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.
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
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 8th 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,

Barbara Eason-Watkins
Chief Education Officer
Chicago Public Schools
Table of Contents

Teacher Preview .................................................. 9

Student Learning and Assessment ......................... 11
   Rubric for Assessing Comprehensive Projects ............. 13
   Active Assessments ........................................ 15

Teacher Planning Tools ........................................ 19
   Sample Five-week Plan .................................... 19
   Open Planning Grid ....................................... 20
   On-line Resources ......................................... 21


Part 2. Your Community Today ............................... 49

Part 3. Progress for Your Community ....................... 69

Part 4. The City Today ......................................... 93

Part 5. Bold Plans. Big Dreams ............................... 119

Appendix .......................................................... 145
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](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](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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Meets</th>
</tr>
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<tbody>
<tr>
<td><strong>FOCUS</strong></td>
<td>The student emphasizes one main idea or theme that is important to the lesson or unit.</td>
<td>The student emphasizes one main idea or theme but may also include other unrelated ideas.</td>
</tr>
<tr>
<td><strong>SUPPORT</strong></td>
<td>The student provides substantial relevant and accurate information to explain the idea or position the student is presenting.</td>
<td>The student provides relevant and accurate information to explain the idea or position.</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>INTEGRATION</strong></td>
<td>The student’s presentation is easily understood—the reader or viewer can see the idea and related examples clearly.</td>
<td>The student has combined the idea and examples in a clear presentation.</td>
</tr>
<tr>
<td><strong>CONVENTIONS</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Active Assessment

**Word Bank**
I can identify words that are important to a topic (*ILSIA*).

**Topic:**

---

**Show and Tell What You Know**

<table>
<thead>
<tr>
<th>WORD</th>
<th>PICTURE</th>
<th>Write another word that tells about this word.</th>
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</tbody>
</table>

**Write What You Think**
Use your word bank to write what you think about this topic.

_________________________________________________________________________
_________________________________________________________________________
Nombre __________________________________________

Evaluación Activa

**Banco de Palabras**

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

Tema: __________________________________________

**Demuestra y Cuenta Lo Que Sabes**

<table>
<thead>
<tr>
<th>PALABRA</th>
<th>DIBUJO</th>
<th>Escribe otra palabra que cuente sobre esta palabra</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demuestra lo que significa. Haz un dibujo.</td>
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</tbody>
</table>

**Escribe Lo Que Piensas**

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

________________________________________________________________________
________________________________________________________________________
Active Assessment

What I Knew/What I Learned
I can combine information and write to explain (ILS5B).

Topic: ____________________________________________

What I Knew

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

What I Learned

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

What I Think

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

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

_________________________________________________________________________
Active Assessment

**Lo Que Sabía/Lo Que Aprendí**

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

Tema: ____________________________

**Lo Que Sabía**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Lo Que Aprendí**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Lo Que Pienso**

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
### Sample Five-Week Plan

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

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

<table>
<thead>
<tr>
<th>Important Words Students Will Read, Write, and Illustrate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cause, challenge, change, choice, citizen</td>
<td>city, community, effect, environment, event</td>
</tr>
<tr>
<td>government, idea, leader, legacy, progress</td>
<td>transportation, vision, work</td>
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</tbody>
</table>

#### Weekly Focus

<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>Monday: Make It Clear</td>
</tr>
<tr>
<td>Tuesday: Take It Farther</td>
</tr>
<tr>
<td>Wednesday: Work with It</td>
</tr>
<tr>
<td>Thursday: Think More</td>
</tr>
<tr>
<td>Friday: Finish Well</td>
</tr>
<tr>
<td>Preview the Unit.</td>
</tr>
<tr>
<td>Begin with: What important choices and changes</td>
</tr>
<tr>
<td>have people made in Chicago's history?</td>
</tr>
<tr>
<td>Show History—Learning Guide 1</td>
</tr>
<tr>
<td>What choices and changes did Jean Baptiste DuSable</td>
</tr>
<tr>
<td>make? Chicago Legacies: DuSable—Learning Guide 2</td>
</tr>
<tr>
<td>What was Daniel Burnham's Big Idea?</td>
</tr>
<tr>
<td>Chicago Legacies: Burnham—Learning Guide 3</td>
</tr>
<tr>
<td>What skills did Burnham and DuSable use?</td>
</tr>
<tr>
<td>Map History—Learning Guide 4</td>
</tr>
<tr>
<td>Skills for Progress—Learning Guide 5</td>
</tr>
<tr>
<td>What choices and changes have people made that</td>
</tr>
<tr>
<td>are part of Chicago today?</td>
</tr>
<tr>
<td>Start Chicago Word Wall.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2. Your Community Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens in my part of Chicago? Word and Idea</td>
</tr>
<tr>
<td>Builder: Community Words—Learning Guide 1</td>
</tr>
<tr>
<td>What are important parts of my community? Word and</td>
</tr>
<tr>
<td>Idea Builder: Community Places—Learning Guide 2</td>
</tr>
<tr>
<td>How do the parts of my community fit together? Chart</td>
</tr>
<tr>
<td>Your Community—Learning Guide 3</td>
</tr>
<tr>
<td>How do people and government make the community a</td>
</tr>
<tr>
<td>good place? Community Map Maker—Learning Guide 4</td>
</tr>
<tr>
<td>What makes your community special?</td>
</tr>
<tr>
<td>Collage activity in Conclusion of Teacher Guide.</td>
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</tbody>
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<thead>
<tr>
<th>Part 3. Progress for Your Community</th>
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</thead>
<tbody>
<tr>
<td>How do people change a community? A Community</td>
</tr>
<tr>
<td>Changes—Learning Guide 1</td>
</tr>
<tr>
<td>What is important to a community? Community Flag—</td>
</tr>
<tr>
<td>Learning Guide 2</td>
</tr>
<tr>
<td>What does a community leader know and do? Community</td>
</tr>
<tr>
<td>Leader—Learning Guide 3</td>
</tr>
<tr>
<td>How do you communicate about a leader? Expository</td>
</tr>
<tr>
<td>Communicator—Learning Guide 4</td>
</tr>
<tr>
<td>What would improve our community?</td>
</tr>
<tr>
<td>Improve Your Community—Learning Guide 5</td>
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</tbody>
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<tr>
<th>Part 4. The City Today</th>
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<tbody>
<tr>
<td>How and why do people travel in the city? Chicago</td>
</tr>
<tr>
<td>Transportation—Learning Guide 1</td>
</tr>
<tr>
<td>What Chicago job do you want? Chicago Jobs—Learning</td>
</tr>
<tr>
<td>Guide 2</td>
</tr>
<tr>
<td>What would improve our city? Interview Guide—</td>
</tr>
<tr>
<td>Learning Guide 3</td>
</tr>
<tr>
<td>What is your idea of a way to make Chicago progress?</td>
</tr>
<tr>
<td>Word and Idea Builder: City Progress—Learning Guide</td>
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<tr>
<td>5</td>
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<tr>
<td>What is important to know about Chicago Progress?</td>
</tr>
<tr>
<td>Display Learning—Learning Guide 6—continues through</td>
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<tr>
<td>week 5.</td>
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<tr>
<td>How can one person make city progress? Better</td>
</tr>
<tr>
<td>Living in Chicago—Learning Guide 1</td>
</tr>
<tr>
<td>What is a big way to improve the city? Big Dreams:</td>
</tr>
<tr>
<td>Making Chicago Better—Learning Guide 2</td>
</tr>
<tr>
<td>What changes should we make? Letter to the Mayor—</td>
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<tr>
<td>Learning Guide 3</td>
</tr>
<tr>
<td>Revise Letter to the Mayor, and prepare to send it</td>
</tr>
<tr>
<td>as a class or individual letter. Chicago Poem—</td>
</tr>
<tr>
<td>Learning Guide 4</td>
</tr>
<tr>
<td>What is important for Chicago's future? Show</td>
</tr>
<tr>
<td>Chicago Progress—Unit Assessment</td>
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</tbody>
</table>
Ideas I want the students to understand

Skills and Strategies Students will Expand

<table>
<thead>
<tr>
<th>Read to Learn (ILS1C,5A)</th>
<th>Write to Explain (ILS3B)</th>
<th>Illustrate to Communicate (ILS26B)</th>
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</thead>
</table>

Important Words Students Will Read, Write, and Illustrate

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus</th>
<th>Activities</th>
<th>Assessment</th>
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Guiding Question: __________________________________________________________________________
On-Line Resources for Teaching about Chicago

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)
Chicago Web Docent
The Chicago River in 1800 (3rd)
   http://www.chicagowebdocent.org/Public/chicago_history/chicagoriver/index.html
Chicago Streets in 1860
   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
Native American Trails
   http://www.chicagowebdocent.org/Public/chicago_history/indiantrails/index.html
Chicago’s Elevated Trains
   http://www.chicagowebdocent.org/Public/chicago_history/eltrains/index.html

Part 2. Your Community Today
Chicago History Museum
Great Chicago Stories: Bronzeville
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
Chicago Architecture Foundation
Schoolyards to Skylines: Rooftop Gardens (2nd)

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
Waste and Water in Early Chicago
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
Pollution (K–5)
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)
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
- architect
- boulevards
- challenge
- change
- choice
- environment
- event
- forest preserve
- idea
- inventions
- lakefront
- legacy
- plan
- prairie
- settler
- trading post
- transportation

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

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)
Chicago Web Docent
The Chicago River in 1800 (3rd)
http://www.chicagowebdocent.org/Public/chicago_history/chicagoriver/index.html
Chicago Streets in 1860
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
Native American Trails
http://www.chicagowebdocent.org/Public/chicago_history/indiantrails/index.html
Chicago’s Elevated Trains
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?
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1750</td>
<td>DuSable builds a trading post in a place that would become Chicago.</td>
</tr>
<tr>
<td>1800</td>
<td>The U.S. army builds Fort Dearborn to protect Chicago. There are only 4 cabins here.</td>
</tr>
<tr>
<td>1833</td>
<td>The first Chicago public school opens.</td>
</tr>
<tr>
<td>1871</td>
<td>Chicago Fire burns down many businesses and homes.</td>
</tr>
<tr>
<td>1909</td>
<td>Burnham proposes The Plan of Chicago. The plan tells how Chicago can become a great city.</td>
</tr>
</tbody>
</table>

Draw your picture here.

Write What You Think
How do you think the event you chose changed Chicago?

_________________________________________________________________________
_________________________________________________________________________
Presenta la Historia

¿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 cómo 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.

- **1772**— DuSable construye un sitio de comercio en un lugar que se convertiría en Chicago.
- **1750**— El ejército construye Fuerte Dearborn para proteger a Chicago. Solo hay 4 cabañas aquí.
- **1800**— El incendio de Chicago quema negocios del centro y muchas casas.
- **1803**— El ejército construye Fuerte Dearborn para proteger a Chicago. Solo hay 4 cabañas aquí.
- **1833**— Abre la primera escuela pública de Chicago. En 1833, 350 personas vivían en Chicago.
- **1871**— El incendio de Chicago quema negocios del centro y muchas casas.
- **1893**— Hay una feria grande—la Exposición Mundial de Colón (World Columbian Exposition). Personas de todo el mundo vienen a Chicago para ver novedades.
- **1900**— Burnham propone el Plan de Chicago. El plan explica cómo Chicago puede convertirse en una gran ciudad.
- **1909**— Burnham propone el Plan de Chicago. El plan explica cómo Chicago puede convertirse en una gran ciudad.

Haz tu dibujo aquí.

Escribe Lo Que Piensas

¿Cómo piensas que el acontecimiento que escogistes cambió a Chicago?
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?
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 Point 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 Potowatomi. The Potowatomi are Native Americans. They lived here before DuSable came. The Potowatomi 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.
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.
¿Qué elecciones y cambios hizo Jean Baptiste Point DuSable?


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 sí solo. Él planeó cómo 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...


**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.
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
• 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.
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
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.

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


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.


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 pienses que el periódico decía sobre el plan de Burnham en 1909. Cuenta lo que piensas que las personas decían sobre el.
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.
Show Parts of Chicago History
I can organize information to explain a topic (ILS5A1a).

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.

Write A Summary
Use your pictures to help you write a summary. A summary tells the main events that happened.
Muestra Partes de la Historia de Chicago

¿Cuáles 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.

Escribe un Resumen

Usa tus dibujos para escribir un resumen de la historia. Un resumen describe los acontecimientos más importantes que ocurrieron.
Skills for Progress
I can collect and organize information (ILS5A1a).

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.

<table>
<thead>
<tr>
<th></th>
<th>Burnham the Architect</th>
<th>DuSable the Trader</th>
</tr>
</thead>
<tbody>
<tr>
<td>What math skills would he need? Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What reading skills would he need? Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What communication skills would he need? Why?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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. ___________________
   ____________________________________________________________________
   ____________________________________________________________________

Name ____________________________
Habilidades para Progresar
I can collect and organize information (ILSSA1a).

¿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 por qué las necesitaba.

<table>
<thead>
<tr>
<th></th>
<th>Burnham el Arquitecto</th>
<th>DuSable el Comerciante</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Qué habilidades matemáticas necesitaría?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Porqué?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Qué habilidades de lectura necesitaría?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Porqué?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Qué habilidades de comunicación con otra gente necesitaría?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Porqué?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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. ____________________
_________________________________________________________________________
_________________________________________________________________________
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
- citizen
- citizenship
- city
- community
- education
- family
- government
- health
- neighborhood
- safety
- school

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

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

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

Chicago Architecture Foundation
Schoolyards to Skylines: Rooftop Gardens (2nd)

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.
**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: ______________________________ | Word: ______________________________ |
| Definition: _________________________ | Definition: _________________________ |
| ___________________________________ | ___________________________________ |
| ___________________________________ | ___________________________________ |

| Word: ______________________________ | Word: ______________________________ |
| Definition: _________________________ | Definition: _________________________ |
| ___________________________________ | ___________________________________ |
| ___________________________________ | ___________________________________ |

| Word: ______________________________ | Word: ______________________________ |
| Definition: _________________________ | 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 (ILS1a).
I can write about a topic (ILS3B1b).

¿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: _____________________________ | Palabra: _____________________________ |
| Definición: ___________________________ | Definición: ___________________________ |
| ______________________________________ | ______________________________________ |
| ______________________________________ | ______________________________________ |

| Palabra: _____________________________ | Palabra: _____________________________ |
| Definición: ___________________________ | Definición: ___________________________ |
| ______________________________________ | ______________________________________ |
| ______________________________________ | ______________________________________ |

Escríbar 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.
Word and Idea Builder: Community Places

I can identify and use words related to a topic (ILS1a).
I can write about a topic (ILS3b).

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.
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).

¿Cuáles son los sitios importantes en mi comunidad?

Cada uno 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.
Map Your Community
I can collect and organize information (ILSSBlA).

Where are important places in my community?
For each category, list or draw a place in your community.

<table>
<thead>
<tr>
<th>A place to play</th>
<th>A place to learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A place to help us stay healthy</th>
<th>Another place that helps us</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 (*ILSSBl*).

¿Donde hay sitios importantes en mi comunidad?
Por cada categoría, anota o dibuja un lugar en tu comunidad.

<table>
<thead>
<tr>
<th>Un lugar para jugar</th>
<th>Un lugar para aprender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Un lugar para ayudarnos a mantenernos saludables</td>
<td>Otro lugar que nos ayude</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.
Community Map Maker

I can collect and organize information (ILS5B1a).

*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.

<table>
<thead>
<tr>
<th>A Place Where People . . .</th>
<th>Place</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live</td>
<td>house</td>
<td></td>
</tr>
<tr>
<td>Learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
Creador de Mapa de la Comunidad

I can collect and organize information (ILSSBl).  

¿Cómo 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.

<table>
<thead>
<tr>
<th>Un sitio donde la gente . . .</th>
<th>Lugar</th>
<th>Símbolo</th>
</tr>
</thead>
<tbody>
<tr>
<td>viven</td>
<td>casa</td>
<td></td>
</tr>
<tr>
<td>aprende</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trabaja</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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.
A Community Changes
I can identify causes and effects (ILS1C1a 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.
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.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

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

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
Una Comunidad Cambia
I can identify causes and effects (ILST1C1a and ILSS1C1a).

¿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.


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


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.


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.


**Escribe Lo Que Piensas**

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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.
Community Flag

I can write to communicate in a variety of formats (ILS3C1b).

**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.

<table>
<thead>
<tr>
<th>What’s Important to Our Community</th>
<th>How I Will Show It on the Flag (symbol)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Que es Importante para Nuestra Comunidad</th>
<th>Como lo Mostraré en la Bandera</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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.

<table>
<thead>
<tr>
<th>What does the leader need to know about the community?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the leader need to know about working with other people?</td>
</tr>
<tr>
<td>What does the leader need to be able to do to explain things to people?</td>
</tr>
<tr>
<td>What does the leader need to be able to do to get other people to help make progress?</td>
</tr>
<tr>
<td>What else does the leader need to know and be able to do?</td>
</tr>
</tbody>
</table>

Write What You Think
What if you were a community leader? Write about what you would do.
**Líder de la Comunidad**

I can locate and organize information related to a topic (*ILS5Bl*a).

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


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.

<table>
<thead>
<tr>
<th>¿Qué necesita saber el líder acerca de la comunidad?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>¿Qué necesita saber el líder acerca de trabajar con otras personas?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>¿Qué necesita ser el líder para poder explicar las cosas a las personas?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>¿Qué necesita poder hacer el líder para ayudar a otras personas a progresar?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>¿Qué otra cosa necesita saber y poder hacer el líder?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**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.
Expository Communicator
I can write an expository passage (IL53B1b).

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?

__________________________________________________________
Comunicador de Exposición
I can write an expository passage (ILS3B1b).

¿Cómo se ayudan líderes a su comunidad?

Tema: Una Persona Que Es Importante para Mi Comunidad
Cuál es el enfoque—mi idea? Escríbalo en el círculo.
¿Qué información es importante explicar para hacer clara esa idea? Anóntalo en las líneas.
Enumerar 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:

<table>
<thead>
<tr>
<th>THEN</th>
<th>NOW</th>
<th>NEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the situation before they made their plan?</td>
<td>What is the situation now?</td>
<td>What will happen in the future?</td>
</tr>
</tbody>
</table>

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

**Improve Your Community**

I can organize a plan *(ILS5Bla)*.

*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.

<table>
<thead>
<tr>
<th>Who will you need to help you make the improvement?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you ask them to do in order to help you?</td>
<td></td>
</tr>
<tr>
<td>What supplies will you need?</td>
<td></td>
</tr>
<tr>
<td>How will you get those things?</td>
<td></td>
</tr>
<tr>
<td>What else will you do?</td>
<td></td>
</tr>
</tbody>
</table>

**Write What You Think**

Write about why you think this change is important to your community.
Mejora Tu Comunidad
I can organize a plan (ILSSBl).

¿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
- housing
- interview
- park
- public transportation
- region
- river
- survey
- water

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

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
Waste and Water in Early Chicago
  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
Pollution (K–5)
  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)

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:

- 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.
Chicago Transportation
I can classify information (ILSA1b).

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.

<table>
<thead>
<tr>
<th>bus</th>
<th>car</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>train</td>
<td>subway</td>
</tr>
<tr>
<td>walk</td>
<td>bicycle</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Why?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
¿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.

<table>
<thead>
<tr>
<th>autobús</th>
<th>coche</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>tren</td>
<td>metro/subterráneo</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>caminar</td>
<td>bicicleta</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

________________________________________________________________________

¿Por qué?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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.
Chicago Jobs
I can classify information (ILSSA1b).

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?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

What would you like about it?

_________________________________________________________________________
_________________________________________________________________________
Trabajos de Chicago
I can classify information (ILS5Alb).

¿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?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

¿Qué es lo que te gusta de él?

_________________________________________________________________________

_________________________________________________________________________

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

I can collect and classify information (ILS5A1b).
I can write a paragraph about an idea (ILS3B1b).

**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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Notes—Important Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>How could we change the parks to make them better?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What could we do to improve the streets/transportation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What could make our community better?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What else could we do to make Chicago better?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How can you help make the city better?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Tema</th>
<th>Apuntes—Palabras Importantes</th>
<th>Frases</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Qué podríamos cambiar de los parques para hacerlos mejores?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Cómo podríamos mejorar las calles?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Qué podríamos hacer para mejorar las casas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Qué podría mejorar el centro de Chicago?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Qué más podríamos hacer para que Chicago sea mejor?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Usa tus notas para escribir un párrafo sobre las ideas de esta persona para la comunidad y la ciudad.
Paragraph Writer
I can write to communicate an idea (ILS3B1b).

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.

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
Escribir 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.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
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.
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: ________________________________
________________________________________
________________________________________

Write the news story that goes with one headline.
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.
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.
Creador de Exhibición/
Escriptor de Libro (Página 1)

I can organize information to support ideas (ILSSB1a).

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

Planea una Exhibición o Libro de Chicago


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.
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?

<table>
<thead>
<tr>
<th>Topic: _______________</th>
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<th>Topic: _______________</th>
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<tbody>
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<td>______________________</td>
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<td>______________________</td>
<td>______________________</td>
<td>______________________</td>
</tr>
<tr>
<td>What I’ll explain: _____</td>
<td>What I’ll explain: _____</td>
<td>What I’ll explain: _____</td>
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<tr>
<td>What I’ll show:</td>
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</table>

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/
Escriptor de Libro (Página 2)
I can organize and communicate information about a topic (ILS5B1a).

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. Nómbrale o haz un bosquejo en cada recuadro.

¿Qué es Importante Saber sobre este Tema?

<table>
<thead>
<tr>
<th>Tema: _______________</th>
<th>Tema: _______________</th>
<th>Tema: _______________</th>
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</tbody>
</table>

Lo Que Explicaré:

<table>
<thead>
<tr>
<th>Tema: _______________</th>
<th>Tema: _______________</th>
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</table>

Lo Que Mostraré:

<table>
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<th>Tema: _______________</th>
<th>Tema: _______________</th>
<th>Tema: _______________</th>
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</tbody>
</table>

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 (IL5SC).
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 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.
Better Living in Chicago

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.
Write What You Think

How did Jane Addams solve problems? ____________________________________________
__________________________________________________________________________
__________________________________________________________________________

What is a problem people in Chicago have today? _________________________________
__________________________________________________________________________
__________________________________________________________________________

How should people solve it? ________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Viviendo Mejor en Chicago

¿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 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 aún 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.


Nombre

Escribe Lo Que Piensas

¿Cómo resolvió problemas Jane Addams? _____________________________________________
_________________________________________________________________________
_________________________________________________________________________

¿Qué problema tiene la gente en Chicago hoy?_________________________________________
_________________________________________________________________________
_________________________________________________________________________

¿Cómo 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
• 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.
## Bold Plans. Big Dreams: Making Chicago Better

I can analyze a situation (*ILSSBl*). 

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.

<table>
<thead>
<tr>
<th>Chicago TODAY</th>
<th>Chicago FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>How people travel</td>
<td>Better ways to travel</td>
</tr>
<tr>
<td>Homes now</td>
<td>Better homes</td>
</tr>
<tr>
<td>Health and/or Safety</td>
<td>Better Health and/or Safety</td>
</tr>
<tr>
<td>Put another category here.</td>
<td></td>
</tr>
</tbody>
</table>

**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.
Plan Osado: Grandes Sueños:  
Haciendo Mejor a Chicago

I can analyze a situation (IL5B1a).

¿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.

<table>
<thead>
<tr>
<th>Chicago HOY</th>
<th>Chicago FUTURO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Como viajan las personas</td>
<td>Mejores maneras de viajar</td>
</tr>
<tr>
<td>Hogares ahora</td>
<td>Mejores hogares</td>
</tr>
<tr>
<td>Salud y Seguridad</td>
<td>Mejor Salud y Seguridad</td>
</tr>
<tr>
<td>Pon otra categoría aquí.</td>
<td></td>
</tr>
</tbody>
</table>

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**
- 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.
Bold Plans. Big Dreams: Letter to the Mayor
I can write a persuasive text (ILS3B1b).

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:

- _______________________________________________________________________
- _______________________________________________________________________
- _______________________________________________________________________
- _______________________________________________________________________

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.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
¿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**

¿Por qué es tu idea importante para la ciudad?

- _______________________________________________________________________

¿Cómo ayudará tu idea el futuro de Chicago?

- _______________________________________________________________________

**Quinto Párrafo: Conclusión**

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

- _______________________________________________________________________

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

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
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.
Chicago Poem
I can write to communicate an idea (ILS3C1a).

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.

<table>
<thead>
<tr>
<th>What I Like about My Community</th>
<th>What I Like about Chicago</th>
</tr>
</thead>
</table>

My Poem

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Poema de Chicago
I can write to communicate an idea (ILS3C1a).

¿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.

<table>
<thead>
<tr>
<th>Lo Que Me Gusta de Mi Comunidad</th>
<th>Lo Que Me Gusta de Chicago</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mi Poema

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
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.
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.

<table>
<thead>
<tr>
<th>work</th>
<th>neighborhood</th>
<th>travel</th>
<th>schools</th>
<th>city</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>parks</th>
<th>nature</th>
<th>water</th>
<th>downtown</th>
<th>stores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| your word: | your word: | your word: | your word: | your word: |
Unidad de Evaluación

Demuestra el Progreso de Chicago

<table>
<thead>
<tr>
<th>trabajo</th>
<th>barrio</th>
<th>viajar</th>
<th>escuelas</th>
<th>ciudad</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>parques</th>
<th>naturaleza</th>
<th>agua</th>
<th>el centro de la ciudad</th>
<th>las tiendas</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>tu palabra:</th>
<th>tu palabra:</th>
<th>tu palabra:</th>
<th>tu palabra:</th>
<th>tu palabra:</th>
</tr>
</thead>
</table>

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.
Appendix

Bibliographies ................................................................. 147
Chicago Public Library ....................................................... 147
Current and Historical Chicago Information Resources .......... 151
Chicago Community Areas Map ........................................... 153
Jane Addams timeline ....................................................... 155
Image Gallery ................................................................. 157
Lesson Plans ................................................................. 157
The cabin of Jean Baptiste Point DuSable (Chicago 1779) ......... 157
Daniel H. Burnham, circa 1890 ........................................... 158
Jane Addams and children at Hull-House, circa 1934 .............. 159
Street Congestion, 1910 ................................................... 160
Lakefront debris near Twenty-Third Street, circa 1892 .......... 161
Chicago Then and Now ..................................................... 162
Planes, 1911 and 2008 ...................................................... 162
Classroom, 1917 and 2008 ................................................ 163
Children playing, 1910 and 2008 ...................................... 164
Children playing, 1908 and 2008 ...................................... 165
Chicago River, 1909 and 2009 ........................................... 166
Chicago skyline, 1933 and 2003 ......................................... 167
Carson Pirie Scott building, 1926 and 2007 ......................... 168
Chinatown, 1916 and 2008 ................................................. 169
Additional Resources (Please add your own!) ..................... 171
Population Growth of Chicago ............................................ 173
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
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 (2nd 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
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 . . .”

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
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
Current and Historical Chicago Information Resources

Books to Use with 3rd Grade


Books about Chicago for Teachers and Older Students


**Online Resources**


**Password Protected Databases** (accessible from the Department of Libraries’ website)

Chicago Tribune Historical Archive http://infowebs.newsbank.com/

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


Jane Addams was 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.
- 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.
- 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 19th 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.
- 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.
- 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.
- 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](http://www.uic.edu/jaddams/hull)

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

Women in History: [http://www.ilwdpl.org/wihohio/adda-jan.htm](http://www.ilwdpl.org/wihohio/adda-jan.htm)


Written Sources:


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


Examples of books on Jane Addams for 3rd to 6th 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.
Street congestion in 1910 (Dearborn and Randolph). Photo—Souvenir of Chicago in Colors.
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.
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.”

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.

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### POPULATION GROWTH OF CHICAGO

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