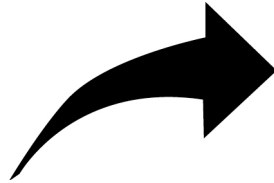


# **My View**



# **Chicago's Future, My Future!**

**Choices    Determination    Collaboration**

**City of Possibilities**

“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

**Developed by the Polk Bros. Foundation Center for Urban Education**

**This guide includes readings and activities that students can do to analyze progress and plan more progress—for themselves, for their city.**

**Part 1: Keys to Progress** **p. 3**

**Part 2: My Progress, My Future, My City's Future** **p. 10**

### **Additional Chicago Learning Resources**

"A Brief Architectural History of Chicago." 1995-1999. Museum of Contemporary Art, Chicago. <<http://www.tc.umn.edu/~peikx001/chichist.htm>>.

"Chicago: City of Neighborhoods." eCUIP: The Digital Library. <<http://ecuip.lib.uchicago.edu/diglib/social/cityofneighborhoods/index.html>>.

"Chicago Timeline." 2008. Chicago Public Library. <<http://www.chipublic.org/cplbooksmovies/cplarchive/timeline/index.php>>.

"The Encyclopedia of Chicago." Chicago History Museum, <<http://www.encyclopedia.chicagohistory.org/>>.

"Great Chicago Stories." 2007. Chicago History Museum. <<http://www.greatchicagostories.com/index2.php>>.

Library of Congress. "Photographs from the Chicago Daily News." Library of Congress American Memory. <<http://memory.loc.gov/ammem/ndlpcoop/ichihtml/cdnhome.html>>.

## Part 1: Keys to Progress

Here are three important concepts for learning about progress and making your own. We listed a few quotations that help explain each concept. **List an example from your own experience that shows how important each concept is.**

**innovation**—creating something new that changes the ways people live or work.

- “Creativity is thinking up new things. Innovation is doing new things.”  
--Theodore Levitt
- “The future belongs to those who believe in their dreams.” (*Eleanor Roosevelt*)

Example: \_\_\_\_\_

\_\_\_\_\_

**collaboration**—working together to solve a problem or achieve a goal.

- “There are two kinds of people, those who do the work and those who take the credit. Try to be in the first group; there is less competition there.”
- --Indira Gandhi  
Only when all contribute their firewood can they build up a strong fire. (*China*)

Example: \_\_\_\_\_

\_\_\_\_\_

**grit**—that is a kind of **determination** in which a person overcomes obstacles, is **resilient**--does not give up even though there are difficulties.

- “The greatest glory in living lies not in never falling but in rising every time we fall.” --Nelson Mandela
- “Part of what makes America strong is our resilience, tenacity, innovation, and our willingness to be optimistic about our future.” --Valerie Jarrett
- Beginning is easy; continuing is hard. (*Japan*)
- There are no secrets to success. It is the result of preparation, hard work, and learning from failure. (*Colin Powell*)

Example: \_\_\_\_\_

\_\_\_\_\_

**As you read about Chicago progress and plan your own, look for ways these ideas are important to that progress.**

**Analyze Changes**

CSSR1—Infer with evidence.

- 1830 A lighthouse is built.
- 1833 Eliza Chappell opens the first publicly funded school in Chicago.
- 1834 The first drawbridge across the Chicago River is built at Dearborn Street.
- 1845 The first foreign language newspaper in Chicago is printed.
- 1897 The new "L" lines are completed, and they make a kind of circle in the downtown area that becomes known as the "Loop".
- 1855 The city begins to raise the street level to improve drainage—the city's swampy conditions have caused many serious illnesses.
- 1888 Sears sends out his first mail order catalog.
- 1889 Jane Addams moves to Chicago and starts her work to help families living in poverty.
- 1900 The flow of the Chicago River is reversed to improve sanitation.
- 1901 The population is 1,698,575. More than 100,000 persons have moved here in the 7 years since 1894.
- 1903 Illinois passes a Child Labor Law—it says children can work only 8 hours a day.
- 1907 Garfield Park and Conservatory are built.

Choose three changes you think are most important. Infer one effect of each change.

<b>Change</b>	<b>Immediate Effect</b>

An innovation is a different way of working or living. It can be a change in technology, a change in how people communicate, a change that improves living conditions. It is a change that leads to other changes in the ways people live or work. Which of these changes is an innovation that would have led to important changes?

*Pair and compare your ideas.*

*For an extended timeline of Chicago, go to <http://www.chipublib.org/cplbooksmovies/cplarchive/timeline/index.php>.*

## Analyze Progress Makers

CCSSR3 competence: Analyze one individual's choices, actions, and relationships.

We provided some readings you can use to complete this task. You can use the same chart to tell about YOUR progress.

Person or Group: \_\_\_\_\_

<p><b>Vision</b> <i>What did they think was important?</i></p>	
<p><b>Challenges They Faced</b></p>	
<p><b>"Grit"</b> <i>Examples that show that they were persistent, overcoming obstacles</i></p>	
<p><b>Collaboration</b> <i>How they collaborated with others to accomplish their vision</i></p>	
<p><b>Connections</b> Infer changes their choices led to.</p>	

**DuSable: Creating Chicago Possibilities**

CCSSR 2 competence. Identify examples of an idea.

Jean Baptiste Pointe du Sable came to Chicago more than 220 years ago. Chicago was a very small place then—only about 350 people lived here at that time, which really was a time of great challenge. It must have been hard to live in Chicago then as the environment was challenging—each season brought problems. There were no stores or really any pathways you could use to move about easily, and it was difficult to get everything you needed to survive. He had come from a distant land, Haiti, and it's unclear how he learned about this place of possibilities and challenges.

DuSable chose to come here because it was a place where he could build a trading post and transform the area—there was no other trading post here at that time. He thought it was a place of great possibility, that it would grow and hold more and more people who would need a trading post. His trading post would become the catalyst for Chicago's progress, the starting point that brought about the beginning of the city in which millions live today.

DuSable built his trading post himself using his own labor and abilities, using local resources to construct it from wood. First he chose a strategic location, a place where the river and lake converged. That enabled people to reach the post more easily by water. Probably it was easier to get there by water than by land, since it was so muddy in spring and in winter there were deep snows. But in winter the river would be frozen, making it impassable. So it still was a struggle, in every season.

DuSable traded with the Potawatomi, Native Americans who had lived in this area for many years before the first settlements by pioneers from Europe and other places. He traded tools to them for furs, which they produced by hunting animals, using spears, arrows, and clubs until they were able to get guns and other metal tools. With the trading post came new technologies that would make it easier to hunt and live in the area.

DuSable traded with settlers, too, who were moving to this area and brought hopes but also many needs. They moved here without all the tools and supplies they would need to build homes and survive in the challenging environment. It's not clear how people learned about Chicago as a place of possibility, but soon more and more pioneers moved to this location to settle. DuSable's vision was being realized—Chicago was becoming a destination that would keep growing.

DuSable probably knew Chicago was going to grow—he saw more settlers moving here every year, and business was an important place to all of them. DuSable sold the trading post and moved away in 1800, leaving a legacy. The trading post had been a kind of anchor of the growing community. In 1968 Chicago declared DuSable the “Father of Chicago”. His legacy continues today.

For a view of DuSable's Chicago, go to  
<http://encyclopedia.chicagohistory.org/pages/410078.html>

**Think Clearly:**

What challenges did he face?

What qualities—traits—did he demonstrate by overcoming them?

What are his legacies?

## A Social Innovation

Reform means to make things better. Jane Addams saw things in Chicago to reform. She saw poor people living in crowded neighborhoods in very small homes without enough room for all the people who lived there. The streets were very dirty, and that contributed to health problems. People did not have places to get clean water or places to bathe, so that, also, added to the health problems. Jane Addams wanted to help poor people have a better life. She believed that helping poor people would make everyone's life better. She would make Chicago a better place to live with her forceful commitment and innovative ideas.

In 1889 Jane Addams set up a place to help people, Hull-House, a settlement house. A settlement house helps people in many ways, particularly immigrants who moved to Chicago from other countries. The immigrants needed to find homes, and also how to speak English. They needed to learn about the city, get jobs, and send their children to good schools. Jane Addams wanted to teach them the skills they needed to live well on their own. At Hull House, she organized programs to do all that more—including arts lessons. When people came to thank her, that was fine, but she liked it better when they did not come back. She was glad that they were independent.

Jane Addams had more than one idea about how to help the people of Chicago. One thing she did was to live in the same community where the poor people lived. This helped her to understand their problems and them to trust her. She helped them work together to change things in their neighborhood. She was one of Chicago's first community organizers.

Another way Jane Addams made progress was by going to meet with Chicago's leaders. Jane Addams was a powerful woman who met with civic leaders, including the Mayor. She explained to him and the other leaders the serious problems of the poor people. Sometimes the leaders listened; sometimes they did not. They had other priorities, but she insisted that they pay attention to the problems she pointed out.

She was collaborative: she accomplished progress by working with other reformers. Three results included: improving schools; creating playgrounds; getting safer working conditions for workers. She also fought for people to get better pay, which would enable them to afford better living conditions. She even became the Garbage Inspector in her ward, so then she could help clean up the neighborhood.

Jane Addams left Chicago an important legacy—the laws and conditions she changed and the people's lives that improved. She showed how one person with important ideas and persistence can work with others to make progress for a whole city. She made a difference in laws, systems, and the health of the city. She was a social innovator, someone who brought about changes in the ways people lived in Chicago. She showed her ideas could work, that people could change their community for the better. She became famous around the world for her hard work, and in time she won a Nobel Peace Prize. That is a very important honor—it recognizes achievement that the whole world respects. She created a model in Chicago that people imitated in many other places.

### Think Clearly:

What challenges did she face?

What qualities—traits—did she demonstrate by overcoming them?

What are her legacies?

## Collaborating to Meet Challenges

Pilsen is an old community in Chicago with a long history. This part of Chicago started small and got bigger, as most neighborhoods in the city did. Its cultural history is about moving, changing, and connecting. Many people have moved there over the decades. This movement started when immigrants chose to settle in this part of the city when Chicago was growing rapidly. An immigrant is a person who moves from one country to another. Pilsen's first people spoke German. They had moved from Germany. If you go to Pilsen today you will see some of the places they built. But when they first moved there, it had just a few homes. Then immigrants continued to migrate there, newcomers moved to Pilsen so they could be near people who came from the same country.

Many immigrants found homes and jobs in Pilsen, and it was a time of challenge and change for them. They had to figure out how to live in the new country. They had to find a place to live, and they needed employment for income. They worked on railroads and on docks along the Chicago River, loading and unloading lumber, and in factories, too. They had a lot to do to make a home in their new country, it was not easy to accomplish the changes. Cooperation and collaboration were important for the progress of each family and the whole community.

The newcomers built churches, created gardens, opened stores, and set up newspapers. The newspapers were published in their own language, and they were a way to educate the newcomers about their own community and the city through articles and editorials. Many entrepreneurs opened businesses, and soon the community was bustling. Some social workers supported this progress, they guided the immigrants who kept coming to the community. They set up settlement houses, where people could learn English and get help finding work and housing. But then there was movement out of the community, it was a local migration to suburbs and other parts of the city. People were looking for more opportunities. As the population declined, businesses closed. That trend probably would have continued without a change.

Then there was another movement into Pilsen, which you'll see a symbol of if you go to 1831 South Racine today. There you will find Casa Aztlan, which is a Mexican-American center. About 50 years ago, many Mexican-Americans moved to Pilsen from another part of Chicago—so the community was renewed. They liked the buildings, they wanted to create a Mexican-American community. They joined the churches of Pilsen.

Sometimes change in a community's population brings conflict. Community leaders innovated to collaborate—to avoid conflict. To avoid conflict, leaders of the Mexican Americans and European Americans talked about ways to collaborate to continue Pilsen's progress. One way the two groups worked together was to create, which are enormous paintings on walls. Pilsen has many beautiful murals created during that period. When you see those murals you will notice that there are symbols of Germany and other European countries as well as representations of Mexican history. They are inter-cultural art that represents the connections that were made through that collaboration.

Pilsen used to be called the "Heart of Chicago" when people first settled there, then there was an exodus. But through the second migration, it became the "Heart of Chicago" again, this time for families from Mexico. People opened businesses, and Mexican American community groups supported the community's families. Now as in the past there still are organizations that help people who move to this part of Chicago.

A heritage is a legacy, it comes from the past and influences the present. The Mexican Americans have a rich heritage from their own country and from their experience in Pilsen. Each August, the community has a special day. On the Fiesta Del Sol, a gathering includes the Mexican Americans and people from all over the metropolitan area. People who used to live in Pilsen return come and see the changes. They see their own heritage, as well, in the murals.

### Think Clearly:

What challenges did each group face?

What qualities—traits—did they demonstrate by overcoming them?

What are their legacies?



## Much More than an Invention: Changing Agriculture

Cyrus McCormick introduced better farm equipment, the McCormick Reaper, and changed the agriculture industry and the economy of the city of Chicago. This machine would enable a farmer to harvest crops much more quickly than the farmers could do with horse-drawn equipment.

When Cyrus McCormick showed his reaper to people, many thought it was a joke. The London Times called it “a cross between an Astley chariot, a wheelbarrow, and a flying machine.” And in the mid-1800s, you can imagine how believable a flying machine was. While people laughed at his idea, McCormick kept working on it.

Yet by 1859, McCormick’s firm had sold more than 50,000 reapers. Why did Cyrus McCormick’s invention succeed? He succeeded because he figured out how to make the invention work well and how to help people understand how it could help them. He was a successful business entrepreneur. A business entrepreneur starts a new kind of business or changes the way businesses work.

To succeed, an invention must work. That may sound very simple, but it is an idea that not every inventor has recognized. Here is a report Cyrus McCormick wrote about his project.

From the experiment in 1831 until the harvest of 1840, I did not sell a single reaper, except one, which I afterwards took back... Experience proved to me that it was best for the public, as well as myself, that no sales were made, as defects presented themselves which would have made the reaper unprofitable in other hands... I was not sufficiently satisfied of its being a ‘useful’ machine, to patent the reaper, until the year 1834, its construction and proportions having been imperfect, requiring much effort to make them, while light, yet simple, strong, and durable.

An invention does not introduce itself; the entrepreneur must find ways to introduce it effectively so that people will recognize its usefulness. Cyrus McCormick originated two new ways of selling:

- He gave a written guarantee with every machine
- He set one price—until then, a seller might change the price at different times.

An innovation that is introduced in one city can affect people in places far beyond that city’s limits—as well as the city’s economy. McCormick’s factory brought jobs directly and indirectly, as Chicago dock workers and railroad workers loaded more and more reapers for shipment to farms. Those reapers would change the farm industry throughout the Midwest and beyond. Without the magical grain machinery that gives us cheap bread, the whole new structure of our civilization ... would be withered by the blight of Famine.” [Herbert N. Casson, 1908.]

*Annotate this text. Write one of these concepts next to the part or parts that are examples of this concept. Underline the sentences that support that concept.*

**collaboration      grit      innovation**

### Think Clearly:

What challenges did he face?

What qualities—traits—did he demonstrate by overcoming them?

What are his legacies?

## Part 2: My Progress, My Future, My City's Future

### Your Vision: Your Progress

Think about what you have accomplished, about your history. Then clarify your vision for your future.

Important Progress I Have Made

What I Accomplished

### THINK IT THROUGH

*What are the most important reasons you have been able to make changes? Choose one of these or add your own. Then support your conclusion.*

\_\_\_grit \_\_\_collaboration \_\_\_opportunity \_\_\_ \_\_\_\_\_

*Why I chose this:*

## My Future Career

The following pages include part of a list of jobs that people have in the Chicago area today.

Choose one job from the list.

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Tell why you would want to have that job.

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List 3 character traits that you would need to do any job well—such as  
responsible      collaborative      determined

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Then list 3 skills that you think would be important to that one career—skills you may have now and will improve as you continue to learn in high school.

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How can everyone who has any job contribute to progress of others—in the community in the city?

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## Chicago Area Jobs

The first column lists just a small number of the jobs in the Chicago area.  
The second column lists the number of jobs in the Chicago area in each field.  
The third column lists the hourly wage.

This is part of a much longer list. You can see that list at  
[http://www.bls.gov/oes/current/oes\\_16974.htm#%284%29](http://www.bls.gov/oes/current/oes_16974.htm#%284%29)

To get information about these jobs and many more, go <http://www.bls.gov/ooh/a-z-index.htm>

Career Area	Number of Jobs	Hourly Wage
Computer Programmers	16,480	\$36.41
Software Developers, Applications	21,170	\$40.82
Web Developers	2,610	\$31.89
Computer User Support Specialists	13,790	\$25.25
Computer Network Support Specialists	4,290	\$30.58
Architects, Except Landscape and Naval	3,140	\$35.12
Landscape Architects	230	\$25.77
Surveyors	750	\$30.08
Aerospace Engineers	230	\$45.84
Electrical Engineers	3,220	\$43.03
Environmental Engineers	820	\$38.70
Architectural and Civil Drafters	2,390	\$21.81
Electrical and Electronics Drafters	420	\$28.44
Environmental Engineering Technicians	360	\$26.21
Surveying and Mapping Technicians	630	\$23.90
Food Scientists and Technologists	410	\$33.08
Soil and Plant Scientists	460	\$32.42
Microbiologists	160	\$40.66
Chemists	1,700	\$34.97
Materials Scientists	210	\$36.66
Survey Researchers	830	\$27.26
Clinical, Counseling, and School Psychologists	3,040	\$31.61
Urban and Regional Planners	360	\$36.87
Geographers	80	\$43.97
Agricultural and Food Science Technicians	370	\$20.99
Forensic Science Technicians	320	\$38.85
Educational, Guidance, School, and Vocational Counselors	5,930	\$31.51
Marriage and Family Therapists	110	\$20.51
Mental Health Counselors	2,950	\$22.85
Child, Family, and School Social Workers	9,430	\$26.42
Healthcare Social Workers	2,760	\$24.42
Health Educators	1,190	\$25.63
Architects	3,140	\$35.12
Social and Human Service Assistants	5,750	\$14.17
Community Health Workers	1,870	\$18.31
Community and Social Service Specialists, All Other	2,840	\$17.88
Clergy	1,180	\$20.04
Lawyers	23,310	\$65.83
Judicial Law Clerks	420	\$25.82
Arbitrators, Mediators, and Conciliators	200	\$36.78
Paralegals and Legal Assistants	10,470	\$24.10
Dancers	420	\$19.31
Choreographers	40	\$24.20

<b>Career Area</b>	<b>Number of Jobs</b>	<b>Hourly Wage</b>
Music Directors and Composers	710	\$31.36
Musicians and Singers	1,120	\$17.91
Radio and Television Announcers	810	\$24.66
Reporters and Correspondents	1,160	\$23.64
Public Relations Specialists	4,870	\$32.30
Editors	3,340	\$26.31
Technical Writers	1,040	\$33.04
Interpreters and Translators	1,420	\$16.94
Audio and Video Equipment Technicians	2,090	\$19.90
Broadcast Technicians	740	\$19.83
Sound Engineering Technicians	350	\$21.24
Photographers	1,760	\$15.87
Camera Operators, Television, Video, and Motion Picture	660	\$27.71
Film and Video Editors	570	\$26.89
Customer Service Representatives	74,600	\$18.06
Dentists, General	2,550	\$62.86
Orthodontists	710	\$55.25
Dietitians and Nutritionists	1,330	\$24.82
Optometrists	1,010	\$50.34
Pharmacists	6,800	\$55.17
Anesthesiologists	1,310	\$94.26
Physician Assistants	1,580	\$37.98
Podiatrists	340	\$64.27
Occupational Therapists	3,200	\$35.45
Physical Therapists	7,180	\$36.84
Respiratory Therapists	2,760	\$27.35
Speech-Language Pathologists	4,900	\$37.93
Veterinarians	1,590	\$43.03
Registered Nurses	69,050	\$34.46
Nurse Practitioners	1,890	\$42.03
Veterinary Technologists and Technicians	1,870	\$14.46
Medical and Clinical Laboratory Technicians	3,420	\$20.01
Dental Hygienists	4,660	\$33.99
Emergency Medical Technicians and Paramedics	8,570	\$28.20
Pharmacy Technicians	11,070	\$13.70
Sales Representatives	49,570	\$33.29
Real Estate Sales Agents	4,320	\$39.80
Telemarketers	3,660	\$13.34
First-Line Supervisors of Office and Administrative Support Workers	29,980	\$27.67
Switchboard Operators, Including Answering Service	3,540	\$14.33
Bookkeeping, Accounting, and Auditing Clerks	34,270	\$19.31
Payroll and Timekeeping Clerks	4,160	\$20.88
Tellers	13,870	\$12.93
Court, Municipal, and License Clerks	1,950	\$21.55
Hotel, Motel, and Resort Desk Clerks	4,080	\$11.54
Private Detectives	800	\$21.76
Food Preparation and Serving	345,110	\$10.47-21.47
Plumbers	11,350	\$34.59

**What are three traits that you would need to succeed in any of these jobs?**

## Jobs for Women OR Men

CCSSR1 competence: Infer based on information in a table

The following jobs used to be jobs that men did, not many women had them.

Today, women and men do all these jobs.

### Jobs Related to Carpentry

Occupation	Job Duties	Median Pay
Cement Masons and Terrazzo Workers	Cement masons pour, smooth, and finish concrete floors, sidewalks, roads, and curbs. Using a cement mixture, terrazzo workers create durable and decorative surfaces for floors and stairways.	\$35,530
Drywall and Ceiling Tile Installers, and Tapers	Drywall and ceiling tile installers hang wallboards to walls and ceilings inside buildings. Tapers prepare the wallboards for painting, using tape and other materials. Many workers do both installing and taping.	\$38,290
Insulation Workers	Insulation workers install and replace the materials used to insulate buildings and their mechanical systems to help control and maintain temperature.	\$35,110
Tile and Marble Setters	Tile and marble setters apply hard tile, marble, and wood tiles to walls, floors, and other surfaces.	\$38,110

### Jobs Related to Automobiles

Occupation	Job Duties	Median Pay
Automotive Body and Glass Repairers	Automotive body and glass repairers restore, refinish, and replace vehicle bodies and frames, windshields, and window glass.	\$37,580
Diesel Service Technicians and Mechanics	Diesel service technicians and mechanics inspect, repair, or overhaul buses, trucks, and anything else with a diesel engine.	\$40,850
Heavy Vehicle and Mobile Equipment Service Technicians	Heavy vehicle and mobile equipment service technicians inspect, maintain, and repair vehicles and machinery used in construction, farming, rail transportation, and other industries.	\$42,630
Small Engine Mechanics	Small engine mechanics inspect, service, and repair motorized power equipment. Mechanics often specialize in one type of equipment, such as motorcycles, motorboats, or outdoor power equipment.	\$31,790

List 3 competencies you have developed in school and 3 traits you have that you will need to succeed in **any of the jobs** on these two lists.

Competence	TRAIT

## My Future--Picture Planner

What do individuals need to make progress? Look at this list and circle what you think is important to your progress. Add more on the blank lines.

effective communication      collaboration      problem solving  
goals      “grit”—the ability to overcome obstacles

\_\_\_\_\_

Draw a picture that communicates about you in the future—making progress.

List the things you will include.

Use words or sketches to show what you will include.

The form consists of six empty rectangular boxes arranged in two rows. The top row has three boxes: a square on the left, a horizontal rectangle in the middle, and a horizontal rectangle on the right. The bottom row has three boxes: a horizontal rectangle on the left, a square in the middle, and a vertical rectangle on the right.

Draw your picture.

Then write a caption that explains it.

## Collage Your City's Future

CCSSW2 competence—construct an explanatory collage.

*This art activity parallels the construction of an explanatory text.*

A collage is a work of art that uses pieces to show one idea.

Because it has separate parts that come together in one design, it can be done as a collaboration.

Make a City Progress collage.

This activity can be completed in teams or as a class.

First, what is your idea about City Progress that you want to communicate? What is your view about how individuals and the whole city can make progress?

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Examples: Determination is the key to progress

Collaboration is the key to progress

Collaboration AND determination are the keys to progress

Make a list of the kinds of things you want to include to make your idea clear.


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.

You can turn this into a true collaboration—each student in a team or the whole class creates a City Progress Collaborative Collage.



# Create a Chicago Progress Poem

CCSSW4 Competence: Plan a poem to communicate an idea.

**Draw Your View of Chicago’s Progress—Show your idea in a drawing. Show what you want people to collaborate to improve the city.**

## Plan your poem.

Writing a poem is like creating a painting. You can start with a sketch.

List examples or images you will include to show your idea. For example, the poet Carl Sandburg called Chicago “city of the big shoulders” in a poem he wrote.

Then you think of things to add to help make your idea clear.

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***Then write your poem.***

***After you draft it, polish it—use techniques. Here are some you could include.***

alliteration	metaphor	simile	narrator	rhyme	symbol	repetition	onomatopoeia
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***Add music—turn it into a song. Chicago needs a new song!***