiste Du Sable's trading post. The reading gives the students an idea of how life was in Chicago when Du Sable settled here. *A French Trapper's Tale* points out what a French trapper's duties consist of, his wife's obligations, and his son's responsibilities. There are new vocabulary words in bold that are introduced to the students. The words illuminate the idea of what types of tools, animals, essentials, and clothing were used in those times. The vocabulary should be introduced before the students begin to read. In order to build word knowledge students will try to identify possible meanings to the words. The students are taken back to the time of Du Sable and can identify terms associated with those times. The objective is for students to understand words by using word analysis. The Common Core Standard linked to the objective is [CCSS.ELA-Literacy.RF.3.3](#) *Know and apply grade-level phonics and word analysis skills in decoding words*. The worksheet accompanied with the reading is called *Journey to the West* and it provides the vocabulary words from the reading and pictures of the words given. The students are to cut out the words and pictures, match them together on a separate sheet of paper, and then glue them. The worksheet allows the students to get an image of the new words introduced to them in the reading.



5. Olson, K. M., Miller, P., & Barnett, C. (2006). *The Great Chicago Fire of 1871*. Minnesota: Capstone.

The book *The Great Chicago Fire of 1871* tells the story of the Chicago Fire in four chapters. The book is in comic form and creates a more intriguing read for third grade students. The chapters are First Flames, which gives a little information on Chicago in 1871 and the start of the fire, Growing Panic, explains the desperation the people were in, Total Disaster, illustrates the despair the people were left in and the remains of the city, and After The Ashes, displays the process taken to rebuild Chicago. The book also includes more information on the Chicago Fire, a glossary, and an index. This book has a reading level of 2.7 and an interest level of grades 3-5. The objective is for students to identify the main characters in the text in relation to the Chicago Fire as well as how Chicago was rebuilt. The Illinois State Standard that corresponds to the objective is *16.B.1a (US) Identify key individuals and events in the development of the local community*. The students will read the entire book, complete, an activity, and write a summary.



6. Hoberman, M. & Mattheson, J. (2007). *Mrs. O'Leary's Cow*. New York: Little, Brown Books for Young Readers.

Mrs. O'Leary's cow is an adaptation of the song "There'll be a hot time in the old town tonight". This book is based on the events taken place in the Great Chicago Fire and the cow that started the fire. This rendition of the story includes ten firefighters who assisted in putting out the fire. The book uses more modern tools and equipment than what would be used in 1871. This book would be great as a fun read aloud to the students with its lively illustrations, rhyming text, and humorous content. The objective is for the students to compare and contrast the texts they have read. The Illinois State Standard that links with the objective is *16.A.2b. Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.* To accompany the read aloud I will play the song "There'll be a hot time in the old town tonight" so the students can hear the song in which the story is based off of. The students will be able to compare *Mrs. O'Leary's Cow* to *The Great Chicago Fire of 1871* and The Great Chicago Fire information from the Chicago History Museum website.

7. I would use "The Growth of Chicago 1830-1870". This is an important resource for the students to read because it is a nice transition from early Chicago to how Chicago grew into a large city. It talks about the land and the new types of people that moved onto the land. This article also goes along with a worksheet that the students can fill out as they are reading. The worksheet is helpful because it captures the main ideas of the article. This resource meets the 16.E.2a standard, in which students are able to identify environmental factors that drew settlers to the state and region. This article mentions that Chicago's land was grade for farming, which is why it attracted farmers.

8. Smith, J. M., & Smith, E. I. (2008). *Chicago a Tour of the Windy City*. New Jersey: Pearson.

I would use a book called *Chicago: A Tour of the Windy City* by James Mayfield Smith and Ella Isabella Smith. This story shows what Chicago is like in the present day. It literally gives you a tour around Chicago and things that you are able to do while you are here. It also gives little facts about each of the attractions it talks about. For example, the Water Tower has been in Chicago since before the Chicago Fire. This is very interesting for the students that had no idea about the Chicago Fire. This resource meets the 16.A.1a standard, in that the students will be able to explain the difference between past, present and future time; place themselves in time. I think that this is true because the students will be able to relate what they know of, the Water Tower, back to an event that they were not alive to witness.

9. http://teacher.depaul.edu/Chicago_3rdGrade_Oct2009_Edition/Chicago%20Choices%20and%20Changes%203rd%20Grade%20Unit,%20Oct%202009.pdf.

Chicago Legacy: Burnham's Plan

The students will discover Daniel Burnham's big idea in 1909. The non-fiction story illustrates the significance of city planner/ architect Daniel Burnham and his process in creating a better Chicago. Burnham helped rebuild Chicago after the fire and was in charge of the World's Columbian Exposition. Burnham established a legacy with his development of bridges, boulevards, railroad stations, forest preserves, and Navy Pier. The objective is for students to grasp the information in the story and portray what happened during the event. Students will also be able to write about Burnham's plan and analyze what people thought of it. The Illinois State Standards that link to the objectives are *5.A.1a I can locate and use information to analyze a situation* *3.B.1b I can*

write about a topic. The worksheet that accompanies the reading will ask students to write what they believe the newspaper had to say about Burnham's plan for Chicago and the people's response to it. The students are able to extend their critical thinking with this assignment.

10. Chicago History Museum

The Great Chicago Fire & The Web Of Memory Retrieved 1 March 2013

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

This website includes two parts: *The Great Chicago Fire & the Web of Memory*. The Great Chicago Fire has five sections that display the history of the fire in chronological order. The Web of Memory, explores presents the remembrance of the fire in six ways: eyewitness accounts, contemporary journalism and illustrations, imaginative forms such as literature and art, the legend of Mrs. O'Leary and her cow, fire souvenirs of many different kinds, and formal commemorations and exhibitions. Both parts contain a tour of the fire and landmarks linked to the fire. There also is a timeline of 1871 and the events that occurred during the year of the fire. The site provides interactive features such as images, 3-d images, two fire songs, and the timeline. The objective is for students to demonstrate their understanding with inquiries through data collection from the website. The Illinois State Standards that meet the objective is *16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources*. The website will be a great resource to assist in the unit on Chicago in that it provides galleries of maps and images that correlate with the readings and activities.

Handouts and Student Work



Jean Baptiste Pointe Du Sable Founder of Chicago

Edited by: Tammy Kerouac
Erikson Institute

References: Jean Du Sable: Father of Chicago by Lawrence Cortesi
Famous Negro Heros of America by Langston Hughes

Jean Baptiste Pointe Du Sable Founder of Chicago

Jean Baptiste Pointe Du Sable was born in San Marc, Haiti, in 1745. His father was a white man from France and his mother was an African woman. There was no slavery in Haiti so Jean Du Sable was a free man.

When Du Sable was 10 years old, his mother died. He then moved to Paris, France and attended school. His best friend was Jacques Clemorgan. They did not know it then but they would be friends for all of their lives. When they were old enough, they decided to go to America to live. They wanted to live in New Orleans.

A

On their way to America, their boat was destroyed in a bad storm. Du Sable lost the papers that stated he was not a slave. Du Sable was scared because he was African and most Africans were made to be slaves. Du Sable stayed in a safe church until his father could send him new papers.

Du Sable and Jacques found a new friend who was an Native American. His name was Choctaw. Together they made a boat to go north on the Mississippi River. They wanted to sell and trade fur. They stopped in a city called St. Louis and they lived there for four years.

Du Sable had become a very trusted friend to the Ottawa Indians. When the Ottawa chief was dying, he asked Du Sable to try and make peace between the fighting Indian tribes. So Du Sable and Choctaw had to travel north to Michigan to meet with the Potawatomi chief who could help make peace.

While traveling, Du Sable and Choctaw crossed a plain called Eschikagou. Du Sable fell in love with the land the moment he saw it. Part of the land was full of beautiful flowers, trees, and animals. Du Sable knew that people could live very well on this land. He asked Choctaw why no one lived on the land. Choctaw said that Eschikagou was a battle ground and that people were too scared to live there. Du Sable decided right then that he would build a settlement on Eschikagou one day.

After arriving in Michigan, Du Sable and the Potawatomi chief were successful in making peace between the fighting tribes. Du Sable was then a very well respected man among the Native Americans. When problems arose, they would listen to Du Sable's advice. Du Sable became a member of the Potawatomi tribe and married a princess named Kittihawa.

Since there was no more danger on the land called Eschikagou, Du Sable made his dream come true by building a house there. The year was 1772. Du Sable built a trading post. His fur business was very successful. Du Sable and his wife enjoyed living there very much. They started a family and had one son and one daughter. Sometimes his friend, Jacques, would come to visit him.

More Potawatomis also moved to Eschikagou and the settlement began to grow. There were many different buildings like a dairy shop, a bakehouse, a smokehouse, and a mill. Many people travel to Eschikagou and it became known as the best trading post between St. Louis and Canada.

The Revolutionary War began in the United States in 1776. The Native Americans were very scared that they would lose their homes because the British government believed that they owned the land of Eschikagou. British soldiers arrested Du Sable and put him in prison for a few months because they thought he would fight against them. But Du Sable refused to let the Native Americans fight the British. The British lost the war and the United States was a new free country.

Du Sable continued to be a respected peacemaker among the Native Americans. Together they were able to solve many of the settlement's problems. In 1789 and 1793, Du Sable confronted the government and asked that their land not be taken away from the Native Americans. The land was not taken away but white people moved to the area to build homes and businesses.

In 1800, Du Sable sold all of his business and moved 250 miles south to Peoria. His family built a small business in Peoria. Five years later Du Sable made one last trip to Eschikagou. He hardly recognized the settlement. There was a new government post called Fort Dearborn. There was also new businesses and new people. Du Sable became very sad when he found out that the name of the settlement was changed to Chicago. It was not the same place that he had once knew.

After his wife died, Du Sable moved to Missouri with his granddaughter. In the summer of 1818, Jean Baptiste Pointe Du Sable died in his sleep. He was seventy-three years old.

Name _____

Chicago Legacy: DuSable's Choices and Changes

I can locate and use information to analyze a situation (ILSSA1a).

I can write about a topic (ILS3B1b).



What choices and changes did Jean Baptiste Pointe du Sable 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.

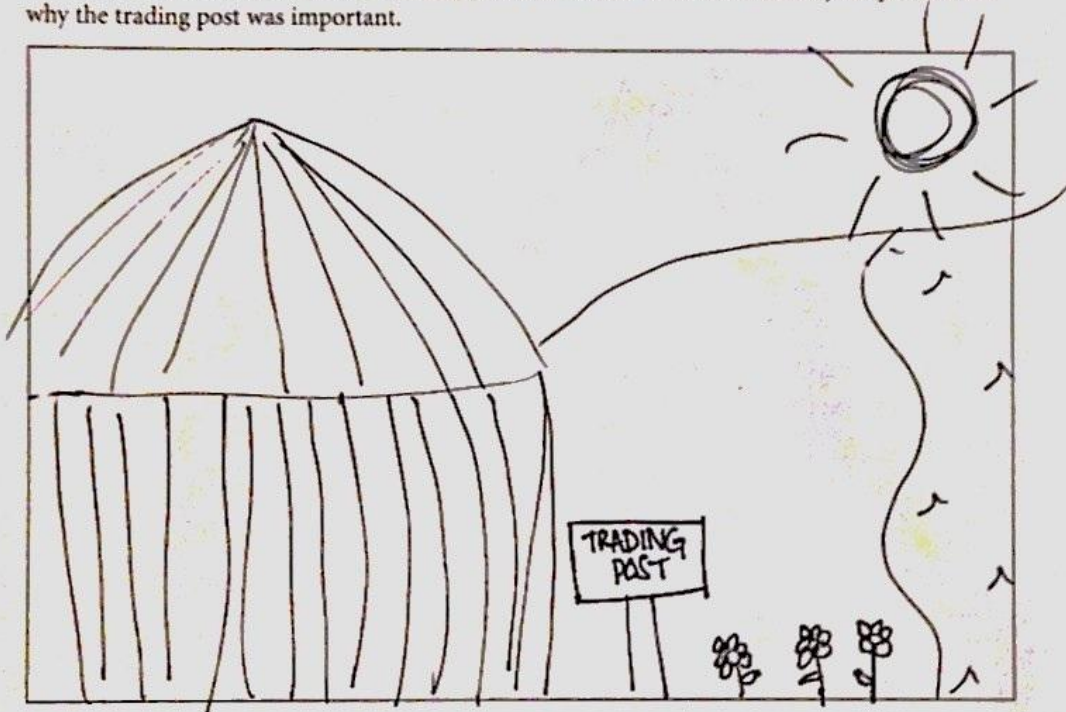
DuSable left Chicago in 1800. He sold the trading post to another person. The business he started was still open. People could still get what they needed to live in Chicago. That business was the most important place in Chicago. It was a very small town. But it would grow.

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.



I drew the trading post made of wood & next to a river to canoe over. The trading post was important for people to get what they needed for their everyday lives.

Lesson 1

DuSable's Trading Post Dilemmas

Jean Baptiste Point DuSable is taking inventory of his trading post. He wants to know how many goods he has in his store. Please help him out.

1. Jean DuSable traded away a total of 10 cooking pots and ladles last week. If he traded away 3 cooking pots, how many ladles did he trade away?

2. A Potawatomi Indian traded 24 beaver skins for 1 blanket, 2 barrels, and 1 lantern. How many objects did the Potawatomi receive?

3. Two British trappers traded 8 fox pelts, 16 river otter pelts, and 6 deer pelts for 2 powder horns and 2 sets of snowshoes. How many pelts did they trade away in all? How many items did they receive?

4. Jean DuSable had 10 sets of beads in his store. He traded away 4 sets of beads to a Miami Indian and 3 sets to a French trapper, who both wanted to give the beads as gifts to their wives. How many sets of beads does Jean DuSable have left? How many sets of beads did he sell in all?

5. A Miami Indian wanted to trade for 10 yards of ribbon, but could only afford 6 yards of ribbon. How many yards of ribbon will be left over?

6. A French trapper traded 2 beaver pelts for 2 yards of calico, and 9 deer pelts for 3 yards of calico. How many yards of calico did the trapper receive? How many pelts did he trade away?

7. Write your own word problem about the Trading Post.

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

Chicago Before DuSable

- called Eschikagou
- Full of flowers, trees, animals
- no one lived on land
- Eschikagou was a battleground
- Native American tribes used land

- late Michigan
- climate
- geography

Chicago Today

- called Chicago
- full of buildings/skyscrapers
- millions of people live in Chicago
- Chicago is a place where people live
- All types of people use land.

The Growth of Chicago 1830-1870

In the fall of 1830, a three mile piece of land around the Chicago River and Lake Michigan was divided into 48 plats (pieces). This was the first time the government had sold the land in Chicago. Even though many of the plats were muddy and swampy, people decided it may be important land to buy. For three years, the city grew slowly. However, between 1834 and 1870, the city grew rapidly and much more land was for sale.

The people of Early Chicago were diverse. Many people who moved to Chicago came from cities or towns in the Eastern part of the United States. There were also many immigrants from Europe who moved to Chicago. Most of the European immigrants came from Ireland, England, and Germany. There were very few African-Americans and Native Americans who lived in Chicago during this period.

There were rich people who wanted to start new businesses in Chicago. Because they were rich, they were able to buy a great deal of land in Chicago. They also had enough money to start their business right away. Other people moved to Chicago in hopes of starting a business for the first time. They were not able to buy as much land and sometimes they had to wait and save money before they could open a business. Farmers also moved near Chicago because there was a large amount of new farmland for sale. There were also poor people who moved to Chicago in hopes of finding a job. Because they had no money when they arrived, they were not able to buy land or a house immediately. Because the city was growing, most people found a job soon after coming to the city. A new city meant new opportunities!!

12

Overall, the people of Chicago loved the city very much and worked together to help it grow in the best way possible. Everyone, no matter how rich or poor, moved to Chicago to find the same thing. It was an opportunity to find a better home and job.

Things about important people, businesses, and events from 1830-1870 can still be found in Chicago today. Many streets were named after the important people of the time. Some examples are Kinzie and Hubbard Street. The Marshall Field stores that are in Chicago today began during this time period. The large convention building called the McCormick Place was named after a businessman. There are also some schools named after well-known people who lived in this time period.

Chicago had many different types of businesses and jobs as it grew. One of the biggest businesses was the buying and selling of the land. Many people were very eager to buy pieces of land because they knew in a short time they could sell it for more money. Stories tell of a man who was the town-cryer. He walked the streets everyday to announce what land was for sale. Because they were so many ships and railroads that came into the city, many people set up trading businesses. They traded many of the grain products the near-by farmers grew. Companies also made farm equipment to sell to the farmers. Another common business was the meat-packing plants. No other city had as many meat-packing companies as Chicago did. Many people moved to Chicago to find a job with different construction projects. For example, many people from Ireland helped build the Illinois-Michigan canal. The city also need people to build bridges, buildings, and roads. Of course they were also many stores that sold things that people needed such as food, furniture, and clothes.

The growth of the city was very exciting and it helped many people get the jobs and homes that they needed. However, there were also problems that happened when the city grew too fast. Because the city government did not always carefully plan how the city should grow, the city was very congested in several places. During that time, there were not good sewer systems or garbage removal. Not only were the streets often muddy, they were also very dirty. Sometimes farm animals (pigs, sheep, and cows) lived in the streets. The water in the Chicago River also became dirty and unhealthy at times. There were companies that began to sell clean water from Lake Michigan to those who could afford it. The city government began making laws that would help reduce the pollution in the city. And they began to add a water and sewer system.

14

Name: _____

Date: _____

The Growth of Chicago

1. Between which years did Chicago grow quickly?

2. Where did most immigrants in Chicago originally come from?

3. What are some of the reasons why people moved to Chicago?

4. What did people from Ireland help to build?

5. What were some of the problems in Chicago from 1830 - 1870?

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Chicago Legacy: Burnham's Plan

I can locate and use information to analyze a situation (RLSSA1a).
I can write about a topic (W.3.9-10).



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

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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.
