



Chicago Choices and Changes

*Developed by the DePaul Center for Urban Education for
the Burnham Plan Centennial Committee*

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Teacher Preview

This unit is a way of learning about Chicago that will give your third-grade students a way of thinking about the city as a place of challenges, changes, and choices. It features the ideas of Daniel Burnham, an architect and planner of the 20th century whose ideas are still an important part of the city today, 100 years after he designed his plan. The curriculum emphasizes that plans—particularly Burnham’s—led to the city today. It includes a local community improvement project designed to involve students directly in making choices and changes.

Make your own plan to give students an opportunity to understand Chicago as a place where people make a difference. This set of lessons is a construction “kit” you can use to build a two- to five-week unit. The activities are open-ended, so you can expand them. The kit includes a grid that links the topics of the lessons to Chicago information and instructional resources. If you put the cd for this unit into a computer or access the grid at teacher.depaul.edu, you will be able to access resources your students can use to learn much more about their city.

The unit is provided to you through funding from the Chicago Community Trust, Elizabeth Morse Genius and Elizabeth Morse Charitable Trusts as part of those foundations’ commitments to build on the success of the Burnham Plan. The unit enriches the Chicago curriculum and enables students to gain skills and expand understanding of their city. It includes a community action project and a city planning project that are designed to give students a sense of their own possibilities as individuals making choices and changes that affect their community.

There are four ideas that students will gain as they work on the projects:

- √ **People make choices.**
- √ **People make changes with ideas and actions.**
- √ **Choices affect how people live in the future.**
- √ **Each person’s choices can make a difference.**

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

The five lessons start with history and conclude with the future.

1. Chicago: A History of Choices and Changes
2. Your Community Today
3. Plan Progress for Your Community
4. The City Today
5. Big Dreams

The lessons emphasize **literacy** and **social studies**.

Each lesson focuses on one or two content standards from social sciences.

Each lesson includes activities in which students organize and communicate about the city.

They develop speaking and listening competencies as well as reading and writing.

The following charts show two different schedules as examples. They feature a social studies question each day -- open-ended questions that students can answer from their own experience and resources in the lessons and on the curriculum grid. The third chart is open, it is for you to use to plan your own schedule.

Example of a Five-Week Plan
Focus: How can people change a city with ideas and actions?

FOCUS	M	T	W	T	F
Chicago: A History of Choices and Changes	<i>DuSable—what changes did he make?</i>	<i>Burnham—what big ideas did he have?</i>	<i>What have people built in the city—and why?</i>	<i>How have people changed the environment?</i>	<i>What choices and changes have people made that are part of Chicago today?</i>
Your Community Today	<i>What kinds of work do people do?</i>	<i>How do people travel?</i>	<i>What services does government provide?</i>	<i>How do citizens make a difference?</i>	<i>What makes your community special?</i>
Plan Progress for Your Community.	<i>Jane Addams—What did she change? What would make your community better?</i>	<i>How could you make that change?</i>	<i>Take Action</i>	<i>Make Progress</i>	<i>Share Your Progress</i>
Your City Today	<i>What work do people do?</i>	<i>How do people travel?</i>	<i>How do people learn?</i>	<i>What keeps the city healthy?</i>	<i>How do the parts of the city work together?</i>
Big Dreams	<i>What would Burnham plan today for Chicago in the future?</i>	<i>What challenges does the city face?</i>	<i>What changes should we make?</i>	<i>How can Chicago work with other areas to make that progress?</i>	<i>Write your ideas—share the future.</i>

Example of a Three-Week Plan

Focus: How can people change a city with ideas and actions?

FOCUS	M	T	W	T	F
Chicago: A History of Choices and Changes Your City Today	DuSable—what changes did he make?	Burnham—what big ideas did he have?	What have people built here—and why?	How do people live and work in Chicago?	What choices and changes have people made that are part of Chicago today?
Your Community Today Plan Progress for Your Community	How do people live and work in your community?	Jane Addams—What did she change? What would make your community better?	Plan a Change	Make that Change	Share Your Progress
Big Dreams	What would Burnham plan today for Chicago in the future?	What challenges does the city face?	What changes should we make?	How can Chicago work with other areas to make that progress?	Write your ideas—share the future.

Your Plan

FOCUS	M	T	W	T	F

Active Assessment

Lesson Assessments

Each lesson correlates with a content standard, and you can assess student learning of that standard with the two open-ended lesson assessments on pages 5 and 6. There are pages in each lesson that can be used to assess learning—and expand it. These are open-ended activities that students can complete to report what they learned. If students share what they learned (think-pair-share), everyone will learn more.

The following two pages are designed for use with each lesson. They can be used as pre-assessments and post-assessments or only as post-assessments.

- The **Word Builder** 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 important words—the words they think are important.
- The **What I Learned** organizer is designed to help students write to synthesize what they learned.

Students should complete both assessments independently.

Then they also can be learning activities if you follow the think-pair-share pattern.

1. **THINK:** First the student responds individually and you look to see how clearly and completely students are responding by walking around the classroom.
2. **PAIR:** Students exchange their paper with another student and discuss their responses.
3. **SHARE:** As a class you discuss any words, concepts, or understandings that need clarification.

Unit Assessment

As a unit assessment, students can complete the Chicago chart on page 7.

It also can be used throughout the unit as a way of displaying what students learn. Then students can write about the city using information displayed in the chart. That writing can be done in a variety of formats, from paragraphs through poems.

Other unit assessments are built into lesson 5.

Active Assessment: WORD BANK (CCSSR4—academic language)

Lesson Topic: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word. (It could be this word in another language.)



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

**Active Assessment: What I Learned
Develops CCSSR2—read to learn ideas**

Lesson Topic: _____

What I Knew

What I Learned

What I Think

Take what you knew and what you learned and explain one idea about Chicago.

Show Chicago Progress Comprehensive Assessment

Each of these words is important to planning for city progress. Draw or paste a picture about Chicago that shows what each of these words means. Add more words and show why they are important to planning Chicago progress.

C	H	I	C	A	G	O
work	neighborhood	travel	progress	city		
parks	nature	water	downtown	change		
<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>
<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>

CURRICULUM CONNECTIONS

On the Center for Urban Education website, <http://teacher.depaul.edu>, you will find a grid that links to Chicago resources. The grid lists lessons from the Burnham Plan Centennial unit for third grade. It includes topics relevant to the original Burnham Plan and important concepts for students to understand as they learn about their region.

The resources include projects that Chicago area organizations have organized, including the Chicago History Museum, the Chicago Architecture Foundation, OpenLands, Chicago WebDocent, as well as the Burnham Plan Centennial Committee. Here is a listing of core resources linked by the grid and also of general use to teachers:

Core Resources Relating to the Burnham Plan

[The Burnham Plan](#)

[The Wacker Manual](#)

[Chicago Metropolis 2020](#)

[Encyclopedia of Chicago](#)

General Chicago Sources

[Chicago History Timeline from the Chicago Public Library](#)

[Chicago, City of the Century, PBS](#)

[Chicago Metro History Education Center](#)

Teachers can use the third grade curriculum lessons as organized and supplement and expand them with resources listed in the grid.

CHICAGO CHOICES, CHANGES On-Line Resources for Teaching about Chicago Challenges, Plans, Progress

Topics	3rd Grade Lessons 3rd Grade Curriculum	Maps, Timelines, Reports Tables and Graphs	Lesson Plans and Classroom Projects from Webdocent, Chicago History Museum, Friends of the River...the Parks
The Chicago Area Ecosystem	Chicago: A History of Choices and Changes Water Conservation and Flood Prevention The Great Outdoors	Urbanization Map Map of Lake Michigan Map of the Chicago River Chicago Environment Timeline Chicago River Timeline The Natural Environment	Erosion (3-5th) City Sewers Changing the River (K-2) Waste and Water in Early Chicago; Pollution (K-5) Teach Great Lakes What is a river (K-2) Reversing the River (5th-8th) The Chicago River in 1800 (3rd)
Communities	Your Community Today Map Your Community Neighborhood Survey Coming to Chicago Collar Counties	Community Maps Chicago Community Area Map Hull House History Timeline	Bronzeville Hull House and Its Neighborhoods
Transportation	The City Today Road Scholars You be the Developer	Movement Map Interactive Metropolitan Map RTA System Transit Map CTA Train Map Metra System Map Chicago Transportation Timeline Transportation and Land Use	Chicago River History (3rd-8th) Chicago Streets in 1860 The Illinois and Michigan Canal Native American Trails Illinois Central Railroad in 1850 Chicago's Elevated Trains The Railroad (3rd-4th)
Parks and Recreation	Your Community Today The Great Outdoors	Natural Connections Map Forest Preserves Map Chicago Landmarks Map	Example of Creating/Improving a Park
Planning	Plan Progress The Region Tell It to City Hall You Be the Developer	Development Potential Map Gentrification Map Chicago History Timeline	Service Learning Lesson Plans Mapping Chicago: The Past and the Possible
The Built Environment and the Central City	Your Community Today The City Today The Brawl Over Sprawl	Density and Change Map Chicago Downtown Street Map Chicago architecture timeline Builders Timeline Housing	The Great Chicago Fire Your House Has a History Rooftop Gardens (2nd)
Work	Your Community Today Chicago Region Jobs The Best Things in Life	Employment Map Metropolitan Area Employment Chicago Women in Trades Timeline	Haymarket
The Future	Big Dreams Migration and Immigration The Chicago Region in 2030 Do It Yourself Utopia Crystal Ball: The Chicago Region in 2030	The Next Chicago Region? Map	The World's Fair (3rd/4th)

Lesson 1. Chicago: A History of Choices and Changes

Literacy Development: Can locate and use information to analyze a situation. (CCSSR2, 7)

Content Outcomes:

- Can give examples of important events that affected Chicago history.
- Can identify ways people have affected the natural environment in Chicago.

Vocabulary: challenge, change, choice, environment, event, idea, legacy, transportation (CCSSR4)

Materials: Show History--Timeline Activity; Chicago Legacies (reading)

Expansion Options: Use resources from the Chicago Connections grid, including timelines and activities relating to the reversal of the Chicago River.

ACTIVITIES

Introduction

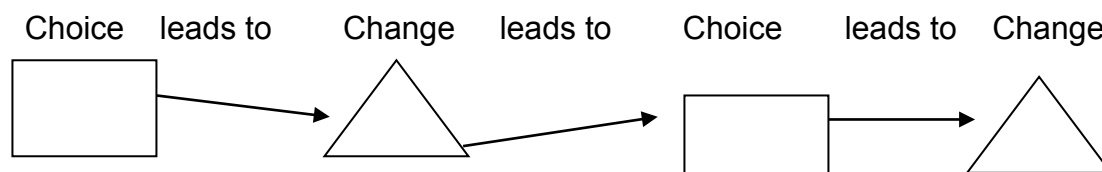
1. Introduce the unit by asking students to list what they know about Chicago today.
2. Show how to classify what they list—set up a chart with these categories:
environment transportation important persons _____
any other category
3. Explain that everything in the city today has a history—that at some time in the past people made choices that led to changes that led to what have in their city today.

Development

1. Students complete the Chicago Timeline Activity individually or with a learning partner. Then discuss what students thought was important and why.
2. Students read and respond to Chicago Legacies.

Conclusion

Make a Chicago choices and changes diagram—this can be done for one choice on the timeline or expanded to include different choices and changes so students see that one choice leads to changes that lead to other choices. This also can be used with your basal to continue this way of analyzing choices on an ongoing basis.



CHICAGO LEGACIES

CCSSR2—analyze ideas.

Read this history to learn about Chicago changers. You will read about two people. They lived here long ago. They made changes. The changes they made still are important today. Something that lasts is a legacy. These people left you a legacy.

Chicago's Father

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. He built it in a good location. He put it at the river near the lake. That way people could get to it by boat.

He traded with the Potawatomi. They are Native Americans. They had lived here for many years. He traded tools to them for furs. He traded with the 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.

He left Chicago in 1800. He sold the trading post. He moved to another place in Illinois. His legacy is important. In 1968 Chicago called him the "Father of Chicago". Today there is a museum named for him. There is a DuSable park, too. People remember the changes he made.

Chicago's Planner

Chicago started small. Then the city grew fast. In 1871, 300,000 people lived here. That year there was a big fire. It burned many buildings. But people stayed. They built more buildings. An architect makes a plan for a building. He thinks about it. He draws a picture to show it. Then workers build it. Daniel Burnham was an architect. He planned many Chicago buildings.

By 1892, more than 1 and $\frac{1}{2}$ million people lived here. That year Daniel Burnham worked hard. He helped get a big fair ready. It was the Columbian Exposition. People came to Chicago from around the world. They saw a city with big buildings.

Daniel Burnham learned a lot from the Fair. He saw ways to make the city better. He planned buildings. He planned ways to travel. The fair showed how people can make a city better. It had parks. It had big roadways. It had an "el". The first Chicago "el" was a train that took people from downtown to the fair. Daniel Burnham kept planning. He worked with other Chicago leaders. He made big plans.

By 1906, more than 2 million people lived in Chicago. That was the year Daniel Burnham and other leaders made a plan for Chicago. It was a plan for progress. He planned more parks. He planned better roads. He planned a big downtown. In 1909 he shared that plan. Many people liked it. They made more parks. They build roadways. They made Chicago better.

Write What You Think: Write What's Important to You

Write about Chicago today. Write about a person from your community. Tell what that person does. Tell how that person helps make it a better place to live.

Show History


CCSSR2—analyze information to develop an idea.

These changes happened in Chicago.

1. Read each one and talk about it.
2. Choose one change. Choose one that you think is very important.
3. 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

Which change did you choose? _____
 On the back of this page, write about it. Explain why you think it is important.

Lesson 1 Active Assessment: WORD BANK

Show and Tell What You Know CCSSR4—academic vocabulary

Lesson Topic: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word. (It could be this word in another language.)



Write What You Think:

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

Lesson 2. Your Community Today

Literacy Development: Can summarize information (CCSSR2)

Content Outcome: Can identify ways people have affected the natural environment in Chicago.

Vocabulary: citizen, community, education, government, health, safety

Materials: Community Word Builders (2); Chart Your Community; Community Map Maker

Expansion Options: Students can make a photo or drawing exhibit of examples of the different categories from the map key.

ACTIVITIES

Introduction

Begin with the Community Word Builders.

Then start the Chart Your Community activity. Ask students to identify one example for each category. Point out that the categories are like the ones in the survey. They can list a person who provides a service, such as a park supervisor, or a place, such as the park or a clinic.

They are parts of Burnham's planning. Explain that when he planned he didn't think about one kind of change. He thought about how all the changes would fit together. And first he started by figuring out what the city already had. That's what they will do in this lesson.

Development

1. Students complete the chart in pairs. Then they share their charts with other students.
2. In pairs or as a class, students write the summary statements on the chart.
3. Students complete the map of their community in pairs or as a class project. Reinforce the cardinal directions and relative location by asking students to describe locations in relation to the school.
4. The class makes a list of ways to be a good member of the community. It should be specific to the places on the map and the items in their charts, such as "Keep the park clean," "join a block club," and "go to the library".
5. The class makes a list of the government's role in keeping the community a safe and healthy place to live.

Conclusion

Students make a collage showing their community, including examples of citizenship, education, environment, government, health, and safety.

Note to teachers: This lesson is intentionally asset-based—that is, it does not ask students to identify a problem but to take inventory of some community assets. The next lesson will ask students to identify a challenge that the community faces and to make a plan to address that challenge.

Word Builder: Community Words

I can define important words. (CCSSR4) CCSSW2—expository writing

Choose words that you think are important about your community.
Draw a picture, write the word, and then write a definition. Tell what it means.

WORD: _____

definition _____

WORD: _____

definition _____

WORD: _____

definition _____

WORD: _____

definition _____

Write What You Think:

Write a paragraph about your community. Use words from your own word list your paragraph.

Show What You Think:

Then draw a picture to show your community.

Word Builder: Community Places

I can identify and use adjectives. (CCSSR4)

Each of these words is a noun. It names a place in the community.

Make a word list that tells about each place.

Those words are adjectives. They are words that tell about what something looks like, feels like, or sounds like.

Draw a picture in the box for each noun, too.

WORD: neighborhood

adjectives _____

WORD: street

adjectives _____

WORD: school

adjectives _____

WORD: store

adjectives _____

WORD: park

adjectives _____

WORD: _____

adjectives _____

Write What You Think:

Write a paragraph about your community.

Use words from your own word lists in it.

Chart Your Community

I can classify information and summarize it (CCSSR2); I can summarize.

For each category, list or draw two places in your community.

Category	Example	Example
Park		
Transportation		
Housing		
Health		
Learning		

A summary tells what facts mean.

Look at the chart.

Write two sentences that tell what your chart shows about your community.

Community Map Maker

CCSSRW7—I can create a map based on research.

Talk about these kinds of places in your community.

where people learn

a health place

where people work

place where government helps people be safe

another kind of place

Use this grid to make a map of your community. Label the streets. Then make up a symbol for each kind of place. Draw it in the box. Show it on the map. Put one of each kind of place on the map.

NORTH ↑

Write What You Think: Write about what your map shows about your community.

Lesson 2 Active Assessment: What I Learned

I can combine information and write to explain. (CCSSW2—explanatory writing)

Lesson Topic: _____

What I Knew

What I Learned

What I Think

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

Lesson 3. Progress for Your Community

Literacy Development: Can identify causes and effects (CCSSR3)

Content Outcomes:

- Can explain the role and responsibilities and potential of citizens to make progress (ILS 14C)
- Can identify ways people can affect the natural environment in Chicago. (ILS 16E)
- Know and apply concepts about how living things interact with their environment. (ILS 12B)

Vocabulary: cause, challenge, effect, habitat, progress

Materials: Help the Birds; Community Progress Plan

Expansion Options: Students actually carry out the plan they make. This can be a service-learning project that you involve other classes in, for example, asking the 8th grade class to participate as their “legacy” to the school community.

ACTIVITIES

Introduction

Tell students that Burnham said it was important to make big plans. He was planning big changes for the whole city such as setting up the park system, creating a network of roads including wide boulevards. Emphasize that small plans that make a difference can be part of a bigger plan. Explain that the Burnham Plan Centennial Committee is organizing Chicago area government, civic, and educational groups to think big in a special way—to think about connections between one change and others. This lesson asks students to design a change that would make a positive difference to their community.

Development

Ask students to think about the community from the point of view of a bird. It needs food. It needs water. It needs materials to make a nest. Explain that throughout the metropolitan area it is getting harder for birds to live because people have built over the natural environment. This is an example of one change leading to others.

Guide students to come up with a plan to solve the bird’s problem. First, ask them to identify the causes of the problem. Then have them suggest solutions. Encourage creativity. Emphasize that changes could lead to more challenges.

Review the plans and identify the plans that would be: easiest to carry out; cause effects that would bring challenges for other parts of the community.

Students complete the Community Progress Plan. Ideally they will carry out the plan, so they should make a plan that is practical—one they can carry out within your schedule and with available materials.

Conclusion

Students make a then-now-next picture or chart.

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

Help the Birds, Improve their Habitat

CCSSR3—analyze relationships.

Challenge: The birds in the community do not have what they need to get food and water or build a safe nest. They need water. They need trees. They need other plants. Help the bird have a safe habitat.

What is a change people could make to help them get what they need?

Action Steps: List on the time chart the steps to meet the challenge.

First	You look in the community to find a place that _____
Next	You ask _____ to help make it a better place for the bird to live. You ask them to _____ _____
Next	You get volunteers to _____ _____
Then	You do more. The birds have a better habitat. To keep it better you _____

Write What You Think:
Why is it important to help animals live?

IMPROVE YOUR COMMUNITY

CCSSW1—argumentative writing

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

Streets: _____

Parks: _____

Health: _____

_____ : _____
(another kind of change)

Choose one way to make progress.

It should be important to you.

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

Then make a plan.

List the steps you will take to make the change.

Who will you tell about the change?	
What will you tell them?	
What supplies will you need?	
How will you get those things?	
What else will you do?	

Community Flag

CCSSR5—interpret symbols

Note to Teachers: You will find the Chicago flag at <http://www.chicagohistory.org/mychicago/pdf/lesson1.pdf>

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 change.

1. One is for Fort Dearborn, the first fort.
2. One is for the Chicago fire.
3. One is for the World's Fair in 1893.
4. The other is for the World's Fair of 1933.

It has three blue stripes. One is for the lake. Two are for the Chicago river.

It has three white stripes. They are for neighborhoods. One is for north, one is for south, and one is for west.

Make a flag for your community.

First, think of four important things about it.

Then think of a symbol for each one.

Then design the flag.

<i>What's Important to Our Community</i>	<i>How I Will Show It on the Flag</i>

Draw your Community flag here.

Lesson 3 Active Assessment: WORD BANK

Show and Tell What You Know

I can identify words that are important to a topic (CCSSR4)

Lesson Topic: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word. (It could be this word in another language.)



Write What You Think:

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

Lesson 3 Assessment: What I Learned

CCSSW2—explanatory writing

Lesson Topic: _____

What I Knew

What I Learned

What I Think

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

Lesson 4. The City Today

Literacy Development: Can summarize information; can write a paragraph to explain a topic

Content Outcome: Can explain how people plan improvements.

Vocabulary: housing, park, public transportation, region, river, water

Materials: Chicago Transportation Chart; Chicago Jobs Chart; Chicago Survey; Chicago Paragraph Writer; City Progress Word Builder

Expansion Options: Use information from the Chicago Connections grid and from Chicago newspapers and have students work in teams to report on Chicago today. Each team can work on one topic such as work.

ACTIVITIES

Introduction

Explain that this unit comes from a project that is about a plan. It was a plan made in 1909. It is a plan that changed Chicago. In this lesson they'll think about the city today. Then they will be ready to make a plan for its future.

Development

1. Start by asking students to list and draw city transit and jobs (the two charts).
2. Give students the survey. Tell them the categories come from Burnham's plan and that he made recommendations of ways to improve them. Explain that those are parts of the area that people still need to pay attention to. Ask them to survey a family member. They also can survey others—such as the 8th grade students.
3. Students share ideas about ways to help the natural environment (lake shore, river, air, even global warming).
4. Students write a paragraph (Paragraph Writer). Students exchange their paragraphs.

Conclusion

Have students write “headlines” using the City Progress Word Builder.

Ask students what they think might be in a good plan for the future. Give examples such as what do you think the plan says people should do to make sure Chicago has a good natural environment.

Chicago Transportation

CCSSW7—research and classify

Draw a picture that shows each of these ways to travel.
Then tell which would be a way to get to work

bus	car
train	boat
walk	taxi
airplane	subway

Chicago Jobs

CCSSW7—research and classify

Draw a picture that shows each job.
Then add four more Chicago jobs.

bus driver	car repair
shoe salesperson	teacher
<i>another job</i>	<i>another job</i>
<i>another job</i>	<i>another job</i>

Write What You Think: Which job would you like to have—and why?

INTERVIEW GUIDE: Ways to Make Chicago a Better Place to Live and Work

S&L1: I can listen for and note information

Ask an adult what they think. Talk about each question. Make notes about what they say. List words as they talk.

Then write a sentence for each one. Practice this in school first.

Topic	Notes—Important Words	Sentence
What should we change the parks to make them better?		
How should we improve the streets?		
What should we do to improve homes?		
What would make downtown Chicago better?		
What else should we do to make Chicago better?		

Paragraph Writer

CCSSW1—argumentative-- I can write to communicate an idea.

A paragraph tells about one topic or idea.

You will write one paragraph about one way to make Chicago a better place.

- 1. *Choose one of the topics from the Chicago survey.*
- 2. *Decide what you think is the best way to improve it.*

My Idea: _____

- 3. *Then list the information you learned and what you knew.*

What I learned from the survey:

- _____
- _____
- _____
- _____

What I knew.

- _____
- _____
- _____
- _____

- 4. *Write your paragraph. Include information from your lists.*
- 5. *Add a picture. Draw a picture to show what your idea is.*

Word Builder: City Progress

CCSSR4—academic vocabulary -- I can identify and use words to communicate about a city.

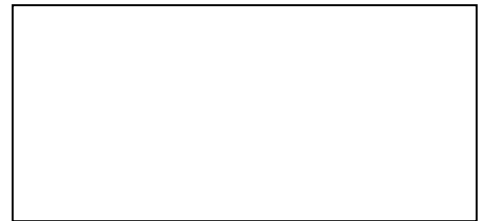
Write a newspaper headline using each word.

Tell about things that happen in the city.

Draw a picture in the box that shows what your headline tells.

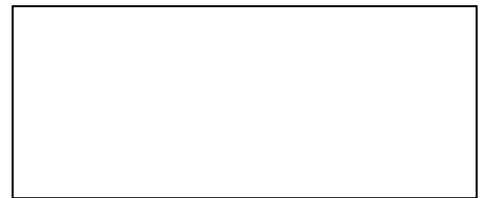
WORD: business

headline _____



WORD: change

headline _____



WORD: leader

headline _____



WORD: park

headline _____



WORD: _____

headline _____



Write the news story that goes with one headline.

Lesson 4 Active Assessment: What I Learned

Lesson Topic: _____

CCSSW2—explanatory writing

What I Knew

What I Learned

What I Think

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

Lesson 5. Big Dreams

Literacy Development: Can identify and infer characteristics (CCSSR3); Can write a persuasive letter (CCSSW1)

Content Outcome: Can explain how individuals and groups influence government (ILS 14D)

Vocabulary: idea, vision

Materials: Better Living in Chicago; Plan Chicago 2020; Letter to the Mayor;

My City Poem; Chicago Song; Comprehensive Assessment

Expansion Options: Students actually write letters, not only to the mayor but to their alderman; students make models and drawings of what the city would look like in 2020 with their recommended changes.

ACTIVITIES

Introduction

Point out that in 2030 your students will be out of college and working. They will be able to vote in elections. They will be able to change the future. Explain that in this lesson they will make big plans just as Burnham did for ways to make the city a better place in 2020.

Development

Students read and respond to the question on Better Living in Chicago. If time permits, ask them to dramatize what they think would have happened when Jane Addams met the mayor of Chicago.

Then students complete Plan Chicago 2020. This can be done as a class or in teams. Start by discussing these questions—they can be a general discussion or focused each day on one of the areas in the Chicago 2020 chart.

- What challenges does the city face?
- What might Burnham plan for Chicago today?
- What changes should we make?
- How can Chicago work with other areas to make that progress?

Review the plans with the same criteria as the bird challenge—what challenges will the changes lead to, how easy will they be to carry out. But don't discourage big plans—Burnham recommended thinking big.

Students write a letter to the mayor. They explain their ideas for Chicago's future. It's a persuasive letter. You could write one class letter that you actually send to the mayor or your alderman.

Conclusion

Students write a song about Chicago. They can send that to the Mayor, too. Then students complete the comprehensive assessment. It can be a bulletin board display or book and also be part of a presentation students make to the principal, parents, and other students.

Better Living in Chicago

CCSSR3-- I can identify problem and solution in a text.

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.

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.

Write What You Think

How did Jane Addams solve problems?

What is a problem people in Chicago have today?

How should people solve it?

BIG DREAMS: MAKING CHICAGO BETTER

CCSSW7—organize research

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; what people would do to make that change.

BOLD PLANS Letter to the Mayor

CCSSW1—argumentative writing.

What's my big idea? What do I want the mayor to understand?

How will I start my letter?

What will I include to make my idea clear?

(You can use the boxes to number the order in which you will use each part.)

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

How will I end so I am sure I made my idea clear?

My Chicago Poem

CCSSW2—explanatory writing

Write what you like about the city. First, list the words. Then draw a picture showing what you like. Then write a poem using your words and other words.

Words

Picture



POEM

Poets think more.

Chicago Song

CCSSW1—persuasive/inspiring writing

Chicago needs a song.
It should tell about the city.

To write the song, list what you like about your community and the city.
Then write the song.
You can use music you already know.
Or you can make up new music.

What I Like about My Community	What I Like about Chicago

My Song

Show Chicago Progress

Unit Assessment

I can communicate the meaning of words in context CCSSW4

I can provide examples of ideas CCSSR2

Each of these words is important to planning for city progress. Draw or paste a picture about Chicago that shows what each of these words means. Add more words and show why they are important to planning Chicago progress.

C	H	I	C	A	G	O
work	neighborhood	travel	progress	city		
parks	nature	water	downtown	change		
<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>
<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>