

Read to Learn about Chicago Challenges, Choices, Changes

Nonfiction Learning Connects Ideas and Information

A Common Core Reading Standard 7 and 9 Learning Journey

- Common Core Reading Standard 7 asks students to integrate ideas and information from different kinds of sources.
- Common Core Standard 9 asks students to compare and contrast readings about the same topic or issue.
- Common Core Writing Standard 7 asks students to research to answer a question or report on an issue.

Choose one of these topics to explore with the readings in this set of materials.

- Challenges and Changes
- Settlement
- Social Progress
- Technology
- Transportation
- Work

The next page lists readings in this set of materials that relate to the topic. You will find that there are several topics that one reading can relate to—so you can choose the readings that are most interesting.

Expand the learning with standard 7 connections—you will find maps and photos online in the Encyclopedia of Chicago at <http://www.encyclopedia.chicagohistory.org>.

Then write your own—write an explanation or analysis of the topic or issue,

For graphic organizers and writing guides, go to teacher.depaul.edu.

TOPIC RESOURCES

This collection of readings and other resources can be used with different topics. This chart lists the topic areas for which each item can be used.

ITEM	P	Challenges Changes	Settlement	Social Progress	Technology	Transportation	Work
Early Chicago NONFICTION	1	X	X		X		X
Native American Life FICTION	2						
DuSable NONFICTION	3						
Settlement NONFICTION	4	X	X			X	X
Letter from Chicago about the fire FICTION	5						
After the Fire NONFICTION	6	X					
Landfill NONFICTION	7	X			X		
Reversing the River NONFICTION	8	X			X		X
Analyze Changes NONFICTION	9	X			X	X	
My Father's Miracle—River Reversal FICTION	10	X			X		X
A Social Innovator—Jane Addams NONFICTION	11	X	X	X	X		X
Bold Plans, Big Dreams, Progress NONFICTION	12	X		X			
Progress in Pilsen NONFICTION	13	X	X	X			
Students Make Community Progress NONFICTION	14	X		X			
Chicago Changes NONFICTION	16	X		X		X	
Changing Agriculture NONFICTION	17	X			X		X
Prairie Keepers NONFICTION	18	X					
Harold Washington Speech NONFICTION	19	X		X			
African Heritage in Chicago NONFICTION	21	X	X	X			
Public Transportation NONFICTION	22					X	X
Transportation Changes NONFICTION	23	X			X	X	
Working in City Systems NONFICTION	24					X	X
Election Night: The Journey FICTION	25	X		X		X	X
Progress Possibilities NONFICTION	26	X		X			

Early Chicago Environment and People

NONFICTION

The city you know is only about 150 years old. Long ago, before it was a city, people lived in this area. They were Native Americans who lived in Chicago long before it had this name.

They were the ones who actually gave it its name. They called the city Checagou, which means wild onions. Every year, it was difficult to live here in the wintertime because it was snowy and extremely cold. There were not even any plants to pick. Then, the first plant that grew was the wild onion. In early spring, the Native Americans would eat it. Therefore, this became the place of the wild onion. No one actually planted it; the onion grew naturally.

There were grasslands and forests, and there were also many animals. The Native Americans survived by hunting and fishing and from food they grew. In the summer, they grew food by planting vegetables. While it was still summer, they began to prepare for the winter. They knew it would be freezing and snowy. They would be able to track rabbits in the winter, and there would also be deer. However, they would not have as much food because there would be no plants growing in winter.

In summer, the families would relocate to a village near a lake or river and build homes there. They would build the homes together. The homes were very large, so that a family could have several people living in one home. The families would fish and grow food. People in the village helped each other out. There always was work to do, and the family members shared the jobs.

Then in winter, they would leave the village and build homes in the woods. Each family would build its own home, and would take animal skins with them to help construct their homes. They would use branches to make a kind of tent, and then cover the walls with those skins to keep them warm. They were particularly skilled at building those types of homes.

They would continue to hunt for food, and sometimes they would move their home in winter to a place where they could find more animals to hunt. It was difficult to get the food they needed. The weather was harsh, and animals sometimes died of starvation. Native Americans had to deal with the weather, getting food, and keeping warm. So, when they found the wild onions they knew it soon would be better weather and they would have more food. They would be able to join their friends and family at the summer village.

Today in Chicago, Native Americans face different challenges. They have jobs to earn money to live. They work every day in many occupations. No longer is it a place for hunting and building your own home. It is hard to imagine what it looked like here long ago.

The name Potawatomi means People of the Place of the Fire or Keepers of the Fire. Long ago, they got this name because they were responsible for the fire for a group of tribes. They moved into this area a few hundred years ago. They lived here for many decades. As the seasons changed, the Potawatomi changed their ways of living. In summer they moved to one big village. In winter, they set up small camps. Imagine their homes as you read about their lives in the different seasons. The following paragraphs describe a year that might have been usual for a Potawatomi family in this area a couple hundred years ago.

Summer We're moving to the big village. We will set up a big house. We will use long poles to make it. It will have a big floor and bigger roof. The roof will hang over the cooking area. I will help my mother plant. First we will dig in the ground with a big shoulder bone from a deer. It's hard work to do that digging. But then we'll have a lot of food. It will be a great time for everyone when we get together with our friends and big family. My sister says summer is her favorite time because there are so many things to see and do. My mother likes it, too. She likes to be with our big family in summer. There is much work to do, but everyone helps.

Autumn. We have a lot of food. The squash and pumpkins are big. We have lots of corn, too. Every day, I pick more beans. We're drying the big pumpkins to save for the winter. My father got salt from a salt spring that we're using to save the meat. Soon we will be moving to our winter camp. I go to get nuts and berries. I eat some when I find them, but I bring most of them home.

Winter We have set up a wigwam in a place near the trees. We saw deer and raccoons and knew this would be a good place for hunting. We made the wigwam from branches of trees. We stuck one end in the ground. Then we tied them together in the middle. We left a hole for the smoke from the fire to get out. We covered the outside of the wigwam with bark..

It's a cold winter day, and it just snowed. My father says it's a good day to hunt the elk. He will be able to see the tracks in the snow. He will go soon to hunt. My mother says that means lots of food and work. If we don't have enough food in this place, we may move our camp. We will look for a place where we will find more animal tracks.

Spring We are getting my favorite food. We get it by making a hole in a tree. Out comes the sweet juice of the tree. My father is going fishing. He has a net he made from deer sinew. He throws it in the stream and then it sinks down. He tied shells to the bottom of the net. They fill with water and then go to the bottom of the stream. This summer, my brother will get to fish, too. He has a line and hook he will use to catch the fish in the lake. We sometimes get fish in winter, but that means we have to cut through the ice to get them. So fishing is a spring and summer job. My father likes the spring best. He says it is a time of hope. He hears the birds sing and sees the plants start to grow again. I like spring, too. Soon we will see the flowers.

DuSable: Creating Chicago Possibilities

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 More:

CCSSR1—read carefully, then CCSSR 2 competence. Identify examples of an idea.

DuSable's innovation—establishing a trading post—created possibilities.

List possibilities that his work brought about in Chicago.

Settlement

Settlers came to this area to build farms called homesteads. While they found the land difficult to plant in because of the thick root system, trees were not in the way—the area was mostly an open grassland. When settlers came, they traded goods with the Potawatomi to get food and animal skins. After a time, the Potawatomi were forced to move when homesteaders took over the land. The Potawatomi asked if they could stay “on the land given to us by the great spirit,” but they could not continue to live here. By 1831, they had to move.

Here is what one woman wrote about her trip to live in Illinois.

I have dragged one foot after the other so long and hope for the best. Friday Eve – We commenced a fourteen-mile prairie trip after we got to Paris, Illinois. Hot though the sun was setting, it was very good part of the way—many bad slews. The doctor’s wagon was stuck twice, and twice the oxen drew him out. The prairies look fine. Many kinds of flowers grow on them—and prairie hens live on them, one of the company shot one. Eliza looks bad but says she feels like helping me get supper. Oh, dear, I think it’s a hard time. Saturday 15th – Today we have been traveling through prairie and timber, both, and got lost in the bargain. We took the wrong road and wallowed around the prairie grass, sometimes as high as the horses’ backs. Night came and we pitched our tent after mowing the grass down and made ourselves as comfortable as could be expected amongst the mosquitoes.

Here is what one woman’s life was like after settling.

The woman told me that they spun and wove all the cotton and woolen garments for the family, and knit all the stockings; her husband, though not a shoe-maker by trade, made all the shoes. She made all the soap and candles they used, and prepared her sugar from the sugar-trees on their farm. All she wanted with money, she said, was to buy coffee and tea, and she could “get enough any day by sending a batch of butter and chicken to market.” They used no wheat, nor sold any of their corn, which though it appeared a very large quantity, was not more than they required to make their bread and cakes of various kinds, and to feed all their live stock during the winter.”

Here are some of the problems these settlers faced each season.

Fall—the threat of fire—the prairie grass became very dry and a spark could start a fire that would burn the prairie and sometimes their cabins.

Winter—the freezing cold, deep snow, people got lost in the drifts or out on the prairie when the trails were covered.

Spring—the prairie became swampy when the snow melted.

Summer—some days were very hot and there was no shady forest to cool yourself; there were so many insects that sometimes horses died from being stung so much.

CCSSR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSSR2: Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

- ✓ Next to each section, write the main idea of that part of this text.
- ✓ Underline the statements that support it.
- ✓ Then decide what the central idea of the whole passage is.
Write to explain it with evidence from the passage.

Letter from Chicago Historical Fiction based on the Chicago Fire

This is a letter someone might have written after the Chicago fire.

Dear Mother,

I hope you are well. I miss the family. Don't worry. I am doing fine. As you know, we had a big fire. I was scared. But it turned out all right for me. I don't have a place to live right now. I'm living in a tent. But I am healthy. And soon I will have a new home.

When the fire started, we all ran out into the street. We had never seen such a big fire. There was smoke. You could not see the stars because of the smoke.

You would have been proud of me. I did not run away. I went to help. I knew that this would be a big job. The fire department could not put the fire out. If we ran, the city was lost.

I joined a line of people passing buckets along. One person was at the river's edge. He pulled water from the river in the bucket. Then he gave that to the next person in line. We all kept passing the bucket along. The last person handed it to a fireman who would pour it on the street to stop the fire from going farther.

We wanted to keep doing that. But the fire kept coming closer. We had to turn back. We walked all the way downtown. Even there the fire was burning. I was afraid.

I went into the river. It was cold. Then I swam to the other side of the river. There were many people in the river. They were in boats. One of them pulled me up into his boat. He said, "We need to pull together to get through this." I don't know how to find him now. I want to thank him. He did not have to take care of me. He had his whole family to take care of in that boat.

Now I am very tired, so I will stop my letter. I have been working hard all day. We are building our new home. I hope you can come to visit soon. Can you bring some clothes? Don't worry. We have enough. I would like some new ones. The stores are not open yet.

Your loving son, John

CCSSR1 and 2—read carefully to figure out the way the writer wants his mother to feel—what is the message he communicates and what effect does he want it to have?

After the Fire

NONFICTION

Edited by students of Stephanie Dotson Lee, Third Grade, Caleb's Creek Elementary School, Kernersville, NC
This item was originally posted at the 3rd grade level. But since 3rd grade students have revised it to make it read more smoothly, although technically it is at a higher grade level it reads more smoothly and should therefore be more readable even though above level.

Long ago, there was a huge fire in Chicago. All the houses and the streets were made of wood. Because wood burns easily, it was really hard to put the fire out. The fire burned for more than 30 hours and the people could not stop it. When it started to rain, it helped calm the fire and the people were safe.

After the fire, many blocks had burned and many houses were gone. They had to move the burned things out of the way so they could build new homes.

A leader had a plan that they should put the burned things in the lake so they would have more land. However, some people said that would be a waste of time and they should build houses first. Instead, they simultaneously moved the things and built the houses.

So they did. It was hard work putting things from the fire into the lake for the people of Chicago. By piling dirt on top, planting grass and planting trees, they made the city bigger. They did not build on the new land because it was too soft. They called it landfill.

The leaders said the land could be a special place if it was a park. It was downtown so many people would be able to go there. So they did make it a park called Grant Park. Because the park is downtown, thousands of people who work downtown can go there.

Five years after the fire, Chicago looked new because people built new homes and new streets with bricks and stones. The city was the same size as before, but it looked better. That's one way people changed Chicago after the fire.

Some people complained. They said that the wood did not cost as much money as the brick. Consequently, they wanted to use wood. However, people said it was foolish to build with wood because they didn't want to have another big fire. They then made a law to protect people's houses.

Each year, a lot of people move to Chicago to find jobs and live in a great city.

CCSSR1 and 2—read carefully, then summarize.

Sequence Events

Make a timeline showing what happened. Then write a summary. A summary is a few sentences that tell what is important.

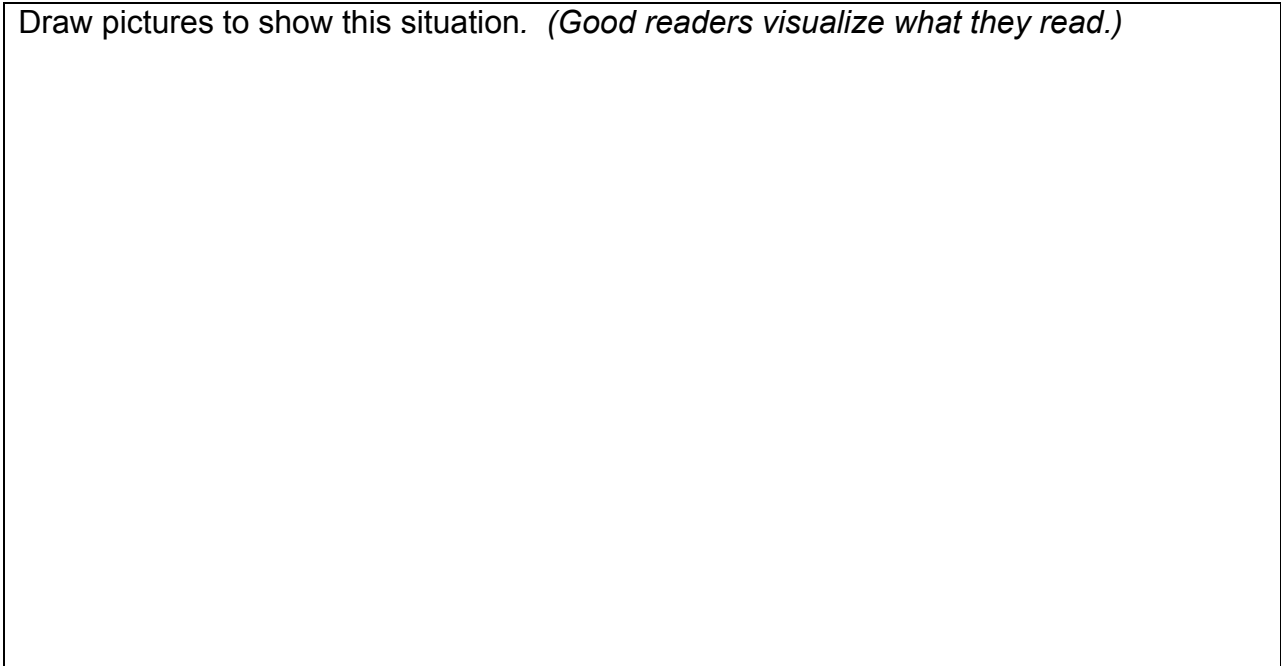
Landfill!

Read about the way people in ancient Mexico solved a problem. Then think about Chicago today. If you go to the lakefront and stop in Grant Park, you are standing on landfill. After the great fire in Chicago, city leaders decided to solve the problem of too much trash left after the fire. They put it into the front of the city—in the lake.

Here is the history of landfill in ancient Mexico. People in every community need food. When Tenochtitlan was a small village, each family got its own food, and everyone in the family worked to hunt or gather food to work. Then, as has happened throughout history, more and more people lived in the community, which became more settled and required a steady food supply. As in other communities, the Aztecs who lived in Tenochtitlan began to farm. Soon, though, they even ran out of farmland. So they developed a new kind of agricultural technique.

To add farmland, the Aztecs built floating gardens in the water of the lake they lived near. These gardens were created inside huge baskets. The Aztecs floated the baskets on the water and then filled them with soil from the bottom of the lake. They planted their crops in the soil in the baskets. At first the baskets were tied to each other and the land and were not anchored. Then the roots of the plants grew down to the lake bottom. The roots held the baskets firmly in place, and eventually created a kind of landfill. The Aztecs grew crops all year in the floating gardens. Today, you can see the location of these floating gardens in a place within Mexico City.

Draw pictures to show this situation. *(Good readers visualize what they read.)*



CCSSR1 and 2: Read carefully to figure out the message that this history communicates about the Aztecs.

Reversing the Chicago River NONFICTION

In 1900, Chicago's government did something very bold. They changed the direction of the Chicago River. Until 1900, the river flowed into the lake. Then Chicago leaders changed it.

Chicago started as a small town. But it grew to a great city. In 1890, there were 1 million people living here. By 1900, just ten years later, there were 600,000 more people here. The river was polluted. Factories dumped trash into it. Sewers drained into it. Because the river flowed into the lake, people were getting sick. The lake was getting polluted. People got their drinking water from it.

Chicago has a great history of people who figured out ways to solve problems so the city could grow. Chicago leaders made a plan. They would turn the river back. It would flow the other way. Then they would send the pollution away from the lake. It was a big job. They had to dig a canal to move the water the other way. They had to put a wall across the river where it met the lake. Then they would be able to lower the water in the river and pull the lake water out.

They did it. They build the wall, called a lock. They were ready to move the river the other way. Rivers flow naturally in one direction. This would change nature. But the people of St. Louis heard about the plan. They were worried. They knew that the pollution would come their way. The river would reach the Mississippi River, which flows by St. Louis. It would bring pollution to them.

Chicago has a history of bold leaders. The mayor decided to go ahead with the project. The mayor of St. Louis was fighting the plan. He was angry. So were citizens of St. Louis. Early one morning on January 2nd, 1900, Chicago leaders took shovels to the place where the river would join the new canal. They dug at the place between the river and the canal. They found it was too big to do with shovels, so they used dynamite. Still it would not work. They were very worried. It might not work. Then they used a big machine called a dredge. It pulled out the last big pieces of earth. Then the water rushed backwards. They had reversed the river.

Once it was done people of Chicago marveled. The citizens cheered the mayor. And the people of St. Louis complained. Only later would people figure out how to stop pollution before it got into water. Today, Chicago filters its waste. But the river will always go the other direction. Once reversed, it would be very difficult to put back. Brave Chicago leaders changed nature to help the city grow.

CCSSR2. Determine **central ideas** of a text and analyze their development; **summarize** the key supporting details and ideas. Also develops careful reading (CCSSR1).

Which is the best main idea of this passage? Underline the parts of the text that support your choice.

- Chicago changed the river.
- People have solved important problems to improve the city.
- Chicago grew a lot from its beginning.

Analyze Changes

- 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.

Change	Immediate Effect

CCSSW1—choose the innovation that made the greatest difference. Support your choice. 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>.*

My Father's Miracle Historical Fiction about Reversing the Chicago River

In school we learned about the earth. We learned that rivers flow from higher ground to lower ground. They usually end at a bigger river or go into a lake or ocean. I can see that every day in Chicago. Our river goes into the lake. It's a giant lake.

We used to go fishing on the river every summer. Most days you would find me and my grandfather there, fishing. My father was busy working for the city. I did not know what his job was. He said it was in the Sanitary and Ship Canal. He left early each morning and came home at night, always very dirty.

My grandfather would take me to the river. We'd sit all day and catch fish. I would listen to my grandfather tell about the times he had when he first came to Chicago. He had built our home by himself. "In the old days," he said, "This was a clean stream. "Now look at it. It is filthy."

That day was the end of our fun. We would see boxes floating by. Sometimes we even saw dead fish floating on it. When we brought the fish home, my mother would throw them out. "We can't eat this. This is dirty, bad fish." She sounded angry. But I thought she really liked my grandfather.

So my grandfather and I stopped bringing the fish home. Sometimes we would go to fish and throw them back. But mostly we just stayed at home. We were sad about it.

Then one Christmas my father was so busy he was not home. He even went to work on Christmas day. That New Year's day he worked, too. My mother was worried. "It is too cold." But he went anyway.

Then two days later the newspaper said, "It is a miracle!" That was the headline. I read the article. It told how the workers on the Sanitary and Ship Canal had done something impossible. They had reversed the Chicago River. They dug such a great hole that the river rushed away from the lake. It now went to the west. Now you could go on the river and canal all the way to the Mississippi River.

I was excited. So was my grandfather. He said, "Now we can go fishing this summer." We both laughed. So did my mother. My father smiled a lot, all day long.

CCSSR1 and 3: What are the relationships among the members of the family. How do you know?

A Social Innovator: Jane Addams

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 More:

CCSSR 2 Competence. Figure out important ideas; ccssr1—support with evidence.

What resulted from Jane Addams' innovation—establishing a settlement house?

What is the main idea? Underline five sentences that support it.

Bold Plans, Big Dreams, City Progress

2009 is a very important year in Chicago. Barack Obama became President. He brought a bold plan to the Presidency. He proposed major changes. Barack Obama started his career in Chicago as a community organizer. Community organizers work with people to make progress as a group. Barack Obama has brought a new vision to government, emphasizing the importance of each person working together to bring about change. He is asking communities to work together to change the nation. Now some people are calling him the “national organizer”.

2009 is important to Chicago for another reason, too. It is the 100th anniversary of a change that led to great Chicago progress. That was the Burnham Plan, which is named for an architect, Daniel Burnham. Usually architects plan buildings. He planned cities. Daniel Burnham worked with other leaders. They planned to improve Chicago’s transportation, parks, health, water, and housing. Burnham’s plan would help solve Chicago problems.

Burnham saw big problems. When he saw crowded streets, he didn’t just think of making the road wider. He thought “out of the box”—he thought of ways to solve the problems that would change the city. For example, he said Chicago should have two levels of its main streets downtown so that trucks could travel on the lower level. He thought of solutions that changed the systems of the city.

Burnham made drawings to show his ideas to people. He needed to get their support. He talked with other leaders about the problems and plans. He made speeches. He was persuasive. He was persistent. He never gave up on his plans. A friend of his named Charles Wacker helped. He put together a book called the Wacker Manual. It told about the Burnham plan. Every 8th grade student read that book. It was their social studies textbook.

Plans don’t make progress. People do. Leaders and citizens make the changes. In 1909, city leaders adopted Burnham’s big plan. Then they had to get money to pay for the changes he wanted. It took years, and some of the plans didn’t work out, but many of Burnham’s ideas are part of Chicago today. One person did not make that progress. Leaders worked to support it. Citizens voted to fund it. It takes a lot of work to make big changes. It takes leadership. It takes collaboration. It takes determination.

I can identify and support the theme of a text. (CCSSR2)

Read Thoughtfully

A theme is a way of thinking about a topic. Which is the best theme of this passage?

- 2009 is an important year for Chicago progress.
- Daniel Burnham made Chicago progress.
- Progress requires planning and collaboration.
- Persistence and determination bring progress.

Support your choice. Look for examples that support it. Underline the examples that support it.

Collaborating to Meet Challenges in Pilsen

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

CCSSR1 Competence: Infer effects.

CCSSR2 Competence: Evaluate events to identify importance. Summarize, then identify the central idea.

- *What is a choice someone makes in this history? What are effects of that choice?*
- *What is the most important event? Why do you think it is most important?*
- *What is the main idea of this passage?*
- *Underline three sentences in the passage that support that idea.*

Students Make Community Progress

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

A Garden in Lawndale

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

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

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

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

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

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

Recycle Here

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

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

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

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

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

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

A Better Environment

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

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

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

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

CSSR1, 2, and 9—read carefully, figure out the main idea, figure out how different texts communicate the same idea.

Complete this chart for these three reports.

Problem	Solution	What Students Learned

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

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

Underline the information in each report that supports the idea you chose.

How does each passage support the same main idea?

Chicago Changes

Long ago, Chicago was just a small town. Families settled here, and everyone knew everyone else. Residents worked hard to get what they needed, and even children worked, too. People had to work every single day. At that time, there were no schools. They had to get wood to make their houses, and they had to get wood to heat them in winter, as well.

Then, more people moved to Chicago with their families. They wanted to have a school, so they built one themselves. All the children in the city went to school in that one place. The teacher instructed them on reading and writing, and the students learned math, too. Then, after school they would go home and help out their families.

People constructed more and more homes. They built streets out of wood, and they rode the streets on horseback. Some people had wagons and horses would pull them. At night it was difficult to see, so the wagons had lanterns. A lantern is a type of light that uses a candle or oil to illuminate. Sometimes the lanterns would fall off the wagons. Then they might set the street on fire, since the street was made of wood. So people carried buckets of water in their wagons just in case.

When more people moved to Chicago they opened businesses. They opened a blacksmith shop, where a worker would fix wagon wheels made of metal. The blacksmith would make horseshoes, too. There was a carpenter shop, also, and workers there would build furniture for homes.

After many years, there were more people here and several changes. The streets were paved and lined with streetlights. People could shop for clothes, and they could buy furniture that was already made.

Chicago was in a good place for traveling. People built railroad tracks, which allowed trains to come to the city. It was both on a river and on a lake. Chicago was becoming a large city. Every day, more people came to live here. Businesses opened and people started a newspaper. It was a changing place.

Support the Main Idea

CCSSR1 and 2—read carefully to figure out the main idea.

What is the main idea of this passage?

Underline five sentences in the passage that support that idea.

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.]

CCSSR2 Competence: Identify information that supports a concept.

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

Prairie Keepers

Midewin means healing. Openlands and other organizations are healing this land. Whose land is it? First, the Native Americans lived here. They did not believe in ownership of land. Then in 1850 settlers came, homesteaders who set up farms. A Native American wrote the following statement about the changes that followed.

Once, only Indians lived in this land. Then came strangers from across the Great Water. No land had they; we gave them of our land. No food had they; we gave them of our corn. The strangers are become many and they fill all the country. They dig gold—from my mountains; they build houses—of the trees of my forest; they rear cities—of my stones and rocks; they make fine garments—from the hides and wood of animals that eat my grass. None of the things that make their riches did they bring with them from beyond the Great Water; all comes from my land; the land the Great Mystery gave unto the Indian.

In 1939, just when the rest of this prairie might have been turned into farmland, the army came and protected this land. The army did not mean to save the prairie. The army used about 25,000 acres of prairie land to protect the nation, not the prairie. The army built a plant to make explosives for use in World War II. They built railroad tracks to carry the explosives away from the plant. They built thick-walled buildings called bunkers to store the explosives. They needed many acres of land around the explosives to protect the people who lived in the area.

Because of the army, the land was safe from a lot of settlement and farming. Long after the war ended, the area was kept by the army. Then in 1982, naturalists pointed out that this prairie could be restored. It had not been broken up as other prairies had. It could be turned back into the natural environment. By 1992, a plan was made for that change. Then, in 1993, the plan began to happen. The government declared the land “excess.” That means extra. It really wasn’t extra. Every acre was important to re-making the prairie.

In 1997, the army turned 15,000 acres over to the Department of Agriculture for use in the prairie restoration. By 1998, 19,000 acres had been set aside for native prairie. The restoration of the prairie had begun. Today, United State Department of Agriculture is working with volunteers from Openlands and other organizations to restore the prairie.

The restoration includes education. Each year, students visit Midewin to see what was and imagine what will be. If you have 20-20 vision you can see what Midewin will look like in the future. By the year 2020, it will look a lot like the Tallgrass prairie that the bison roamed. In fact, bison will live here again, too. That will just be the beginning, though. We will need more decades to bring back this natural system.

EXPLAIN WHAT YOU LEARNED

CCSSR1 then 2—read carefully, then summarize.

1. Underline the most important information in each paragraph.
2. Write a short summary that tells what the passage explains. Include only the most important information.

Start your summary this way:

The main idea of the passage is _____.
Here is information that helps you understand that idea.

Then finish the summary. Include the information that helps explain the main idea.

An African Heritage in Chicago

Fidelis Umeh was born in Nigeria and lived there through his high school years. Fidelis Umeh grew up with strong family values of the traditions of the Ibos, a culture within Nigeria. "One thing that we Nigerians, particularly the Ibos, have taught us from youth is the value of education. It is paramount. And the drive to succeed--my culture says that each person must work very hard and that is essential to success, which is very important. And we have support from family that keeps us going when things are difficult. Sometimes perseverance can make the difference between success and failure."

He moved to the United States when he went to college. After he finished college, he stayed connected to his family in Nigeria. He returned to Nigeria at least once a year. But he made his home and career in this country. He became a business leader.

Fidelis Umeh has succeeded in the business community, which some people see as a separate culture all of its own. He planned projects. He designed systems. He brought new ideas to businesses. He has been president of a company that employs hundreds of highly skilled individuals. At the same time, he kept his commitment to his original culture.

In 1991, he founded a group to support Nigerians in Chicago. "I formed a group of Nigerians to be an anchor for them that will fit into the American society but at the same time will give them something to fall back on in times of adversity. I feel it is a strength, it allows us to be individuals."

"It has one goal, which is to bridge the gap between our people and the people in America. The target is to build an anchor where the Nigerians can feel their identity and at the same time become more connected to the Chicago scene. The problem that we have with our children is that either our children don't have an understanding of the Nigerian culture or an understanding of the American culture. The focus is on children through adolescence. The adults get to benefit from the network."

"We started with story-telling. We are telling the children the stories that our families have told for generations. Each story has a moral, an idea that it teaches the children. The children learn the moral. They also learn more about their own heritage. They will appreciate their heritage. They will realize that they have to work hard, too, to achieve progress."

With more than 15,000 Nigerians in Chicago today, the potential is very great. Fidelis Umeh said that "The vision of Enumbra is that the Nigerian community will bring the traits that are valued in their heritage as they join the American society. They will in fact be able to enrich the American culture."

CCSSR1 then 2—read carefully, then figure out the main idea and explain the evidence that supports it.

Public Transportation

Transportation is how people travel. In Chicago, people travel to work in many ways. Some walk. Some drive cars. Many take a bus to work. And others take a train. The buses and trains are part of public transportation. They are part of a system. A system is how a lot of parts work together. The parts of public transportation in Chicago are all part of the Chicago Transit Authority, or CTA. Long ago, people walked to other places when they lived here. Or they rode on horses. Today, there are thousands of people who work in public transportation.

Public means everyone, and transportation means travel. Public transportation is a way everyone can travel in Chicago. If you look at the transportation map, you will see routes. Those are the ways the buses and trains go. The people who planned the routes looked at where people live and where they want to go. Many of the routes help workers get to their jobs every day.

Transportation means work, too. There are thousands of people who work to make the transportation system work. Some are bus drivers. Those drivers need more than a drivers' license. They complete special training to be drivers. That includes how to maneuver the big bus. Imagine turning a corner in a big bus. That is not easy. They need to learn how to communicate with the public, too. Many drivers face problems every day. For example, tourists from other countries may get on a bus and ask a question in a foreign language.

Trains have drivers, too. Those are called engineers. The train stays on a track, so they do not have to worry about turning corners. But they have to make sure the train moves at a safe speed. There are signals along the track that alert the driver when there is danger. The driver has to respond quickly.

There are many transportation workers you don't see but who are part of getting you places. They work in the offices where they oversee the trains and buses. They keep track of where all the trains and buses are. They watch the traffic. They watch it on computer monitors. They are not watching the cars they watch symbols on the computer screen that tell them how much traffic there is on different routes.

They plan changes in public transportation, too. The planners look at where people live. They look at the number of people who travel to work in different areas each day. They figure out if they should add more buses or trains. They figure out if they should change the route of a bus. They can't change the route of a train, but they can add more train lines. In fact, Chicago added a new line a few years ago. It is the Pink line.

EXPLAIN WHAT YOU LEARNED

CCSSR1 then 2—read carefully, then summarize

1. Underline the most important information in each paragraph.
2. Write a short summary that tells what the passage explains. Include only the most important information.

Start your summary this way:

The main idea of the passage is _____.

Here is information that helps you understand that idea.

Then finish the summary. Include the information that helps explain the main idea.

Transportation Changes

The history of transportation is very long and full of changes and inventions. It starts with walking, which is not any invention; it just takes energy. People used to walk to get to other places. If you wanted to get somewhere quickly the only way to do that was to run. Actually, the first invention for transportation probably was the shoe. Centuries ago there were no shoes, people walked barefoot.

Then people invented ways to transport themselves and materials from one place to another. In some cultures, people invented sledges, which are a kind of board that you drag along the ground. You can tie things on the sledge to help carry them, but it's a challenging invention since if you hit a rock with the sledge as you pull it, the contents can slip off. In other cultures, people invented the wheel, which they used to make it easier to move things—and people. That was the beginning of many innovations in transportation.

Once people had wheels they could invent other ways to travel. They could put the wheel on a board and make it a wagon, and then they could hitch that wagon to an ox or a horse and ride as well as carry materials. That wheel led to what we have today: trucks, automobiles, and even boats and planes. It even was part of boats. There were steamboats that used giant wheels that turned with blades, pushing the water and pushing the boat forward.

How is the wheel part of planes? An airplane has to take off and land, so unless it is a plane that lands on water it needs to have wheels so it can start building speed as it takes off. Then when it lands it needs wheels to help it land safely. Even the space shuttle, a spaceship, needs wheels so it can land safely. Astronauts pilot the shuttle when it lands on a runway. Some planes have skids, which are like sleds. Those planes use those skids to land on water, but most planes require those wheels. The first planes were gliders, and they just sailed on the wind, but they had wheels, too. Then came the airplane with an engine, followed many years later by the jet plane. Today, we have spaceships, and people predict that someday we will have cars that travel without a driver, that are driven by robots. They all started with that glider.

There is another kind of transportation that started a different way. Water travel has changed a lot, and it has not needed wheels. The first way people could travel on water was swimming. Probably the first person to make a boat really just used a log. It is probable that they could see if the log floated and then they could put things on it and push them along. Soon people would be carving wood to make boats. They would make them from animal skin, too. People figured out how to make sailboat so the wind would push the boat through the water. With the invention of electric and steam engines and gasoline engines, changes in water transportation followed, just as with the airplane. The parallel to the spaceship is the submarine. Today, submersibles enable scientists to explore the ocean's floor.

EXPLAIN WHAT YOU LEARNED

CCSSR1 then 2—read carefully, then summarize

Write a short summary that tells what the passage explains. Include only the most important information.

Working in City Systems

1 Thousands of people work in Chicago’s government. You probably see the mayor on television, and you see other government workers in your community. If you see a police officer or a crossing guard, they are government workers. They are safety workers, and they are part of a system that helps everyone in the city. Thousands of people work every day to keep you safe, make sure you have water and other services.

2 There are other safety workers you don’t see, but they keep you safe. There are food inspectors. They go to restaurants, not to eat but to check for problems. They make sure the restaurant is clean so that customers won’t get sick. You may have seen a sign on a restaurant that it was closed by the health department. The inspectors have found serious problems. The restaurant will be inspected again before it is allowed to open. Sometimes a person gets sick because of food at a restaurant. That person usually takes a day to recover. Some people even have to go to the hospital after they get food poisoning.

3 There are many workers who help run the city’s systems. One of the systems you don’t see is mostly underground. It is the sewer system. That system carries the dirty water from homes and businesses. The water goes to a sewage treatment site. There it is cleaned. Workers have to make sure the sewers are working. They need to check for leaks. They may need to replace a part of the system. If you have ever seen a hole in the road and workers digging deep underground you know they’re fixing a sewer. When a sewer breaks it is urgent to fix it. If they don’t fix it right away, it could become a health problem.

4 There’s another system that involves water. It is the water system. People in Chicago have very clean water. The water you drink comes from the lake. About fifty years ago, it would come right from the lake and go into people’s homes. Pipes carried it to the homes. People might turn on the faucet and get water and a little fish. Yes, a fish could come into the home from the pipes. It would have traveled from the lake to the home. Pipes still carry water to the homes, but now it is filtered first. There is a very big filtration plant along the lakeshore. Water is pumped into the plant. Then it is cleaned. Then it is pumped to homes and businesses through the system of pipes under the city. There are hundreds of miles of pipes that carry the water.

5 So every day when you get water, cross a street, or go to a restaurant, you’re being helped by the government. The systems that the government runs help people stay safe and healthy. The thousands of people who work for the government all work for you.

EXPLAIN WHAT YOU LEARNED

CCSSR1—read carefully, then CCSSR2—identify and support the main idea.

1. Underline the most important information in each paragraph.
2. Write a short summary that tells what the passage explains. Include only the most important information.

Start your summary this way:

The main idea of the passage is _____.
Here is information that helps you understand that idea.

Then finish the summary. Include the information that helps explain the main idea.

Election Night: The Journey

"Hurry up, Tee, or we're going to miss it."

My name is actually Terrence, but you'd never know it from listening to everyone around me. The only person who ever called me by my proper name was my grandmother, but since she's been gone, Tee is all I hear.

"Get out of the fridge. We don't have time, and you already finished the last of the macaroni."

Mom generally moves at 90 miles an hour, but she's really in overdrive this evening. Since this whole thing began, she's been watching the news every night, clipping newspaper articles, and talking about nothing but politics to anyone who'll sit still and listen for more than a minute. Except for the times when she's chasing after me, I've never seen her so energized. The way she's been talking about it all week long, you'd think that she was the one delivering the acceptance speech tonight.

"If you're not ready in 30 seconds, I'm leaving you here," she yells from the front door. But I know she wouldn't leave without me. "You'll be grounded for a month of Sundays if we're still on the train when he begins."

The truth is that she managed to get me excited about the election, too. I'm not quite as excited as she is. I don't think anybody is. But seeing someone who looks like me, a skinny kid with big ears, become a President of the United States, well, it makes me think anything is possible. That thought is enough to get me to slam shut the refrigerator door, grab my sweatshirt, and race down the hallway for the door.

As we speed walk towards the station, I have to almost run to keep up with Mom. I never saw her hurry like this.

Finally, we're at the station, and I feel like we're really on our way now. When the train pulls in, I can't believe my eyes. Each train car is packed full. There's standing room only, just like rush hour. It seems like everyone is talking, and even the silent few are smiling. I've never seen any of these people in my life, yet people are talking with me.

The intercom crackles: "47th Street, 47th Street. No smoking or radio players. Next stop 35th."

I look over to my mom, who's lost in thought. I know she can't tell whether or not I understand everything that's going on -- that's been going on for these last 12 months. I don't know if I do, but I feel a tingling inside that tells me I might.

"Harrison... Harrison. No smoking or radio players. Next stop, Jackson. That's Grant Park." Everyone cheers – it is so exciting.

I feel my heartbeat quicken as I realize that, for once in my life, I won't be reading about the big things that make it into history books. I'll be watching it unfold in front of my eyes.

I look over at my mom and catch her looking at me, nodding. We've arrived.

Write your answers to these questions on another page.

CCSSR1—read carefully; then CCSSR2—sequence, summarize, figure out the theme.

1. Sequence: Which event happened first? Which happened last?
2. Character Traits: Name one character. What is one trait you infer that character has? Explain why you think that.
3. Motive: What is something that person does? Why do you think that person does that?
4. Summarize: Summarize the story in four sentences. Tell about the characters and what they do.
5. Message: What do you think is the message of the story? Be sure to think about what the mother says at the end—"We've arrived." Support your answer with evidence from the story, including that quotation.

Harold Washington's Speech: Come Together

The following excerpt is from the speech that Mayor Harold Washington, the first African American elected mayor of Chicago, made when he won the election on April 12th, 1983.

After you read it, complete the chart.

Tonight we are here. Tonight we are here to celebrate a resounding victory. We, we have fought a good fight. We have finished our course. And we have kept the faith.

We fought that good fight. We fought it, with unseasoned weapons and with a phalanx of people who mostly have never been involved in a political campaign before. This has truly been a pilgrimage. Our government will be moving forward as well, including more people. And more kinds of people, than any government in the history of Chicago. Today... today... today, Chicago has seen the bright daybreak for this city and for perhaps this entire country. The whole nation is watching as Chicago is so powerful in this! Oh yeah, yeah, they're watching. They're watching.

Out of the crucible... Out of the crucible of this city's most trying election, carried on the tide of the most massive voter turn out in Chicago's history. Blacks. Whites. Hispanics. Jews. Gentiles. Protestant and Catholics of all stripes. Have joined hands to form a new democratic coalition. And... and to begin in this place a new democratic movement.

The talents and dreams of our citizens and neighborhoods will nourish our government the way it should be cherished and feed into the moving river of mankind. And we have kept the faith in ourselves as decent, caring people who gather together as a part of something greater than themselves. We never stopped believing that we were a part of something good and something that had never happened before.

We intend to revitalize and rebuild this city. To open its doors and be certain that its babies are healthy! And its old people are fed and well-housed. We intend, we intend that our city will grow again and bring prosperity to ALL of its citizens. We have been victorious. But I am mindful that there are many other friends and neighbors who were not a part of our campaign. But that's alright! That's alright! That's alright! You never get 'em all! That's why we have a democracy. Because there are many opinions in a city as diverse and multi-ethnic as the city of Chicago.

To those who supported me, I offer my deepest thanks. I will initiate your reforms. But I charge you... I charge each and every one of you to rededicate your efforts to heal the divisions that have plagued us. Each of us must reach out, in open arms. Together we will overcome our problems, and restore Chicago to its proper position as one of the most dynamic cities in all the world!

Analyze to Understand

CCSSR8 competence: Analyze support for ideas.

Vision	
Challenges Faced	
“Grit” Examples that show persistence, overcoming obstacles	
Collaboration What does the speech explain about collaboration?	

Progress Possibilities

Deval Patrick was a child in Chicago, living in the Robert Taylor Homes, a public housing project. Mrs. Eddie Quaintance, his teacher, realized how bright he was and 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 his inauguration speech to learn about his ideas.

For a very long time now we have been told that government is bad, that it exists only to serve the powerful and well-connected, that its job is not important enough to be done by anyone competent, let alone committed, and that all of us are on our own. Today we join together in common cause to lay that fallacy to rest, and to extend a great movement based on shared responsibility from the corner office to the corner of your block and back again.

My journey here has been an improbable one. From a place where hope withers, through great schools and challenging opportunities, to this solemn occasion, I have been supported and loved and lifted up. And I thank the family, the mentors, the teachers - every one of whom is here today in body or in spirit - just as I thank the tens of thousands of campaign volunteers and millions of voters across the Commonwealth who shared this improbable journey with me.

America herself is an improbable journey. People have come to these shores from all over the world, in all manner of boats, and built from a wilderness one of the most remarkable societies in human history. We are most remarkable not just for our material accomplishments or military might, but because of the ideals to which we have dedicated ourselves. We have defined those ideals over time and through struggle as equality, opportunity and fair play - ideals about universal human dignity. For these, at the end of the day, we are the envy to the world. ...

I am descended from people once forbidden their most basic and fundamental freedoms, a people desperate for a reason to hope and willing to fight for it. And so are you. So are you. Because the Amistad was not just a Black man's journey; it was an American journey. This Commonwealth - and the Nation modeled on it - is at its best when we show we understand a faith in what's possible, and the willingness to work for it.

And I see above all the imagination, the compassion and the energy of our people. 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 more accessible and more affordable health care for ourselves and our families. But it will take transparency among clinicians and health insurers, a system of care that makes more use of community settings, simplified administrative systems, and government stewardship for the good of the whole. 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.

We know what to do. We know that our challenges were long in the making and will require long-term solutions. We know what to reach for. And we ought to know that either we invest today or we will surely pay excessively tomorrow. We know that investment in education

today beats investment in prisons tomorrow.

Quick fixes, gimmicks and sound bites are not enough. That's not in the spirit of what built this country. That is not what cleared the forest and planted New England's earliest farms. It's not what inspired our great universities and museums. It's not what created the boom in textile manufacturing in its time or a flourishing biotech industry today. It's not what freed the colonies from oppression or the slaves from bondage or women from second-class citizenship.

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.

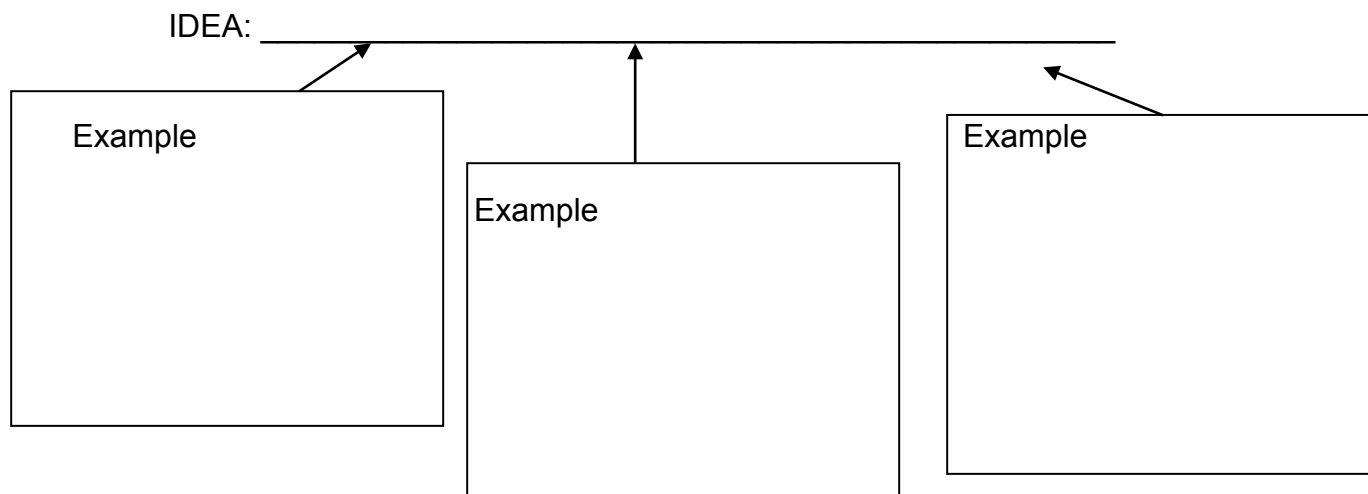
CCSSR2 Competence—identify the theme of a text and supporting examples.

Analyze Ideas

Look for examples of one of these ideas in the speech:

determination—grit collaboration vision

List three examples from the speech that provide strong support for that idea.



Collaborate and Connect Ideas

CCSSR1—read carefully; CCSSR9—analyze two different texts to compare the ways they communicate the same message

You can answer these questions independently or with a learning partner.

Each of you can take one speech and then share ideas.

What is an idea that both speeches emphasize—the speech by Harold Washington and the speech by Deval Patric.

Support Your Choice: Why is that idea so important to progress?

Make a combined list to support your conclusion.

Include examples from each speech and your own experiences.