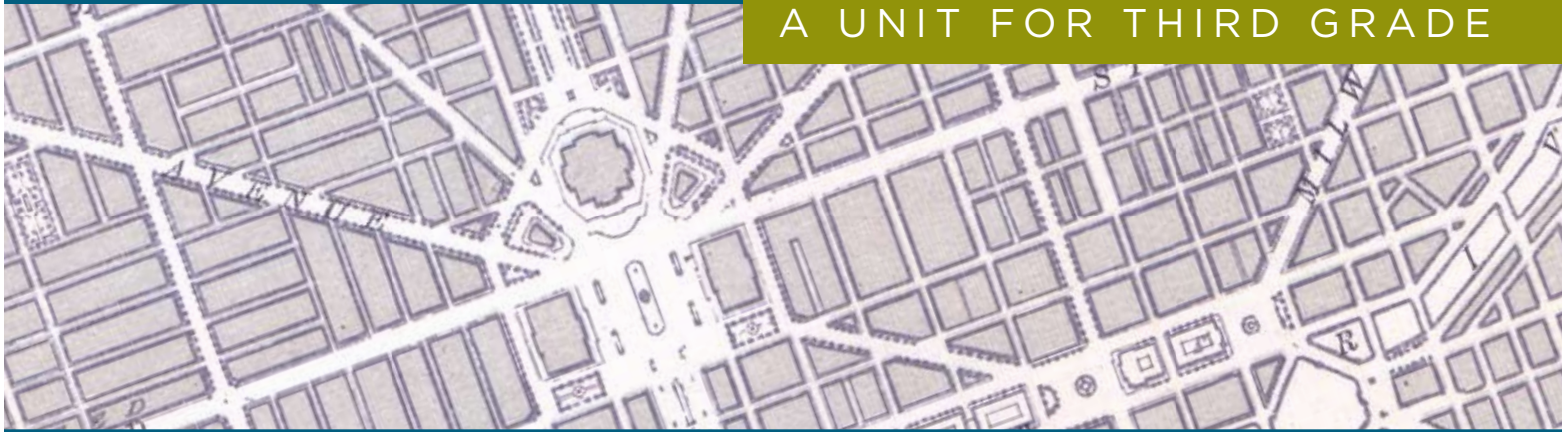


BOLD PLANS. BIG DREAMS.

Chicago: Choices and Changes

A UNIT FOR THIRD GRADE

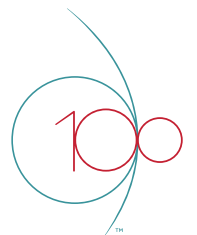


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BOLD PLANS. BIG DREAMS.

Chicago: Choices and Changes

A UNIT FOR THIRD GRADE

OCTOBER 2009

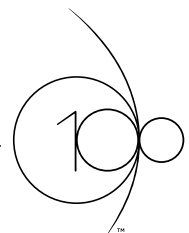
Chicago: Choices and Changes is a project of the Burnham Plan Centennial Committee. The Committee, composed of business and civic leaders, was convened in late 2006. Staff support is provided by Chicago Metropolis 2020 with leadership funding from the Chicago Community Trust and supported by a growing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

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

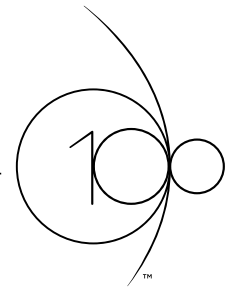
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Cover illustration: Natalia Segal, Whittier School



October, 2009

Dear Teachers,

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

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

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

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

Sincerely,

Adele Simmons
Vice-Chair
Burnham Plan Centennial Committee



Dr. Barbara Eason-Watkins
Chief Education Officer

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

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,

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

Barbara Eason-Watkins
Chief Education Officer
Chicago Public Schools



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Teacher Preview

Overview

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

Teachers as Planners

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

Part Overview

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

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



Prepare for Great Learning Progress

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

External Resources

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



Student Learning and Assessment

Student Learning

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

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

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

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

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

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

Active Assessment

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

Part Assessments

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

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



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

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

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

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

Unit Assessment

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

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

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

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

Rubric for Comprehensive Projects

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



Rubric for Assessing Comprehensive Projects

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

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

Name _____

Active Assessment

Word Bank

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

Topic: _____

Show and Tell What You Know

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

Write What You Think

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

Nombre _____

Evaluación Activa

Banco de Palabras

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

Tema: _____

Demuestra y Cuenta Lo Que Sabes

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

Escribe Lo Que Piensas

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

Name _____

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.

Nombre _____

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?*

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

Important Words Students Will Read, Write, and Illustrate

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

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



Guiding Question: _____

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

Important Words Students Will Read, Write, and Illustrate

Week	Focus	Activities	Assessment



On-Line Resources for Teaching about Chicago

Part 1. Chicago: A History of Choices and Changes

Chicago History Museum

The Great Chicago Fire

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

Friends of the Chicago River

Chicago River History (3rd–8th)

http://chicagoriver.org/upload/The_History_of_Your_Chicago_River.pdf

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

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

University of Illinois at Chicago College of Architecture and the Arts

Hull House and Its Neighborhoods

http://tigger.uic.edu/htbin/cgiwrap/bin/urbanexp/main.cgi?file=new/resource_outline.ptt

Chicago Architecture Foundation

Schoolyards to Skylines: Rooftop Gardens (2nd)

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

Part 3. Plan Progress for Your Community

Learn and Serve Clearing House

Service Learning Lesson Plans

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

Chicago History Museum

Mapping Chicago: The Past and the Possible

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



Part 4. Your City Today

Chicago Web Docent

City Sewers

http://www.chicagowebdocent.org/Public/chicago_history/citysewers/index.html

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)

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