



PART 3: Overview

Progress for Your Community

Summary

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

Literacy Development

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

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

Content Outcomes

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

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

Concepts and Vocabulary

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

Materials

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

Additional Classroom Materials/Supplies

Chicago flag (*See page 78.*)

U.S. flag

Chart paper and markers or chalkboard and chalk



PART 3

Extension Options



On-line Connection

Learn and Serve Clearing House

Service Learning Plans

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

Chicago History Museum

Mapping Chicago: The Past and the Possible

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



Art Connection

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



Museum Connection

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

<http://www.nationalmuseumofmexicanart.org>



Family Connections

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



PART 3: Class Session 1

Progress for Your Community

Guiding Question

How do people change a community?

Introduction

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

Activity

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

Conclusion

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

Name _____

A Community Changes

I can identify causes and effects (*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.

Name _____

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

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

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



Write What You Think

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

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

Nombre _____

Una Comunidad Cambia

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

¿Cómo cambian las personas una comunidad?

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

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

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

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

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

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

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

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

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

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

Nombre _____

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

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

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



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

Escribe Lo Que Piensas

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

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



PART 3: Class Session 2

Progress for Your Community

Guiding Question

What is important to a community?

Introduction

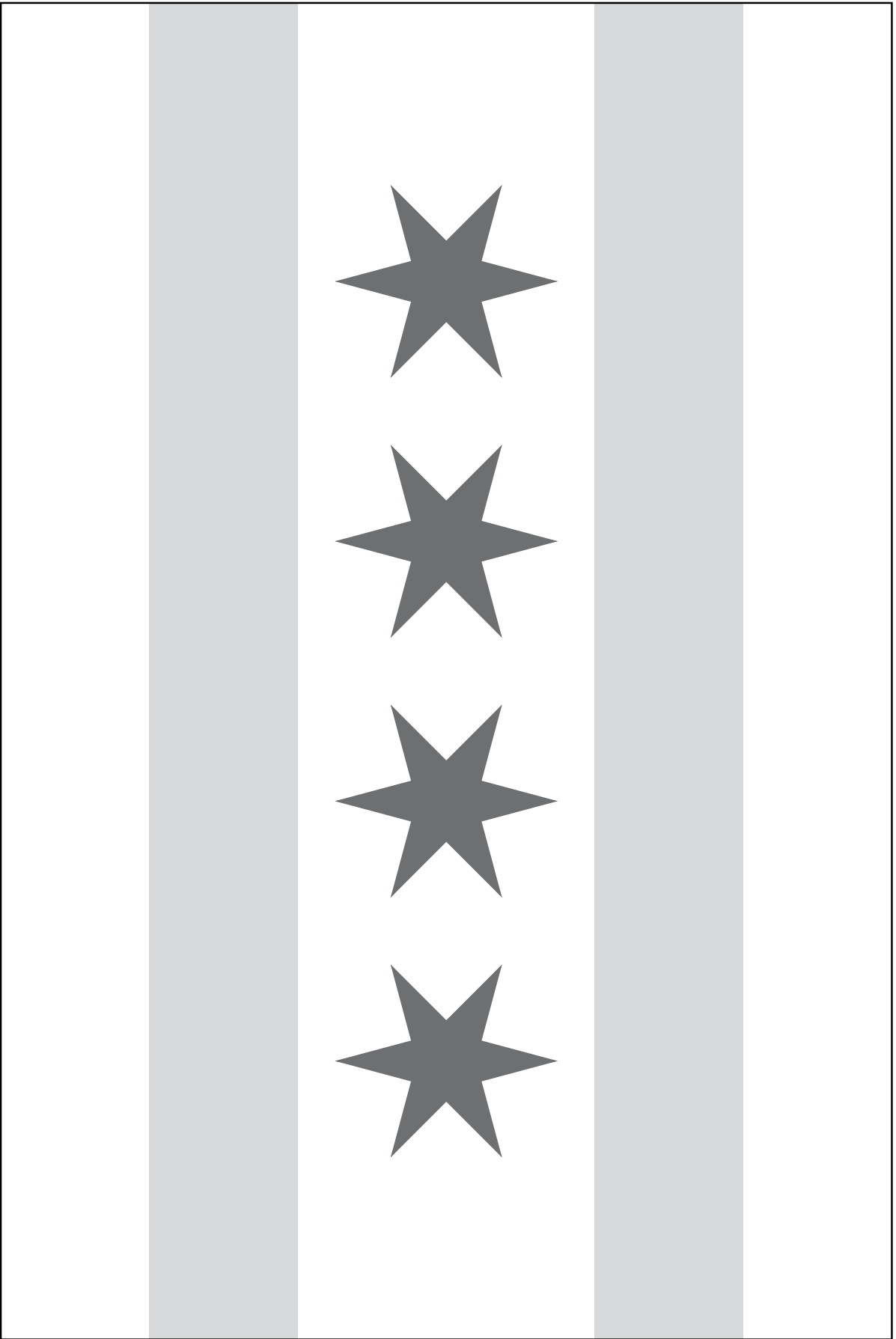
- Show students Chicago's flag.
- Ask students to name the symbols on the flag and if they know what the symbols represent.
- Ask students about other flags they might know of and what their symbols represent.

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.



Flag of Chicago

Name _____

Community Flag

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

What is important to a community?

A flag shows what is important about a place.

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

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

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

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

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

Design a flag for your community.

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

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

Draw your Community flag on another page.

Nombre _____

Bandera de la Comunidad

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

¿Qué es importante para una comunidad?

Una bandera demuestra lo que es importante de un lugar.
La bandera de Chicago utiliza símbolos para enseñar lo que es importante.
Tiene cuatro estrellas. Cada una representa un acontecimiento importante.

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

Tiene dos bandas azules. La primera es por el Lago Michigan y la rama norte del Río de Chicago.
La segunda es por la rama sur del Río de Chicago y el Canal Illinois Michigan.
La bandera también tiene tres bandas blancas. Representan las tres partes de Chicago. Son el norte, el sur y el oeste. El Lago está al este.

Haz una bandera para tu comunidad.

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

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

Dibuja la bandera de tu Comunidad en otra página.



PART 3: Class Session 3

Progress for Your Community

Guiding Question

What does a community leader know and do?

Introduction

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

Activity

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

Conclusion

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

Name _____

Community Leader

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

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

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

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

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

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

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

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

Write What You Think

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

Nombre _____

Líder de la Comunidad

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

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

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

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

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

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

Escribe lo Que Piensas

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



PART 3: Class Session 4

Your Community Today

Guiding Question

How do leaders help your community?

Introduction

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

Activity

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

Conclusion

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

Name _____

Expository Communicator

I can write an expository passage (*ILS3B1b*).

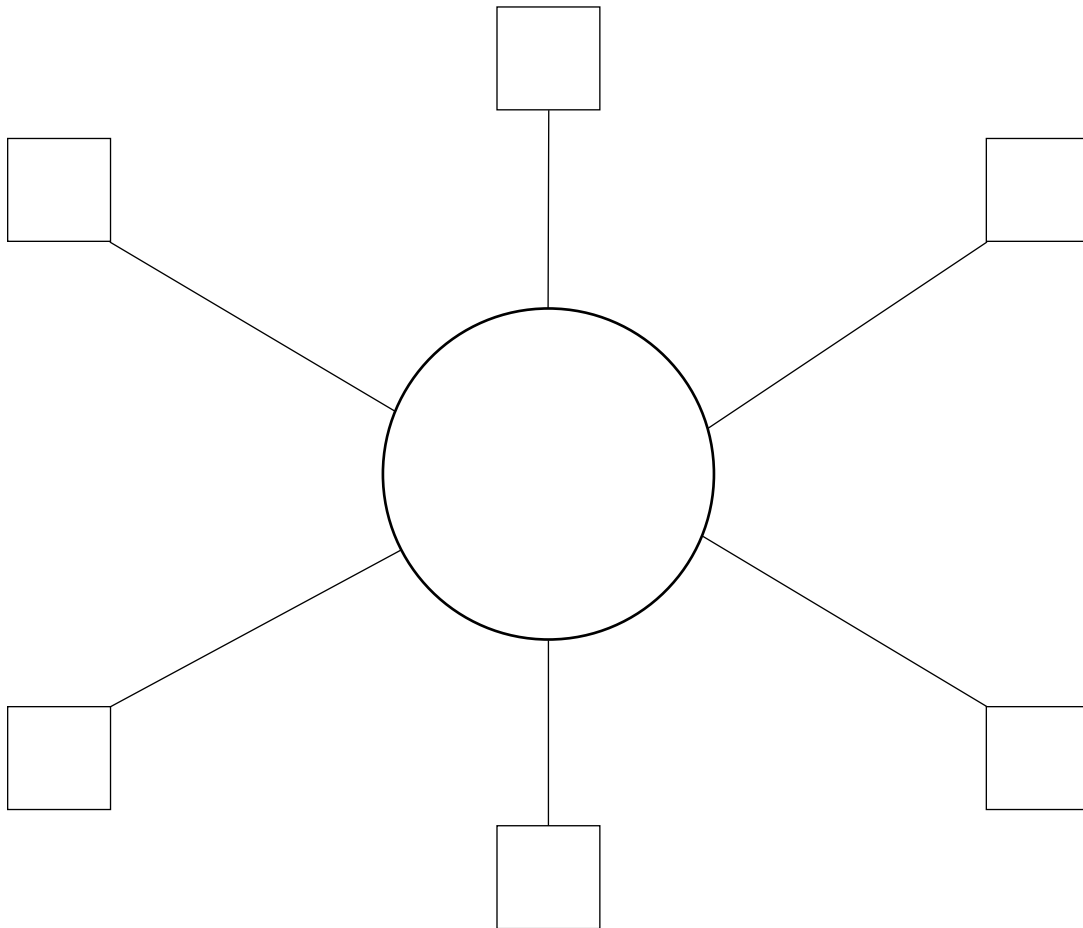
How do leaders help your community?

Topic: A Person Who Is Important to My Community

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

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

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



How will I start?

How will I conclude?

Nombre _____

Comunicador de Exposición

I can write an expository passage (ILS3B1b).

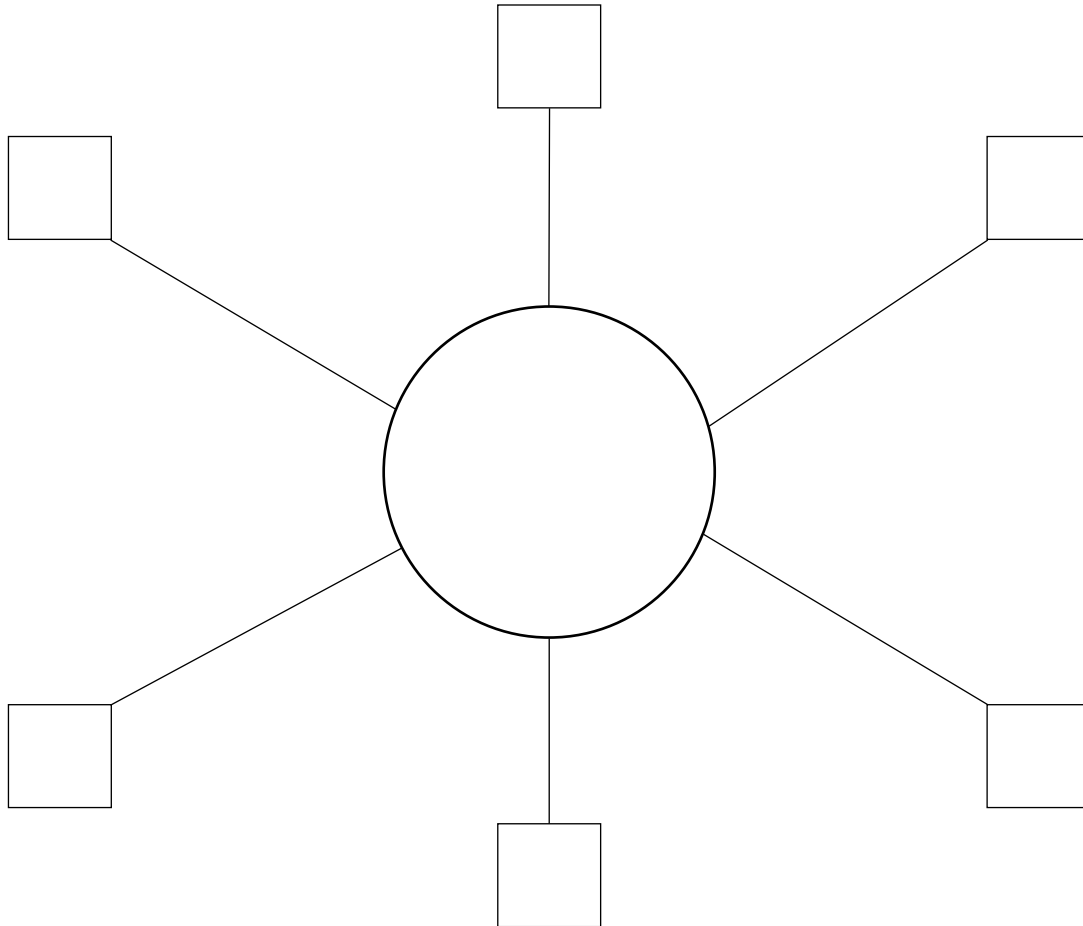
¿Como se ayudan líderes a su comunidad?

Tema: Una Persona Que Es Importante para Mi Comunidad

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

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

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



¿Cómo empezaré?

¿Cómo terminaré?



PART 3: Class Session 5

Progress for Your Community

Guiding Question

What would improve your community?

Introduction

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

Activity

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

Conclusion

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

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

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

Name _____

Improve Your Community

I can organize a plan (ILS5B1a).

What would improve your community?

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

Streets: _____

Parks: _____

Services: _____

_____ : _____
(another kind of change)

Choose one way to improve your community.

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

Write your proposed improvement here: _____

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

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

Write What You Think

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

Nombre _____

Mejora Tu Comunidad

I can organize a plan (*LS5B1a*).

¿Qué mejoraría tu comunidad?

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

Calles: _____

Parques: _____

Salud: _____

_____ : _____

(otro tipo de cambio)

Escoge una manera para que la comunidad progrese.

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

Después haz un plan.

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

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

Escribe Lo Que Piensas

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