Part 3: Plan for Community Progress  
*How does collaboration result in progress?*

**Summary**
Part 3 involves students in analyzing community change with an emphasis on collaboration. While Part 2 emphasized ideas—visionaries and heroes—this part emphasizes the importance of working together to bring about progress.

**Literacy Skills Development:**
- Interpret non-fiction text. (1C)
- Analyze and infer relations between needs and responses. (5A)
- Plan and write an extended response. (1C)
- Collect information through an interview. (5B)
- Write a narrative essay. (3B)

**Social Studies Development:**
- Apply the skills of historical analysis. (16C)
- Analyze current events to determine cause-and-effect relationships. (16A)
- Analyze the effects of a change. (16B)
- Understand the roles and interactions of individuals and groups in society. (18B)

**Activities**
Choose which learning guides students will complete.

<table>
<thead>
<tr>
<th>Learning Guides and Assessment</th>
<th>Applied Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How have students made community progress?</td>
<td>Analyze problem and solution in a text. (ILS1C)</td>
</tr>
<tr>
<td></td>
<td>Identify and support the main idea. (ILS1B)</td>
</tr>
<tr>
<td>2. What does our community need?</td>
<td>Collect data and analyze it and communicate it in a summary. (ILS5A)</td>
</tr>
<tr>
<td>3. What is your plan for community progress?</td>
<td>Infer the effects of a change. (ILS5A)</td>
</tr>
<tr>
<td>a service-learning project organizer</td>
<td>Write a persuasive statement. (ILS3C)</td>
</tr>
<tr>
<td>Assessment: Collaborate to make progress.</td>
<td>Identify and support a main idea. (ILS1B)</td>
</tr>
<tr>
<td></td>
<td>Write a summary. (ILS3B)</td>
</tr>
</tbody>
</table>

**Develop Vocabulary in Chicago Contexts.**
collaborate needs obstacle respond infer committed alderman persuade
Part 3: Plan for Community Progress

Unit Focusing Question: How does a community make progress?

Teaching Plan

Introduction
Introduce the Focusing Question—How does collaboration result in progress?

- Ask students for examples of collaboration that enables greater progress, such as when they themselves work on a project together.
- Remind them that Burnham’s plan was itself a collaboration—he worked with others to develop it, then he worked with leaders to bring about the progress.

Development
Use learning guides and classroom discussion to involve students in learning about the importance of collaboration to bring about progress in a community. Students can complete the Learning Activities independently or in groups. As students complete activities, remind them of the focusing question so they relate what they learn to that big idea.

The activities include a Service Learning opportunity. In this project, students identify a need and make a plan to meet it. Then they write an effectively persuasive letter to the alderman.

Conclusion
Return to the focusing question. The Assessment Activity is an effective way to not only assess but then share what students have learned.

Assessment
Ask students to complete the Part 3 Assessment. Students can pair after they write their responses so they collaborate to share ideas. Then if the entire class shares insights, the collaboration should result in a big list of answers to the big question.

Expansion
Invite the alderman to visit your class to discuss ways the community members, including your students, can collaborate for progress.
How have students made community progress?

I can analyze problem and solution in a text. (ILS1C) I can identify and support the main idea. (ILS1B)

Read about three Chicago service-learning projects. In each project, students decided how to help their community. They learned skills. They learned about their community. They helped their community. After you read all three reports, answer the questions.

A Garden in Lawndale

Eighth grade students at a school in Lawndale saw new buildings. Families were moving into the community. But they saw vacant lots, too. They saw trash there. Even when they picked up the trash, the lots did not stay clean. Wind blew trash there from the street. “No one can do anything about this,” said one student. “Yes, we can,” said another. Their teacher agreed. They would plant a garden in a vacant lot.

The students met with the principal. They asked if they could create a community garden in the vacant lot closest to the school. She told them that was a great idea, but they would have to volunteer their own time and work on it every week. The students agreed. They promised they would donate their time every Saturday until it snowed. Even then they would keep the sidewalk cleared near the lot.

The students needed to collaborate with the community. They wanted to be sure that everyone in the community wanted the garden. They met with block clubs and told them their plan. The block clubs applauded the project. They said they would help.

The students went on the Internet to learn about plants. They looked for plants that would grow well in Chicago. They chose some evergreen plants. They chose some bulbs, too. They learned a lot about plants and gardening.

The students needed money to get the bulbs and plants. They needed tools, too. They made a budget. They sent that budget and their plan to get funding. The Steans Family Foundation funded their plan. The Steans family has been supporting progress in Lawndale for many years. The students got $300 to buy what they needed.

They are 8th graders, so this spring they will meet with the seventh grade. They will ask them to take over the garden. It will be their legacy to the school community.

Recycle Here

Students at an elementary school in Pilsen studied ecology. They learned that there was so much trash that it was a world-wide problem. They asked their teacher if they could do something to help solve the problem. “It is a very big problem,” she said, “but if every community helps, that would really make a difference.”

The students decided to set up a Saturday Recycling Center. They would collect trash. Then they would get it to a city of Chicago recycling site. The students used the Internet to find out more about recycling in Chicago. They found that there are 15 “drop off” sites, places where people can bring trash to get it recycled. The students had to figure out how to get the trash to the site. They went to talk with the minister of the church near their school. They know that he drives a van and helps people. They went to ask him to help with their plan.

The minister agreed to help. He said he would pick up the recycling one Saturday each month after the student pack it. He said it was such a good plan they could use the churchyard for the Recycling Center. They decided it would be once a month, on Saturday afternoon. They chose the first Saturday of the month.

So everything was organized. All they needed was trash to recycle.

The students made posters to put in stores in the neighborhood. The minister announced the new recycling program at the church service and put up a poster, too. The
community center put a note about the recycling in their monthly newsletter. The students went into the other classrooms at their school and asked children to tell their families about the Saturday recycling.

The first Saturday was a great success. In fact, they got so much trash that the minister had to make two trips to take it all to the drop off site. The students still send reminders home, but now most people in the community know that if it’s the first Saturday it’s time to recycle.

**A Better Environment**

A school on the north side of Chicago had an opportunity. They could get a grant if they could make a great plan. It had to be a plan to make a lasting change that would improve the community. Students and teachers talked about what they could do. They had a nice environment. But they wanted to make it really beautiful.

They decided to create a very big beautification project. They would change the landscape. They would make their own botanic garden with many different kinds of plants and flowers. They got the grant. They went to the Chicago Botanic Garden to research. Then they would start their project. They got $1,000 from the Polk Bros. Foundation to carry out their big plan.

Students told parents about the plan. Parents thought it was a great idea. They would help. They would help with the planting. They would help raise money, too. The $1,000 would pay for the bus trips. They would need more money to pay for the plants and supplies. The PTA raised $10,000. They made sure this plan would be even bigger.

The students, parents, and teachers are going to make a big difference. They have partners helping them: the Chicago Park District and the Botanic Garden. The plan is so big it is going to take a few years to finish. The students who start it now will be in high school when it is finished. But they will see this progress every day because they live near the school. Everyone in that community will have a better environment because of this plan.

Complete this chart for these three reports.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
<th>What Students Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

All three of these selections have the same main idea. What is it?

___ it takes money to make progress
___ students have good ideas
___ it is important to collaborate for community progress

Underline the information in each report that supports the idea you chose.
¿Cómo han logrado los estudiantes progreso en la comunidad
Parte 3, Guía de Aprendizaje 1
I can analyze problem and solution in a text. (ILS1C)  I can identify and support the main idea. (ILS1B)


Un Jardín en Lawndale

Los estudiantes se reunieron con el director. Preguntaron si podrían crear un jardín de la comunidad en el lote vacío más cercano a la escuela. Ella les dijo que era una gran idea, pero tendrían que ofrecer su tiempo libre y trabajar ahí cada semana. Los estudiantes accedieron. Prometieron que donarían su tiempo cada sábado hasta que nevara. Aun entonces mantendrían limpia la acera cercana al lote.

Los estudiantes necesitaban colaborar con la comunidad. Querían estar seguros que todos en la comunidad querían el jardín. Se reunieron con clubes de la cuadra y les hablaron de su plan. Los clubes de la cuadra aplaudieron el proyecto. Dijeron que ayudarían.


Los estudiantes necesitaban dinero para conseguir los bulbos y plantas. También necesitaban herramientas. Hicieron un presupuesto. Mandaron ese presupuesto y su plan para obtener fondos. La Steans Family Foundation (Fundación de la Familia Steans) financió su plan. La familia Steans ha estado apoyando el progreso en Lawndale por muchos años. Los estudiantes obtuvieron $300 para comprar lo que necesitaban.

Son de 8to grado, así que esta primavera se reunirán con los de séptimo grado. Les solicitarán que cuiden el jardín. Será su legado a la comunidad de la escuela.

Recicla Aquí
Estudiantes en una escuela primaria en Pilsen estudiaron ecología. Aprendieron que había tanta basura que era un problema a nivel mundial. Le preguntaron a su maestra si podían hacer algo para ayudar a resolver el problema. Ella les dijo “es un problema muy grande, pero si cada comunidad ayuda, eso realmente haría una diferencia.”

Los estudiantes decidieron establecer un Saturday Recycling Center (Centro de Reciclaje Sabatino). Recolectarían la basura. Después la llevarían a un centro de reciclaje en la ciudad de Chicago. Los estudiantes usaron la Internet para saber más acerca del reciclaje en Chicago. Averiguaron que existen 15 sitios de “acopio,” lugares donde la gente lleva la basura para ser reciclada. Los estudiantes tuvieron que averiguar cómo trasladar la basura a ese sitio. Fueron a hablar con el ministro de una iglesia cerca de la escuela. Ellos saben que él maneja una camioneta y ayuda a las personas. Le pidieron ayuda con el plan.

El ministro accedió a ayudar. Dijo que él recogería el reciclaje un sábado de cada mes después de que los estudiantes lo empacaran. Dijo que era tan buen plan que podrían utilizar el patio de la iglesia para el Centro de Reciclaje. Decidieron que sería una vez al mes, los sábados por la tarde. Escogieron el primer sábado de cada mes.
Así todo estaba organizado. Todo lo que necesitaban era basura que reciclar.

Los estudiantes hicieron carteles para colocar en tiendas del vecindario. El ministro anunció el nuevo programa de reciclaje durante la misa de la iglesia y también colocó un cartel. El centro de la comunidad colocó una nota acerca del reciclaje en su boletín mensual. Los estudiantes asistieron a otras salas de clases en su escuela y solicitaron a los niños que le contaran a sus familiares acerca del reciclaje sabatino.

El primer sábado fue un gran éxito. De hecho, obtuvieron tanta basura que el ministro tuvo que hacer dos viajes para llevarlo todo al sitio de acopio. Los estudiantes todavía mandan recordatorios a los hogares, pero ahora la mayoría de las personas en la comunidad saben que si es el primer sábado del mes entonces es tiempo de reciclar.

Un Mejor Ambiente

Una escuela en el lado norte de Chicago tuvo una oportunidad. Podían obtener una donación del Burnham Plan Centenal (Plan Centenario Burnham) si podían hacer un gran plan. Tenía que ser un plan para realizar un cambio perdurable que mejoraría la comunidad. Los estudiantes y maestros platicaron sobre lo que podrían hacer. Tenían un ambiente agradable. Pero querían hacerlo realmente hermoso.

Decidieron crear un proyecto muy grande de embellecimiento. Cambiarían el paisaje. Harían su propio jardín botánico con muchos tipos de plantas y flores. Irían a visitar el Jardín Botánico para investigar. Después comenzarían su proyecto. Obtuvieron la donación. Obtuvieron $1,000 del Polk Bros. Foundation (Fundación Polk Bros.) para llevar a cabo su gran plan.

Los estudiantes le contaron a los padres acerca del plan. Los padres pensaron que era una gran idea. Ellos ayudarían. Ayudarían plantando. También ayudarían recaudando fondos. Los $1,000 pagarían por los viajes en autobús. Necesitarían más dinero para pagar por las plantas y suministros. El PTA (Asociación de Padres de Familia) recaudó $10,000. Aseguraron que este plan sería aún más grande.

Los estudiantes, padres, y maestros harán una gran diferencia. Tienen socios ayudándoles: el Chicago Park District (Distrito de Parques de Chicago) y el Botanic Garden (Jardín Botánico). El plan es tan grande que tardará varios años terminarlo. Los estudiantes que lo comiencen ahora estarán en la escuela secundaria cuando se complete. Pero verán el progreso cada día porque viven cerca. Gracias a este plan todos en la comunidad tendrán un mejor ambiente.

Completa esta tabla para estos tres reportes.

<table>
<thead>
<tr>
<th>Problema</th>
<th>Solución</th>
<th>Que Aprendieron los Estudiantes</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Estas tres secciones tienen la misma idea principal. ¿Qué es?

___ es necesario tener dinero para progresar
___ los estudiantes tienen buenas ideas
___ es importante colaborar para lograr progreso de la comunidad

Subraye la información en cada reporte que respalde la idea que escogiste.
What does our community need?
I can collect data and analyze it and communicate it in a summary. (ILS5A)

Survey people in your community. Ask these questions and other questions you prepare.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your favorite place in our neighborhood?</td>
<td></td>
</tr>
<tr>
<td>What do you like about living here?</td>
<td></td>
</tr>
<tr>
<td>How do you get information about our community’s assets—the organizations and places that help people?</td>
<td></td>
</tr>
<tr>
<td>What is a problem in the neighborhood?</td>
<td></td>
</tr>
<tr>
<td>How could people help solve that problem?</td>
<td></td>
</tr>
<tr>
<td>Another Question</td>
<td></td>
</tr>
<tr>
<td>Another Question</td>
<td></td>
</tr>
</tbody>
</table>

Write down the answers to your survey, then tally all the answers for your class.

**Summarize**
Make a summary report. Summarize the answers you got as a class.

1. What are the places most people like?
2. What do most people say they like about living in the community?
3. How do most people get information about the community?
4. What are the problems people identify?
5. What solutions do they recommend?
¿Qué necesita tu comunidad?

I can collect data and analyze it and communicate it in a summary. (ILS5A)

Haz una encuesta de personas en tu comunidad. Realiza estas preguntas y otras preguntas que prepares.

<table>
<thead>
<tr>
<th>Pregunta</th>
<th>Respuesta</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cuál es tu lugar favorito en nuestro vecindario?</td>
<td></td>
</tr>
<tr>
<td>¿Qué es lo que te gusta de vivir aquí?</td>
<td></td>
</tr>
<tr>
<td>¿Cómo obtienes información sobre los bienes de nuestra comunidad—las organizaciones y lugares que ayudan a las personas?</td>
<td></td>
</tr>
<tr>
<td>¿Cómo podría ayudar la gente a solucionar ese problema?</td>
<td></td>
</tr>
<tr>
<td>Otra pregunta</td>
<td></td>
</tr>
<tr>
<td>Otra pregunta</td>
<td></td>
</tr>
</tbody>
</table>

Escribe las respuestas en tu encuesta, luego organiza todas las respuestas para tu clase.

RESUME

Redacta un resumen. Resume todas las respuestas que obtuvo toda la clase.

1. ¿Cuáles son los sitios que más le gusta a la gente?
2. ¿Qué es lo que más le gusta a la mayoría de la gente de la vida en el vecindario?
3. ¿Cómo obtiene la mayoría de las personas información sobre la comunidad?
4. ¿Cuáles son los problemas que las personas identifican?
5. ¿Qué soluciones recomiendan?
What is your plan for community progress? Part 3, Learning Guide 3A

Service-Learning Project Organizer

I can infer the effects of a change (ILS5A). I can write a persuasive statement (ILS3C).

Choose one need you have identified for your community.

_______________________________________________________________

Make a plan to respond to that need. What change do you recommend? Note it in the diagram. Then predict three effects it will have.

CHANGE

Effect:

Effect:

Effect:

How could you and other community members help to make and support this progress?

I can _________________________________________________________________

My class can ___________________________________________________________

Community Members can…

<table>
<thead>
<tr>
<th>Who can help?</th>
<th>How?</th>
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</tbody>
</table>
¿Cuál es tu plan para el progreso de la comunidad?
Parte 3, Guía de Aprendizaje 3A

Organizador de Proyecto de Servicio-Aprendizaje
I can infer the effects of a change (ILS5A). I can write a persuasive statement (ILS3C).

Escoge una necesidad que hayas identificado para tu comunidad.

Haz un plan para responder a esa necesidad. ¿Qué cambio recomiendas?
Haz una nota de ello en el diagrama. Después pronostica tres efectos que tendrá.

¿Cómo podrías tú y otros miembros de la comunidad ayudar a realizar y apoyar este progreso?

Yo puedo __________________________________________________________

Mi clase puede __________________________________________________________

Los Miembros de la Comunidad pueden …

<table>
<thead>
<tr>
<th>¿Quién puede ayudar?</th>
<th>¿Cómo?</th>
</tr>
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<tbody>
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</table>
Inspire Collaboration
ILS 3B: I can write a persuasive text.

Planners need to persuade people to collaborate, to support their plan. Write to explain your plan for community progress. You are writing to your community, asking people to help.

What is your idea? ________________________________________________________________

How will I start to make sure my reader knows why this is an important change to make and why I have a good plan?

________________________________________________________________

________________________________________________________________

What evidence will I include to support my position?

☐ _________________________________________________________________

☐ _________________________________________________________________

☐ _________________________________________________________________

☐ _________________________________________________________________

☐ _________________________________________________________________

☐ _________________________________________________________________

☐ _________________________________________________________________

(You can use the boxes to number the order in which you will give that evidence.)

How will I conclude to make sure my reader decides to support my plan?

________________________________________________________________

________________________________________________________________

More Resources:  http://teacher.depaul.edu/ and  http://burnhamplan100.uchicago.edu/
Planificadores necesitan persuadir a las personas a colaborar para apoyar su plan. Escribe para explicar tu plan para el progreso de la comunidad. Le estás escribiendo a tu comunidad solicitando ayuda a las personas.

¿Cuál es tu idea? ____________________________________________

¿Cómo comenzaré para asegurarme de que mi lector sepa por qué este es un cambio importante y por qué tengo un buen plan?

_______________________________________________________________

¿Qué evidencia incluiré para respaldar mi posición?

☐ ____________________________________________________________

☐ ____________________________________________________________

☐ ____________________________________________________________

☐ ____________________________________________________________

☐ ____________________________________________________________

☐ ____________________________________________________________

(Puedes usar las casillas a la izquierda para enumerar el orden en que darás las pruebas.)

¿Cómo concluiré para asegurarme de que mi lector decida apoyar mi plan?

_______________________________________________________________

_______________________________________________________________
Make an Action Plan
I can organize a plan. (ILS5A)

Planners organize an action plan.
They figure out the parts of the work and who will do what.
Make your action plan in a chart.

<table>
<thead>
<tr>
<th>Who</th>
<th>Does What</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explains the project to the principal and asks for support.</td>
<td></td>
</tr>
</tbody>
</table>

SHARE PROGRESS
Write an announcement about what you accomplished. Be sure to include recognition of everyone who participated.

REPORT PROGRESS
Then write a reflection. That is an analysis you do after you finish a project.

Tell: What you learned about yourself.
     What you learned about your community.
     What skills you improved.
     The value you added. Value added means what you have changed. What is the result of the service?

Give your report to the principal.
Ask your principal if you should present the report to the Local School Council and other groups from the school community.

Chicago, City of Possibilities, Plans, and Progress
More Resources:  http://teacher.depaul.edu/ and  http://burnhamplan100.uchicago.edu/
Haz un Plan de Acción
I can organize a plan. (ILS5A)

Los planificadores desarrollan un plan de acción.
Ellos deciden cómo se dividirá el trabajo y quién hará cada parte.
Organiza tu plan en una tabla.

<table>
<thead>
<tr>
<th>Quién</th>
<th>Hace Qué</th>
<th>Cuándo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explica el proyecto al director y pide su apoyo.</td>
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</tr>
</tbody>
</table>

COMPARTE INFORMACIÓN SOBRE EL PROGRESO
Escribe un comunicado sobre lo que realizaste. Asegúrate de incluir y agradecer a todos los que participaron.

INFORMA SOBRE EL PROGRESO
Luego escribe una reflexión. Eso es un análisis que haces una vez terminado un proyecto.

Dí:  
Lo que aprendiste de ti mismo.
Lo que aprendiste de tu escuela
Qué habilidades mejoraste
El valor que añadiste. Valor añadido significa lo que tú has cambiado.
¿Cuál es el resultado del servicio?

Entrega tu informe por escrito al director.
Pregunta a tu director si debes presentar tu informe al Local School Council (Consejo Local Escolar) y a otros grupos de la comunidad escolar.
Collaborate to Make Progress

Part 3 Assessment

I can identify and support a main idea. (ILS1B) I can write a summary. (ILS3B)

What have you learned about collaboration?
Write your own main idea about collaboration in the top rectangle.
Then put information that supports it in the boxes below it.

WHAT I LEARNED ABOUT COLLABORATION

the main idea

example example example

Write a paragraph that summarizes what your diagram shows.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Colabora para Realizar Progreso

I can identify and support a main idea. (ILS1B) I can write a summary. (ILS3B)

¿Qué has aprendido sobre la colaboración?
Escribe tu propia idea principal acerca de la colaboración en el rectángulo superior. Después pon información que lo respalde en las cajillas bajo el rectángulo.

LO QUE APRENDÍ SOBRE LA COLABORACIÓN

la idea principal

ejemplo

ejemplo

ejemplo

Escribe un párrafo que resuma lo que tus diagramas muestran.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

More Resources:  http://teacher.depaul.edu/ and  http://burnhamplan100.uchicago.edu/