

CHICAGO PROGRESS

EXPANDING CHICAGO LITERACIES READING WRITING THINKING

“Our children must never lose their zeal for building a better world. They must not be discouraged from aspiring toward greatness, for they are to be the leaders of tomorrow.” Mary McLeod Bethune

“Our children shall be taught that they are the coming responsible heads of their various communities.” Wacker Manual, 1911

Literacy Coach Toolkit to Support Content Area Reading and Writing

This toolkit is a project of the Burnham Plan Centennial Committee.
Presenting Sponsor for Education:

P O L K B R O S F O U N D A T I O N
a foundation for chicago families

Toolkit development: Polk Bros. Foundation Center for Urban Education
In collaboration with the Chicago Public Schools Offices of
Literacy, Language and Cultural Education, and Specialized Services.

Make the Chicago Literacy Connection

The Burnham Plan was based on what was—what the planners knew was happening in Chicago in the early 1900s. And what should be—what the planners foresaw Chicago would need to do to be a great 20th century city.

This toolkit is designed to help you make big plans to change the Chicago curriculum: to make learning about Chicago, the visions and plans that have brought progress, the challenges we face, and the opportunities the children can realize.

The Toolkit is organized to help Literacy Coaches strengthen the core curriculum as teachers guide students to read/think/write about the city.

Expand Literacies to include:

- ✓ Knowing Chicago, its past and present
- ✓ Making social emotional progress by inspiring students to have their own bold plans, big dreams for their future
- ✓ Connecting reading, vocabulary, writing, and thinking to a city of possibilities, plans, and progress

GROW PLANNER

goal ➡ learn content and learn how to
 read organize write
 well

Goal	Learn more about: _____
Read 1A, B, C books poems paintings	What will students... Read/hear _____ SEE/Interpret: _____
Organize 1B, 5A	How will students clarify what they learn? Make a ___ list ___ chart ___ timeline ___ diagram ___ outline
Write/ ILLUSTRATE 3B	How will students communicate what they learn? What will they WRITE ___ sentences ___ paragraph ___ letter ___ poem _____ and DRAW _____

Think by the Week

Plan lessons that develop from introduction through independence.

1. **Focus** on Monday
2. **Develop** on Tuesday
3. **Expand** on Wednesday
4. **Assess** on Thursday
5. **Synthesize** and Complete on Friday

Example of a Progressive Week: Progressive Poetry Lesson Plan

The following schedule is an example of a way to build any kind of writing into your classroom and is adaptable for all grades and subjects.

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<p>T: Read Chicago poem aloud</p> <p>S: Note important words that give the poem meaning.</p>	<p>S: Read Chicago poem aloud</p> <p>Illustrate what the poem says to you.</p>	<p>S: Choose a topic for your own Chicago poem.</p> <p>Plan what your poem will say.</p> <p>List words you will include in it.</p> <p>Draft it today.</p>	<p>S: Expand your poem.</p> <p>Illustrate your poem.</p>	<p>S: Poetry “slam” –read your poem aloud with great expression.</p>

Example of a Week Learning about Chicago Work

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<p>T: Ask students to list jobs they know</p> <p>S: Draw pictures of different jobs</p>	<p>T: Read first part of story about Chicago, put one job on chart of Chicago jobs</p> <p>S: Finish the story in pairs, adding more jobs to the chart.</p>	<p>S: Look through newspaper to identify more jobs today.</p> <p>T: Guide students to classify jobs—government, education, health, other categories.</p>	<p>S: Write about Chicago jobs—what kinds of jobs people have today.</p>	<p>S: Make a Chicago job diagram showing how the jobs connect—each student takes one job and puts into class diagram.</p>

CONTENT UNIT PLAN

Topic/Focus: _____

Content Standard: _____

*Language Arts Correlation: 1A: vocabulary in context; 1B: strategic reading;
5A: read to learn; 3B: write to communicate*

	M	T	W	T	F
TOPIC Vocabulary					
TOPIC Vocabulary					
TOPIC Vocabulary					
TOPIC Vocabulary					

Unit Assessment—Students can demonstrate learning in several ways:

___ Make a presentation ___ Write a booklet

___ Make an exhibit

Goal 5 Learning Scaffolds

The State Goal	The Content Connection
<p><i>Illinois Learning Goal 5: Locate, collect, organize, analyze, synthesize, and communicate information and ideas in response to a topic, question, or issue.</i></p>	<ul style="list-style-type: none"> ✓ <i>Locate and collect information about _____</i> ✓ <i>Organize the information to understand _____</i> ✓ <i>Analyze the information</i> ✓ <i>Synthesize</i> ✓ <i>Communicate the learning</i>

Literacy competencies that students exercise when reading/writing about content:

- ✓ *can comprehend a broad range of reading materials. (ILS1C)*
- ✓ *can apply reading strategies to improve understanding and fluency. (ILS1B)*
- ✓ *can communicate ideas in writing to accomplish a variety of purposes. (ILS3C)*

The Chicago Connection
<ul style="list-style-type: none"> ✓ <i>Locate and collect information about Chicago</i> ✓ <i>Organize the information to understand Chicago past and present</i> ✓ <i>Analyze the information</i> ✓ <i>Synthesize to decide what Chicago should be</i> ✓ <i>Communicate your Bold Plans and Big Dreams for Chicago's future</i>

**And there is the BIG PLUS:
Students learn about their city, its progress, its possibilities.**

Learning Skills Students Can Strengthen As They Learn About a Topic

Yes, WE can...

- ✓ listen
- ✓ ask and answer HOT questions
- ✓ make notes about readings
- ✓ write about a lesson or text
- ✓ identify and use different parts of any text
- ✓ summarize
- ✓ synthesize
- ✓ research a topic
- ✓ use a computer to locate and collect information
- ✓ organize an outline
- ✓ collect information for an outline
- ✓ work collaboratively
- ✓ check work
- ✓ communicate in writing in a variety of formats
- ✓ collaborate
- ✓ **enjoy learning**

P Q R O S T to make sure students learn more.

P Teacher **previews** the learning—sets a **purpose** for reading/listening **doing**.

Q Teacher asks a big question that the students will answer by reading, researching, thinking.

R and **O** Students **read/research** to find information relating to the BIG question, which they **organize** using a graphic organizer.

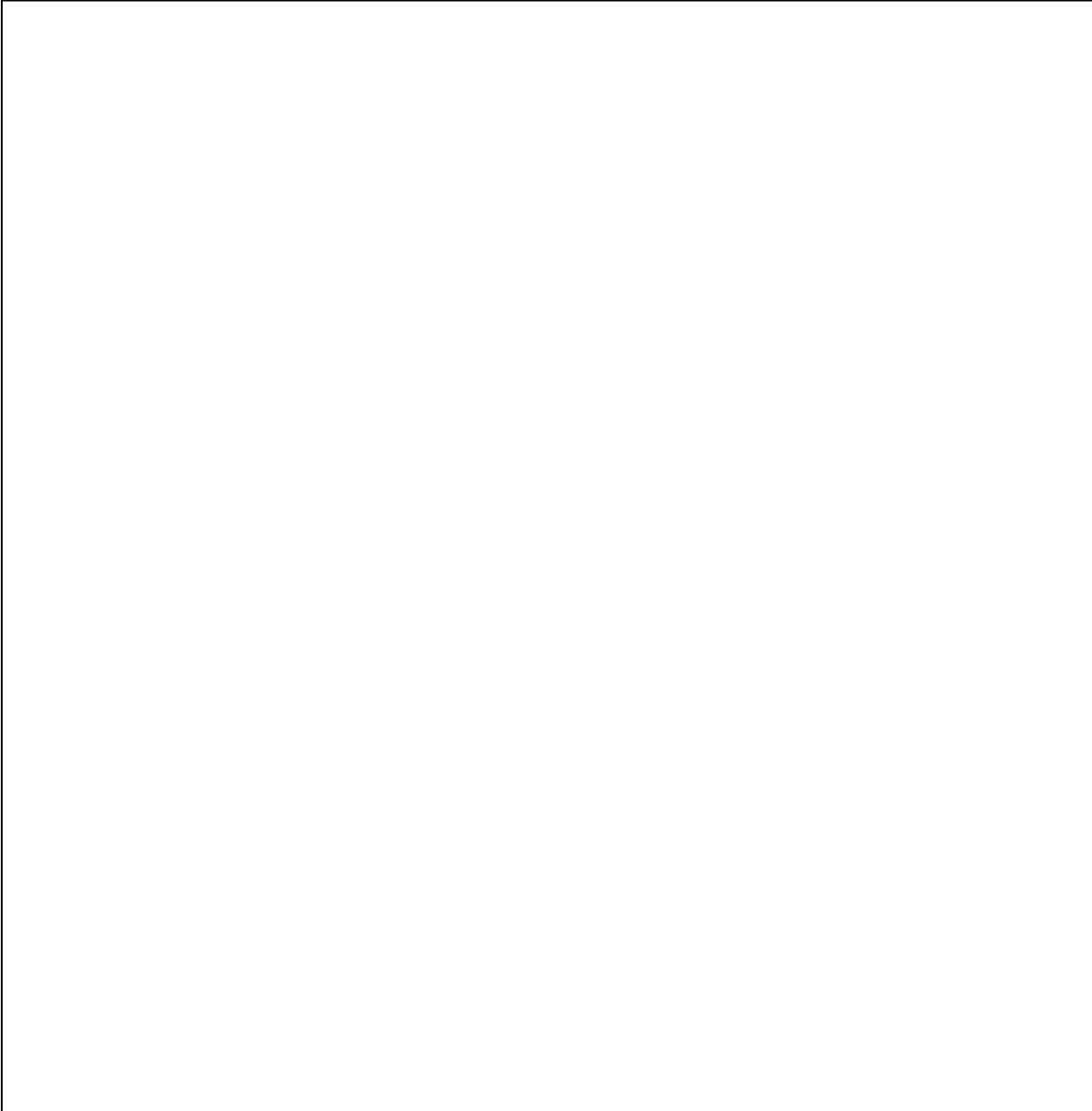
S Students **summarize** and **synthesize** their learning.

T Students **tell** what they have learned.
They may pair and share.
They may make a booklet or exhibit to show Chicago progress.

Show What You Learn

I can identify important information in a text. ILS1C

Draw a picture to show what you read.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture illustrating the main idea or important information from a text they have read.

What is an important event in Chicago’s history?

I can restate a situation presented in text. (ILS1C1b)

I can write to communicate about a situation. (ILS3B1a)

These changes happened in Chicago.

Read each one and talk about it.

Choose one change. Choose one that is very important.

Draw a picture in the box that shows what happened.

1803	The army builds a fort to protect Chicago. There are only 4 cabins here.
1814	There are about 14 houses in Chicago.
1833	The first Chicago public school opens. In 1833, 350 people lived in Chicago.
1834	In 1834, 1,800 people lived in Chicago.
1839	The first daily Chicago newspaper starts.
1843	The first Chicago hospital opens.
1868	Lincoln Park Zoo starts.
1871	The Chicago fire burns up downtown businesses and many homes.
1871-1875	Chicago rebuilds after the fire.
1890	The city begins to build elevated train lines.
1893	There is a big fair—the World Columbian Exposition—and people come from all over the world to Chicago to see all the new things.
1896	The city’s first public swimming pool is opened at Douglas Park.
1907	Garfield Park and Conservatory (the “flower house”) are built.
1910	The city chooses Burnham’s Chicago Plan for its future.
1927	The Municipal Airport (to become Midway Airport) opens.

Draw your picture here.

Write What You Think

Tell what you think about what happened.

Why do you think it’s an important change?

I can identify and infer traits. (1B)

You can use this chart to tell about a story or a news report or a history.

<i>PERSON</i>	<i>TRAIT I FIND IN THE TEXT</i>	<i>TRAIT I INFER</i>	<i>WHY I INFER THIS TRAIT</i>

Write What You Think

Write about one person.
 Tell what this person does.
 Tell how that action shows this person's traits.

How can one person make city progress?

I can restate a situation presented in text. (ILS1B1a)
 I can write to communicate about a situation. (ILS5C1a)

Chicago's Reformer

Reform means fix. Jane Addams saw things in Chicago to fix. She saw slums. A slum is a place. Homes in a slum are poor. They are crowded. Streets are dirty. She wanted to help poor people have a better city. She was a caring person.

Jane Addams set up a place to help people. She did that in 1889. That is more than one hundred years ago. She called it Hull House. Hull House was a settlement house. It helped new Chicago settlers. People came to Chicago from other countries. They needed help. They needed to find a home. They needed to learn English. They needed to learn about the city.

In 1893, there was a depression. That means people lost jobs. They needed even more help. Each week more than 2,000 people came to Hull House for help. They all got help.

Jane Addams helped Chicago by talking. She talked with leaders. She talked with the mayor. She told them about the problems. She told them about the slums. She asked them to change things. Sometimes people did not listen. But she kept trying. She made changes. She helped families. She helped neighborhoods. Hull House is still in Chicago today. It still helps people make progress.

Complete this chart to tell about Jane Addams.

TRAIT I READ	TRAIT I INFER	WHY I INFER THIS TRAIT

Write What You Think

How did Jane Addams make progress for Chicago?

How could one person make progress for Chicago today?

I can locate and classify information. (ILS5A/1C)

TOPIC: _____

Category 1	Category 2

Write What You Think (ILS1B, 5A)

What does your chart show?

BIG DREAMS: MAKING CHICAGO BETTER

I can analyze a situation. (ILS5B1a)

What are important changes for Chicago?

Use words and/or drawings to show today.

Then write or draw what you think we should have in the future.

Chicago TODAY	Chicago FUTURE
How people travel	Better ways to travel
Homes now	Better homes
Health and Safety	Better Health and Safety
Put another category here.	

Write What You Think

Write about one change.

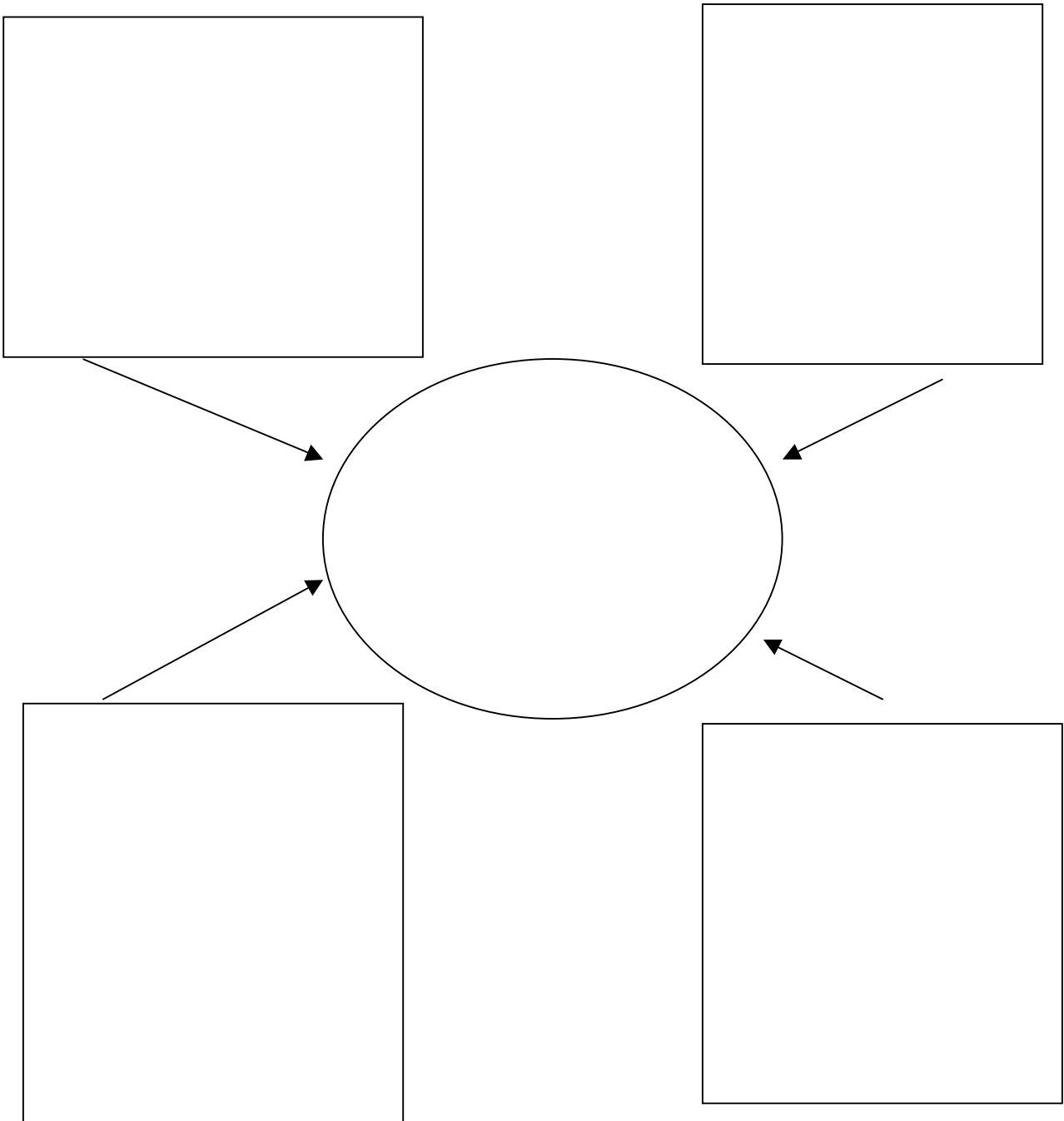
Tell: why it is important; how people could make that change.

I can organize information to support an idea.

ILS 5A: I can organize information to support an idea.

Write the idea in the circle.

Then draw pictures or use words in the boxes to show examples that support that idea.



Write What You Think

Explain the idea in your own words.

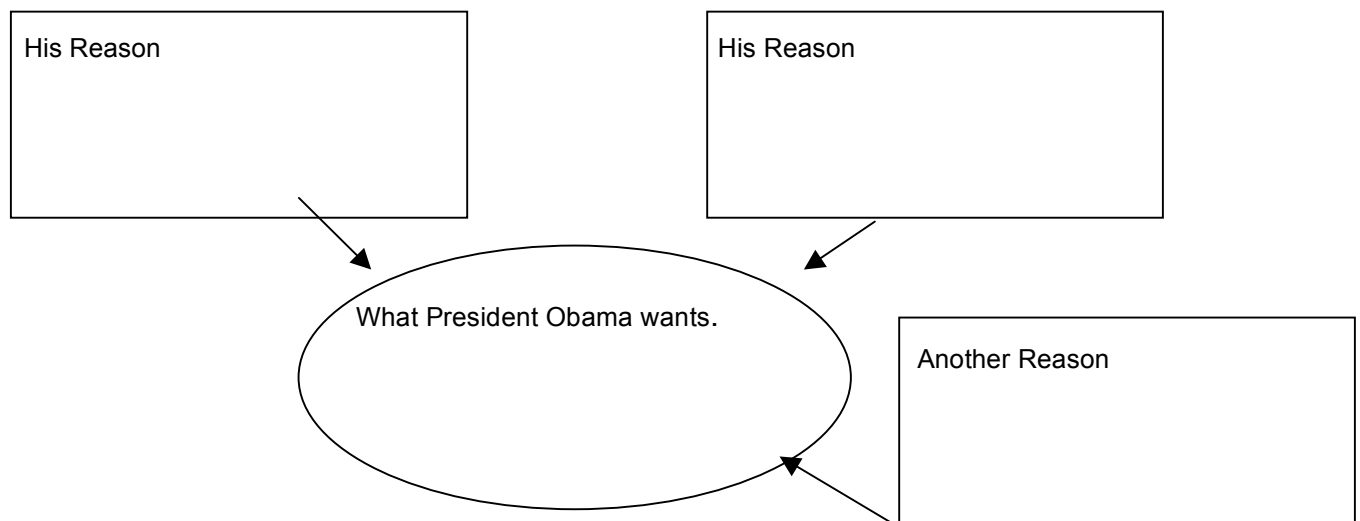
What Does President Obama Want You to Do?

ILS1C: I can identify the main idea and supporting information

The following passage is part of a report that the Obama-Biden campaign prepared about service and volunteering.

For Barack Obama, public service has not been just the slogan of a campaign; it has been the cause of his life. Obama began his career by moving to the South Side of Chicago to direct the Developing Communities Project. Together with a coalition of ministers, Obama set out to improve living conditions in poor neighborhoods plagued by crime and high unemployment. After graduating from law school, Obama passed up lucrative law firm jobs to head Project Vote, which helped register 150,000 new African American voters in Chicago, the highest number ever registered in a single local effort. Michelle Obama was founding executive director of Public Allies Chicago, a leadership development program that identifies and prepares talented young adults for careers serving the public good. Barack Obama and Joe Biden believe public service is transformative, helping both the individuals that serve and the communities that benefit. ...

Barack Obama calls his years working as a community organizer in Chicago's South Side the best education he ever had. He believes that all students should serve their communities. Studies show that students who participate in service-learning programs do better in school, are more likely to graduate high school and go to college, and are more likely to become active, engaged citizens. Schools that require service as part of the educational experience create improved learning environments and serve as resources for their communities.



Organize Your Thoughts

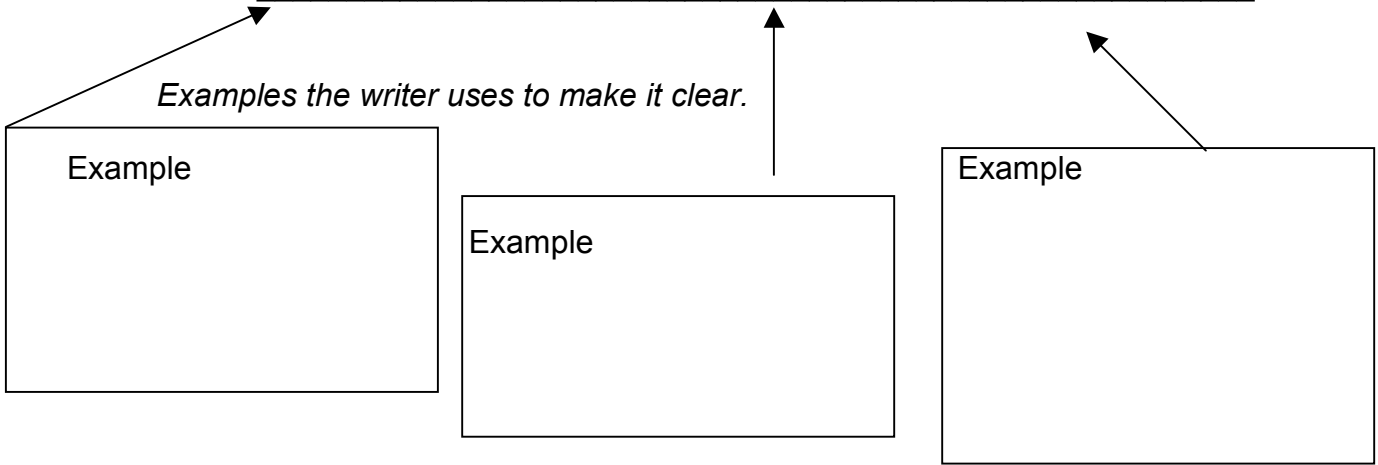
First, answer the question—what does President Obama want students to do? Then put two of his reasons in the boxes. Then add one more reason you think of.

Write your opinion about this idea. Do you agree or disagree? Why?

I can identify a writer's main idea and supporting examples. (ILS1C)

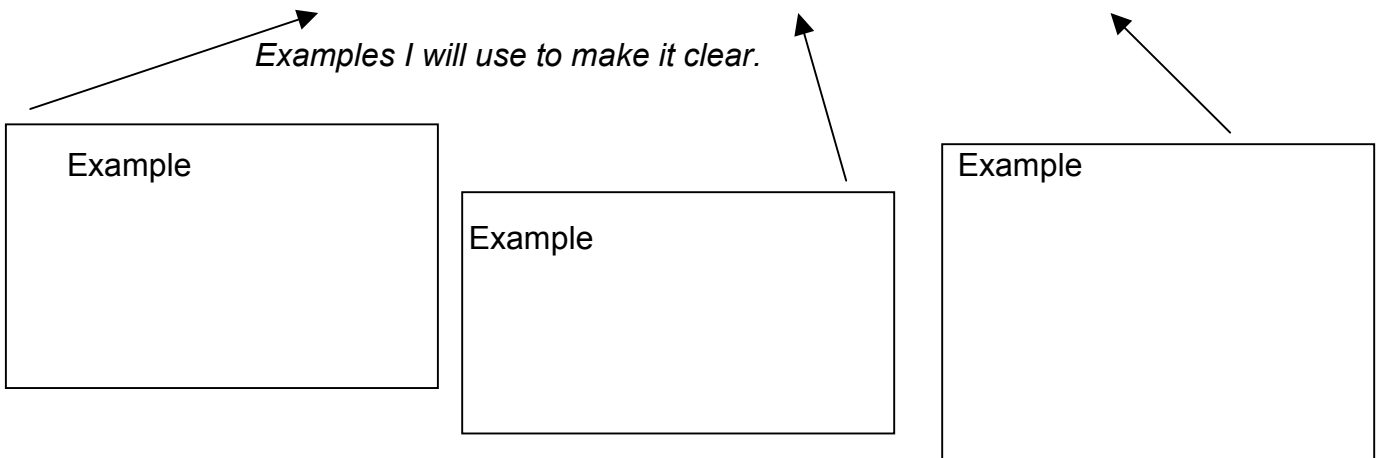
What I read: _____

MAIN IDEA: _____



I can write to support an idea. (ILS3B)

MY MAIN IDEA: _____



What is important to make progress?

I can identify a main idea in a speech. ILS1C

Deval Patrick was a child in Chicago, living in the Robert Taylor Homes, a public housing project. Mrs. Eddie Quaintance, his teacher, arranged for him to apply for a scholarship. He got that scholarship and continued to get a great education and then good jobs. Today he is governor of Massachusetts. Read this part of his inauguration speech to learn about his ideas.

I see what we are capable of -- not just as a matter of history, but as a matter of character. And I am asking you to touch that part of our shared legacy, and reach with me for something better.

I know that we can have more and better jobs, and a stronger economy. But we will need the best prepared workforce on the planet, simpler and faster regulatory processes, a stable and simplified corporate tax structure, and a more cooperative relationship between labor and business. Let's reach for that.

I know we can have better schools to support that emerging economy, and to prepare today's and tomorrow's citizens. But we will need high expectations for our kids at home as well as at schools, more flexibility in the classrooms and even in what we consider to be a "classroom," early education and after-school programs, and public colleges and universities every bit as well-supported and honored as their private counterparts. Let's reach for that. ...

I know we can have safer neighborhoods. But it will take more community-based patrols, after-school and enrichment programs, summer job and volunteer opportunities for young people, training and pre-release preparation for inmates, and sensible reform of both CORI and sentencing. Let's reach for that. ...

What has distinguished us at every signature moment of our history is the willingness to look a challenge right in the eye, the instinct to measure it against our ideals, and the sustained dedication to close the gap between the two. That is who we are.

Think It Through

What is the main idea of the speech? Write it on the line.

List three examples from the speech that support the idea..

MAIN IDEA: _____

Example

Example

Example

Write What You Think

Write a speech about Chicago's progress. Start by writing your main idea. Then list three examples you will use to make that idea clear.

I can locate and classify information about a history or story. (1B)

List the People	
List What Happens	
List Information about the Place	

Jean Baptiste Pointe DuSable, Father of Chicago

I can locate and use information to analyze a situation (*ILS5A1a*). 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 more than 220 years ago. He moved here from New Orleans. Chicago was a very small place. He saw things to do. He thought of a way to make it a good place to live. DuSable set up a trading post. A trading post is a kind of business. People get things they need there. They bring things with them. They do not use money buy them. They trade other things for them.

DuSable built his trading post in a good location. He built it at the river near the lake. That way people could get to it by boat. It was easy to find. In those days, people traveled by foot or by boat or by horse. It was long ago. There were no cars. It took a long time to get from one place to another.

It must have been hard to live in Chicago then. DuSable built his cabin by himself. There was no one to help. He had to get the wood and build the walls and roof. There were no stores. The trading post was the first business. DuSable brought tools and other things people needed.

DuSable traded with the Potawatomi. They are Native Americans. They had lived here for many years. In winter it was cold and snowy. It was hard to travel. They made snowshoes so they could walk on the deep snow. He traded tools to them for furs. The Native Americans were able to get things they did not have by trading.

DuSable probably knew Chicago was going to grow. He saw people moving here. They were settlers. A settler is a person who moves to a place and builds a home. Settlers needed furniture. He made furniture. He sold food. His trading post was very important. It helped people get what they needed. DuSable helped people live here. If there were no trading post, they would not have had what they needed.

DuSable left Chicago in 1800. He sold the trading post. He moved to another place in Illinois. After he left, another person ran the trading post. So the business he started was still open. People could 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. That business was the start of Chicago today.

DuSable's legacy is important. In 1968 Chicago called him the "Father of Chicago". His trading post started Chicago's progress. Today there is a museum named for him. There is a DuSable park, too. People remember the changes he made.

People	
What Happens	
Information about the Place	

Draw History

Draw a picture showing what Chicago looked like when DuSable started his business. Draw what you think the trading post looked like. Then write about your picture. Tell why the trading post was important.

I can identify facts and opinions. (1B)

Put statements of facts in column 1 and statements of opinion in column 2.

These are facts I found in the text.	These are opinions I found in the text.

This is how to know if a statement is a fact.

This is how to tell if a statement is an opinion.

What Is Important for Chicago's Future

I can classify facts and opinions. (ILS1C)

One hundred years ago, the Burnham plan inspired Chicago to make great changes. Today, Chicago has another great vision: to host the Olympics in 2016. Chicago will learn in October 2009 if the city will have this opportunity or if it will go to another city. Cities want the Olympics because it is an opportunity to make great changes. It will be an important event for your city. You and everyone else in Chicago can be part of a new great plan.

Mayor Richard M. Daley took the first step in 2006 to get the Olympics; he set up a group to plan for the Olympics. It, too, is a bold plan with big dreams for Chicago's progress. In the plan, Chicago would improve its transportation system, including pedways over Lake Shore Drive. Burnham's plan set the lakefront aside for all the people. But crossing Lake Shore Drive is difficult because of traffic. Pedways will solve that problem.

For 1 billion dollars the city would build Olympic Village at the lakefront. Michael Reese Hospital closed recently. The new housing would go there. This housing for athletes then would be used by Chicago people after the Olympics. Parks around the city would be used for events, and the city would improve those park facilities. The lakefront would be improved, too. When you go to these places after 2016, they will be lasting legacies of this leadership. Three other cities are trying to get the Olympics. So Chicago may not get to have the Olympics.

List three facts	List three opinions

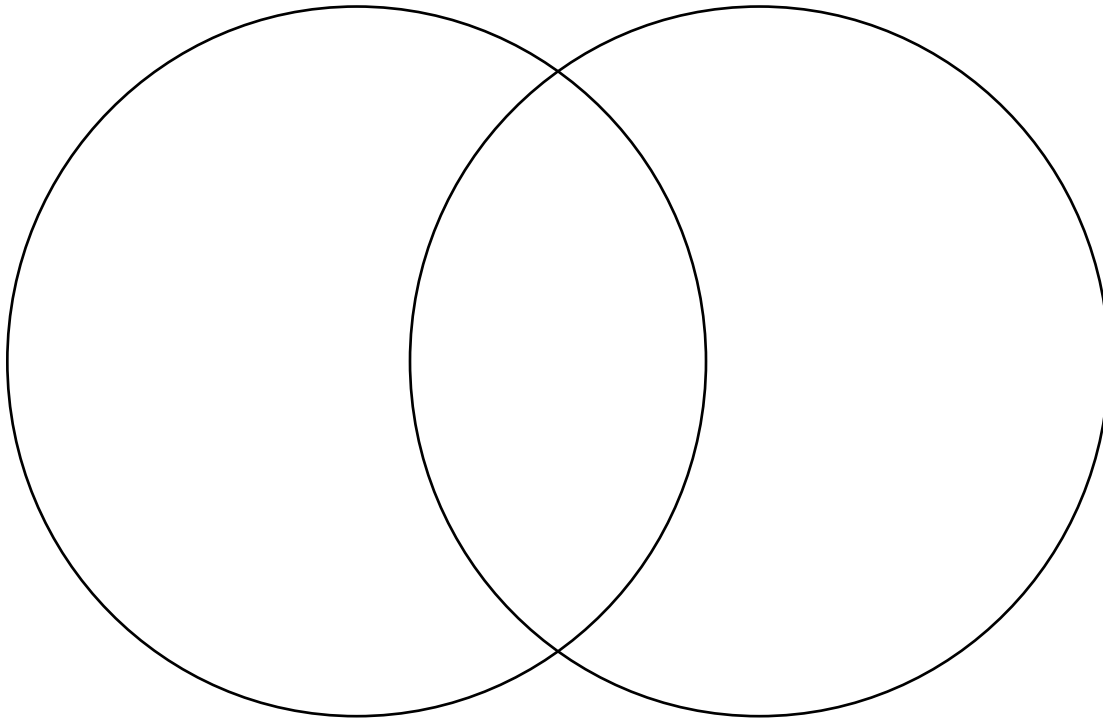
Write What You Think

What is your opinion? Should Chicago get the Olympics? What should Chicago do if the Olympics are in another city.

Compare and Contrast

I can compare information from a variety of sources. ILS5A

Title: _____



THINK IT THROUGH

What are important differences?

How are they alike?

Are they more similar or different?

Why do you think so?

Write an Article: Chicago Changes

Your assignment from the editor is to write an article about how Chicago has changed. Start by putting information about Chicago was different in the past. Put those in the left circle. In the right circle, put information about how Chicago is different today. In the middle where the circles overlap list any ways Chicago has stayed the same.



Then write your article. Here is the outline for your article.

- Paragraph 1: Introduction
- Paragraph 2: How Chicago was different in the past
- Paragraph 3: How Chicago is different from the past today
- Paragraph 4: What has stayed the same in Chicago in past and present
- Paragraph 5: What I think the most important change has been
- Paragraph 6: What I think people should change for Chicago's future
- Paragraph 7: Conclusion: What I've learned by writing this report.

Communication Guide 1: Summarize What's Important

ILS1B I can summarize what I read.

Topic: _____

List the most important words that you find.

What are the most important things in the passage? Write them in your own words.

Important Points

What is the main idea?

On another page, write a one-paragraph summary.
Include the main idea and a few of the most important points—do not include all the points.

Communication Guide 2: Expository Writer—What Is

ILS 3B: I can use prewriting strategies to generate ideas and organize my writing.

What is the situation? _____

What's the focus—what idea do I want to explain about it?

What information is important to make that point clear to my reader?

(You can use the boxes to number the order in which you will include these facts.)

How will I start my writing so my reader knows what I'm writing about and what the most important idea to understand is?

How will I conclude so my reader knows what was most important to understand the situation?

Communication Guide 3: Persuasive Writer—What Should Be

ILS 3B: I can write a persuasive text.

What's the issue or problem? _____

What's my vision? _____

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

What evidence will I include to support my position?

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

(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 understands my vision?

Communication Guide 4: Narrative Writer—How We Made Progress

ILS 3B: I can write a narrative.

What change will I explain? _____

What main parts of the progress will I tell? List them on this time-line.

I'll remember to tell what happened AND how people felt about it.

What persons will I include?

<i>Person</i>	<i>How this person felt about the event</i>

How will I start my narrative?

What will I say to make it clear what I'm telling and why?

How will I conclude so people know what was important about it the change?

Communication Guide 5: Communication Criteria

ILS 3B: I can edit my writing to meet high standards.

	Expository To explain a topic or describe something or someone	Narrative To tell an event that takes place over time.	Persuasive To influence, to inspire, to change someone's opinion or attitude.
Focus	<i>I keep the reader's attention on one main theme or idea.</i>	<i>I tell a story or history but kept the reader thinking about the reason I wrote the narrative.</i>	<i>I keep the reader's attention on the purpose of my essay.</i>
Support	<i>I include important information that helps people understand my topic.</i>	<i>I include important information that helps people understand what happened and why.</i>	<i>I include information that helps people understand my position and why it is a good idea.</i>
Organization	<i>There is a clear beginning, development, and end.</i>	<i>I keep the sequence of events clear and keep the main idea important.</i>	<i>I start clearly and then give my reader a clear set of reasons to agree with me.</i>
Precision	<i>I check and correct my spelling and punctuation.</i>	<i>I check and correct my spelling and punctuation. I use appropriate transitions.</i>	<i>I check and correct my spelling and punctuation. I use appropriate vocabulary.</i>

After you check that you have met those requirements, re-read your writing or ask someone else to read it and help you determine how well it is integrated.

Integration

My reader will know: why I wrote, what's important, and that it is all about one topic, idea, or theme.

Draw Your Ideas: Picture Planner

ILS3C: I can communicate in a variety of formats.

Show what you think is important for Chicago's future.

Artists start with an idea.

What's your BIG idea about Chicago's future?

What will you include in your drawing to show that idea? List the things you will include. Include at least one icon. An icon is a symbol, it stands for something else. Use words or sketches to show what you will include.

How will you arrange them to show what's important? That usually goes in the middle.

Middle	Background	Foreground

Now, draw your picture.

Then write a label that explains it.

Collage Chicago

ILS3C: I can communicate in a variety of formats. ILS28B: I can communicate patterns of a society.

A collage is a work of art that uses pieces to show one idea. Make a Chicago , City of Possibilities, Plans, and Progress collage.

First, what is your idea about Chicago Possibilities, Plans, and Progress that you want to communicate?

To do that, make a list of the kinds of things you want to be sure to include to make your idea clear.

Find or draw shapes, patterns, pictures that you would include in your collage. You can include words as well as images.

Make a sketch to show how your collage will look.

Then arrange the pieces you will put into the collage.

Make sure that your "reader" (the person who sees it) will be able to see your idea clearly.

Then glue the pieces in place.

Write a label that explains your idea and how the pieces show it.