CHICAGO:
City of Possibilities, Plans, Progress

A Guide and Resources to
Build Chicago Progress into the 8th Grade Curriculum
With Literacy and Critical Thinking Skills

November 2009

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

Mary McLeod Bethune

"Our children shall be taught that they are the coming responsible heads of their various communities."

Wacker Manual, 1911

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Note to Teachers

A century ago, the bold vision of Daniel Burnham and Edward Bennett's The Plan of Chicago transformed 1909's industrial city into the attractive global metropolis of today. The 100th anniversary of this plan gives us all an opportunity to examine both our city's history and its future. The Centennial seeks to inspire current civic leaders to take full advantage of this moment in time to draw insights from Burnham's comprehensive and forward-looking plan. Inspiring students—our next generation of leaders—to think critically about their city will be the Centennial's most important legacy. Your role in leading students to understand their ability to influence how we grow as a city, region, state and nation is critical.

In 1911, two years after the publication of Burnham's *Plan of Chicago*, the Chicago Plan Commission published *Wacker's Manual of the Plan of Chicago*. This civics text, required study for Chicago Public School eighth graders from 1911 through at least the 1920's, made it clear to students that Chicago's continued progress depended directly on their engagement. While our current *City of Possibilities, Plans and Progress* unit builder is not as comprehensive as the *Wacker Manual*, our call to students to become active and productive members of their neighborhoods, communities and city is no less urgent.

We invite you to use these materials as a starting point to make the city itself part of your curriculum. As your students explore their city we hope that they will understand their own ability to change their communities and make a difference in shaping Chicago's future. We encourage you to take full advantage of the resources of Chicago's museums, libraries, and educational organizations, as well as extensive on-line resources as part of the learning experience. And finally, we hope that the Centennial's primary goal—to make our region one of the world's best places to live and work for the next 100 years—will enrich and inform your teaching well into the future.

The Burnham Plan Centennial Committee

Curriculum Preview

Organization

The curriculum is organized in five parts. Each part includes several activities. You can choose the activities that fit your students' learning priorities. The learning guides are open-ended, so students can discuss ideas with other students and their families. The student learning guides are organized with directions so that they can be used independently, with small groups or pairs or using a think-pair-share or a jigsaw approach.

Alignment with Academic Priorities

Each part includes at least one reading and extended response question. The sections also emphasize student writing. Students read about the Burnham Plan and how Chicagoans have made a difference in their communities and city. Students apply what they learn about plans and progress to make their own service learning plans. As you choose activities, you can expand student abilities in three vital areas.

Reading and Writing

The unit emphasizes skills aligned with Illinois Learning Standards in Language Arts. The activities reinforce the skills needed for 8th grade and for high school success, including the use of graphic organizers and reading and writing in the content areas.

1B, Apply reading strategies to improve understanding and fluency.
1C, Comprehend a broad range of reading materials
3C, Communicate in writing for a variety of purposes
5A, Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

Social Sciences

The unit correlates with the National Council for the Social Sciences theme of Time, Continuity and Change--"studying changes over time helps us to become grounded in knowledge about the past, enabling us to more fully understand the present, and make informed decisions about the future." It also relates to the NCSS theme Individuals, Groups, and Institutions in the service learning projects.

16A, Apply the skills of historical analysis and interpretation
17A, Understand relationships between geographic factors and society
18B, Understand the roles and interactions of individuals and groups in society

Social Emotional Development

The unit emphasizes problem solving and decision-making. Activities and service learning projects will develop collaboration skills. The activities align with essential social emotional skills.

2C. Use communication and social skills to interact effectively with others.
3A. Consider ethical, safety, and society factors in making decisions.
3C. Contribute to the well-being of one's school and community.

Make the Service-Learning Difference
The unit includes two service-learning projects:

In Part 2, students research their community's public resources, including agencies, parks and other supports. Students prepare, and distribute a guide to help community members make effective use of those agencies.

In Part 3, students identify community needs and plan a project to respond to an important need. They organize a plan, including persuasive writing to persuade community members to support the progress.

For more information about service-learning, go to the national Serve and Learn website: *http://www.servicelearning.org/what_is_service-learning/characteristics/index.php.* The following explanation of Service-Learning is from that website.

What are the Characteristics of Service-Learning?
Authentic service-learning experiences, while almost endlessly diverse, have some common characteristics (taken mostly from Eyler & Giles, Where's the Learning in Service-Learning?, 1999):

- They are positive, meaningful and real to the participants.
- They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork and community involvement and citizenship.
- They address complex problems in complex settings rather than simplified problems in isolation.
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation.
- They promote deeper learning because the results are immediate and uncontrived. There are no "right answers" in the back of the book.

As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well

To get more service learning resources, go to the National Service Learning website: http://www.servicelearning.org/resources-kids-and-teens.

Additional Learning Resources
There are links to many useful learning resources at www.burnhamplan100.org. You can locate service learning examples and guides online at http://www.sustainableschoolsproject.org/ and The Corporation for National and Community Service, www.leaderschools.org.

This first list highlights some valuable on-line Chicago history and progress resources that you will find on the "Learning Resources" section of www.burnhamplan.org. The following page lists more resources that are particularly useful to expanding students' understanding of their city as a place of plans, possibilities, and progress. The following pages list books and on-line resources recommended by the Chicago Public Library.

"Metro Joe." Chicago Metropolis 2020, Chicago, 2007. <http://www.metrojoe.org>

"A Guide to Neighborhood Placemaking in Chicago" http://www.placemakingchicago.com/

"A Brief Architectural History of Chicago." 1995-1999. Museum of Contemporary Art, Chicago. 23 Jun 2008 <http://www.tc.umn.edu/~peikx001/chichist.htm>.

"Chicago: City of Neighborhoods." eCUIP: The Digital Library. 16 June 2008 <http://ecuip.lib.uchicago.edu/diglib/social/cityofneighborhoods/index.html>.

"Chicago Timeline." 2008. Chicago Public Library. 23 June 2008 <http://www.chipublib.org/cplbooksmovies/cplarchive/timeline/index.php>.

"The Encyclopedia of Chicago." Chicago Historical Society. 16 June 2008 <http://www.encyclopedia.chicagohistory.org/>.

"Great Chicago Stories." 2007. Chicago History Museum. 23 June 2008 <http://www.greatchicagostories.com/index2.php>.

"Illinois History: A Magazine for Young People." 2007. Illinois Historic Preservation Society. 23 June 2008 <http://www.state.il.us/HPA/illinoishistory.htm>.

Library of Congress. "Photographs from the Chicago Daily News." 28 May 2008. Library of Congress American Memory. 23 Jun 2008 <http://memory.loc.gov/ammem/ndlpcoop/ichihtml/cdnhome.html>.

Password Protected Databases (accessible from the Department of Libraries' website)

Chicago Tribune Historical Archive http://infoweb.newsbank.com/

"Burnham, Daniel H." Encyclopedia Britannica. 2008. Encyclopedia Britannica Online School Edition. 23 June 2008 <http://school.eb.com/eb/article-9018202>.

"Chicago." Encyclopedia Britannica. 2008. Encyclopedia Britannica Online School Edition. 23 June 2008 <http://school.eb.com/eb/article-257584>.

Learn More about Chicago's Progress

You will find a wealth of knowledge and diverse perspectives at
http://burnhamplan100.uchicago.edu/learning/overview
In addition, the following books will provide background for you to enrich your lessons now—and in the future.

Adkins, Jan. Frank Lloyd Wright: A Twentieth-Century Life. New York: Viking, 2007.
Appelbaum, Stanley. The Chicago World's Fair of 1893: A Photographic Record. New York: Dover Publications, 1980.
Chicago Days: 150 Defining Moments in the Life of a Great City. Wheaton, IL: Cantigny First Division Foundation, 1997.
Pacyga, Dominic. Chicago: A Biography. Chicago: University of Chicago Press, 2009.
Grossman, James R. (ed). The Encyclopedia of Chicago. Chicago: University of Chicago Press, 2004.
Graf, John C. Chicago's Parks: A Photographic History. Chicago: Arcadia Publishing, 2000.
Hayner, Don and McNamee, Tom. Streetwise Chicago: A History of Chicago Street Names. Chicago: Loyola University Press, 1988.
Heise, Kenan, and Ed Baumann. Chicago Originals: A Cast of the City's Colorful Characters. Santa Monica, CA: Bonus Books, 1990.
Holli, Melvin G. Ethnic Chicago: A Multicultural Portrait . Grand Rapids, MI: W.B. Eerdmans Pub. Co., 1995.
Hurd, Owen. Chicago History for Kids: Triumphs and Tragedies of the Windy City, Includes 21 Activities. Chicago: Chicago Review Press, 2007.
Mayor, Harold M. Chicago: Growth of a Metropolis. Chicago: University of Chicago Press, 1973, 1969.
The Mayors: The Chicago Political Tradition. Carbondale, IL: Southern Illinois University Press, 2005.
McNulty, Elizabeth. Chicago Then and Now. San Diego, CA: Thunder Bay Press, 2000.
Pacyga, Dominic. Chicago: A Biography. Chicago: University of Chicago Press, 2009.
Sawyers, June Skinner. Chicago Portraits: Biographies of 250 Famous Chicagoans. Chicago: Wild Onion Books, 1991.
Schwieterman, Joseph P., Dana M. Caspall, and Jane Heron. The Politics of Place: A History of Zoning in Chicago. Chicago: Lake Claremont Press, 2006.
Smith, Carl. The Plan of Chicago: Daniel Burnham and the Remaking of the American City. Chicago: University of Chicago Press, 2007.
Thorne-Thomsen, Kathleen. Frank Lloyd Wright for Kids: His Life and Ideas, 21 Activities. Chicago: Chicago Review Press, 1994.
Wille, Lois. Forever Open, Clear, and Free: The Struggle for Chicago's Lakefront. Chicago: University of Chicago Press, 1991.
Wolfe, Gerard A. Chicago In and Around the Loop: Walking Tours of Architecture and History. New York: McGraw-Hill, 2004.

CHICAGO PUBLIC LIBRARY

The mastery and influence of Daniel Burnham can be seen even today in cities and buildings across Chicago and around the world. Here are some recommended resources available at the Chicago Public Library for introducing his work to students.

Burnham's Influence

From the Masonic Temple Building to the Sears Tower, and the Flatiron to the Empire State Building, Burnham's early work in developing tall buildings has forever changed how we look at and live in the sky.

Built to Last: Building America's Amazing Bridges, Dams, Tunnels, and Skyscrapers, by George Sullivan, Scholastic, 2005, Ages 9-13

Skyscraper, by Lynn Curlee, Atheneum, 2007, Ages 9-13

Skyscrapers: How America Grew Up, by John Severance, Holiday House, 2000, Ages 10-13

Chicago History and Burnham's Place In It

How Chicago looks and works today has a lot to do with Burnham's vision, and his inspiration and dedication is apparent by looking around you and looking through the pages of these books.

Exploring the Chicago World's Fair, 1893, by Laurie Lawlor, Aladdin, 2002, Age 9-13

Fair Weather, by Richard Peck, Dial, 2001, Ages 9-13

Chicago Architecture: Yesterday and Today

AIA Guide to Chicago (2nd ed.), By Alice Sinkevitch, Harvest, 2004, Ages 14 and up

Buildings, Boulevards and the Green Ring: Tracing Burnham and the Plan of Chicago, By Jane Clark, Junior Museum, Art Institute of Chicago; 1980; Ages 10-14

Schoolyards to Skylines: Teaching with Chicago's Amazing Architecture
By Jennifer Masengarb and Jean Linsner, Chicago Architecture Foundation, 2002, Adult

For Future Burnhams

The Art of Construction: Projects and Principles for Beginning Engineers & Architects, By Mario Salvadori, Chicago Review Press, 2000, Ages 10 and up

Careers in Urban Planning, By Gillian Houghton, Rosen, 2003, Ages 14 and up
Urban America: Opposing Viewpoints, by Laura Egendorf, Greenhaven, 2005, Ages 14 and up

Online Resources Available at the Chicago Public Library

Check out http://www.chipublib.org/cplbooksmovies/research/database_atoz.php for more information by and about Burnham.

These databases are especially rich:
Chicago Tribune Historical Archive
History Database Search (Facts on File)
Biography Resource Center
Gale Virtual Reference Library
World Book Online

My Sources

List resources you will use—including your textbook, community agencies, and other materials that fit your priorities.

Unit Planner

This template is available at teacher.depaul.edu.
The following page presents the plan of the unit as organized in this guide.

Focusing Question or Topic: _____

Ideas I want the students to understand:	Skills and Strategies Students will Expand:		
	Read to Learn *ILS1C,5A*	**Write to Explain** *ILS3B*	**Illustrate to Communicate** *ILS26B*

Part	Big Question	Vocabulary	Activities

Assessment: Each part will be assessed by __extended response __student presentations
__ _____

Comprehensive Assessment: __portfolio __essay __presentation

__ _____

Five-Part Unit Plan

The following unit plan includes five parts, each of which can be done independently, although ideally they would be done in this sequence.

Focusing Question: What is important to Chicago progress?

Ideas I want the students to understand:	Skills and Strategies Students will Expand: Read to Learn ILS1C,5A	Write to Explain ILS3B	Illustrate to Communicate ILS26B
A visionary can influence an entire city. The parts of a city are interrelated. Each person can participate meaningfully in progress through plans and collaboration.	Analyze and infer cause effect relations Summarize Evaluate information Identify and support ideas Infer relationships Compare and contrast	Synthesize and communicate information Write persuasive passages Write a report	Represent ideas with images Illustrate a text to communicate its theme

Part	Focus	Vocabulary	Activities
1	**Chicago: A History of Choices and Changes** ***How has a bold plan changed Chicago?***	vision visionary idea city planner problem solution short-term long-term commitment cause-effect relations	1. What is your own big plan? 2. What big ideas have changed Chicago? 3. What long-term effects did Burnham's Plan have? 4. Assessment: Expository Writer—Burnham's Plan
2	**Your Community Today** ***How does a community make progress?***	agency analyze asset community organizer data table progress service learning resource	1. Why is community service important? 2. Who are community heroes? 3. How do individuals make progress in their communities? 4. Who is our community hero? 5. What are our community's assets? 6. Community Resource Guide—a service-learning project organizer Assessment: Community Progress
3	**Plan for Community Progress** ***How does collaboration result in progress?***	collaborate needs obstacle respond infer committed alderman persuade	1. How have students made community progress? 2. What does our community need? 3. What is your plan for community progress?—a service-learning project organizer Assessment: Collaborate to make progress
4	**The City Today** ***What is important to planning urban progress?***	infrastructure interrelationships transportation recreation communication urban health recreation education	1. How do you apply ideas in a city plan? 2. How did Burnham's Plan change Chicago? 3. How does changing one part of a city affect other parts? Assessment: What is important for planning city progress?
5	**Bold Plans. Big Dreams.** ***What is most important to Chicago's future progress?***	inspire vision priority responsibility contribute	1. Bold Plans, Big Dreams, City Progress 2. What values have shaped Chicago? 3. Problem-Solvers—Our 2020 Plan 4. My Plan—How will I be part of Chicago progress in 2020? 5. Inspire more progress.

Part 1: Chicago: A History of Choices and Changes
How has a bold plan changed Chicago?

Summary

Part 1 examines Chicago challenges and progress during the early 1900's. Students read about the Burnham plan and identify the problems he addressed and the solutions he proposed. They consider how a visionary can inspire progress.

Literacy Skills Development:
Write an extended response based on a persuasive text. (1C)
Interpret non-fiction text. (1C)
Write an extended response based on an expository text. (1C)
Pre-write and write an expository essay. (3C)

Social Studies Development:
Analyze and report historical and current events to determine cause-and-effect relationships. (16A)
Analyze and predict the effects of a change. (16B)

Activities
Choose which learning guides students will complete.

Learning Guides and Assessment	Applied Skills
1. What is your own big plan?	Analyze a text and respond to the issues it presents. (ILS3B) Write an extended response to a persuasive text. (ILS1C)
2. What big ideas have changed Chicago?	Classify information. (ILS5A) Write an extended Response based on expository text.(ILS1C)
3. What long-term effects did Burnham's Plan have?	Infer effects of a change. (ILS5A)
Assessment: Expository Writer—Burnham's Plan	Use prewriting strategies to generate ideas and organize my writing (ILS3B)

Develop Vocabulary in Chicago Contexts.

vision visionary idea long-term short-term city planner
problem solution commitment cause-effect relations

Set up a Word Wall during the activities. Add terms that students identify as they complete activities. Instead of the usual word wall, we recommend that you create an illustrated exhibit—students draw pictures to show the meaning of important terms. Students should use the vocabulary in writing as they complete activities.

Part 1: Chicago, a History of Choices and Changes

Unit Focusing Question: How has a bold plan changed Chicago?

Teaching Plan

Introduction
Introduce the Focusing Question—How has a bold plan changed Chicago? Then ask students to complete Learning Guide 1, Your Vision, so they relate planning to their own lives.

Development

- Link planning to Burnham. Explain that Learning Guide 2 relates to the plan for Chicago made by Daniel Burnham in 1909.
- Emphasize that Burnham was a problem-solver: he saw challenges that faced Chicago and proposed solutions.
- Explain that he was a visionary—someone who saw what was and envisioned what could be. Ask what other visionaries they know about and what their ideas were. If they don't identify him, point out that President Obama is a visionary.

Then use learning guides and classroom discussion to involve students in learning about the Plan and its legacy.

You may "jigsaw" Learning Guide 2, assigning one topic to each of three groups who then share their findings.

The Learning Activities guide students to answer the Focusing Question. Students can complete the Learning Activities independently or in groups. As students complete activities, remind them of the focusing question so they relate information and ideas they develop to that focus.

Conclusion
Clarify what an idea is, asking students to give examples of ideas they have about improving Chicago. Use "think-pair-share" to discuss students' responses to the Focusing Question.

Assessment
Ask students to complete the Part 1 Expository Essay. You can assess for content and ideas with the outline provided for that activity. Then you can increase students' writing skills by assessing their essays. Students also could partner edit the essays, exchanging them to learn from each other and help each other write effectively.

Expansion
As your students learn about Chicago's progress, students can research about Burnham's life and plan at http://burnhamplan100.uchicago.edu/ and in library books.

What is your own big plan?

Part 1, Learning Guide 1

Analyze a text and respond to the issues it presents. (ILS3B)
Write an extended response to a persuasive text. (ILS1C)

Living inside the Burnham Plan

The Plan of Chicago --- known as the Burnham Plan for its main author Daniel Burnham --- was published a century ago. So what? Why should anyone care? Here's why:

Whether you realize it or not, you live inside the Burnham Plan. All of us do --- Chicagoans, suburbanites, even those on the farthest edges of development.

This region of ours where we work, play, shop, drive and make our home is, in many ways, the result of the Plan's ideas. It was formed by that 1909 document.

When you listen to music at a Grant Park festival, you're in the Plan. When you walk down Michigan Avenue, you're in the Plan.

Have you ever taken out-of-town visitors for fun and fresh air at Navy Pier? Each time you do, you're taking them into one of the Plan's many recommendations.

Ever drive down Roosevelt Road? Or Western Avenue? Or Ashland Avenue? Those streets and many others in the city are able to handle so much traffic each day because, in the 1920s and 1930s, they were widened --- as the Plan had recommended.

The Plan's impact, however, hasn't been limited to Chicago.

If you've ever had a picnic or gone for a nature walk or played softball or golf in a Cook County Forest Preserve, you can thank the Plan.

The idea of a Forest Preserve District had been kicking around for years, but the Plan gave them focus and impetus. And, in 1914, Cook County residents voted to establish the district. Two years later, the first land was purchased. Today, the district has 68,000 acres, nearly all of it in the suburbs.

XL. CHICAGO. GENERAL DIAGRAM OF EXTERIOR HIGHWAYS ENCIRCLING, OR RADIATING FROM, THE CITY.
All the arteries composing the system without the city limits exist, except where shown in dotted lines. City limits shown in red tint; rivers and other waterways in blue.

And consider the map facing page 40 in the Plan, shown to the right. It's titled "General Diagram of Exterior Highways Encircling and Radiating from the City." This map looks a lot like the present-day highway-expressway-tollway system that we drive today. It's almost as if Burnham and his colleagues were looking at today's highway map when drawing up their own.

Make no mistake. The Plan wasn't a hard-and-fast schematic that civic leaders and voters slavishly followed. It was a vision that took into account many, many factors --- from lakefront parks to the meandering Chicago River, from a double-decker Wacker Drive to a new island off the shoreline at Twelfth Street. That island was the site of the 1933 World's Fair, then became Meigs Field Airport for many years, and is now Northerly Island Park.

Some of its ideas never saw the light of day. Most of those that became reality weren't exactly as they were pictured in the Plan.

The key thing was that --- because of the Plan and because of the commitment of citizens and leaders to its vision --- change didn't just happen. Decisions weren't made on the fly or in reaction to some sudden event. They were thought about. They were given reasoned consideration. They were discussed and weighed and analyzed.

And not just by officialdom.

Citizens like you thought about the Plan's ideas --- and acted on them. Historian Carl Smith reports that, between 1912 and 1931, Chicagoans approved 86 Plan-related bond issues, costing a total of $234 million. That's the equivalent of about $3 billion today.

So that's important to recognize as well. It's not just Burnham's Plan that we're living in today. It's the Plan of hundreds of thousands of average citizens as well.

Extended Response

Visionaries are big thinkers. They have a vision of what is and what should be. In what way was Daniel Burnham a visionary? In what way will you make your mark on Chicago?

To Learn More

http://chicagocarto.com/burnham/ or
http://burnhamplan100.uchicago.edu/about/newsroom/the_burnham_blog

¿Cuál es tu propio gran plan?

Parte 1, Guía de Aprendizaje 1

Analyze a text and respond to the issues it presents. (ILS3B)
Write an extended response to a persuasive text. (ILS1C)

Viviendo dentro del Plan de Burnham

El Plan de Chicago --- conocido como el Plan de Burnham por su autor principal Daniel Burnham --- fue publicado hace un siglo.

¿Entonces qué? ¿Por qué le debe importar esto a alguien? He aquí por qué:

Ya sea que te des cuenta o no, vives dentro del Plan de Burnham. Todos lo hacemos --- los habitantes de Chicago, de los suburbios, y aún aquellos en los bordes del desarrollo.

Esta región donde trabajamos, jugamos, hacemos las compras, manejamos y hacemos nuestro hogar es, en muchos aspectos, el resultado de las ideas del Plan. Fue formado por ese documento de 1909.

Cuando escuchas música en un festival en Grant Park, estás dentro del Plan. Cuando caminas por la Avenida Michigan, estás dentro del Plan.

¿Alguna vez has llevado a visitantes provenientes de otros lugares a que se diviertan y disfruten del aire fresco en Navy Pier? Cada vez que lo haces, los estás llevando a una de las muchas recomendaciones del Plan.

¿Alguna vez manejas sobre Roosevelt Road? o ¿Western Avenue? o ¿Ashland Avenue? Esas calles y muchas otras en la ciudad pueden recibir tanto tráfico cada día porque en las décadas de 1920 y 1930 fueron ensanchadas --- como el Plan lo había recomendado.

Sin embargo, el impacto del Plan, no se ha limitado a Chicago.

Si alguna vez has tenido un picnic o excursión al campo o has ido de senderismo en la naturaleza o jugado softbol o golf en alguno de las Cook County Forest Preserve (Reserva Forestales del Condado de Cook), puedes agradecérselo al Plan.

La idea de una Forest Preserve District (Reserva Forestal del Distrito) había estado circulando por muchos años, pero el Plan les dio el enfoque e ímpetu necesario. Así, en 1914, los residentes del Cook County votaron para establecer el distrito. Dos años después, los primeros terrenos se compraron. Hoy, el distrito tiene 680,000 hectáreas, casi toda localizada en los suburbios.

XL. CHICAGO. GENERAL DIAGRAM OF EXTERIOR HIGHWAYS ENCIRCLING, OR RADIATING FROM, THE CITY.
All the arteries composing the system without the city limits exist, except where shown in dotted lines. City limits shown in red tint; rivers and other waterways in blue.

Considera el mapa frente a la página 40 en el Plan. Se titula "General Diagram of Exterior Highways Encircling and Radiating from the City (Diagrama General de Carreteras Exteriores Rodeando y Saliendo de la Ciudad)." Este mapa es muy similar al sistema de autopistas-carreteras-peajes en el que manejamos hoy en día. Es casi como si Burnham y sus colegas estuvieran viendo el mapa de las carreteras de hoy en día mientras dibujan el suyo.

No te equivoques. El Plan no fue un esquema hecho y derecho que los líderes cívicos y los votantes siguieron ciegamente. Era una visión que tomó en consideración muchos, muchos, muchos factores --- desde parques frente al lago hasta el serpenteante Río de Chicago, desde un Wacker Drive de dos niveles hasta una isla frente a las costas de la Twelfth Street. Esa isla fue el sitio donde se llevó a cabo la World's Fair (Feria Mundial) de 1933, después se convirtió en Meigs Field Airport (Aeropuerto de Meigs Field) durante muchos años, ahora es Northerly Island Park (Parque de Northerly Island).

Algunas de sus ideas nunca se llevaron a cabo. La mayoría de aquellas que se volvieron realidad no estaban exactamente como se encuentran dibujadas en el Plan.

El punto clave era que --- gracias al Plan y al compromiso a la visión del plan por parte de los ciudadanos y los líderes --- el cambio no sucedió por si solo. Las decisiones no se hicieron al azar o por una reacción a un súbito evento. Se pensó en ellas detenidamente. Se les consideró de forma razonada. Se discutieron y ponderaron y analizaron.

Y no solo por la burocracia.

Ciudadanos como tu pensaron en las ideas del Plan --- y actuaron sobre ellas. El historiador Carl Smith reporta que, entre 1912 y 1931, los habitantes de Chicago aprobaron 86 emisiones de bonos relacionados con el Plan, lo que costó un total de $234 millones. Eso es lo equivalente a alrededor de $3 mil millones el día de hoy.

Así que también es importante reconocer eso. No es solo el Plan de Burnham el que estamos viviendo el día de hoy. También es el Plan de cientos de miles de ciudadanos comunes y corrientes.

Respuesta Extensa

Visionarios son grandes pensadores. Tienen una visión de lo que es y lo que debería ser. ¿De qué manera era Daniel Burnham un visionario? ¿De qué manera dejarás tu huella en Chicago?

Para Aprender Más

http://chicagocarto.com/burnham/ o
http://burnhamplan100.uchicago.edu/about/newsroom/the_burnham_blog

What big ideas have changed Chicago?

Part 1, Learning Guide 2A

Classify information. (ILS5A)
Write an extended response based on expository text. (ILS1C)

Daniel Burnham was a city planner whose 1909 Plan made a great difference to Chicago. Read about the plan that Daniel Burnham made to improve Chicago. Figure out what problems his ideas would solve.

Use this page to make notes about three parts of his plan.

- Plans for the Lakefront
- Plans for Streets and Bridges
- Plans for Parks and Forest Preserves

After you read each part, make notes in this chart.
Then write your own idea.

Part of Burnham's Plan	What changes did Burnham's plan accomplish?
Lakefront	
Streets and Bridges	
Parks and Forest Preserves	

Extended Response

Which of these changes made the greatest difference to Chicago progress?
Use information from the reading and your own ideas to write what you think.

¿Qué grandes ideas han cambiado a Chicago?

Parte 1, Guía de Aprendizaje 2A

Classify information. (ILS5A)
Write an extended response based on expository text. (ILS1C)

Daniel Burnham era un planificador de ciudad cuyo Plan de 1909 hizo una gran diferencia para Chicago. Lee acerca del plan que Daniel Burnham hizo para mejorar Chicago. Averigua que problemas resolverían sus ideas.

Utiliza esta página para hacer notas acerca de tres partes de su plan.

- Planes para el Lakefront (frente de las costas del lago)
- Planes para las Calles y Puentes
- Planes para los Parques y Reservas Forestales

Después de que leas cada parte, haz apuntes en esta tabla.
Después escribe tu propia idea.

Parte del Plan de Burnham	¿Qué cambios logró llevar a cabo el Plan de Burnham?
Lakefront	
Calles y Puentes	
Parques y Reservas Forestales	

Respuesta Extensa

¿Cuál de estos cambios hizo la mayor diferencia para el Progreso de Chicago? Utiliza información de la lectura y tus propias ideas para escribir lo que piensas.

THE LAKEFRONT

Part 1, Learning Guide 2B

"The Lake is living water…"

Daniel Burnham is the father of Chicago's unique and beautiful lakefront. In 1909, only six miles of the 30-mile Lake Michigan shoreline were parkland. Today, 26 miles are, thanks to Burnham's vision.

Other cities have factories, warehouses and garbage dumps on their lakefronts. In Burnham's time, Chicago did too. Chicago now has a lakeshore filled with softball diamonds, bike paths, quiet glens, beaches, harbors, picnic areas, playgrounds and soccer fields because of Burnham.

Chicago's Lakefront near 23rd Street, circa 1912.

Chicago's Lakefront today.

"The Lakefront by right belongs to the people," Burnham wrote. He added that no part of the shoreline should be set aside for private use.

Burnham used stirring words in the Plan. He was able to establish a key goal of Chicago civic policy. It was the goal of claiming or reclaiming the natural wonders of the lakeshore for the health, well-being and enjoyment of all Chicagoans.

For Burnham, Lake Michigan was sublime. In the Plan, he communicated his sense of awe through descriptions that bordered on poetry. He wrote: "The Lake is living water, ever in motion, and ever changing in color and in the form of its waves. Across its surface comes the broad pathway of light made by the rising sun; it mirrors the ever-changing forms of the clouds, and it is illumined by the glow of the evening sky. Its colors vary with the shadows that play upon it. In its every aspect it is a living thing, delighting man's eye and refreshing his spirit."

Many improvements resulted from the Plan of Chicago. But the lakefront is the envy of cities around the world. It has been a source of beauty, relaxation and renewal to generations of Chicagoans. It is Burnham's greatest legacy.

THE LAKEFRONT

What was the problem?	*Who did it affect?*
What was Burnham's solution?	*How would it affect those people?*

EL LAKEFRONT

Parte 1, Guía de Aprendizaje 2B

"El Lago es agua viva …"

Daniel Burnham es el padre del bello y único Lakefront de Chicago. En 1909, solamente 6 millas de las 30 millas de las costas del Lago Michigan eran parques. Hoy en día, 26 millas los son, gracias a la visión de Burnham.

Otras ciudades tiene fábricas, almacenes y vertederos de basura en los frentes de sus costas del lago. En los tiempos de Burnham, Chicago estaba en la misma situación. Hoy en día Chicago tienen una orilla del lago llega de diamantes de softbol, caminos para bicicletas, silenciosas cañadas, playas, puertos, áreas de picnic, patios de recreación canchas de fútbol, y todo gracias a Burnham.

El Lakefront de Chicago cerca de la Calle 23, hacia 1912.

El Lakefront de Chicago hoy en día.

Burnham escribió, "El Lakefront por derecho pertenece a las personas." Añadió que ninguna sección de la costa debería ser reservarse para uso privado.

Burnham utilizó palabras inspiradoras en el Plan. Logró establecer una meta clave de la política cívica de Chicago. Era la meta de clamar o reclamar las maravillas naturales del Lakeshore para la salud, bienestar y placer de todos los habitantes de Chicago.

Para Burnham, el Lago Michigan era sublime. En el Plan, él comunicaba su sentido de admiración a través de descripciones que sonaban mucho a poesía. Él escribió: "El Lago es agua viva, en constante movimiento, y siempre cambiante en su color y en las forma de sus olas. A través de su superficie viene el amplio sendero de luz creado por la salida del sol; refleja las siempre cambiantes formas de las nubes, y está iluminado por el brillo del cielo vespertino. Sus colores varían con las sobras que juegan en su superficie. En todo su aspecto es una cosa viviente, deleitando la vista del hombre y refrescando su espíritu."

Muchas mejoras se dieron gracias al Plan de Chicago. Pero el Lakefront es la envidia de ciudades en el mundo entero. Se ha vuelto una fuente de belleza, relajación y renovación para generaciones de habitantes de Chicago. Es el mayor legado de Burnham.

EL LAKEFRONT

¿Cuál era el problema?	*¿A quién afectaba?*
¿Cuál era la solución de Burnham?	*¿Cómo afectaría a esas personas?*

PARKS AND FOREST PRESERVES

Part 1, Learning Guide 2C

"Run away…back into the wilds"

Throughout the Chicago region there are vast acres of land that are thick with trees such as Brezina Woods, Possum Hollow Woods and LaGrange Park Woods.

These woods and the rest of the 68,000-acre Cook County Forest Preserve District are direct results of the Plan of Chicago. And that district was the model for forest preserve districts in the other six counties that ring Chicago like a collar: Lake, McHenry, Kane, DuPage, Kendall and Will.

The idea of a Cook County Forest Preserve District had been kicking around for several years. But the Plan inspired the leaders and the people to make that idea a reality. Daniel Burnham, the chief author of the Plan, included a map (see the image below) showing his ideas for huge preserves of wild, open, natural areas. These were in Cook County and also further west in DuPage County.

Burnham thought that city people needed to get out into nature. He wrote, "All of us should often run away from the works of men's hands and back into the wilds, where mind and body are restored to a normal condition." If people do this, he wrote, then they will be able to take up their work with new hope and vigor. "He who habitually comes in close contact with nature develops saner methods of thought than can be the case when one is habitually shut up within the walls of a city," he wrote.

Grant Park is closely identified with the Plan of Chicago. It is the city's elegant front yard. It is its meeting place to celebrate everything from great food to great music. It has even been used to celebrate the election of a local hero to the presidency of the United States.

A century ago, Grant Park was a vast stretch of ugly, empty, un-landscaped acreage, divided north-south by a thick cluster of railroad tracks. Those tracks made it difficult to get from the Loop to the east side of the park. The barrenness of that eastern area made it difficult to see any reason to make the trek.

Grant Park, with Art Institute in foreground, 1912.

Burnham superimposed on that ugly scene his own vision. He pictured the park as a garden to serve as the setting for "the intellectual center of Chicago." His vision played a key role in transforming Grant Park from what it had been to what it is today.

Grant Park, 2008

What was the problem?	*Who did it affect?*
What was Burnham's solution?	*How would it affect those people?*

PARQUES Y RESERVAS FORESTALES

Parte 1, Guía de Aprendizaje 2C

"Huye …de regreso a la naturaleza"

En todas partes de la región de Chicago existen vastas hectáreas de tierra que contiene una gran densidad de árboles como Brezina Woods, Possum Hollow Woods y LaGrange Park Woods.

Estos bosques y el resto de las 68,000 hectáreas del Reserva Forestales del Condado de Cook son resultado directo del Plan de Chicago. Y ese distrito fue el modelo a seguir para las reservas forestales de distrito de otros seis condados que circundan a Chicago como un collar: Lake, McHenry, Kane, DuPage, Kendall y Will.

La idea de un Reserva Forestales del Condado de Cook había estado circulando por varios años. Pero el Plan inspiró a los líderes y a las persona para hacer realidad esa idea.

Daniel Burnham, el autor principal del Plan, incluyó un mapa mostrando sus ideas para reservas de áreas naturales. (Ver foto.) Estas se encontraban en el Condado de Cook y también hacia el oeste del Condado de DuPage.

Él pensaba que las personas de la ciudad necesitaban escaparse y adentrarse a la naturaleza. Escribió, "Todos nosotros debemos escaparnos de las obras creadas por las manos del hombre y regresar a la naturaleza, donde la mente y el cuerpo son restaurados a una condición normal." Si las personas hacen esto, escribió, entonces serán capaces de retomar su trabajo con nuevas esperanzas y mayor vigor. También escribió que, "Aquel que habitualmente se encuentra en contacto con la naturaleza desarrolla métodos más sanos de pensar que cuando uno está habituado a encerrarse entre las paredes de una ciudad."

Grant Park está identificado de manera muy cercana con el Plan de Chicago. Es el patio frontal elegante de la ciudad. Es su punto de reunión para celebrar todo desde excelente comida hasta gran música. Inclusive ha sido utilizado para celebrar la elección de un héroe local a la presidencia de Estados Unidos.

Hace un siglo, Grant Park era un vasto estrecho de hectáreas vacías y sin paisaje, dividido en norte y sur por un ancho grupo de vías de ferrocarril. Esas vías dificultaban el traslado del Loop a la parte este del parque. La aridez de esa parte este dificultaban el que se vislumbrara una razón para la cual realizar la excursión.

Grant Park, with Art Institute in foreground, 1912.

Brunham sobrepuso esa horrible escena su propia visión. El se imaginó el parque como un jardín que serviría como el sitio de "el centro intelectual de Chicago."

La visión de Burnham jugó un papel primordial en la transformación de Grant Park de lo que había sido a lo que es hoy en día.

Grant Park, 2008

¿Cuál era el problema?	*¿A quién afectaba?*
¿Cuál era la solución de Burnham?	*¿Cómo afectaría a esas personas?*

NEW STREETS AND BRIDGES

Part 1, Learning Guide 2D

In 1909, civic leaders developed the Plan of Chicago to cope with the city's great success and many problems. Chicago's dilemma was that it had grown so fast --- and so chaotically --- that it was strangling itself.

It was a city that had just sort of happened. Even the Great Fire of 1871 was just a minor blip in the city's ever-more-profitable commerce. The population was growing by leaps and bounds, but no one was in control.

In the early 1900s, the central business district was hemmed in. The Chicago River was on the north and west. The Illinois Central tracks were on the east. And there were even more railroad tracks on the south.

Dearborn and Randolph Streets, 1910.

North Michigan Avenue, 2001.

The Plan of Chicago was important in the creation of Chicago's lakefront park system and in making the city a more beautiful place. Other parts of the Plan helped break the constricting collar around downtown.

A bridge was built to extend Michigan Avenue across the river. That led to the creation of the Magnificent Mile shopping district on the Near North Side. The south branch of the river was straightened. That made it possible to build a new neighborhood in the South Loop many years later.

The two-level Wacker Drive, a small highway around the Loop, permitted quick movement from one end to the other. In addition, its lower level allowed deliveries to be made without blocking traffic.

The Plan became a blueprint for the transformation of metropolitan Chicago. It resulted in a city that was less congested, less closed-in, more efficient, more beautiful and healthier.

NEW STREETS AND BRIDGES

What was the problem?	*Who did it affect?*
What was Burnham's solution?	*How would it affect those people?*

NUEVES CALLES Y PUENTES

Parte 1, Guía de Aprendizaje 2D

En 1909, los líderes cívicos desarrollaron el Plan de Chicago para hacer frente al gran éxito y los muchos problemas de la ciudad. El dilema de Chicago era que había crecido tan rápido --- y de manera tan caótica --- que se estaba estrangulando a si misma.

Era una ciudad que parecía que acababa de suceder. Inclusive el Great Fire (Gran Incendio) de 1871 había sido un obstáculo minúsculo en el creciente comercio de la ciudad. La población estaba creciendo a grandes pasos, pero nadie tenía el control.

A principios de la década de 1900, el distrito central de negocios se encontraba enclaustrado. El Río de Chicago se encontraba en el norte y el oeste. Las vías de la Central de Illinois estaban al este. Y existían aún más vías de ferrocarril en el lado sur.

Las Calles de Dearborn y Randolph, 1910.

Norte de la Avenida Michigan,

El Plan de Chicago era importante en la creación de el sistema de parques del Lakefront de Chicago y para hacer de la ciudad un lugar más bello. Otras partes del Plan ayudaron a quebrar el collarín que se encontraba alrededor de el centro de la ciudad.

Se construyó un puente para extender la Avenida Michigan a través del río. Eso llevó a la creación de lo que hoy conocemos como Magnificent Mile (Milla Magnífica) que es el distrito de compras cerca del North Side (Lado Norte). El banco del sur del río se enderezó. Esto hizo posible construir un nuevo vecindario en el South Loop (Sur del Loop) muchos años después.

El Wacker Drive de dos niveles, una pequeña carretera alrededor del Loop, permitió el rápido movimiento de un extremo a otro. Además su nivel inferior permitió que se realizaran entregas sin bloquear el tráfico.

El Plan se volvió un plano a seguir para la transformación de Chicago metropolitano. Dio lugar a una ciudad que estaba menos congestionada, menos encerrada, más saludable, más eficiente y más bella.

NUEVAS CALLES Y PUENTES

¿Cuál era el problema?	*¿A quién afectaba?*
¿Cuál era la solución de Burnham?	*¿Cómo afectaría a esas personas?*

What long-term effects did Burnham's Plan have?

Part 1, Learning Guide 3

I can infer the effects of a change. (ILS5A)

Choose one of the changes that took place based on Burnham's Plan. Write it in the change section of the diagram. A short-term effect is something that happens soon. For example, creating a park gives people a place for recreation. Predict three immediate effects of the change. List them in the rectangles.

A long-term effect is something that happens much later. For example, building the park may lead more people to move to that part of the city.

What is a long-term effect of the change you chose for your diagram?

INTERNET LEARNING LINK: You can use this same diagram to analyze and write about other changes in Chicago. Look for those changes at http://www.encyclopedia.chicagohistory.org/.

¿Qué efectos a largo plazo tuvo el Plan de Burnham?

Parte 1, Guía de Aprendizaje 3

I can infer the effects of a change. (ILS5A)

Escoge uno de los cambios que se llevó a cabo basado en el Plan de Burnham. Escríbelo en la sección de cambio del diagrama. Un efecto a corto plazo es algo que sucede dentro de poco. Por ejemplo, crear un parque le da un lugar de recreación a las personas. Pronostica tres efectos inmediatos del cambio. Haz una lista de estos en los rectángulos.

Un efecto a largo plazo es algo que sucede mucho después. Por ejemplo, el construir el parque puede llegar a influenciar a más personas a mudarse a esa parte de la ciudad.

¿Cuál es el efecto a largo plazo del cambio que escogiste para tu diagrama?

VÍNCULO DE APRENDIZAJE DE INTERNET: Puedes usar este mismo diagrama para analizar y escribir en relación a otros cambios en Chicago. Busca estos cambios en http://www.encyclopedia.chicagohistory.org/.

Expository Writer—Burnham's Plan

Part 1 Assessment

I can use prewriting strategies to generate ideas and organize my writing. (ILS3B)

Write an essay that explains what you think is important about Burnham's plan.

What's the focus—what idea do I want the reader to understand about Burnham's plan?

_____

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

_____

_____

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

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

You can use the boxes to number the order in which you will include this information.

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

_____

_____

Escritor Expositivo—Plan de Burnham

Parte 1 Evaluación

I can use prewriting strategies to generate ideas and organize my writing. (ILS3B)

Escribe un ensayo que explique lo que piensas es importante acerca del Plan de Brunham.

¿Cuál es el enfoque—qué idea quiero que el lector entienda acerca del Plan de Burnham?

_____

¿Cómo comenzaré mi escrito para que mi lector sepa de que estoy escribiendo y cuál es la idea más importante que debe entender?

_____

¿Qué información es importante para aclarar ese punto a mi lector?

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

(Puedes usar las cajillas para enumerar el orden que usarás para incluir los hechos)

¿Cómo concluiré para que mi lector sepa qué era lo más importante que debe entender?

_____

_____

Part 2: Your Community Today
How does a community make progress?

Summary
Part 2 asks students to identify assets in their community. Students profile the community and analyze progress it has made. It includes an activity in which students interview a person who has been involved in community progress and then write a narrative about that progress. Students contribute to their community by constructing a directory of community resources.

Literacy Skills Development:
Interpret non-fiction text. (1C)
Plan and write an extended response. (1C)
Write an expository essay. (3C)

Social Studies Development:
Explain how the economy of the students' local community has changed over time (16C)
Analyze current events to determine cause-and-effect relationships. (16A)
Analyze the effects of a change. (16B)
Analyze the role of government in economic progress. (15E)

Activities
Choose which learning guides students will complete.

Learning Guides and Assessment	Applied Skills
1. Why is community service important?	Identify the main idea and supporting information. (ILS1C)
2. Who are community heroes?	Identify the main idea and supporting information (ILS1C)
3. How do individuals make progress in their communities?	Analyze and write about a non-fiction text.
4. Who is our community hero?	Write a narrative based on an interview. (ILS3B)
5. What are our community's assets?	Locate, collect, and organize information about a topic. (ILS5A)
6. Community Resource Guide—a service-learning project organizer	Organize a project and collect, organize, and communicate information.
Assessment: Profile Your Community	Use prewriting strategies to generate ideas and organize expository writing.

Develop Vocabulary in Chicago Contexts.

agency	analyze	asset	community organizer
data table	progress	service learning	resource

Part 2: Your Community Today

Unit Focusing Question: How does a community make progress?

Teaching Plan

Introduction
Introduce the Focusing Question—How does a community make progress?

- Emphasize that no one person can enable community progress—for example, Burnham accomplished his progress by working with many people.
- Ask students what progress they have seen in the community.
- Return to that question at the conclusion of the unit—students should identify more progress based on the activities.

Development
Then use learning guides and classroom discussion to involve students in learning about the community. Students can complete the Learning Activities independently or in groups. As students complete activities, remind them of the focusing question so they relate what they learn to that big idea.

The activities include a Service-Learning opportunity. Students collect and organize information about community resources. Students will develop research skills and enable members of the community to make better use of its assets by compiling their Community Resource Inventory.

You can assign different categories of community resources to students. You can arrange to distribute the guide through the Local School Council, Parent Advisory Council, and other groups as well as putting copies at the local library and other sites that serve the community.

Conclusion
Return to the question about community progress examples. Then ask students to summarize what they have accomplished, particularly the service learning activity, in terms of the guiding question—How does a community make progress?

Assessment
Ask students to complete the Part 2 Expository Essay. Then ask students to exchange essays and learn from each other's ideas.

Expansion
Invite a representative from a community agency to come to your class to discuss community assets. Students could take the role of inviting the representative as well as leading the interview and discussion.

Use newspapers or the Internet to get articles about community issues and progress.

Why is Community Service Important?

Part 2, Learning Guide 1

I can identify the main idea and supporting information. (ILS1C)

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

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

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

What is the main idea of this passage?

_____

Underline three statements in the passage that support that idea.

Decide if you believe this is a good plan. List three reasons for your position.

My Position: _____

My Reasons:

_____

_____

_____

Extended Response:

Based on what you have read, what do you think the value is of volunteering?
Use information from the reading and examples from your own experience in your response.

INTERNET LEARNING LINK: Read the whole report at
http://www.barackobama.com/pdf/NationalServicePlanFactSheet.pdf

¿Por qué es Importante el Servicio Comunitario? Parte 2, Guía de Aprendizaje 1

I can identify the main idea and supporting information. (ILS1C)

El siguiente texto es parte de un informe que la campaña Obama-Biden preparó sobre el tema de servicio en general y servicio de voluntarios.

Para Barack Obama, el servicio público no ha sido solamente la propaganda de una campaña; ha sido la causa de su vida. Obama empezó su carrera al trasladarse al South Side de Chicago (Lado Sur de Chicago) para dirigir el Developing Communities Project (Proyecto de Comunidades en Desarrollo). Junto con una coalición de ministros de Iglesias, Obama se dedicó a mejorar las condiciones de vida de barrios pobres con mucha delincuencia y alto desempleo. Después de graduase en la facultad de derecho, Obama se negó a aceptar trabajos lucrativos con empresas en el área jurídica. En vez de eso, se dedicó a dirigir "*Project Vote (Proyecto Vota)*" que ayudó registrar 150,000 nuevos afroamericanos votantes en Chicago, el número más alto registrado en un solo esfuerzo local. Michelle Obama fue directora ejecutiva, fundadora de Public Allies Chicago, un programa de desarrollo de liderazgo que identifica y prepara jóvenes adultos con talento para carreras orientadas al bienestar publico. Barack Obama y Joe Biden creen que el servicio público tiene el poder de transformar, ayudando a los individuos que sirven y a las comunidades que benefician. …

Barack Obama dice que sus años trabajando como organizador de comunidades en el South Side de Chicago fue la mejor educación que tuvo. Él cree que todos los estudiantes deberían servir a sus comunidades. Los estudios demuestran que estudiantes que participan en programas de enseñanza-servicio tienen mejores resultados en la escuela, tienen mayor probabilidad de graduarse de la escuela secundaria e ir la universidad, y es más probable que lleguen a ser ciudadanos activos y con mucha participación. Las escuelas que requieren el servicio público como parte de la experiencia de instrucción crean mejores ambientes educativos y sirven como recurso para sus comunidades.

¿Cuál es la idea principal de este texto?

_____

Subraya tres declaraciones en el texto que apoyan esa idea.

Decide si crees que esto es un buen plan. Enumera tres razones que apoyan tu posición.

Mi posición: _____

Mis razones:

_____

_____

Respuesta Extensa:

Basado en lo que has leído, ¿cuál piensas que es el valor de voluntariado?
Utiliza información de la lectura y ejemplos de tu propia experiencia en tu respuesta.

ENLACE INTERNET: Lee el informe completo en
http://www.barackobama.com/pdf/NationalServicePlanFactSheet.pdf

Who are Community Heroes?

Part 2, Learning Guide 2

I can identify the main idea and supporting information (ILS1C)

The following passage is from LISC/Chicago's *A Tribute to Community Heroes:*

The words "community" and "hero" are powerful in their own right, bringing to mind common bonds, shared fates, courage, strength and self-sacrifice. Bring the words together—"community hero"—and the expression takes on greater meaning.

Community heroes are those individuals who offer their courage, strength and self-sacrifice in the service of a neighborhood, benefiting people who may never know them by name, but who will reap the rewards of their work.

Community heroes are leaders, teams and families who not only use their individual skills and knowledge to do good work, but also engage the resources and strength of the entire community to make real, positive change. Community heroes get their neighbors feeling proud of their neighborhoods; get kids excited about the future; get businesses open and services delivered. Community heroes get it done.

"It" can mean a lot of things in Chicago. It can be an old-fashioned tent revival that lasts late into the night, with teenagers dancing and singing with their elderly neighbors. It can be a garden of nutritious vegetables grown by formerly incarcerated people learning new skills. It can be a way out of gang life, a nearby place to get reliable healthcare, or the opening of a new locally-owned business.

Community heroes see challenges and don't wait for others to meet them. They tap into the spirit of their neighborhoods and channel it into real results that enrich peoples' lives. Job opportunities, affordable housing and safer streets are possible because they are meeting community challenges with community solutions.

Community heroes are buoyed by belief in their neighborhoods and drive to tackle challenges that naysayers insist can never be overcome. They are winning because of their willingness to struggle, and they are counting tangible victories—whether in improved schools, cleaner streets, safer parks, healthier habits or the growth of individual leadership skills and power. They are making things better.

Think It Through

What is the main idea of this passage?

_____

Underline three statements in the passage that support that idea.
Decide if you agree with the main idea of the passage. ___agree ___disagree
List three reasons for your position.

1. _____

2. _____

3. _____

¿Quiénes son Héroes de la Comunidad?

Parte 2, Guía de Aprendizaje 2

I can identify the main idea and supporting information (ILS1C)

El siguiente fragmento es del LISC/Chicago's *A Tribute to Community Heroes (*Chicago *Un Tributo a los Héroes de la Comunidad):*

Las palabras "comunidad" y "héroe" son poderosas por si solas, traen a la mente lazos comunes, destinos compartidos, valentía, fortaleza y sacrificio personal. Une las palabras—"héroe comunitario"—y la expresión toma un significado mayor.

Héroes de la comunidad son aquellos individuos que ofrecen su valentía, fortaleza y sacrificio personal al servicio de un vecindario, beneficiando a personas que es posible jamás conozcan por su primer nombre, pero que disfrutaran la recompensa de su trabajo.

Héroes de la comunidad son líderes, equipos y familias que no solo utilizan sus habilidades individuales y conocimientos para hacer buen trabajo, pero también enlazan los recursos y fortalezas de toda la comunidad para hacer un cambio real y positivo. Los héroes de la comunidad hacen que sus vecinos se sientan orgullosos de sus vecindarios; hacen que los niños se emocionen sobre el futuro; abren negocios y entregan servicios. Los héroes de la comunidad lo logran hacer.

"Eso" puede significar muchas cosas en Chicago. Puede ser una antigua celebración de fogata que dure hasta muy tarde en la noche, con adolescentes bailando y cantando con sus vecinos mayores. Puede ser un jardín de vegetales nutritivos cultivados por ex-reos que están aprendiendo nuevas habilidades. Puede ser una forma de abandonar una pandilla, un lugar cercano donde recibir servicios de salud confiables, o la apertura de un nuevo negocio por alguien del vecindario.

Héroes de la comunidad ven desafíos y no esperan a otros para solucionarlos. Ven recursos en el espíritu de sus vecindarios y lo canalizan hacia resultados reales que enriquecen la vida de las personas. Oportunidades de trabajo, lugares para vivir asequibles y calles más seguras son posibles porque están enfrentando desafíos de la comunidad con soluciones de la comunidad.

Héroes de la comunidad se mantienen por medio de su creencia en sus vecindarios y su empuje para derribar los obstáculos que las personas negativas insisten que nunca podrán ser superados. Están ganando por su voluntad para luchar, y están logrando victorias palpables—ya sea en mejores escuelas, calles más limpias, parques más seguros, hábitos más saludables o el desarrollo de habilidades individuales de liderazgo y poder. Están haciendo mejor las cosas.

Piénsalo Detenidamente

¿Cuál es la idea principal de este fragmento?

_____

Subraya tres hechos en el fragmento que apoyen esa idea.

Decide si estás de acuerdo con la idea principal del fragmento. __acuerdo __desacuerdo

Haz una lista de tres razones sobre tu posición.

1. _____

2. _____

3. _____

How do individuals make progress in their communities?

I can analyze and write about a non-fiction text. (ILS1C) Part 2, Learning Guide 3

The following passage is from LISC/Chicago's A Tribute to Community Heroes

Monica Haslip
Monica Haslip's passion for art and desire to portray the importance of African Americans in every aspect of life led her to found Little Black Pearl Workshop, an innovative neighborhood art program designed to show children the vast contributions that African Americans have made to the arts. Created in 1994, the workshop creates an avenue for exposure to art and culture while teaching the profitable connection between art and business. "Art must become and remain a part of the machinery that moves us to change quickly and creatively," she says. "We have always said, and continue to say, the battle we are waging is the battle for the minds of our children. It then becomes very important that art plays the role it should in empowerment, education and survival."

Miguel Morales
In a community struggling with obesity, Miguel Morales understands the importance of proper nutrition and active lifestyles. As coordinator for community Organizing for Obesity Prevention in Humboldt Park (CO-OP HP), an initiative based at the Puerto Rican Cultural Center, Miguel has raised awareness of the problem an expanded choices to help neighborhood residents enjoy healthier lives. His mantra is a good diet and regular exercise. His leadership has led to innovative programs to improve diets, such as monthly visits from a Producemobile to over 100 low-income residents; weekly programs that deliver fresh, organic produce to local families at lower costs than supermarkets and Homegrown Farmers Market. Exercise is stressed through educational efforts in high school classes, pre-schools and local events.

Gerald and Lorean Earles
After nearly two decade as North Lawndale residents, Gerald and Lorean Earles in 1985 gathered their determination to improve their community and started what would eventually become Slum Busters—a group of more than 100 concerned Lawndale citizens who meet regularly to clean up and beautify the neighborhood, one site at a time, every Saturday. To bring in resources, the Earles write and phone aldermen, commissioners and representatives, leveraging their community ties to influence voting for politicians who have responded positively and acting as a voice for the silenced and a face to the invisible.

The Earles remind young Slum Busters that to do nothing is to be nothing—that they should take pride, not just in their appearance, but also in the quality of education and overall lifestyle offered in their community. Both Gerald and Lorean have an interest in photography and keep an extensive archive of history of North Lawndale that they proudly share with young people. The Earles also continue to share their dreams with the youth of Lawndale, reminding them that education is only as good as what you do with it, and encouraging them to look around, take inventory and then take interest—as they themselves have done.

Write What You Think about Your Community's Heroes

Answer the big question for this reading—how individuals make progress in their communities. Based on what you have read about Community Heroes and your own experience, identify community heroes in your community. Identify and explain the role of at least three persons who have contributed to your community's progress. You can use Our Community Hero (Learning Guide 4) to organize your research and reporting.

¿Cómo logran progresar los individuos en sus comunidades?

I can analyze and write about a non-fiction text. (ILS1C) Parte 2, Guía de Aprendizaje 3

El siguiente fragmento es del LISC/Chicago's *A Tribute to Community Heroes (*Chicago *Un Tributo a los Héroes de la Comunidad):*

Mónica Haslip
La pasión por el arte de Mónica Haslip y su deseo por representar la importancia de los afroamericanos en todos los aspectos de la vida la llevaron a fundar el Little Black Pearl Workshop (Taller de la Pequeña Perla Negra), un programa de arte innovador para el vecindario diseñado para mostrar a los niños la vasta contribución que han realizado los afroamericanos a las artes. Creado en 1994, el taller crea avenidas para exposición al arte y la cultura mientras que enseña la conexión redituable entre el arte y los negocios. Ella nos dice que "el arte debe convertirse y mantenerse una parte de la maquinaria que nos incita a cambiar rápidamente y creativamente." "Siempre hemos dicho, y continuamos diciendo, que la batalla que estamos librando es la batalla por las mentes de nuestros niños. Entonces se vuelve muy importante que el arte juegue el papel que debería en el incremento de poder, la educación y la supervivencia.

Miguel Morales
En una comunidad batallando con la obesidad, Miguel Morales comprende la importancia de una nutrición apropiada y una vida activa. Como coordinador de la comunidad de la Organizing for Obesity Prevention (Organización para la Prevención de Obesidad) en Humboldt Park (CO-OP HP), una iniciativa basada en el Puerto Rican Cultural Center (Centro Cultural de Puerto Rico), Miguel ha creado conciencia sobre el problema y ha expandido opciones para ayudar a los residentes del vecindario a disfrutar vidas más saludables. Su mantra es una buena dieta y ejercicio constante. Su liderazgo ha llevado a programas innovadores para mejorar dietas, por ejemplo visitas de un Producemobile (camión de alimentos) a más de 100 residentes de bajos ingresos; programas semanales que entreguen frutas y verduras que sean frescas y orgánicas a familias locales a menores costos que supermercados y que Homegrown Farmers Market (Mercado de Agricultores de Cosecha Propia). Se enfatiza el ejercicio a través de esfuerzos educativos en clases de secundaria, jardín de niños y eventos locales.

Gerald y Lorean Earles
Después de casi dos décadas como residentes de North Lawndale, en 1985 Gerald y Lorean Earles reunieron su determinación para mejorar su comunidad y comenzaron lo que eventualmente se convertiría en Slum Busters (Detractores de los Barrios Bajos)—un grupo de más de 100 ciudadanos de Lawndale que se reunían frecuentemente para limpiar y embellecer el vecindario, un sitio a la vez, cada sábado. Para reunir recursos, los Earles escribieron y telefonearon a concejales, comisionados y representantes, apalancando sus lazos con la comunidad para influenciar el voto para los políticos que respondieron positivamente y actuaron como la voz de los silenciados y como frente de los invisibles.
Los Earles le recuerdan a los Detractores de los Barrios Bajos que hacer nada es ser nada—que deben enorgullecerse, no solo en su apariencia, pero también en la calidad de educación y el estilo de vida en general ofrecido en su comunidad. Ambos Gerald y Lorean tienen un interés en la fotografía y mantienen un vasto archivo de la historia de North Lawndale que orgullosamente comparten con los jóvenes. Los Earles también continúan compartiendo sus sueños con la juventud de Lawndale, recordándoles que la educación solo sirve según como la utilices, y los alientan a que miren a su alrededor, tomen inventario y luego tomen interés—así como ellos lo han hecho.

Escribe lo Que Piensas Acerca de los Héroes de tu Comunidad

Contesta la gran pregunta para esta lectura—como progresan los individuos en sus comunidades. Basado en lo que has leído acerca de Héroes de la Comunidad y tu propia experiencia, identifica héroes en tu comunidad. Identifica y explica el papel de al menos tres personas que han contribuido al progreso de tu comunidad. Puedes usar Nuestro Héroe de la Comunidad (Guía de Aprendizaje 4) para organizarte.

Who is our community hero?

Part 2, Learning Guide 4

I can write a narrative based on an interview. (ILS3B)

Interview a person who has been involved in helping your community make progress. Ask these and your own questions. Then use your notes and your own ideas to write a narrative about this person's contribution to your community.

Person's Name: _____

1. What progress have you helped our community make that you think is very important?

2. Why do you think it is important?

3. Who was involved in making this progress and what did each person do? Who were the leaders? How was collaboration involved?

4. What obstacles or problems did people face when they tried to make this progress, and how did they overcome them? How did they stay committed?

5. Why do you think they were successful?

¿Quién es Nuestro Héroe de la Comunidad?

Parte 2, Guía de Aprendizaje 4

I can write a narrative based on an interview. (ILS3B)

Entrevista a una persona que ha estado involucrada en ayudar a tu comunidad a progresar.
Haz estas y tus propias preguntas. Después utiliza tus propias notas tus propias ideas para escribir una narrativa sobre la contribución de esta persona a tu comunidad.

Nombre de la Persona: _____

1. ¿Qué progreso has ayudado a que nuestra comunidad haga que pienses sea muy importante?

2. ¿Por qué piensas que es importante?

3. ¿Quién estuvo involucrado en realizar este progreso? y ¿qué hizo cada persona? ¿Quiénes fueron los líderes? ¿Cómo estuvo involucrada la colaboración?

4. ¿Qué obstáculos o problemas enfrentaron las personas cuando intentaron hacer este progreso? y ¿cómo lo superaron? ¿Cómo se mantuvieron comprometidos?

5. ¿Por qué piensas que fueron exitosos?

What are our community's assets?

Part 2, Learning Guide 5

(Adapted from Metro Joe, http://www.metrojoe.org/learn.htm)
I can locate, collect, and organize information about a topic. (ILS5A)

An inventory is a list of what is in something.
You can use these questions to take an inventory of your community.

Community Inventory

1. What types of homes are in the neighborhood around your school (apartment buildings, row houses, condos, single-family houses)?
2. What other types of buildings are here (religious institutions, schools, police or fire stations, post office, stores, restaurants, etc.)?
3. Write down the names and locations of any businesses in your neighborhood.
4. Are there any parks in your neighborhood? What are their names? Who uses the parks—what ages are they, and when do they use the parks?
5. Are there places where you would be likely to go with your friends? Where? Are there places you would not go? Why not?
6. What and where are safe and attractive places for small children?
7. Are there safe places to walk, such as sidewalks? Are the sidewalks in good condition and clear of obstacles like trashcans? If not, describe the problem(s).
8. Are there safe places to cross the street (painted crosswalks, a crossing guard or wait/walk lights for pedestrians)?
9. How do people who don't have cars get to a grocery store?
10. Are there any public transit stops in your neighborhood? Where are they located (street or intersection)?
11. What kinds of changes have occurred in the neighborhood? For example, are any new buildings being built? If so, what was on the site before the new building? Are there any buildings being torn down?
12. Who lives in the neighborhood? Do you think that people who live in the neighborhood have been there for a long time? Are new people moving in?
13. What times of day are more people outside in the neighborhood?
14. What else do you notice about your neighborhood?

Our Assets

An asset is something of value, something that helps people make progress. Your school is a community asset. It helps people get skills and knowledge to succeed in high school, college, and careers. Make a summary list of the assets of your community based on your survey and what you know about your community.

¿Cuáles son los bienes de nuestra comunidad? Parte 2, Guía de Aprendizaje 5

(Adaptado de Metro Joe, http://www.metrojoe.org/learn.htm)
I can locate, collect, and organize information about a topic. (ILS5A)

Un inventario es una lista de lo que hay en algo.
Puedes utilizar estas preguntas para tomar un inventario de tu comunidad.

Inventario de la Comunidad

1. ¿Qué clase de casas (apartamentos, casas en hilera, condominios, casas particulares) hay en el vecindario de tu escuela?
2. ¿Qué otra clase de edificios (instituciones religiosas, escuelas, estaciones de policía o bomberos, correos, tiendas, restaurantes) hay aquí?
3. Escribe los nombres y la ubicación de negocios de tu vecindario.
4. ¿Hay parques en tu vecindario? ¿Cómo se llaman? ¿Quién usa los parques—qué edades, cuándo?
5. ¿Hay sitios donde normalmente irías con tus amigos o amigas? ¿Dónde? ¿Hay sitios a los que no irías? ¿Por qué no?
6. ¿Cuáles son y donde están los sitios seguros y atractivos para niños pequeños?
7. ¿Hay sitios seguros donde caminar, como aceras? ¿Están las aceras en buenas condiciones y libres de obstáculos como tarros de basura? Si no, describe el/los problema(s)
8. ¿Hay sitios seguros donde cruzar la calle (cruces peatonales, una persona que controla el tráfico, o semáforos para peatones)?
9. ¿Cómo llegan a las tiendas de comestibles aquellos que no tienen auto?
10. ¿Hay paradas de tránsito (autobuses, trenes) en tu vecindario? ¿Donde están?
11. ¿Que tipo de cambios han ocurrido en la vecindad? Por ejemplo, ¿se están construyendo nuevos edificios? Si se están construyendo, ¿que había antes del edificio nuevo? ¿Hay algunos edificios que se estén derrumbando?
12. ¿Quién vive en el vecindario? ¿Crees que la gente que vive en el vecindario ha estado allí mucho tiempo? ¿Está llegando más gente?
13. ¿A qué hora del día hay más personas fuera de sus casas en el vecindario?
14. ¿Qué más observas en tu vecindario?

Nuestros Bienes
Un bien es algo de valor, algo que ayuda a las personas a progresar. Tu escuela es un bien de la comunidad. Ayuda a las personas a obtener habilidades y conocimientos para triunfar en la escuela secundaria, universidad, y en profesiones.
Haz una lista que resuma los bienes de tu comunidad basado en tu encuesta y en lo que sabes de tu comunidad.

Community Resource Guide

Part 2, Learning Guide 6

A Service-Learning Project Organizer

I can organize a project and collect, organize, and communicate information. (ILS5A).

This is an opportunity to contribute to your school community. It is a service-learning project. In service learning, you learn a lot and also contribute to others.

People need to know what is in their community—what the assets are. They need to know about parks, libraries, agencies, health organizations, and other kinds of resources. You can prepare a guide and share it at parent meetings and by putting it at the local library or other places.

Make a Community Resource Guide. Use this chart format to organize your guide. To get information for your guide, call or visit community agencies. Ask the people who work there what information they want you to include. Ask your family and neighbors to suggest resources.

Community Resource	**How It Supports Our Community**	**Location and Contact Information**

Use this action planner to organize this service learning work.

Who	**Does What**	**When**
	Collects information about resources.	
	Prepares the guide.	
----------	Shares the guide by asking your principal if you can present it to a parent meeting. ---------- Shares the guide by asking agencies if you can give them copies to distribute.	----------

Report Progress

Write a reflection. That is an analysis you do after you finish a project. Tell:

- What you learned about yourself.
- What you learned about your community.
- What skills you improved.
- What value you added. Value added means what you have changed. What is the result of the service?

Guía de Recursos de la Comunidad

Parte 2, Guía de Aprendizaje 6

Un Organizador de Proyecto de Servicio-Aprendizaje

I can organize a project and collect, organize, and communicate information. (ILS5A).

Esta es una oportunidad para contribuir a tu comunidad escolar. Es un proyecto de servicio-aprendizaje. En servicio-aprendizaje, aprendes mucho y también contribuyes a otros.

Las personas necesitan saber lo que hay en su comunidad—cuales son los bienes. Necesitan saber sobre parques, bibliotecas, agencias, organizaciones de salud, y otro tipo de recursos. Puedes preparar una guía y compartirla en juntas de padres de familia y colocándola en la biblioteca local y en otros lugares.

Haz una Guía de Recursos de la Comunidad. Utiliza este formato de tabla para organizar tu guía. Para obtener información para tu guía, habla o visita agencias de la comunidad. Pregunta a las personas que trabajan ahí que información quieren que incluyas. Pregunta a tu familia y vecinos que te sugieran recursos.

Recursos de la Comunidad	**Como Apoya a Nuestra Comunidad**	**Lugar e Información Para Contactarlos**

Utiliza este planificador de acción para organizar este trabajo de servicio-aprendizaje.

Quien	**Que Hace**	**Cuando**
	Reúne información sobre recursos.	
	Prepara la guía.	
----------	Comparte la guía al preguntar a tu director si puedes presentarlo en una junta de padres. ---------- Comparte la guía preguntando a las agencias si pueden distribuir copias que les des.	----------

Reporta el Progreso

Escribe una reflexión. Es un análisis que haces después de completar un proyecto. Di:

- Lo que aprendiste sobre ti mismo.
- Lo que aprendiste sobre tu comunidad.
- Que habilidades mejoraste.
- Que valor agregaste. Valor agregado significa lo que has cambiado. ¿Cuál es el resultado del servicio?

Community Progress

Part 2 Assessment

I can use prewriting strategies to generate ideas and organize expository writing. (ILS3B)

Write an expository essay that explains what you think is important about making Community Progress.

What's the focus—what idea do I want the reader to understand?

_____

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

_____

_____

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

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

You can use the boxes to number the order in which you will include this information.

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

_____

_____

Progreso de la Comunidad

Parte 2 Evaluación

I can use prewriting strategies to generate ideas and organize expository writing. (ILS3B)

Escribe un ensayo expositivo que explique lo que piensas es importante sobre el Progreso de la Comunidad.

¿Cuál es el enfoque—qué idea quiero que entienda el lector?

_____

¿Cómo empezaré mi escrito para que mi lector sepa de que estoy hablando y cuál es la idea más importante que debe entender?

_____

_____

¿Qué información es importante para hacer clara esa idea a mi lector?

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

Puedes usar las cajillas para enumerar el orden que usarás para incluir esta información.

¿Cómo concluiré para que mi lector sepa qué era lo más importante para comprender la situación?

_____

_____

Part 3: Plan for Community Progress
How does collaboration result in progress?

Summary
Part 3 involves students in analyzing community change with an emphasis on collaboration. While Part 2 emphasized ideas—visionaries and heroes—this part emphasizes the importance of working together to bring about progress.

Literacy Skills Development:
Interpret non-fiction text. (1C)
Analyze and infer relations between needs and responses. (5A)
Plan and write an extended response. (1C)
Collect information through an interview. (5B)
Write a narrative essay. (3B)

Social Studies Development:
Apply the skills of historical analysis. (16C)
Analyze current events to determine cause-and-effect relationships. (16A)
Analyze the effects of a change. (16B)
Understand the roles and interactions of individuals and groups in society. (18B)

Activities
Choose which learning guides students will complete.

Learning Guides and Assessment	Applied Skills
1. How have students made community progress?	Analyze problem and solution in a text. (ILS1C) Identify and support the main idea. (ILS1B)
2. What does our community need?	Collect data and analyze it and communicate it in a summary. (ILS5A)
3. What is your plan for community progress? a service-learning project organizer	Infer the effects of a change. (ILS5A) Write a persuasive statement. (ILS3C)
Assessment: Collaborate to make progress.	Identify and support a main idea. (ILS1B) Write a summary. (ILS3B)

Develop Vocabulary in Chicago Contexts.

collaborate needs obstacle respond infer committed alderman persuade

Part 3: Plan for Community Progress

Unit Focusing Question: How does a community make progress?

Teaching Plan

Introduction
Introduce the Focusing Question—How does collaboration result in progress?

- Ask students for examples of collaboration that enables greater progress, such as when they themselves work on a project together.
- Remind them that Burnham's plan was itself a collaboration—he worked with others to develop it, then he worked with leaders to bring about the progress.

Development
Use learning guides and classroom discussion to involve students in learning about the importance of collaboration to bring about progress in a community. Students can complete the Learning Activities independently or in groups. As students complete activities, remind them of the focusing question so they relate what they learn to that big idea.

The activities include a Service Learning opportunity. In this project, students identify a need and make a plan to meet it. Then they write an effectively persuasive letter to the alderman.

Conclusion
Return to the focusing question. The Assessment Activity is an effect way to not only assess but then share what students have learned.

Assessment
Ask students to complete the Part 3 Assessment. Students can pair after they write their responses so they collaborate to share ideas. Then if the entire class shares insights, the collaboration should result in a big list of answers to the big question.

Expansion
Invite the alderman to visit your class to discuss ways the community members, including your students, can collaborate for progress.

How have students made community progress? Part 3, Learning Guide 1

I can analyze problem and solution in a text. (ILS1C) I can identify and support the main idea. (ILS1B)

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 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 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 got the grant. They went to the Chicago Botanic Garden to research. Then they would start their project. 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.

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.

¿Cómo han logrado los estudiantes progreso en la comunidad

Parte 3, Guía de Aprendizaje 1

I can analyze problem and solution in a text. (ILS1C) I can identify and support the main idea. (ILS1B)

Lee acerca de tres proyectos de servicio-aprendizaje de Chicago. En cada proyecto, los estudiantes deciden como ayudar a su comunidad. Aprendieron habilidades. Aprendieron sobre su comunidad. Ayudaron a su comunidad. Después de leer los tres reportes, contesta las preguntas.

Un Jardín en Lawndale

Estudiantes de octavo grado en la escuela Lawndale en Polk Street vieron nuevos edificios. Familias se mudaban a su comunidad. Pero también veían lotes vacíos. Ahí vieron basura. Aun cuando la recogían, los lotes no se mantenían limpios. Basura de la calle era soplada ahí por el viento. "Nadie puede hacer nada al respecto," dijo un estudiante. "Sí podemos," dijo otro. Su maestro estuvo de acuerdo. Plantarían un jardín en el lote vacío.

Los estudiantes se reunieron con el director. Preguntaron si podrían crear un jardín de la comunidad en el lote vacío más cercano a la escuela. Ella les dijo que era una gran idea, pero tendrían que ofrecer su tiempo libre y trabajar ahí cada semana. Los estudiantes accedieron. Prometieron que donarían su tiempo cada sábado hasta que nevara. Aun entonces mantendrían limpia la acera cercana al lote.

Los estudiantes necesitaban colaborar con la comunidad. Querían estar seguros que todos en la comunidad querían el jardín. Se reunieron con clubes de la cuadra y les hablaron de su plan. Los clubes de la cuadra aplaudieron el proyecto. Dijeron que ayudarían.

Los estudiantes entraron al Internet para aprender sobre plantas. Buscaron información de plantas que crecieran bien en Chicago. Escogieron algunas plantas de hojas perennes. También escogieron algunos bulbos. Aprendieron mucho de plantas y jardinería.

Los estudiantes necesitaban dinero para conseguir los bulbos y plantas. También necesitaban herramientas. Hicieron un presupuesto. Mandaron ese presupuesto y su plan para obtener fondos. La Steans Family Foundation (Fundación de la Familia Steans) financió su plan. La familia Steans ha estado apoyando el progreso en Lawndale por muchos años. Los estudiantes obtuvieron $300 para comprar lo que necesitaban.

Son de 8vo grado, así que esta primavera se reunirán con los de séptimo grado. Les solicitarán que cuiden el jardín. Será su legado a la comunidad de la escuela.

Recicla Aquí

Estudiantes en una escuela primaria en Pilsen estudiaron ecología. Aprendieron que había tanta basura que era un problema a nivel mundial. Le preguntaron a su maestra si podían hacer algo para ayudar a resolver el problema. Ella les dijo "es un problema muy grande, pero si cada comunidad ayuda, eso realmente haría una diferencia."

Los estudiantes decidieron establecer un Saturday Recycling Center (Centro de Reciclaje Sabatino). Recolectarían la basura. Después la llevarían a un centro de reciclaje en la ciudad de Chicago. Los estudiantes usaron la Internet para saber más acerca del reciclaje en Chicago. Averiguaron que existen 15 sitios de "acopio," lugares donde la gente lleva la basura para ser reciclada. Los estudiantes tuvieron que averiguar como trasladar la basura a ese sitio. Fueron a hablar con el ministro de una iglesia cerca de la escuela. Ellos saben que él maneja una camioneta y ayuda a las personas. Le pidieron ayuda con el plan.

El ministro accedió a ayudar. Dijo que él recogería el reciclaje un sábado de cada mes después de que los estudiantes lo empacaran. Dijo que era tan buen plan que podrían utilizar el patio de la iglesia para el Centro de Reciclaje. Decidieron que sería una vez al mes, los sábados por la tarde. Escogieron el primer sábado de cada mes.

Así todo estaba organizado. Todo lo que necesitaban era basura que reciclar.

Los estudiantes hicieron carteles para colocar en tiendas del vecindario. El ministro anunció el nuevo programa de reciclaje durante la misa de la iglesia y también colocó un cartel. El centro de la comunidad colocó una nota acerca del reciclaje en su boletín mensual. Los estudiantes asistieron a otras salas de clases en su escuela y solicitaron a los niños que le contaran a sus familiares acerca del reciclaje sabatino.

El primer sábado fue un gran éxito. De hecho, obtuvieron tanta basura que el ministro tuvo que hacer dos viajes para llevarlo todo al sitio de acopio. Los estudiantes todavía mandan recordatorios a los hogares, pero ahora la mayoría de las personas en la comunidad saben que si es el primer sábado del mes entonces es tiempo de reciclar.

Un Mejor Ambiente

Una escuela en el lado norte de Chicago tuvo una oportunidad. Podían obtener una donación del Burnham Plan Centenal (Plan Centenario Burnham) si podían hacer un gran plan. Tenía que ser un plan para realizar un cambio perdurable que mejoraría la comunidad. Los estudiantes y maestros platicaron sobre lo que podrían hacer. Tenían un ambiente agradable. Pero querían hacerlo realmente hermoso.

Decidieron crear un proyecto muy grande de embellecimiento. Cambiarían el paisaje. Harían su propio jardín botánico con muchos tipos de plantas y flores. Irían a visitar el Jardín Botánico para investigar. Después comenzarían su proyecto. Obtuvieron la donación. Obtuvieron $1,000 del Polk Bros. Foundation (Fundación Polk Bros.) para llevar a cabo su gran plan.

Los estudiantes le contaron a los padres acerca del plan. Los padres pensaron que era una gran idea. Ellos ayudarían. Ayudarían plantando. También ayudarían recaudando fondos. Los $1,000 pagarían por los viajes en autobús. Necesitarían más dinero para pagar por las plantas y suministros. El PTA (Asociación de Padres de Familia) recaudó $10,000. Aseguraron que este plan sería aún más grande.

Los estudiantes, padres, y maestros harán una gran diferencia. Tienen socios ayudándoles: el Chicago Park District (Distrito de Parques de Chicago) y el Botanic Garden (Jardín Botánico). El plan es tan grande que tardará varios años terminarlo. Los estudiantes que lo comiencen ahora estarán en la escuela secundaria cuando se complete. Pero verán el progreso cada día porque viven cerca. Gracias a este plan todos en la comunidad tendrán un mejor ambiente.

Completa esta tabla para estos tres reportes.

Problema	**Solución**	**Que Aprendieron los Estudiantes**

Estas tres secciones tienen la misma idea principal. ¿Qué es?

__es necesario tener dinero para progresar

__los estudiantes tienen buenas ideas

__es importante colaborar para lograr progreso de la comunidad

Subraye la información en cada reporte que respalde la idea que escogiste.

What does our community need?

Part 3, Learning Guide 2

I can collect data and analyze it and communicate it in a summary. (ILS5A)

Survey people in your community. Ask these questions and other questions you prepare.

Question	Response
What is your favorite place in our neighborhood?	
What do you like about living here?	
How do you get information about our community's assets—the organizations and places that help people?	
What is a problem in the neighborhood?	
How could people help solve that problem?	
Another Question	
Another Question	

Write down the answers to your survey, then tally all the answers for your class.

Summarize

Make a summary report. Summarize the answers you got as a class.

1. What are the places most people like?
2. What do most people say they like about living in the community?
3. How do most people get information about the community?
4. What are the problems people identify?
5. What solutions do they recommend?

¿Qué necesita tu comunidad?

Parte 3, Guía de Aprendizaje 2

I can collect data and analyze it and communicate it in a summary. (ILS5A)

Haz una encuesta de personas en tu comunidad. Realiza estas preguntas y otras preguntas que prepares.

Pregunta	**Respuesta**
¿Cuál es tu lugar favorito en nuestro vecindario?	
¿Qué es lo que te gusta de vivir aquí?	
¿Cómo obtienes información sobre los bienes de nuestra comunidad—las organizaciones y lugares que ayudan a las personas?	
¿Cómo podría ayudar la gente a solucionar ese problema?	
Otra pregunta	
Otra pregunta	

Escribe las respuestas en tu encuesta, luego organiza todas las respuestas para tu clase .

RESUME
Redacta un resumen. Resume todas las respuestas que obtuvo toda la clase.

1. ¿Cuáles son los sitios que más le gusta a la gente?
2. ¿Qué es lo que más le gusta a la mayoría de la gente de la vida en el vecindario?
3. ¿Cómo obtiene la mayoría de las personas información sobre la comunidad?
4. ¿Cuáles son los problemas que las personas identifican?
5. ¿Qué soluciones recomiendan?

What is your plan for community progress? Service-Learning Project Organizer

Part 3, Learning Guide 3A

I can infer the effects of a change (ILS5A). I can write a persuasive statement (ILS3C).

Choose one need you have identified for your community.

_____

Make a plan to respond to that need. What change do you recommend?
Note it in the diagram. Then predict three effects it will have.

How could you and other community members help to make and support this progress?

I can _____

My class can _____

Community Members can…

Who can help?	How?

¿Cuál es tu plan para el progreso de la comunidad?

Parte 3, Guía de Aprendizaje 3A

Organizador de Proyecto de Servicio-Aprendizaje

I can infer the effects of a change (ILS5A). I can write a persuasive statement (ILS3C).

Escoge una necesidad que hayas identificado para tu comunidad.

_____

Haz un plan para responder a esa necesidad. ¿Qué cambio recomiendas?
Haz una nota de ello en el diagrama. Después pronostica tres efectos que tendrá.

¿Cómo podrías tú y otros miembros de la comunidad ayudar a realizar y apoyar este progreso?

Yo puedo _____

Mi clase puede _____

Los Miembros de la Comunidad pueden …

¿Quién puede ayudar?	¿Cómo?

Inspire Collaboration

Part 3, Learning Guide 3B

ILS 3B: I can write a persuasive text.

Planners need to persuade people to collaborate, to support their plan.
Write to explain your plan for community progress.
You are writing to your community, asking people to help.

What is your idea? _____

_____

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

_____

_____

What evidence will I include to support my position?

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

(You can use the boxes to number the order in which you will give that evidence.)

How will I conclude to make sure my reader decides to support my plan?

_____

_____

Inspira Colaboración

Parte 3, Guía de Aprendizaje 3B

ILS 3B: I can write a persuasive text.

Planificadores necesitan persuadir a las personas a colaborar para apoyar su plan.
Escribe para explicar tu plan para el progreso de la comunidad.
Le estás escribiendo a tu comunidad solicitando ayuda a las personas.

¿Cuál es tu idea? _____

_____

¿Cómo comenzaré para asegurarme de que mi lector sepa por qué este es un cambio importante y por qué tengo un buen plan?

_____

_____

¿Qué evidencia incluiré para respaldar mi posición?

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

(Puedes usar las casillas a la izquierda para enumerar el orden en que darás las pruebas.)

¿Cómo concluiré para asegurarme de que mi lector decida apoyar mi plan?

_____

_____

Make an Action Plan

Part 3, Learning Guide 3C

I can organize a plan. (ILS5A)

Planners organize an action plan.
They figure out the parts of the work and who will do what.
Make your action plan in a chart.

Who	Does What	When
	Explains the project to the principal and asks for support.	

SHARE PROGRESS
Write an announcement about what you accomplished. Be sure to include recognition of everyone who participated.

REPORT PROGRESS
Then write a reflection. That is an analysis you do after you finish a project.

Tell: What you learned about yourself.
What you learned about your community.
What skills you improved.
The value you added. Value added means what you have changed. What is the result of the service?

Give your report to the principal.
Ask your principal if you should present the report to the Local School Council and other groups from the school community.

Haz un Plan de Acción

Parte 3, Guía de Aprendizaje 3C

I can organize a plan. (ILS5A)

Los planificadores desarrollan un plan de acción.
Ellos deciden cómo se dividirá el trabajo y quién hará cada parte.
Organiza tu plan en una tabla.

Quién	Hace Qué	Cuándo
	Explica el proyecto al director y pide su apoyo.	

COMPARTE INFORMACIÓN SOBRE EL PROGRESO
Escribe un comunicado sobre lo que realizaste. Asegúrate de incluir y agradecer a todos los que participaron.

INFORMA SOBRE EL PROGRESO
Luego escribe una reflexión. Eso es un análisis que haces una vez terminado un proyecto.

Di: Lo que aprendiste de ti mismo.
Lo que aprendiste de tu escuela
Qué habilidades mejoraste
El valor que añadiste. Valor añadido significa lo que tú has cambiado.
¿Cuál es el resultado del servicio?

Entrega tu informe por escrito al director.
Pregunta a tu director si debes presentar tu informe al Local School Council (Consejo Local Escolar) y a otros grupos de la comunidad escolar.

Collaborate to Make Progress

Part 3 Assessment

I can identify and support a main idea. (ILS1B) I can write a summary. (ILS3B)

What have you learned about collaboration?
Write your own main idea about collaboration in the top rectangle.
Then put information that supports it in the boxes below it.

WHAT I LEARNED ABOUT COLLABORATION

the main idea

example

example

example

Write a paragraph that summarizes what your diagram shows.

Colabora para Realizar Progreso

Parte 3 Evaluación

I can identify and support a main idea. (ILS1B) I can write a summary. (ILS3B)

¿Qué has aprendido sobre la colaboración?
Escribe tu propia idea principal acerca de la colaboración en el rectángulo superior.
Después pon información que lo respalde en las cajillas bajo el rectángulo.

LO QUE APRENDÍ SOBRE LA COLABORACIÓN

la idea principal

ejemplo

ejemplo

ejemplo

Escribe un párrafo que resuma lo que tus diagramas muestran.

Part 4: The City Today

Unit Focusing Question: What is important to planning urban progress?

Summary

Part 4 emphasizes city-wide progress. Students examine Burnham's vision as it addressed systems that are part of the infrastructure. They then make their own recommendations for improvements in the same areas as studied in this section.

Literacy Skills Development:
Interpret non-fiction text. (1C)
Write an extended response. (1C)

Social Studies Development:
Apply the skills of historical analysis and interpretation. (16A)
Analyze and predict the effects of a change. (16B)
Analyze and report historical and current events to determine cause-and-effect relationships. (16A)

Activities
Choose which learning guides students will complete.

Learning Guides and Assessment	Applied Skills
1. How do you apply ideas in a city plan?	Apply concepts to make a plan. (ILS5A)
2. How did Burnham's Plan change Chicago?	Classify information. (ILS1B) Analyze relationships (ILS5A)
3. How does changing one part of the city affect other parts?	Infer and analyze cause-effect relations. (ILS5A)
Assessment: What is important to planning for city progress?	Summarize what I learn. (ILS1B)

Develop Vocabulary in Chicago Contexts.

infrastructure interrelationships transportation recreation communication urban health recreation education

Part 4: The City Today

Focusing Question: What is important to planning urban progress?

Teaching Plan

Introduction
Introduce the Focusing Question—What is important to planning urban progress?

- Emphasize that Burnham's ideas were big in two ways—major changes in the city were proposed and his vision was comprehensive—he planned holistically, thinking about the city's interrelated systems and structures.
- Ask students to complete the City Planning Guide chart (Learning Guide 1) and share their examples of how to apply Burnham's ideas.
- Explain that in this section the students will plan a change in the infrastructure of the city.

Development
Students can complete the Learning Activities independently or in groups. You can organize the class into groups, one group for each of several major kinds of infrastructure: transportation, recreation, health, communication, and other parts.

Conclusion
Return to the question about what is important to urban planning. Ask students what they would include in a manual for urban planners today. That same question is the focus of the assessment, so you could ask them to do the assessment first and then share their insights.

Assessment
The assessment can be shared by pairs or with the whole class.

Expansion
Use newspapers or the Internet to get articles about urban issues. Ask students to figure out solutions to the problems. You could ask them to "think like Burnham"—to consider what advice he would have given about those current issues.

How do you apply ideas in a city plan?

Part 4, Learning Guide 1

I can apply ideas to make a plan. (ILS5B)

Here are four important ideas Burnham had about urban planning. What do his ideas mean to Chicago today? How would a city planner think about the city if he used that idea? You're the planner. Make a plan.

Burnham's Idea	How You Would Apply It To Chicago Today
Make a big plan—plan for a major change.	
Plan for how people can live better—their health, education, and recreation.	
Make a comprehensive plan—a plan that includes all the major parts of a city.	
Learn from what progress people have made.	

¿Cómo aplicas ideas en un plan de la ciudad? Parte 4, Guía de Aprendizaje 1

I can apply ideas to make a plan. (ILS5B)

Aquí están cuatro ideas importantes que Burnham tuvo acerca de la planeación urbana. ¿Qué significan sus ideas para Chicago hoy en día? ¿Qué pensaría un planificador de ciudad acerca de la ciudad si usara esa idea? Tu eres el planificador. Haz un plan.

Ideas de Brunham	**Como lo aplicarías a Chicago hoy en día**
Haz un gran plan—planea para un cambio importante.	
Planea para maneras en que la gente puede vivir mejor—su salud, educación, y recreación.	
Haz un plan integral—un plan que incluya las partes principales de la ciudad.	
Aprende del progreso que las personas han hecho.	

How did Burnham's Plan Change Chicago?

Part 4, Learning Guide 2

(Excerpt from *The Plan of Chicago: A Regional Legacy.* View on-line at www.burnhamplan100.org)
I can classify information. (ILS1B) I can analyze relationships. (ILS5A)

Classify these changes that resulted from Burnham's Plan.

- Put T for the changes in Transportation.
- Put R for changes in recreation.
- Put T and R if the change affects both.

_____**Congress Parkway--** This was to be a great boulevard to the west. It was also seen as the spine of the city. Planning for a West side Superhighway began in the 1930s. When it opened in 1958, it included a transit line.

_____**Arterial street widening--** Arterial streets are also known as main thoroughfares. Many miles of arterial streets were widened during 1920s. This was important because auto traffic was growing.

_____**Regional highways--**Highways were built in the 1920s. These circled and connected the region.

_____**Roosevelt Road--** This was widened in 1914 as part of Plan's "Outer Circuit" of roadways. This was done to direct traffic around the central business district. It was extended east of Michigan across Illinois Central tracks in 1997.

_____**Northerly Island--** This was a landfill built by South Park Commission in the late 1920s. It was used for Century of Progress Exposition 1933–34. It was Meigs Field airport from 1948–2003.

_____**Grant Park--** Burnham planned a Cultural Center of museums and libraries. However, these were blocked by Montgomery Ward decisions. He said to keep the park clear and free of buildings. Field Museum was built south of the park.

_____**Two-level riverfront drives--**Wacker Drive replaced the city's produce market in 1926. An extension of Wacker Drive along the east bank of the South Branch opened in the 1950s.

_____**Michigan Avenue bridge--** A double-level boulevard bridge opened in 1920. It expanded the business district across the river. This began the transformation of North Pine Street into a world-famous retailing avenue.

_____**Municipal piers--**"Municipal Pier No. 2" was completed in 1916. As suggested in the Plan, it included recreational features, such as a ballroom and promenades, as well as shipping facilities. Today it is Navy Pier.

Analyze Connections

Daniel Burnham told planners to plan for connections.
One change can affect other parts of the city.
Choose one change that would have affected the natural environment.
Tell the effects it would have on the natural environment.

¿Cómo Cambió a Chicago el Plan de Burnham? Parte 4, Guía de Aprendizaje 2

(Extracto del *The Plan of Chicago: A Regional Legacy.* Velo en línea en www.burnhamplan100.org)
I can classify information. (ILS1B) I can analyze relationships. (ILS5A)

Clasifica estos cambios que se dieron del Plan de Burnham.

- Pon T para los cambios en Transporte.
- Pon R para los cambios en recreación.
- Pon T y R si el cambio afecta a ambos.

_____**Congress Parkway--** Este sería un gran bulevar al oeste. También era visto como la espina dorsal de la ciudad. La planeación de una Supercarretera comenzó en la década de 1930. Cuando abrió en 1958, incluía una línea de transporte.

_____**Ampliación de calle de arterias--** Las arterias son calles consideradas principales. Muchas millas de arterias se ampliaron en la década de 1920. Esto fue importante porque el tráfico automovilístico seguía creciendo.

_____**Carreteras regionales--** Se construyeron carreteras en la década de 1920. Estas circulaban y conectaban la región.

_____**Roosevelt Road--** Esta fue ampliada en 1914 como parte del Plan "Outer Circuit (Circuito Exterior)" de carreteras. Esto fue hecho para dirigir el tráfico alrededor del distrito de centro de negocios. Se extendió al este de Michigan a través de las vías de Illinois Central en 1997.

_____**Northerly Island--** Este era un vertedero construido por la South Park Comisssion (Comisión de Parques del Sur) a finales de la década de 1920. Fue utilizado para la Century of Progress Exposition (Exposición de Progreso del Siglo) de 1933-34. Fue el aeropuerto de Meigs Field de 1948-2003.

_____**Grant Park--** Burnham planeó un Centro Cultural de museos y bibliotecas. Sin embargo, estas fueron bloqueadas por las decisiones de Montgomery Ward. Decidió que el parque estuviera libre de edificios. El Field Museum se construyó al sur del parque.

_____**Vías de dos niveles frente al lago --**Wacker Drive reemplazó al mercado de frutas y verduras en 1926. Una extensión de Wacker Drive sobre la orilla este de la South Branch abrió en la década de 1950.

_____**Puente de Michigan Avenue --** Un puente de bulevar de dos niveles abrió en 1920. Expandió el distrito de negocios a través del río. Esto inició la transformación de la North Pine Street a una avenida para realizar compras reconocida a nivel mundial.

_____**Muelles municipales--**"Municipal Pier No. 2 (Muelle Municipal Num. 2)" se completó en 1916. Como sugería el Plan, incluía características recreativas, como un salón de baile y pasillos, al igual que instalaciones de transporte marítimo. Hoy es Navy Pier.

Analiza Conexiones

Daniel Burnham le dijo a los planificadores que planearan para conexiones.
Un cambio puede afectar otras partes de la ciudad.
Escoge un cambio que hubiera afectado el medio ambiente natural.
Escribe sobre los efectos que tendría en el medio ambiente natural.

How does changing one part of a city affect other parts?

I can infer and analyze cause-effect relations. (ILS1B) Part 4, Learning Guide 3

The infrastructure is a set of systems. It includes transportation, communication, parks, water, energy, health services, and much more. It includes the systems that make a city a good place to live and work. All those parts connect. A change in one part will cause changes in other parts.

What is a way to change transportation that would help many people in Chicago? For example, you could set up "on demand" bus stops, giving people a way to call for the bus to stop near their home or school.

My change: _____

Why I would make it: _____

_____

How would that change affect these other parts of Chicago's infrastructure?

	How could your change affect this part of living in Chicago?
parks	
health	
recreation	
education	
Another part	

¿Cómo afecta cambiar una parte de la ciudad a otras partes?

I can infer and analyze cause-effect relations. (ILS1B) Parte 4, Guía de Aprendizaje 3

La infraestructura es un conjunto de sistemas. Incluye transporte, comunicación, parques, agua, energía, servicios de salud y mucho más. Incluye los sistemas que hacen de una ciudad un buen lugar para vivir y trabajar. Todas esas partes se conectan. Un cambio en una parte causará cambios en otras partes.

¿Cuál es una manera de cambiar el transporte que ayudaría a muchas personas en Chicago? Por ejemplo, podrías establecer paradas de autobús según lo soliciten, otorgándole a las personas una manera de solicitar que el autobús se detenga cerca de su casa o escuela.

Mi cambio: _____

Por qué lo haría: _____

_____

¿Cómo afectaría ese cambio a otras partes de la infraestructura de Chicago?

	¿Cómo podría afectar tu cambio esta parte de vivir en Chicago?
parques	
salud	
recreación	
educación	
Otra parte	

What is important for planning city progress?

Part 4 Assessment

I can summarize what I learn. (ILS5A)

List six words that are important to a city planner.

What is the most important information you have learned about city planning?

Important Information

What is one big idea that you think is important to understand city planning?

On another page, write a one-paragraph summary.
Use some of your information to explain your idea.

¿Qué es importante para planear progreso de la ciudad? Parte 4 Evaluación

I can summarize what I learn. (ILS5A)

Haz una lista de seis palabras que son importantes para un planificador de ciudad.

¿Cuál es la información más importante que has aprendido acerca de la planeación de ciudad?

Información Importante

¿Cuál es una gran idea que piensas es importante para comprender la planeación de ciudad?

En otra hoja, escribe un resumen de un párrafo.
Utiliza algo de tu información para explicar tu idea.

Part 5: Bold Plans. Big Dreams.
What is most important to Chicago's future progress?

Summary
Part 5 asks students to relate the big plans to their own visions for Chicago—and for themselves. It is a culmination of learning about the plans and progress of Chicago, as students make their own plans for the city and for themselves. It concludes with a service learning activity in which students inspire 7th graders to increase their commitment to school, community, and city.

Literacy Skills Development:
Identify and support the main idea of a text. (1C)
Interpret non-fiction text. (1C)
Plan and write an extended response. (1C)
Write a persuasive speech. (3C)

Social Studies Development:
Analyze current events to take a position. (16A)

Materials
Choose which learning guides students will complete.

Learning Guides and Assessment	Applied Skills
1. Bold Plans, Big Dreams, City Progress	Identify and support a theme of a text. (ILS1C)
2. What values have shaped Chicago?	I can identify the main idea of a passage. (ILS1C) I can write an extended response. (ILS1C)
3. Problem-Solvers—Our 2020 Plan	Make a plan. (ILS5B)
4. My Plan—How will I be part of Chicago progress in 2020?	Make a plan. (ILS5B)
5. Inspire more progress.	Prepare a persuasive letter or presentation. (ILS3C)

Develop Vocabulary in Chicago Contexts.

inspire vision priority responsibility contribute

Part 5: Bold Plans. Big Dreams.
What is most important to Chicago's future progress?

Teaching Plan

Introduction
Introduce the Focusing Question—What is most important to Chicago's future progress? Explain that the answer is in your classroom—it is your students.

Development
Then use learning guides and classroom discussion to involve students in planning the city's future and their own.

If you organize the second activity, problem solvers, by having students work in different teams, each team focusing on one problem, then your class can combine their plans in their own Chicago 2020 plan.

The activities include a project in which students prepare a speech to 7th graders to inspire them to be actively committed to the school, community and city. That project can become a service learning opportunity—7th and 8th grade students could collaborate on a project to support school community progress. They can use the service learning organizer in Part 3 to collaborate and carry out that progress.

Conclusion
Remind students that the answer to the focus question is them—they are the most important people, they are Chicago's future. Ask students to share their own plans for personal progress.

Assessment
Ask students to make a City Planner guide based on what they have learned.

That guide and students' plans for their own progress in the future should reflect the kind of civic commitment that has enabled Chicago to make progress.

Expansion
Set up an exhibit of your student's work so that the entire school sees Chicago as a city of possibilities, plans, and progress.

Organize a service-learning project in which your 8th grade students collaborate with 7th graders to contribute to community progress.

Bold Plans, Big Dreams, City Progress

Part 5, Learning Guide 1

I can identify and support the theme of a text. (ILS1B)

2009 is a very important year in Chicago. Barack Obama, whose home is in Chicago, became President of the United States. 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.

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.

Planes Atrevidos, Grandes Sueños, Tu Ciudad

I can make inferences based on a text and my own experience. (ILS1B)
I can interpret the interactions of individuals and groups. (ILS18B)

El año 2009 es un año muy importante en Chicago. Barack Obama fue elegido Presidente. Él trajo un plan agresivo a la Presidencia. Propuso cambios importantes. Barack Obama empezó su carrera en Chicago como organizador de comunidades. Los organizadores de comunidades trabajan con la gente para ayudarlos a progresar como un grupo. Barack Obama ha traído una nueva visión al gobierno, enfatizando la importancia de trabajar unidos para realizar cambios. Él está pidiendo a las comunidades que trabajen juntas para cambiar el país. Ahora algunos lo llaman el "organizador nacional".

El año 2009 es también importante para Chicago por otra razón. Es el centésimo aniversario de un cambio que hizo que Chicago progresara mucho. Fue el Plan Burnham y se llamó así por un arquitecto, Daniel Burnham. Generalmente, los arquitectos diseñan edificios. Él planeó ciudades. Daniel Burnham trabajó con otros líderes. Planearon mejorar en Chicago el transporte, parques, salud, agua, y vivienda. El plan de Burnham ayudaría a resolver los problemas de Chicago.

Burnham vio grandes problemas. Cuando vio las calles concurridas, no solo pensó en ensanchar los caminos. Él pensó "fuera de lo común"—pensó en maneras para resolver problemas que cambiarían a la ciudad. Por ejemplo, dijo que Chicago debería tener dos niveles en sus calles principales en el centro de la ciudad para que los camiones transitaran en el nivel inferior. Pensó en soluciones que cambiaron los sistemas de la ciudad.

Burnham hizo dibujos para mostrar sus ideas a las personas. Necesitaba obtener su apoyo. Habló con otros líderes sobre los problemas y planes. Hizo discursos. Era convincente. Era persistente. Nunca se dio por vencido en sus planes. Un amigo suyo llamado Charles Wacker ayudó. Ensambló un libro llamado el Manual de Wacker. Hablaba sobre el plan de Burnham. Cada estudiante de 8vo grado leyó ese libro. Era su libro de texto de ciencias sociales.

Los planes no realizan progreso. Las personas sí. Líderes y ciudadanos hacen los cambios. En 1909, líderes de la ciudad adoptaron el gran plan de Burnham. Entonces tuvieron que obtener dinero para pagar por los cambios que quería. Llevó años, y algunos de los planes no funcionaron, pero muchas de las ideas de Burnham son parte de Chicago hoy en día. Una persona no hizo ese progreso. Los líderes trabajaron para apoyarlo. Los ciudadanos votaron para financiarlo. Toma mucho trabajo para hacer grandes cambios. Requiere liderazgo. Requiere colaboración. Requiere determinación.

Lee Atentamente
Un tema es una manera de pensar sobre un asunto. ¿Cuál es el mejor tema de este texto?

__ 2009 es un año importante para el progreso de Chicago.
__ Daniel Burnham hizo que Chicago progresara.
__ El progreso requiere planeación y colaboración.
__ Persistencia y determinación llevan a progresar.

Respalda tu elección. Busca ejemplos que la respalden. Subraya los ejemplos que la respalden.

What values have shaped Chicago?

Part 5, Learning Guide 2

I can identify the main idea of a passage. (ILS1B)
I can write an extended response. (ILS1C)

This is a section from the Wacker Manual, the required textbook for 8th grade students in Chicago in 1913.

What is the Plan of Chicago?
It is a plan to direct the future growth of the city in an orderly, systematic way.
What is its object?
To make Chicago a real, centralized city, instead of a group of overcrowded, overgrown villages.
What does it mean?
That by properly solving Chicago's problems of transportation, street congestion, recreation, and public health, the city may grow indefinitely in wealth and commerce. It is realized that this is in significance only in connection with Chicago's actual social, intellectual, and moral upbuilding.
The ideal of a city must rise above mere commercial and industrial supremacy, taking the higher ground of becoming an attractive, larger home for its residents of all classes, as well as for the stranger.
Because it affects the happiness and prosperity of all our citizens, and of millions yet to have a home among us, the Plan of Chicago should, in some measure and in some degree, be not only a study of our children but of every citizen.
Each citizen has duties to perform towards his city and rights to claim from it. Unless in some measure he knows those duties and those rights, he can never act a just and independent part. Neglect of the citizen to give some of his time, some of his thought, and some of his money for the public good, if widely distributed, would mean a disaster to the community.
Chicago today stands at the threshold of a great future.
What are we, as citizens, to do to promote the future well-being of our city?
First, we are to study the Plan of Chicago that we may understand it. When that is accomplished, we are to make it clearly and distinctively our ideal.
We are to look forward to carrying out the Plan of Chicago in the broad spirit that an injury to one is an injury to all, and that the well-being of one promotes the well-being of all.

What is the main idea of this passage?

_____

Underline at least 3 sentences that support it.

According to this passage, what values are important to planning?

_____

_____

Extended Response
Based on this reading and your own experience, how are the values of Chicago today different from or the same as the values of the Burnham Plan?

¿Qué valores han formado a Chicago?

Parte 5, Guía de Aprendizaje 2

I can identify the main idea of a passage. (ILS1B)
I can write an extended response. (ILS1C)

Esta es una sección del Manual de Wacker, el libro de texto obligatorio para los estudiantes de 8vo grado en Chicago en 1913.

¿Cuál es el Plan de Chicago?

Es un plan para dirigir el futuro crecimiento de la ciudad de manera ordenada y sistemática.

¿Cuál es el objetivo?

Hacer de Chicago una ciudad real, centralizada, en vez de un grupo de aldeas sobre pobladas y con crecimiento excesivo.

¿Qué significa?

Que al resolver correctamente los problemas de Chicago como transporte, congestión de las calles, recreación, salud pública, la ciudad podrá crecer indefinidamente en riqueza y comercio. Está claro que esto es significante solamente en la medida en la que se conecte con la edificación actual de Chicago en lo social, intelectual y moral.

El ideal de una ciudad debe erigirse por encima de la mera supremacía comercial e industrial, tomando la opción superior de convertirse en un hogar atractivo, más grande para sus residentes de todas las clases, al igual que para los desconocidos.

Porque afecta la felicidad y prosperidad de todos nuestros ciudadanos, y de millones que aún no tienen un hogar entre nosotros, el Plan de Chicago debería, en cierta forma y medida, ser no solo el estudio de cada niño sino de cada ciudadano.

Cada ciudadano tiene deberes que llevar realizar hacia su ciudad y derechos que reclamar por ello. A menos en cierta medida sabe que esos deberes y derechos, no pueden actuar como una parte independiente y justa. Negligencia por parte del ciudadano en dar alguna parte de su tiempo, algunos de sus pensamientos, y algo de su dinero para el bien público, si se distribuye ampliamente, significaría un desastre para la comunidad.

Chicago hoy en día se encuentra en el umbral de un gran futuro.

¿Qué debemos hacer, como ciudadanos, para promocionar el bienestar de nuestra ciudad a futuro?

Primero, debemos estudiar el Plan de Chicago para poder entenderlo. Cuando eso se haya cumplido, claramente debemos hacerlo nuestro ideal.

Debemos mirar hacia el frente para llevar a cabo el Plan de Chicago en el amplio sentir que una herida a uno es una herida a todos, y que el bienestar de uno promueve el bienestar de todos.

¿Cuál es la idea principal de este texto?

_____

Subraya al menos 3 oraciones que lo respalden.

De acuerdo con este texto, ¿qué valores son importantes que se planeen?

_____

_____

Respuesta Extensa

Basado en esta lectura y tu propia experiencia, ¿cómo son diferentes o iguales los valores de Chicago hoy en día a los valores del Plan de Burnham?

Problem Solvers—Our Chicago 2020 Plan Part 5, Learning Guide 3

I can make a plan. (ILS5A)

Make your own plan for Chicago progress. These categories are in the original Burnham plan. Choose one that you think is important. That is your priority. A priority is what is most important. Make your own plan for what you think should happen in the future.

CHOOSE ONE PRIORITY

Improve safety	Improve streets	Improve the mail system
Make streets cleaner	Make traffic flow better	Improve the river
Support museums	Improve the landscape	Improve the park system
Improve housing	Improve recreation	Improve downtown

My Priority: _____

Why I think it is important: _____

_____

What changes I think should be made to improve this part of Chicago:

_____

_____

_____

_____

How this progress could lead to other changes—and more progress:

_____

_____

_____

_____

Show Your Ideas:
Draw a picture or make a diagram to show what how this change would solve the problem. Show how it would lead to Chicago progress.

Solucionadores de Problemas— Nuestro Plan de Chicago 2020

Parte 5, Guía de Aprendizaje 3
I can make a plan. (ILS5A)

Haz tu propio plan de progreso para Chicago. Estas categorías se encuentran en el plan original de Burnham. Elige una que pienses que es importante. Esa es tu prioridad. Una prioridad es lo que es más importante. Haz tu propio plan para lo que piensas debe suceder en el futuro.

ESCOGE UNA PRIORIDAD

Mejorar la seguridad	Mejorar las calles	Mejorar el sistema de correo
Limpiar más las calles	Hacer que el tráfico fluya	Mejorar el río
Apoyar los museos	Mejorar el paisaje	Mejorar el sistema de parques
Mejorar la vivienda	Mejorar la recreación	Mejorar el centro de la ciudad

Mi Prioridad: _____

Por qué creo que es importante: _____

_____

Cambios que creo que se deberían hacer para mejorar esta parte de Chicago:

_____

_____

_____

_____

Cómo este progreso podría conducir a otros cambios—y a más progreso:

_____

_____

_____

Muestra Tus Ideas:
Haz un dibujo o haz un diagrama para mostrar como este cambio resolvería el problema. Muestra como llevaría a progreso de Chicago.

My Plan: How will I be part of Chicago progress in 2020? Part 5, Learning Guide 4
I can make a plan. (ILS5A)

What will you will be doing ten years from today? Make your own plan.

Here are some possible jobs that you could have. Each of these jobs contributes to city progress. Choose one of these or another job you want.

paramedic	sanitation worker	police cadet	reporter
teacher	technology specialist	aquarium worker	park worker
nurse	veterinarian assistant	bus driver	city planning worker
electrician	researcher	social worker	librarian

My job will be: _____

This is how my job contributes to city progress.

_____

_____

This is the neighborhood I will live in then. _____

These are some things I will do to help make my neighborhood a good place to live.

_____

_____

This is why I feel that helping my community is important.

_____

_____

Your job should contribute to Chicago progress. People contribute to Chicago progress personally, too. One way is by voting. Another way is by volunteering.

These are some ways I will personally help make Chicago a better city.

_____

_____

Mi Plan: ¿Cómo seré parte del progreso de Chicago en 2020?
Parte 5, Guía de Aprendizaje 4
I can make a plan. (ILS5A)

¿Qué estarás haciendo en diez años? Haz tu propio plan.

Aquí hay algunas posibilidades de trabajo que podrías tener. Cada uno de estos trabajos contribuye al progreso de la ciudad. Escoge uno de ellos o algún otro trabajo que gustes.

paramédico	trabajador de sanidad	cadete de policía	reportera
maestro	especialista técnico	bibliotecaria	trabajador de acuario
enfermera	asistente de veterinario	investigador	planificador de ciudad
electricista	conductor de autobús	trabajador social	trabajador de parque

Mi trabajo será: _____

Mi trabajo contribuye al progreso de la ciudad de esta manera.

_____

_____

Este es el vecindario en el que viviré. _____

Estas son algunas cosas que haré para ayudar a mi vecindario a ser un buen lugar para vivir.

_____

_____

Esta es la razón por la cual pienso que ayudar a mi comunidad es importante.

_____

_____

Tu trabajo debería contribuir al progreso de Chicago. Las personas contribuyen personalmente al progreso de Chicago. Una manera es votando. Otra es ser voluntario.

Estas son maneras en las que personalmente ayudaré a que Chicago sea mejor ciudad.

_____

_____

Inspire More Progress

Part 5, Learning Guide 5

I can prepare a persuasive letter or presentation. (ILS3C)

Here is an important challenge: inspire seventh graders to be committed to the school, community, and city.

Prepare a presentation to inspire them.

Use this outline to prepare your presentation.

1. Why is it important to be actively involved in supporting progress:
   A. In the school?
   B. In the community?
   C. In the city?

2. Why each person is important to progress.
   A. How one person has made a difference to Chicago.
   B. How other people collaborated to make that difference.

3. What the eighth grade class has done to make our community a better place.
   A. What we decided to do to serve and learn our community.
   B. What we accomplished.
   C. What we learned.

4. Our challenge to you.

Include examples that you know will interest and inspire 7th grade students.

Then write your presentation. It can be a speech. It can be a letter.

A long time ago, someone said, “It takes a village to raise a child.”
That is true.

It takes a child to inspire a city.
That is true, too.

Inspira Más Progreso Parte 5, Guía de Aprendizaje 5

I can prepare a persuasive letter or presentation. (ILS3C)

Aquí está un desafío importante: inspira a los estudiantes del séptimo grado a que se comprometan con la escuela, la comunidad, y la ciudad.

Prepara una presentación para inspirarlos.

Utiliza este esquema para preparar tu presentación.

1. Por qué es importante estar involucrado de manera activa en el apoyo del progreso:
   A. ¿En la escuela?
   B. ¿En la comunidad?
   C. ¿En la ciudad?

2. Por qué cada persona es importante para progresar.
   A. Como una persona ha hecho una diferencia para Chicago.
   B. Como otras personas colaboraron para hacer esa diferencia.

3. Lo que la clase de octavo grado ha hecho para hacer de nuestra comunidad un mejor lugar.
   A. Lo que decidimos hacer para servir y enseñar a nuestra comunidad.
   B. Lo que logramos.
   C. Lo que aprendimos.

4. Nuestro desafío para ustedes.

Incluir ejemplos que sepas que serán de interés e inspirarán a los estudiantes de 7mo grado.

Después escribe tu presentación. Puede ser un discurso. Puede ser una carta.

Hace mucho tiempo alguien dijo “Se requiere de una aldea para criar a un niño”
Eso es verdad.

Se requiere de un niño para inspirar a una ciudad.
Esto también es verdad.