

# Second Quarter Connections

## Reading/Writing/Thinking/Explaining

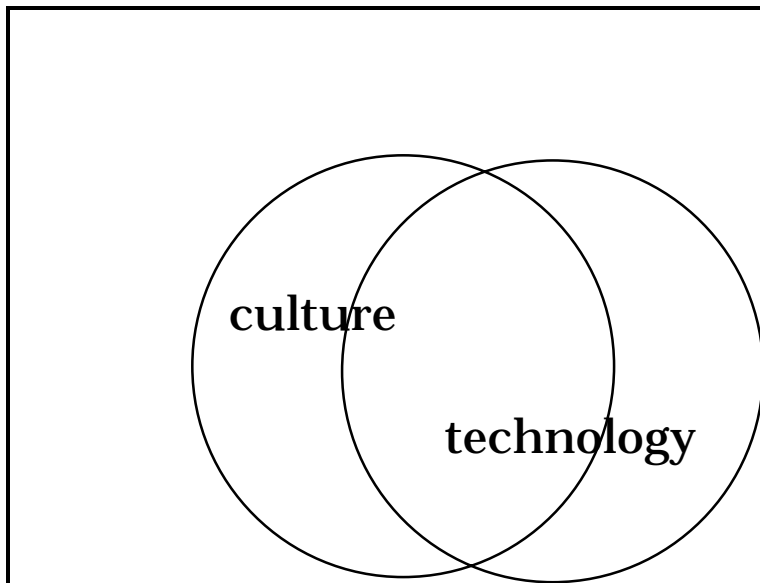
### **CULTURE** Technology

The following frameworks can be used to organize students' learning about the two content areas for the second quarter:

The following resources are designed to help you involve students in learning about each subject area.

You can combine them, too.

These two content areas have much in common.



You decide what's on your teaching calendar.

Select reading materials, set up challenging questions, and use organizers so students make clear sense of the content.

# Calendar of Learning

*This project can be organized as an individual or class activity.*

1. Choose a topic. \_\_\_\_\_

2. What are the key points to learn about this topic?  
Write them as questions.

3. What will students read to learn about this topic?

*You can set up a calendar like the one on the following page to help students see what they learn as they learn.*

# CALENDAR OF TOPICAL LEARNING

Topic: \_\_\_\_\_

<i>Write one important question for each week</i>	<b>M</b> <i>Write answers each day.</i>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>
<i>Question of the Week</i>					
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- *Read to find answers.*
- *Write to explain what you learn.*

## CALENDAR OF TOPICAL LEARNING--Example

Topic: Native American Cultures

<i>Write one important question for each week</i>	<b>M</b> <i>Write answers each day.</i>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>
<i>Question of the Week</i>  How did they get homes and food?					
<i>Question of the Week</i>  How did they communicate and travel?					
<i>Question of the Week</i>  What kinds of work did they do?					
<i>Question of the Week</i>  Compare and contrast this culture to Chicago today.					

- *Read to find answers.*
- *Write to explain what you learn.*

# Chart to Clarify: Non-Fiction

## Literal and Inferential Reading

### Example

The Native Americans of what today is the Chicago area lived in a changing environment. They built two homes to live in this environment comfortably. They had one home they lived in during winter. They also built summer homes. They used the environment to make their clothes and tools. For example, they made snowshoes from with the sinews from animals. They used wood to make digging sticks, which they used to plant vegetables they grew for food.

<b>category</b>	<b>literal</b> <i>(stated in the text)</i>	<b>interpretive</b> <i>(based on the text)</i>
<i>housing</i>	The Native Americans of the Woodlands had summer homes and winter homes.	The Native Americans must have spent twice as much time building homes as Native Americans who had only one home.
transportation	The Native Americans of the Woodlands had snowshoes.	The Native Americans probably had difficulty traveling in winter because of snow.
food	The Native Americans of the Woodlands planted foods.	The Native Americans would have had difficulty getting enough food during cold winters.

# Seneca Thanksgiving

## *DePaul University Center for Urban Education*

This teaching plan can expand your students' knowledge of other cultures as they see past the stereotypes about Native Americans.

General outcomes include:

- Students gain knowledge about Native American life
- Students develop concept of thanksgiving as a way of valuing rather than a holiday
- Students comprehend relationships between traditions and values
- Students develop inferential thinking ability

### **Background**

*You can use this literal information to develop students' inferential abilities.*

A Thanksgiving ceremony was an ongoing part of the Seneca culture long before the Pilgrims arrived. The Seneca people were the largest division of the League of the Iroquois, a tribe of Native Americans. Today, about 7,000 Seneca live in New York, Ontario, and Pennsylvania.

### **The Ceremony**

The Seneca thanksgiving was a ceremony that the leaders of the group would hold when they would gather together for an important occasion. The original thanksgiving therefore was not restricted to autumn.

During the ceremony, the Seneca would recognize the parts of nature as well as the members of their community who were valued.

Here are just a few of the individuals and parts of nature the Seneca would thank:

- > The earth, which holds up our feet.
- > The young, who are taking their places among us.
- > The elders, who share their wisdom with us.
- > The birds, that are always free.
- > The faith-givers, who help us in many ways.

*An example of how to use the literal to make inferences.*


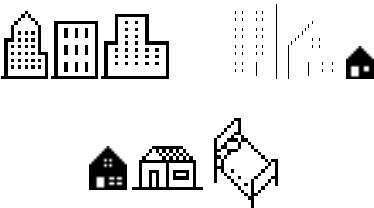
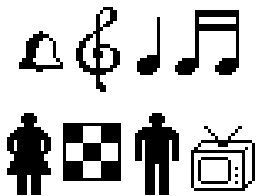
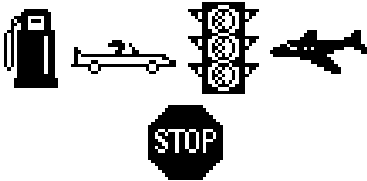

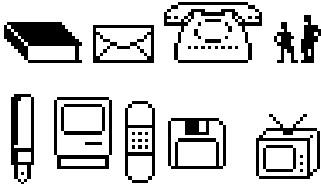
<b>Get Literal Knowledge</b>	<b>Organize It</b>	<b>Make Inferences Based on the Literal</b>
Identify the items the Seneca appreciated in their ceremony.	Classify in a two-column <b>chart</b> : parts of nature and members of the community.	Infer other parts of nature and members of the community that the Seneca might have recognized in the ceremony.
Research the Seneca environment (eastern Woodlands). Identify climate, vegetation, natural resources.	Make a three-column <b>chart</b> listing features of the climate, vegetation, natural resources.	Infer kinds of homes and clothing that the Seneca would have made to live in that environment.
Identify elements of the Chicago environment that people appreciate.	<b>Chart</b> them.	Infer the kinds of statements that people would make about these elements--tell why they value them.
Make a list of the things you do every day.	Make a <b>time-line</b> of a day in your life in Chicago today.	Infer the kinds of things that you would put on a <b>time-line</b> of a day in the life of a Seneca family. (You can put that on another time-line.)

# Exhibit a Culture

Make an exhibit about a culture.  
 First, make a chart about the parts of a culture.  
 Then collect facts for each part.  
 Then turn words into pictures.

Here is an example.

Students could expand this exhibit with more information about the culture it shows based on their reading. (This is Chicago's culture, so they can read the newspaper to find more information for the exhibit.)

 <p>Natural Resources</p>	 <p>Housing</p>	 <p>Entertainment</p>
 <p>Transportation</p>	 <p>Work</p>	 <p>Communication</p>



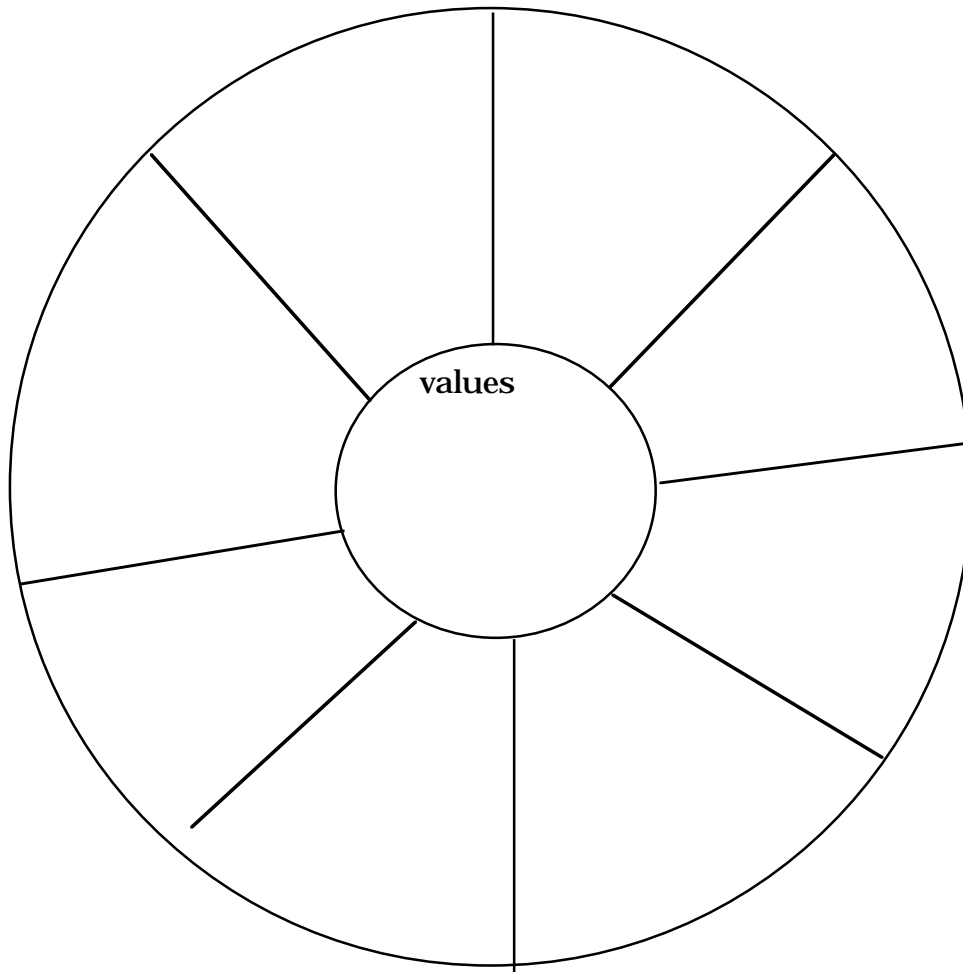
# Exhibit Insights

## Information and Insights

Students draw pictures to put the information from books into the top of each section. Then below the pictures write an interpretation about the culture based on those facts.

<p style="text-align: center;"><b>Natural Resources</b></p> <p>Information</p>    <p>Interpretation</p>	<p style="text-align: center;"><b>Housing</b></p> <p>Information</p>    <p>Interpretation</p>	<p style="text-align: center;"><b>Entertainment</b></p> <p>Information</p>    <p>Interpretation</p>
<p style="text-align: center;"><b>Transportation</b></p> <p>Information</p>    <p>Interpretation</p>	<p style="text-align: center;"><b>Work</b></p> <p>Information</p>    <p>Interpretation</p>	<p style="text-align: center;"><b>Communication</b></p> <p>Information</p>    <p>Interpretation</p>

# Values



**What people make and use tells about the values of their culture.**

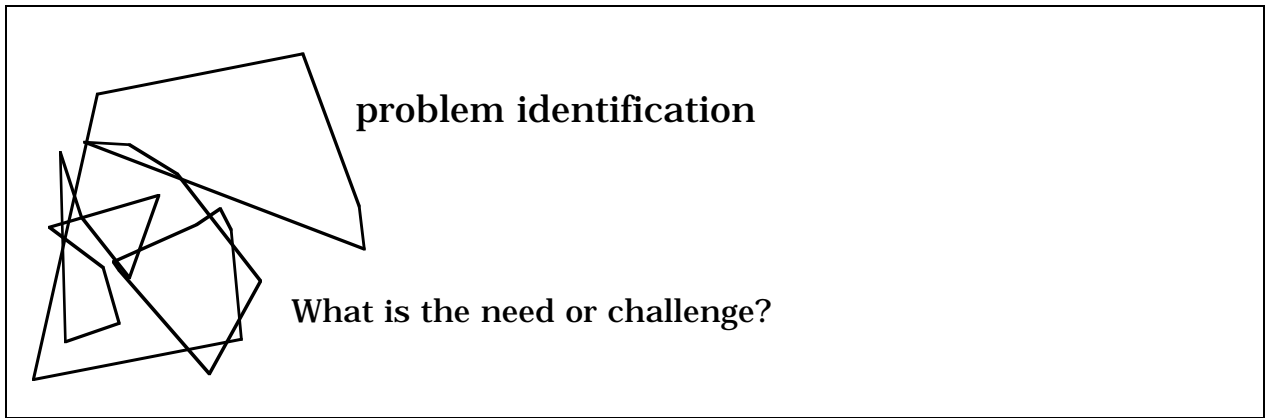
In the outer sections of this circle, show things that people in the culture make and use. Then in the center of the circle, tell the values of this culture that these objects show.

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# TECHNOLOGY

People use technology to solve problems.

Show your students how to infer how people decided to use technology to solve a problem. Choose at least one example of applied technology, such as the pencil sharpener.

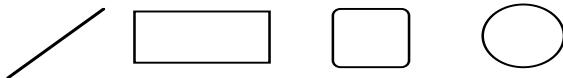


**problem identification**

What is the need or challenge?

## Technology Perspective

The creative problem-solver considers a diversity of ways to construct a solution.



Which of these shapes is the best design for an invention to carry a heavy load on a very rocky path?

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The following time-line can be used to help students see different ways people have used technology to solve the same problem at different times: how to get from one place to another.

# TRANSPORTATION CHANGES AND CHICAGO CHOICES

This project is part of City Centers in U.S. History, funded by the National Endowment for the Humanities, DePaul University, ©1984.

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Some of the events take place in Chicago. Others take place in other locations but soon affect Chicago.

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✓ *Develop classification skills:*

*Make a chart showing changes in one kind of transportation such as land transportation.*

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✓ *Develop inferential reading skills:*

*Choose one change and tell:*

*A. why that change would have taken place*

*B. What changes it might lead to in Chicago*

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✓ *Develop writing and art skills:*

*A. Make a pictorial time line of one kind of transportation such as water transportation.*

*B. Make a Chicago Transportation history textbook, complete with information, pictures you draw, and multiple choice questions you make up to test reading and math skills.*

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## CHICAGO TRANSPORTATION CHANGES

- 1804 The first railroad locomotive runs in England.
- 1807 Fulton's steamship makes its first trip.
- 1824 Workers survey five different routes for the building of a canal to link Lake Michigan and the Illinois River; the canal would make a waterway from Chicago to the Mississippi River
- 1825
- The Erie Canal is finished.
  - The first bus, an omnibus pulled by horses, runs in France.
- 1826 David McKee is the first regular mail carrier, with a route from Chicago to Niles, Michigan, Elkhart, Indiana, and Fort Wayne, Indiana, once a month.
- 1830
- The first streets and lots are laid out.
  - Railroad building boom in the U.S. begins.
  - The first horse-drawn bus in the U.S. runs in New York City.
- 1831
- The first river bridge is built across the South Branch where Lake and Randolph Streets are today; it cost \$286.20. The Pottawatomies paid \$200 of the cost of the bridge.
  - Boats that came to Chicago brought passengers and goods and took back little.
- 1833
- George Dole makes the first shipment of beef to the East in barrels. He ships 287 barrels of beef, 14 barrels of tallow, 2 barrels of beeswax, and 152 barrels of dried animal hides.
  - Four lake steamers enter the harbor during the year.
- 1834
- Briggs and Humphrey start a business making wagons and carriages.
  - The mail comes to Chicago once a week.
- 1836 450 lake steamers enter the harbor this year, and 28,000 tons of goods worth over \$3 million are brought into Chicago.
- 1838
- The first shipment of grain of 78 bushels of wheat is sent to Buffalo, N.Y.
  - The James Allen, the first steamer built in Chicago, is finished.
- 1839 A regular steamship line runs between Chicago and Buffalo, making the round trip in 16 days.
- 1840 225 sailing ships and 61 steamboats travel on Lake Erie, Lake Michigan, and Lake Superior.

- 1841 ➤ Coal is shipped to Chicago for the first time. No one could use it until new grates were made and fireplaces were set up to burn wood.  
➤ 212 bushels of wheat are shipped east from Chicago.
- 1842 ➤ Chicago ships 586,907 bushels of wheat and 2,920 barrels of flour.  
➤ For the first time, Chicago exports more than it imports.
- 1843 ➤ Work on the canal stops because the state needs money.  
➤ Goods exported, sent from Chicago, included wheat, corn, oats, pork, lard, beef, tallow, hides, tobacco, wool, lead, candles, soap, furs, brooms, and flour.  
➤ Goods imported, brought to Chicago, included merchandise, salt, whiskey, lumber, shingles, timber, bark, and stoves.
- 1845 Work on the canal begins again.
- 1846 A group of Chicago citizens buys land for railroad between Chicago and Galena.
- 1848 ➤ The Illinois and Michigan Canal is finished. It is 96 miles from the South Branch of the Chicago River to the Illinois River and it links the Great Lakes and the Mississippi Valley.  
➤ The first boat to use the canal arrives; the canal is 6 feet deep.  
➤ Chicago's first railroad, Chicago and Galena Union Railroad Depot, opens at Canal and Kinzie Streets.  
➤ The following goods are shipped out of Chicago: 45,200 barrels of flour, 2,160,000 bushels of wheat, and 550,460 bushels of corn.  
➤ The first shipment of wheat to Chicago by rail comes on the Galena and Chicago railroad.  
➤ The first plank road is finished; it is 10 miles long from Chicago to Riverside.
- 1849 The government decides to plank the main city streets.
- 1852 ➤ Five railroads serve the city.  
➤ Omnibuses and horse-drawn carriages begin to run between railroad depots.
- 1854 The Rock Island Railroad reaches Chicago; it is the first rail link between the Mississippi River and the Great Lakes.
- 1855 96 trains come and go every day in Chicago.
- 1856 ➤ Ten railroad lines serve the city.  
➤ There are 18 omnibus lines, which make more than 400 daily trips.  
➤ The Illinois Central Railroad is completed, linking Chicago to Cairo.
- 1858 Horse railroads are being built in the city.

- 1859 Horse-drawn cars on State Street (Randolph to Roosevelt) are the first city transit with set routes and schedules.
- 1869 ➤ The Pennsylvania Railroad reaches Chicago from the East.  
 ➤ A tunnel at Washington Street under the South Branch of the Chicago River is opened.  
 ➤ The first transcontinental railroad is finished (it links the east and west coasts of the United States).
- 1871 A tunnel is built at LaSalle Street under the river.
- 1874 The Baltimore and Ohio Railroad reaches Chicago.
- 1882 ➤ Chicago gets its first cable car line on State Street, Madison to 21<sup>st</sup>.  
 ➤ Canal traffic is at its highest; it will drop off from now on.
- 1884 The following goods are shipped out of Chicago: 4,888,884 barrels of flour, 21,046,555 bushels of wheat, and 53,274,050 bushels of corn.
- 1890 ➤ The city begins to build elevated train lines.  
 ➤ The Chicago Shipbuilding Co. builds iron and steel ships.
- 1892 ➤ Electric streetcars begin to run in Chicago.  
 ➤ The elevated railway begins to operate in Chicago on the South Side.
- 1893 ➤ Thousands ride the “L” (short for “elevated railway”) from downtown to Jackson Park to the fairgrounds.  
 ➤ The cable system has 86 miles of track in the city.  
 ➤ There are more than 500 miles of electric trolley tracks in the city.  
 ➤ “L” service begins on Lake Street, powered by steam engines.
- 1895 ➤ Electric-powered engines begin to be used on the trains.  
 ➤ The Lake Street transit line is electrified.
- 1897 The new “L” lines are completed, and they make a kind of circle in the downtown area that becomes known as “the Loop.”
- 1900 ➤ The flow of the Chicago River is reversed to improve sanitation and shipping. The sanitary canal system is opened; it was constructed from 1894-99.  
 ➤ The Northwestern Elevated Railroad opens.
- 1902 The Lake Street “L” replaces steam engines with electric motors.
- 1906 The last cable car train is put out of use, and horse cars no longer will be used in the city for public transportation after this year.

- 1908 Chicago has moving post offices in trolley cars.
- 1910 There are about 12,000 automobiles in Chicago.
- 1913 There are 18 different city transit companies, and each charges a different fare.
- 1914 The different Chicago transit companies are joined as one company, which has about 3,500 streetcars and more than 1,100 miles of track.
- 1917 Motor buses begin to run on Sheridan Road.
- 1920 The Michigan Avenue Bridge opens.
- 1924 Union Station is opened.
- 1926 Chicago has 341,000 automobiles.
- 1928 Buses carry Chicagoans on 146 miles of Chicago streets.
- 1929 LaSalle Street is widened; it is the center of Chicago's banking and trade activities.
- 1930 On March 27, a blizzard ties up all transportation except for the "L," which carries 1,008,929 passengers to work.
- 1932 The main Post Office is finished; it is the largest mail transfer site in the world. Room was left for an expressway to run below it.

**What is next?  
Your turn!**

- **Find out more transportation changes.**
- **Then tell how each one affects Chicago.**