

CHICAGO PROGRESS

EXPANDING CHICAGO LITERACIES READING WRITING THINKING

“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

Literacy Coach Toolkit **Resources to Focus and Guide** **Content Area Reading, Writing, Thinking** **And inspire Chicago Connections**

This toolkit is a project of the Burnham Plan Centennial Committee.
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P O L K B R O S F O U N D A T I O N
a f o u n d a t i o n f o r c h i c a g o f a m i l i e s

Toolkit development: Polk Bros. Foundation Center for Urban Education
In collaboration with the Chicago Public Schools Offices of
Literacy, Language and Cultural Education, and Specialized Services.

Make the Chicago Literacy Connection

Expand Literacies to include:

- ✓ Knowing Chicago, its past and present
- ✓ Making social emotional progress by inspiring students to have their own bold plans, big dreams for their future
- ✓ Connecting reading, vocabulary, writing, and thinking to a city of possibilities, plans, and progress

The Burnham Plan was based on what was—what the planners knew was happening in Chicago in the early 1900s. And what should be—what the planners foresaw Chicago would need to do to be a great 20th century city.

This toolkit is designed to help you make big plans to change the Chicago curriculum: to make learning about Chicago, the visions and plans that have brought progress, the

Make Chicago Progress Vital to Your School

Teachers participating in workshops on March 27th received curricular materials to help them organize their own Chicago units during fourth quarter. The workshops emphasized visions and plans—Burnham’s vision and the plan that has led to changes vital to Chicago’s progress; teacher’s plans for fourth quarter.

- The third grade materials emphasize “choices and changes,” how individuals’ decisions lead to community and city progress.
- The eighth grade materials focus civic commitment and include guides for students to plan and carry out service learning.

Both levels develop students’ reading, writing, and critical thinking abilities aligned with Illinois Learning Standards, ISAT, PLAN and EXPLORE. The initiative emphasizes the decision-making and civic responsibility that are central to the Social Emotional Learning Standards.

challenges we face, and the opportunities the children can realize.

The Toolkit is organized to help Literacy Coaches strengthen the core curriculum as teachers guide students to read/think/write about the city.

Chicago Literacies Progress: Bold Plans Action Plan

What can you do to support and expand teaching and learning about Chicago progress? Here are a few steps you could take.

1. Meet with teachers who participated in the workshops and encourage them to become Chicago teaching leaders—sharing their plans with other teachers.
2. Meet with third grade classes to discuss their ideas and encourage them to plan and prepare Letters to the Mayor explaining their hopes for Chicago’s future
3. Ask teachers to feature the students’ work in bulletin boards so the whole school sees Chicago progress.

What I'll Do	When

Share Progress

- Write an announcement about what you accomplished.
- Send information about your progress to: teacher@depaul.edu
- Share—we will be collecting Letters to the Mayor in May, and other exemplary work will be featured in workshops and websites.





GUIDE GOAL FIVE PROGRESS

Goal five is about applying literacy skills and strategies to learn.

The following materials are resources for your work with teachers—and their work with students—to strengthen learning in the content areas.

All are available online at teachingchicago.org.

Focusing Question:
What choices and changes have people made for Chicago progress?

 <p>Ideas I want the students to understand:</p> <p>People make choices. People make changes with ideas and actions. Choices affect how people live in the future Each person's choices can make a difference.</p>	<p>Skills and Strategies Students will Expand:</p> <p> Read to Learn <i>ILS1C,5A</i></p> <p>Identify ideas and supporting information. Collect and classify information. Infer cause-effect relations. Locate and use information to analyze a situation.</p>	<p> Write to Explain <i>ILS3B</i></p> <p>Communicate about a topic in a paragraph. Write a persuasive letter.</p>	<p> Illustrate to Communicate <i>ILS26B</i></p> <p>Draw pictures to explain vocabulary. Draw pictures to illustrate an event or situation. Create symbols.</p>
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Important Words Students Will Read, Write, and Illustrate:
 cause, challenge, change, choice, citizen, city, community, effect, environment, event, government, idea, leader, legacy, progress, transportation, vision, work

Weekly Focus	Monday Make It Clear	Tuesday Take It Farther	Wednesday Work with It	Thursday Think It Through	Friday Finish to Share
Lesson 1. Chicago: A History of Choices and Changes	Preview the Unit. Begin with: <i>What Important choices and changes have people made in Chicago's history?</i> Show History— Learning Guide 1	<i>What choices and changes did Jean Baptiste DuSable make?</i> Chicago Legacies— Learning Guide 2, part 1	<i>What was Daniel Burnham's Big Idea?</i> Chicago Legacies, Learning Guide 2, part 2 Learning Guide 3, Map History	<i>What skills did Burnham and DuSable use?</i> Skills for Progress, Learning Guide 4	<i>What choices and changes have people made that are part of Chicago today?</i> Start Chicago Word Wall—see Conclusion in Teacher Guide.
Lesson 2. Your Community Today	<i>What happens in my part of Chicago?</i> Community Words, Learning Guide 1	<i>What are important parts of my community?</i> Chart Your Community, Learning Guide 2	<i>How do the parts of my community fit together?</i> Community Map Maker, Learning Guide 3	<i>How do people and government make the community a good place?</i> Charting activity 4 in Teacher Guide.	<i>What makes your community special?</i> Collage activity in Conclusion of Teacher Guide.
Lesson 3. Plan Progress for Your Community.	<i>How do people change a community?</i> A Community Changes, Learning Guide 1	<i>What is important to a community?</i> Community Flag, Learning Guide 2	<i>What does a community leader know and do?</i> Community Leader, Learning Guide 3	<i>How do you communicate about a leader?</i> Expository Communicator, Learning Guide 4	<i>What would improve our community?</i> Improve Your Community, Learning Guide 5
Lesson 4. Your City Today	<i>How and why do people travel in the city?</i> Chicago Transportation, Learning Guide 1	<i>What Chicago job do you want?</i> Chicago Jobs, Learning Guide 2	<i>What would improve our city?</i> Interview Guide, Learning Guide 3	<i>What is your idea of a way to make Chicago progress?</i> Paragraph Writer, Learning Guide 4	<i>What is important to know about Chicago Progress?</i> City Progress, Learning Guide 5, and Display Learning, Guide 6— continues through week 5
Lesson 5. Big Dreams	<i>How can one person make city progress?</i> Better Living in Chicago, Learning Guide 1	<i>What is a big way to improve the city?</i> Big Dreams, Learning Guide 2	<i>What changes should we make?</i> Letter to the Mayor, Learning Guide 3	Revise Letter to the Mayor, and prepare to send it as a class or individual letter.	<i>What do you like about Chicago?</i> Chicago Poem, Learning Guide 4 Unit Assessment – Learning Guide 6, begun week 4

8th Grade Unit Plan Example

Focusing Question:

What should Chicago’s future be—and how can we make that progress?

 <p>Ideas I want the students to understand:</p> <p>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.</p>	<p>Skills and Strategies Students will Expand:</p> <p> Read to Learn <i>ILS1C,5A</i></p> <p>Analyze and infer cause effect relations Summarize Evaluate information Identify and support ideas Infer relationships Compare and contrast</p>	<p> Write to Explain <i>ILS3B</i></p> <p>Synthesize and communicate information Write persuasive passages Write a report</p>	<p> Illustrate to Communicate <i>ILS26B</i></p> <p>Represent ideas with images Illustrate a text to communicate its theme</p>
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Important Words Students Will Read, Write, and Illustrate:
action plan, analyze, collaborate, improvement, legacy, possibilities, priority, progress, service learning, solution, summarize, vision, visionary

Weekly Focus	Monday Make It Clear	Tuesday Take It Farther	Wednesday Work with It	Thursday Think It Through	Friday Finish to Share
1 Chicago: A History of Progressive Thinking	Pre-Assess: What do you know about Chicago’s progress? Draw or write to tell what you know.	“Jigsaw” text from Burnham’s Plan & list one important idea/supporting information	Students use <u>Summarize What’s Important</u> to clarify their Jigsaw topic.	Compare and Contrast Chicago History	Synthesis: What is important to make progress—draw or write to explain your ideas.
2 Chicago Progress Continues	<u>Progress Depends on People</u>	<u>Who are Community Heroes?</u>	<u>Getting It Done</u>	<u>Bold Plans. Big Dreams.</u>	Use <u>Summarize What’s Important</u> to prepare to meet with principal to preview the plan.
3 We Can Make a Difference	<u>8th Grade Legacy Planner to Plan Progress</u>	Choose project for school or community progress	<u>Make an Action Plan</u>	Discuss plans with principal or counselor	Use Persuasive Writer to write about the plan.
4 Our Legacy	Start service project. Students complete learning log daily	Service project continues.	Service project completed.	Students write about project using <u>Narrative Writer</u> .	Students present their “legacy” to seventh grade students.

School Progress Project Guide: Bold Plans. Big Dreams.

I can evaluate information to identify priorities (*ILS5A*).

What changes would expand school progress?

Put principles of planning into practice in your school. Make a plan to improve your school. Planners start by assessing the current situation. List your answers to these two questions.

- What are some really good parts of your school? These are assets, positive parts of your school that help people make progress.
- What are some parts that could improve? List those in the Needs column.
- Start with your own answers to these questions. Then ask your principal about your school's needs and assets.

Assets	Needs

Choose one area to improve. _____

Make a plan. What could you do to improve that part of your school? Be bold. List a few ways to respond.

Here are a few examples of ways students have improved their school.

Need	Response
Better Appearance	<ul style="list-style-type: none"> ▪ Plant a tree, flowers or a garden. ▪ Each classroom decorates its door.
More Parent Involvement	<ul style="list-style-type: none"> ▪ Students write parents letters inviting them to the school. ▪ Set up a parent bulletin board. ▪ Organize a parent section of the library

School Progress Project Guide: Make An Action Plan

How do you organize an Effective Progress Plan?

Our Project: _____

Planners organize an action plan. They figure out the parts of the work and who will do what. Make your plan in a chart. Be sure to include explaining your project to the principal.

Who	Does What	When

After your principal approves, carry out your plan.

Share Progress

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

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 school.
 - What skills you improved.
 - What value you added. Value added means what you have changed. What is the result of the service?
- Give your report to the principal.
- Prepare a speech or letter to the seventh graders explaining what you accomplished and why you did it. Ask them to think about what they will contribute to the school as a class legacy next year.

YOUR CHOICES

Third Grade Unit

Teachers are the most important planners in the city. You choose and design the activities that build the future. We're providing these resources for you to build a unit for fourth quarter that helps students learn about their city of possibilities. These resources are available at <http://teacher.depaul.edu/Chicago.html>

<i>Check the Activity Guides You'll Use/Adapt</i>	What I'll Add
<p>Lesson 1. Chicago: A History of Choices and Changes</p> <ul style="list-style-type: none"> <input type="radio"/> 1—Show History <input type="radio"/> 2—Chicago Legacies <input type="radio"/> 3—Map History <input type="radio"/> 4—Skills for Progress <p>Lesson 2. Your Community Today</p> <ul style="list-style-type: none"> <input type="radio"/> 1--Community Words, Places <input type="radio"/> 2--Chart Your Community <input type="radio"/> 3—Community Map Maker <p>Lesson 3. Progress for Your Community</p> <ul style="list-style-type: none"> <input type="radio"/> 1—A Community Changes <input type="radio"/> 2—Community Flag <input type="radio"/> 3—Community Leader <input type="radio"/> 4—Expository Communicator <input type="radio"/> 5—Improve Your Community <p>Lesson 4: The City Today</p> <ul style="list-style-type: none"> <input type="radio"/> 1--Chicago Transportation <input type="radio"/> 2—Chicago Jobs <input type="radio"/> 3—Interview Guide <input type="radio"/> 4—Paragraph Writer <input type="radio"/> 5—City Progress <input type="radio"/> 6—Display Learning <p>Lesson 5: Big Dreams</p> <ul style="list-style-type: none"> <input type="radio"/> 1--Better Living in Chicago <input type="radio"/> 2—Making Chicago Better <input type="radio"/> 3--Letter to the Mayor <input type="radio"/> 4—Chicago Song <input type="radio"/> Unit Assessment—Show Chicago Progress 	

Teacher Choices 8th Grade Unit Builder

These resources are available at <http://teacher.depaul.edu/Chicago.html>

Check the Guides You'll Use/Adapt	What You'll Add
<p>Burnham and his Legacy</p> <ul style="list-style-type: none"> <input type="radio"/> Bold Plans, Big Dreams, Your City, p. 17 <input type="radio"/> Summarize What's Important, p. 26 <input type="radio"/> Share Your Ideas, p. 27 <input type="radio"/> Show Burnham's Vision, p. 28 <input type="radio"/> The Effects of Burnham's Vision, p. 29 <input type="radio"/> Analyze the Situation, p. 30 <input type="radio"/> Compare /Contrast Chicago History, p. 31 <input type="radio"/> Think Big: Your 2020 Plan, p. 32 <p>Community Heroes</p> <ul style="list-style-type: none"> <input type="radio"/> Progress Depends on People, p. 33 <input type="radio"/> Who Are Community Heroes, p. 34 <input type="radio"/> Getting It Done, p. 35 <p>Making a Difference: Planning Community Progress</p> <ul style="list-style-type: none"> <input type="radio"/> Take a Community Inventory, p. 38 <input type="radio"/> Survey Your Neighborhood, p. 39 <input type="radio"/> Predict Effects of a Change, p. 40 <p>School Progress Guides</p> <ul style="list-style-type: none"> <input type="radio"/> Bold Plans. Big Dreams. p. 42 <input type="radio"/> 8th Grade Legacy Planner, p. 43 <input type="radio"/> Make an Action Plan, p. 44 <input type="radio"/> Possibilities, Plans, Progress, p. 45 <p>Communication Guides</p> <ul style="list-style-type: none"> <input type="radio"/> Summarize What's Important, p. 48 <input type="radio"/> Expository Writer, p. 49 <input type="radio"/> Persuasive Writer, p. 50 <input type="radio"/> Narrative Writer, p. 51 <input type="radio"/> Communication Criteria, p.52 	

ALL THE MATERIALS EMPHASIZE Goal 5 Learning Scaffolds

The State Goal	The Content Connection
<p><i>Illinois Learning Goal 5: Locate, collect, organize, analyze, synthesize, and communicate information and ideas in response to a topic, question, or issue.</i></p>	<ol style="list-style-type: none"> 1. Locate and collect information about _____ 2. Organize the information to understand _____ 3. Analyze the information 4. Synthesize 5. Communicate the learning

Literacy competencies that students exercise when reading/writing about content:

- ✓ can comprehend a broad range of reading materials. (ILS1C)
- ✓ can apply reading strategies to improve understanding and fluency. (ILS1B)
- ✓ can communicate ideas in writing to accomplish a variety of purposes. (ILS3C)

Learning Skills Students Can Strengthen As They Learn About a Topic

Yes, WE can...

- ✓ listen
- ✓ ask and answer HOT questions
- ✓ make notes about readings
- ✓ research a topic in different sources
- ✓ write about a topic
- ✓ use a computer to locate and collect information
- ✓ work collaboratively
- ✓ check work
- ✓ communicate in a variety of formats
- ✓ collaborate
- ✓ **enjoy learning**

Make the Chicago Connection

WHAT IS IMPORTANT TO CHICAGO PROGRESS?

- 1. Locate and collect information about Chicago*
- 2. Organize the information to understand Chicago past and present*
- 3. Analyze the information*
- 4. Synthesize to decide what Chicago should be*
- 5. Communicate your Bold Plans and Big Dreams for Chicago's future*

PQRST IS A CLEAR PATH TO GOAL 5 PROGRESS

P Q R O S T to make sure students learn more.

P Teacher **previews** the learning—sets a **purpose** for reading/listening **doing**.

Q Teacher asks a big question that the students will answer by reading, researching, thinking.

R and **O** Students **read/research** to find information relating to the BIG question, which they **organize** using a graphic organizer.

S Students **summarize** and **synthesize** their learning.

T Students **tell** what they have learned.
They may pair and share.
They may make a booklet or exhibit to show Chicago progress.

TEACHERS CAN PLAN ONE GOAL FIVE LESSON

<p>Goals</p> <p>Learn Ideas</p> <p>Expand Abilities— how to use information to understand ideas</p>	<p>EXPAND KNOWLEDGE</p> <p>Learn more about: _____</p> <p><i>What is the BIG QUESTION that will guide learning?</i></p> <p>Important Words:</p>
<p>Read 1A, B, C</p>	<p>EXPAND ABILITIES: What will students...</p> <p>READ/HEAR _____</p> <p>SEE: _____</p>
<p>Organize 1B, 5A</p>	<p>EXPAND ABILITIES: How will students clarify what they learn?</p> <p>Make a ___ list ___ chart ___ timeline ___ diagram ___ outline</p>
<p>Write/ ILLUSTRATE 3B</p>	<p>EXPAND ABILITIES: How will students communicate what they learn?</p> <p>WRITE</p> <p>___ sentences ___ paragraph ___ letter ___ poem ___ _____</p> <p>DRAW</p> <div data-bbox="891 1346 1395 1562" style="border: 1px solid black; height: 100px; width: 100%;"></div>

How will students share what they learned:

with parents: _____

with other students: _____

Chicago Literacy Plan

<p>Goals</p> <p><i>Learn Ideas</i></p> <p><i>Expand Abilities— how to use information to understand ideas</i></p>	<p>EXPAND KNOWLEDGE</p> <p>Learn more about: Chicago.</p> <p>What is the BIG QUESTION that will guide learning? What is important to Chicago progress?</p> <p>Important Words: progress city urban plan challenge choice change</p>		
<p>Read 1A, B, C</p>	<p>EXPAND ABILITIES: What will students...</p> <p>READ/HEAR: Poem: City of the Big Shoulders History: DuSable, Burnham, Addams</p> <p>SEE: photos of Chicago in the past (Chicago History Museum website)</p>		
<p>Organize 1B, 5A</p>	<p>EXPAND ABILITIES: How will students clarify what they learn?</p> <p>Make a list problems Dusable, Burnham, Addams solved chart of what is and what I think should be</p>		
<p>Write/ ILLUSTRATE 3B</p>	<p>EXPAND ABILITIES: How will students communicate what they learn?</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>WRITE</p> <p>___ sentences</p> <p>___ paragraph</p> <p>_X_ letter to the mayor</p> <p>_X_ poem</p> <p>— _____</p> </td> <td style="width: 50%; vertical-align: top; border: 1px solid black; padding: 5px;"> <p style="text-align: center;">DRAW</p> <p>picture of Chicago as it was</p> <p>picture change I want for Chicago</p> </td> </tr> </table>	<p>WRITE</p> <p>___ sentences</p> <p>___ paragraph</p> <p>_X_ letter to the mayor</p> <p>_X_ poem</p> <p>— _____</p>	<p style="text-align: center;">DRAW</p> <p>picture of Chicago as it was</p> <p>picture change I want for Chicago</p>
<p>WRITE</p> <p>___ sentences</p> <p>___ paragraph</p> <p>_X_ letter to the mayor</p> <p>_X_ poem</p> <p>— _____</p>	<p style="text-align: center;">DRAW</p> <p>picture of Chicago as it was</p> <p>picture change I want for Chicago</p>		

How will students share what they learned:

with parents: **interview parents—what changes do you want in Chicago**

with other students: **present their work to another class**

Teachers might decide to set up a Chicago Week

Plan lessons that develop from introduction through independence.

Focus on Monday **Develop** on Tuesday **Expand** on Wednesday **Assess** on Thursday

Synthesize and Complete on Friday

Example of a Week of CHICAGO learning—and literacies development.

FOCUS: What is important for Chicago progress?

Monday Make It Clear	Tuesday Take It Farther	Wednesday Work with It	Thursday Think It Through	Friday Finish to Share
<p>T: Introduce BIG QUESTION: What is important for Chicago progress? Read speech aloud by a Chicago leader</p> <p>S: List words that give the speech “power”</p>	<p>T: Demonstrate how to identify a theme and supporting examples</p> <p>S: Work with a partner to identify examples of the theme in the speech—complete diagram.</p>	<p>S: Pairs share their speech diagrams.</p>	<p>S: List idea and examples for letter or speech about Chicago’s future.</p> <p>Outline the letter or speech.</p>	<p>S: Write the letter or speech. Exchange with other students.</p>

FOCUS: _____

Monday Make It Clear	Tuesday Take It Farther	Wednesday Work with It	Thursday Think It Through	Friday Finish to Share

THE WEEK CAN START OR END WITH A **WORD BANK**

I can identify words that are important to a topic. (ILS1A)

Topic: _____

WORD	PICTURE show what the word means.	Another word that tells about this word

Write What You Think

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

BANCO DE PALABRAS

Demuestra y Cuenta Lo Que Sabes

I can identify words that are important to a topic. (ILS1A)

Tema: _____

PALABRA	Demuestra lo que significa. Haz un dibujo.	otra palabra que cuente sobre esta palabra. (Puede ser esta palabra en otro lenguaje.)

Escribe Lo Que Piensas

Utiliza tu banco de palabras para escribir lo que piensas sobre este tema.

Learning Scaffolds

The following pages include templates for organizing Goal 5 learning.

The following graphic organizers can be used to learn about many topics.

The examples show how to apply these methods to expand students' skills and their knowledge of their city.

Communication Guide: Summarize What's Important

ILS1B I can summarize what I read.

Topic: _____

List the most important words that you find.

What are the most important things in the passage? Write them in your own words.

Important Points

What is the main idea?

On another page, write a one-paragraph summary.
Include the main idea and a few of the most important points—do not include all the points.

Communication Guide: Expository Writer—What Is

ILS 3B: I can use prewriting strategies to generate ideas and organize my writing.

What is the situation? _____

What's the focus—what idea do I want to explain about it?

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

(You can use the boxes to number the order in which you will include these facts.)

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

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

Communication Guide: Persuasive Writer—What Should Be

ILS 3B: I can write a persuasive text.

What's the issue or problem? _____

What's my vision? _____

How will I start to make sure my reader knows why this is an important problem to solve—and that 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 understands my vision?

Communication Guide: Narrative Writer—How We Made Progress

ILS 3B: I can write a narrative.

What change will I explain? _____

What main parts of the progress will I tell? List them on this time-line.

I'll remember to tell what happened AND how people felt about it.

What persons will I include?

<i>Person</i>	<i>How this person felt about the event</i>

How will I start my narrative?

What will I say to make it clear what I'm telling and **why**?

How will I conclude so people know what was important about it the change?

Communication Guide: Picture Planner

ILS3C: I can communicate in a variety of formats.

Show what you think is important for Chicago's future.

Artists start with an idea.

What's your BIG idea about Chicago's future?

What will you include in your drawing to show that idea? List the things you will include. Include at least one icon. An icon is a symbol, it stands for something else. Use words or sketches to show what you will include.

How will you arrange them to show what's important? That usually goes in the middle.

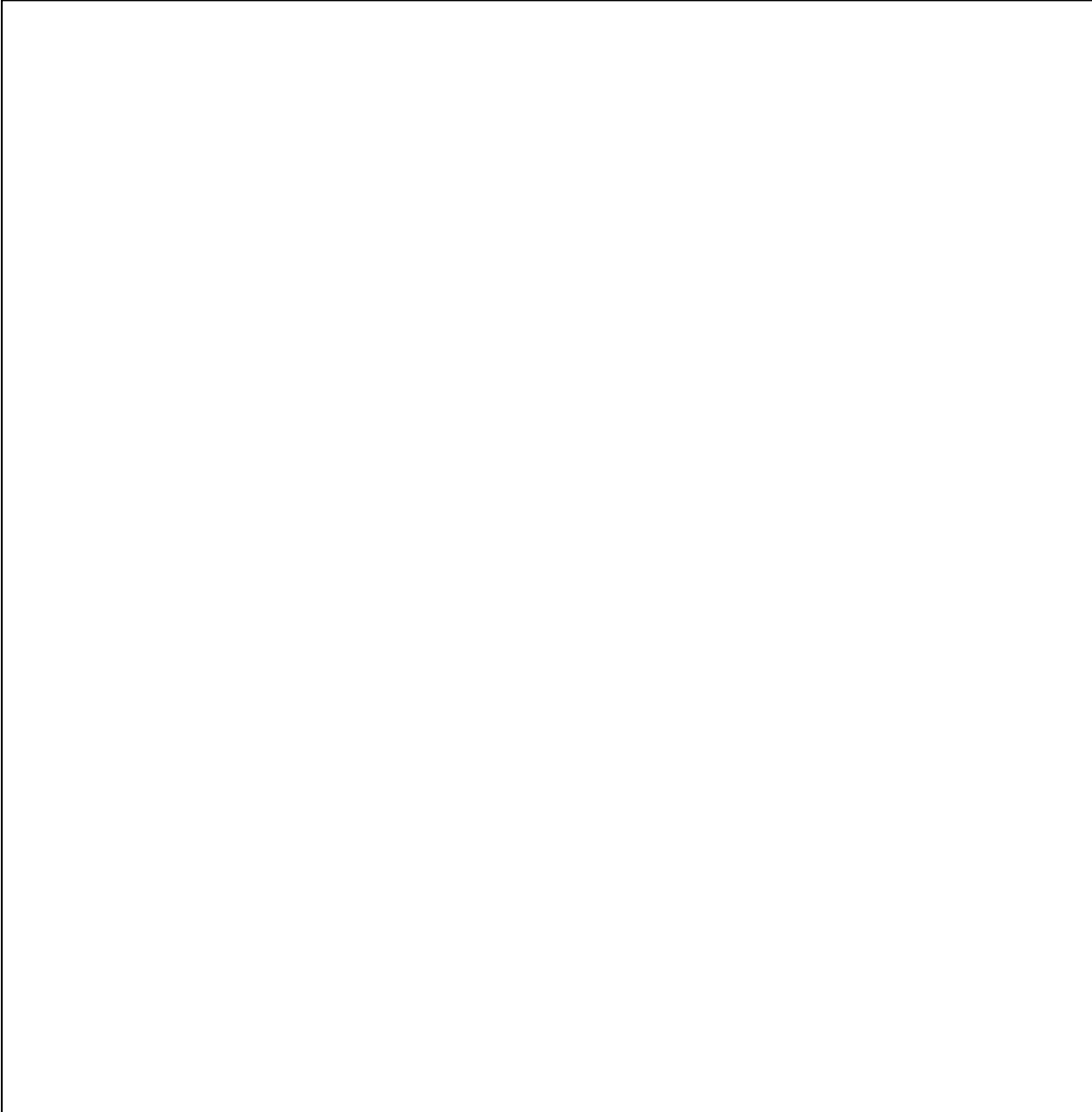
Middle	Background	Foreground

Now, draw your picture.
Then write a label that explains it.

PICTURE WHAT YOU READ

I can identify important information in a text. ILS1C

Draw a picture to show what you read.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture illustrating the content of a text they have read.

What is an important event in Chicago's history?

I can restate a situation presented in text. (ILS1C1b)

I can write to communicate about a situation. (ILS3B1a)

These changes happened in Chicago.

Read each one and talk about it.

Choose one change. Choose one that is very important.

Draw a picture in the box that shows what happened.

1803	The army builds a fort to protect Chicago. There are only 4 cabins here.
1814	There are about 14 houses in Chicago.
1833	The first Chicago public school opens. In 1833, 350 people lived in Chicago.
1834	In 1834, 1,800 people lived in Chicago.
1839	The first daily Chicago newspaper starts.
1843	The first Chicago hospital opens.
1868	Lincoln Park Zoo starts.
1871	The Chicago fire burns up downtown businesses and many homes.
1871-1875	Chicago rebuilds after the fire.
1890	The city begins to build elevated train lines.
1893	There is a big fair—the World Columbian Exposition—and people come from all over the world to Chicago to see all the new things.
1896	The city's first public swimming pool is opened at Douglas Park.
1907	Garfield Park and Conservatory (the "flower house") are built.
1910	The city chooses Burnham's Chicago Plan for its future.
1927	The Municipal Airport (to become Midway Airport) opens.

Draw your picture here.

Write What You Think

Tell what you think about what happened.

Why do you think it's an important change?

I can identify and infer traits. (1B)

You can use this chart to tell about a story or a news report or a history.

<i>PERSON</i>	<i>TRAIT I FIND IN THE TEXT</i>	<i>TRAIT I INFER</i>	<i>WHY I INFER THIS TRAIT</i>

Write What You Think

Write about one person.

Tell what this person does.

Tell how that action shows this person's traits.

How can one person make city progress?

I can restate a situation presented in text. (LS1B1a)

I can write to communicate about a situation. (LS5C1a)

Chicago's Reformer

Reform means fix. Jane Addams saw things in Chicago to fix. She saw slums. A slum is a place. Homes in a slum are poor. They are crowded. Streets are dirty. She wanted to help poor people have a better city. She was a caring person.

Jane Addams set up a place to help people. She did that in 1889. That is more than one hundred years ago. She called it Hull House. Hull House was a settlement house. It helped new Chicago settlers. People came to Chicago from other countries. They needed help. They needed to find a home. They needed to learn English. They needed to learn about the city.

In 1893, there was a depression. That means people lost jobs. They needed even more help. Each week more than 2,000 people came to Hull House for help. They all got help. Jane Addams was very busy.

Jane Addams helped Chicago by talking. She talked with leaders. She talked with the mayor. She told them about the problems. She told them about the slums. She asked them to change things. Sometimes people did not listen. But she kept trying. She made changes. She helped families. She helped neighborhoods. Hull House is still in Chicago today. It still helps people make progress.

Complete this chart to tell about Jane Addams.

TRAIT I READ	TRAIT I INFER	WHY I INFER THIS TRAIT

Write What You Think

How did Jane Addams make progress for Chicago?

How could one person make progress for Chicago today?

I can locate and classify information. (ILS5A/1C)

TOPIC: _____

Category 1	Category 2

Write What You Think (ILS1B, 5A)
What does your chart show?

BIG DREAMS: MAKING CHICAGO BETTER

I can analyze a situation. (ILS5B1a)

What are important changes for Chicago?

Use words and/or drawings to show today.

Then write or draw what you think we should have in the future.

Chicago TODAY	Chicago FUTURE
How people travel	Better ways to travel
Homes now	Better homes
Health and Safety	Better Health and Safety
Put another category here.	

Write What You Think

Write about one change.

Tell: why it is important; how people could make that change.

What will make Chicago a better place to live and work?

I can make a plan (*ILS5A*). I can make a plan based on analyzing a situation (*ILS18B*).

Make your own plans for Chicago progress. The categories below are based on priorities addressed by the Burnham Plan. A priority is what is important.

Choose one that you think is important or identify another that is your own.
Make you own plan for what should happen in the future, just as Burnham did.

- The lakefront
- Parks and playgrounds
- Streets and highways
- Public Transportation
- Railroads
- Museums

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:

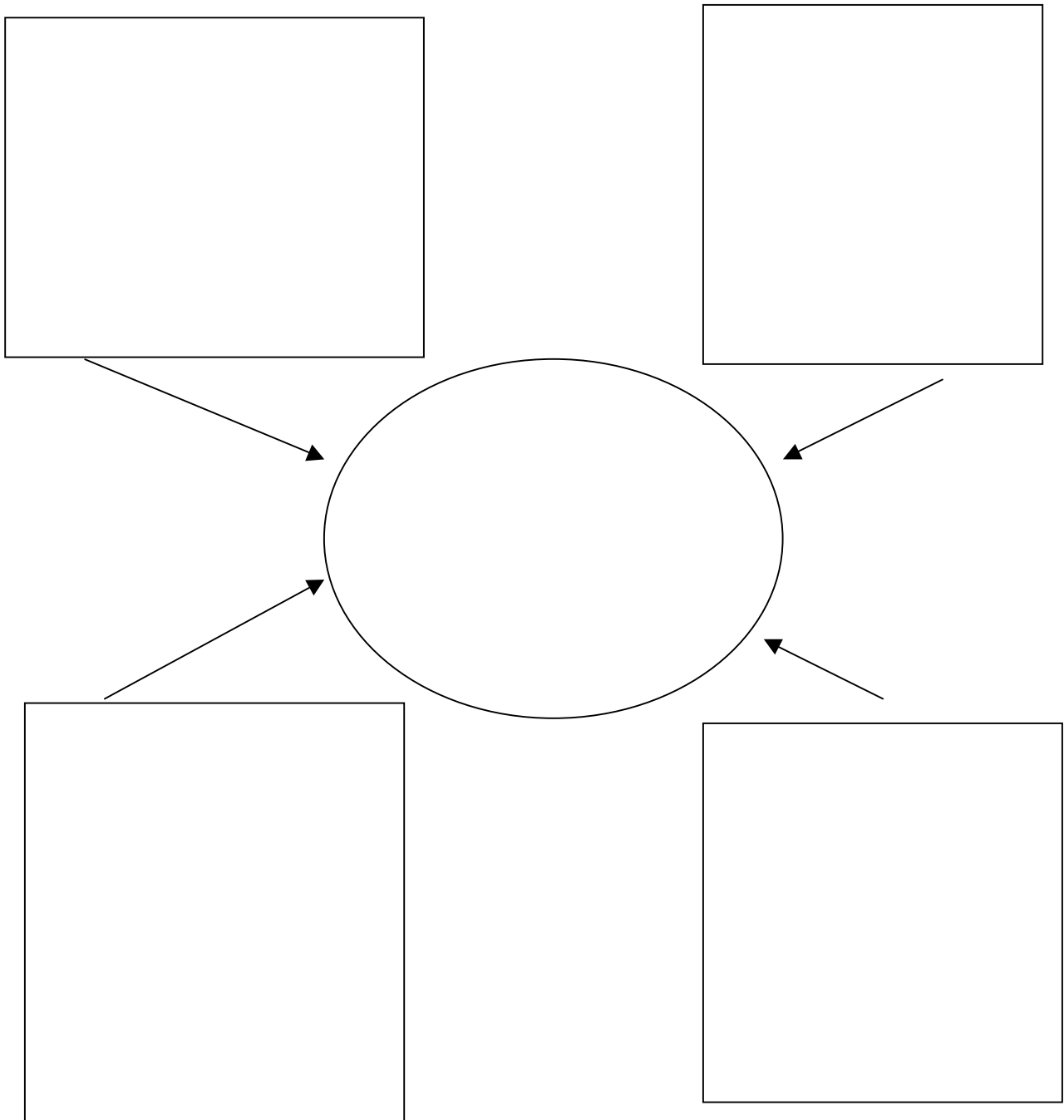
Show Your Ideas: Draw a picture or make a diagram to show what your recommendation would achieve. Then, as a class, put your ideas together in one big plan for the city. You can make a chart, a poster, or a bulletin board.

I can organize information to support an idea.

ILS 5A: I can organize information to support an idea.

Write the idea in the circle.

Then draw pictures or use words in the boxes to show examples that support that idea.



Write What You Think

Explain the idea in your own words.

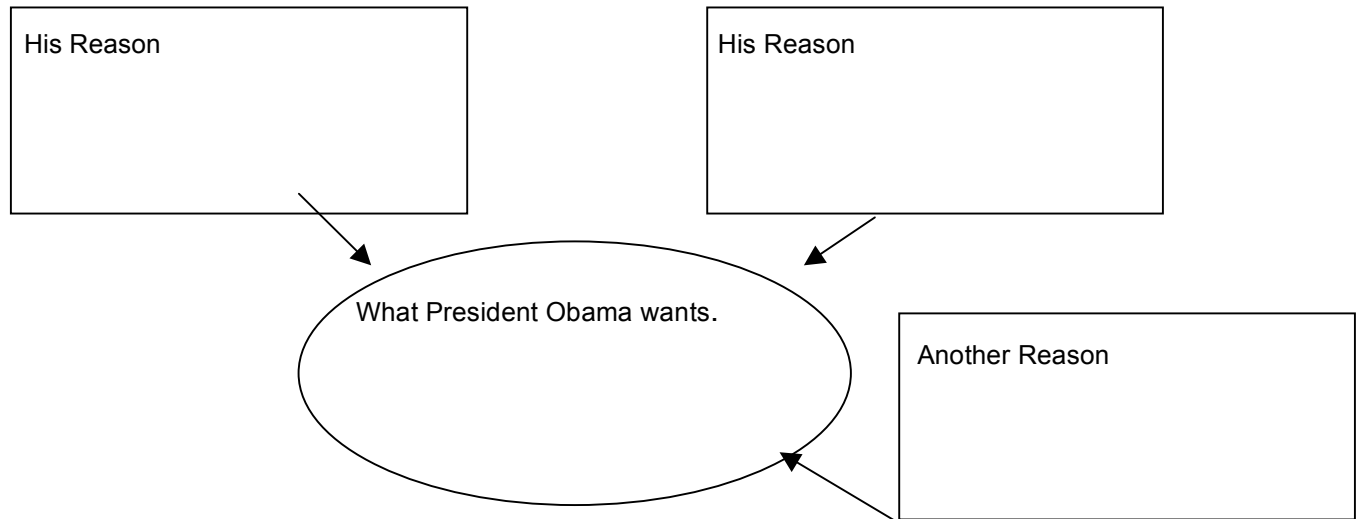
What Does President Obama Want You to Do?

ILS1C: I can identify the main idea and supporting information

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.



Organize Your Thoughts

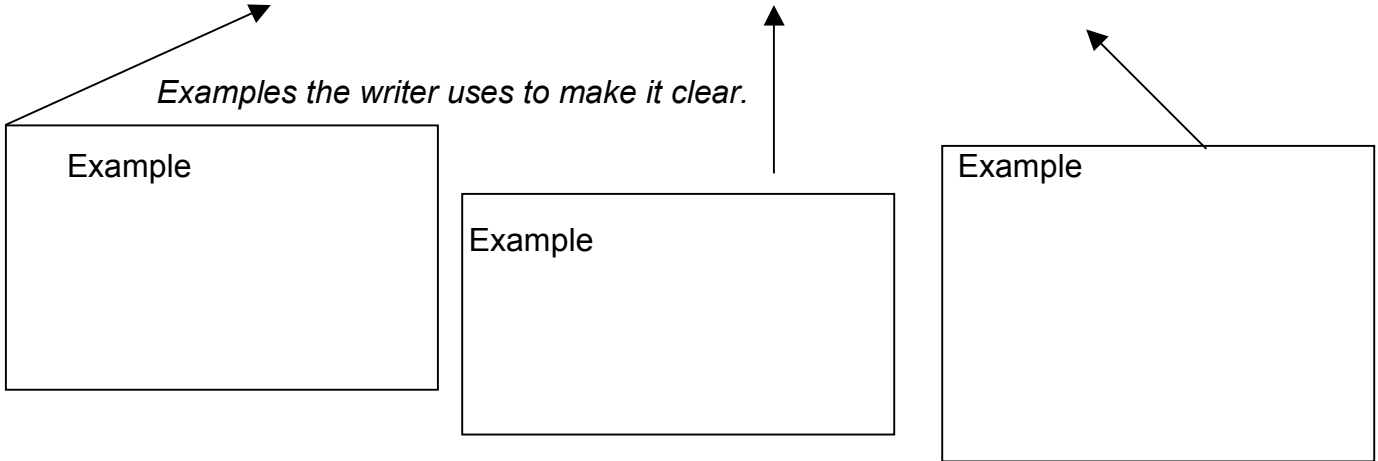
First, answer the question—what does President Obama want students to do? Then put two of his reasons in the boxes. Then add one more reason you think of.

Write your opinion about this idea. Do you agree or disagree? Why?

I can identify a writer's main idea and supporting examples. (ILS1C)

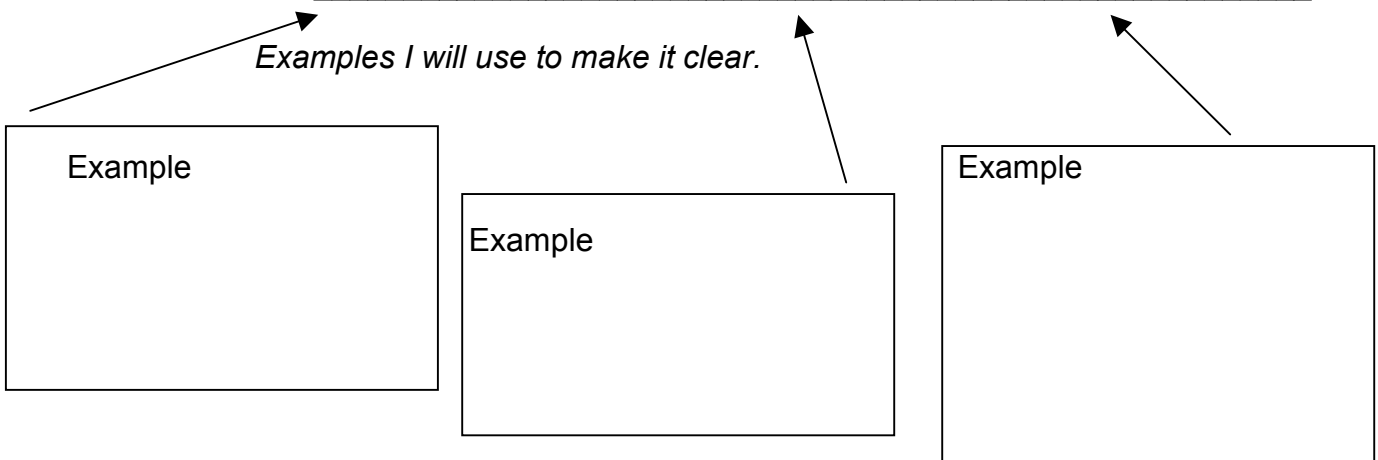
What I read: _____

MAIN IDEA: _____



I can write to support an idea. (ILS3B)

MY MAIN IDEA: _____



What is the vision?

I can identify a main idea in a speech. ILS1C

This is part of the speech that Mayor Harold Washington made when he won the election in 1983.

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

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

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

Think It Through

What is the main idea of the speech? Write it on the line.

List three examples from the speech that support the idea..

MAIN IDEA: _____

Example

Example

Example

Write What You Think

Write a speech about Chicago's progress. Start by writing your main idea. Then list three examples you will use to make that idea clear.

I can locate and classify information about a history or story. (1B)

List the People	
List What Happens	
List Information about the Place	

Jean Baptiste Pointe DuSable, Father of Chicago

I can locate and use information to analyze a situation (*ILS5A1a*). I can write about a topic (*ILS3B1b*).

What choices and changes did Jean Baptiste Point DuSable make?

Jean Baptiste Pointe du Sable came to Chicago more than 220 years ago. He moved here from New Orleans. Chicago was a very small place. He saw things to do. He thought of a way to make it a good place to live. DuSable set up a trading post. A trading post is a kind of business. People get things they need there. They bring things with them. They do not use money buy them. They trade other things for them.

DuSable built his trading post in a good location. He built it at the river near the lake. That way people could get to it by boat. It was easy to find. In those days, people traveled by foot or by boat or by horse. It was long ago. There were no cars. It took a long time to get from one place to another.

It must have been hard to live in Chicago then. DuSable built his cabin by himself. There was no one to help. He had to get the wood and build the walls and roof. There were no stores. The trading post was the first business. DuSable brought tools and other things people needed.

DuSable traded with the Potawatomi. They are Native Americans. They had lived here for many years. In winter it was cold and snowy. It was hard to travel. They made snowshoes so they could walk on the deep snow. He traded tools to them for furs. The Native Americans were able to get things they did not have by trading.

DuSable probably knew Chicago was going to grow. He saw people moving here. They were settlers. A settler is a person who moves to a place and builds a home. Settlers needed furniture. He made furniture. He sold food. His trading post was very important. It helped people get what they needed. DuSable helped people live here. If there were no trading post, they would not have had what they needed.

DuSable left Chicago in 1800. He sold the trading post. He moved to another place in Illinois. After he left, another person ran the trading post. So the business he started was still open. People could get what they needed to live in Chicago. That business was the most important place in Chicago. It was a very small town. But it would grow. That business was the start of Chicago today.

DuSable's legacy is important. In 1968 Chicago called him the "Father of Chicago". His trading post started Chicago's progress. Today there is a museum named for him. There is a DuSable park, too. People remember the changes he made.

People	
What Happens	
Information about the Place	

Draw History

Draw a picture showing what Chicago looked like when DuSable started his business. Draw what you think the trading post looked like. Then write about your picture. Tell why the trading post was important.

I can identify facts and opinions. (1B)

Put statements of facts in column 1 and statements of opinion in column 2.

These are facts I found in the text.	These are opinions I found in the text.

This is how to know if a statement is a fact.

This is how to tell if a statement is an opinion.

What Is Important for Chicago's Future

I can classify facts and opinions. (ILS1C)

One hundred years ago, the Burnham plan inspired Chicago to make great changes. Today, Chicago has another great vision: to host the Olympics in 2016. Chicago will learn in October 2009 if the city will have this opportunity or if it will go to another city. Cities want the Olympics because it is an opportunity to make great changes. It will be an important event for your city. You and everyone else in Chicago can be part of a new great plan.

Mayor Richard M. Daley took the first step in 2006 to get the Olympics; he set up a group to plan for the Olympics. It, too, is a bold plan with big dreams for Chicago's progress. In the plan, Chicago would improve its transportation system, including pedways over Lake Shore Drive. Burnham's plan set the lakefront aside for all the people. But crossing Lake Shore Drive is difficult because of traffic. Pedways will solve that problem.

For 1 billion dollars the city would build Olympic Village at the lakefront. Michael Reese Hospital closed recently. The new housing would go there. This housing for athletes then would be used by Chicago people after the Olympics. Parks around the city would be used for events, and the city would improve those park facilities. The lakefront would be improved, too. When you go to these places after 2016, they will be lasting legacies of this leadership. Three other cities are trying to get the Olympics. So Chicago may not get to have the Olympics.

List three facts	List three opinions

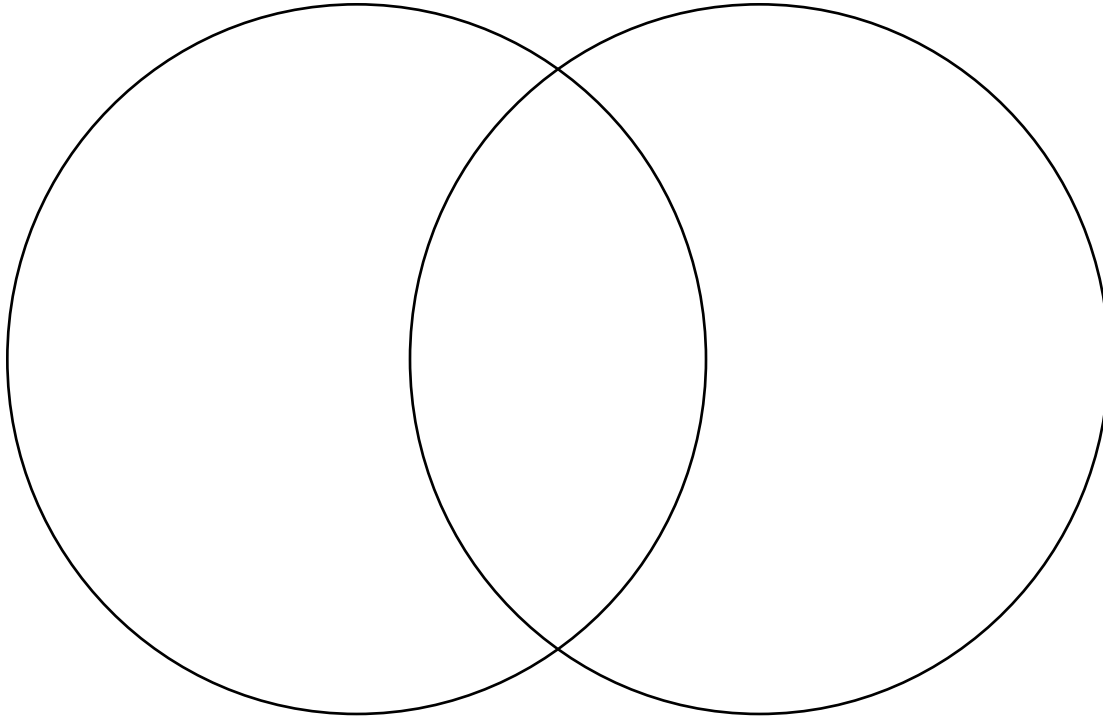
Write What You Think

What is your opinion? Should Chicago get the Olympics? What should Chicago do if the Olympics are in another city.

Compare and Contrast

I can compare information from a variety of sources. ILS5A

Title: _____



THINK IT THROUGH

What are important differences?

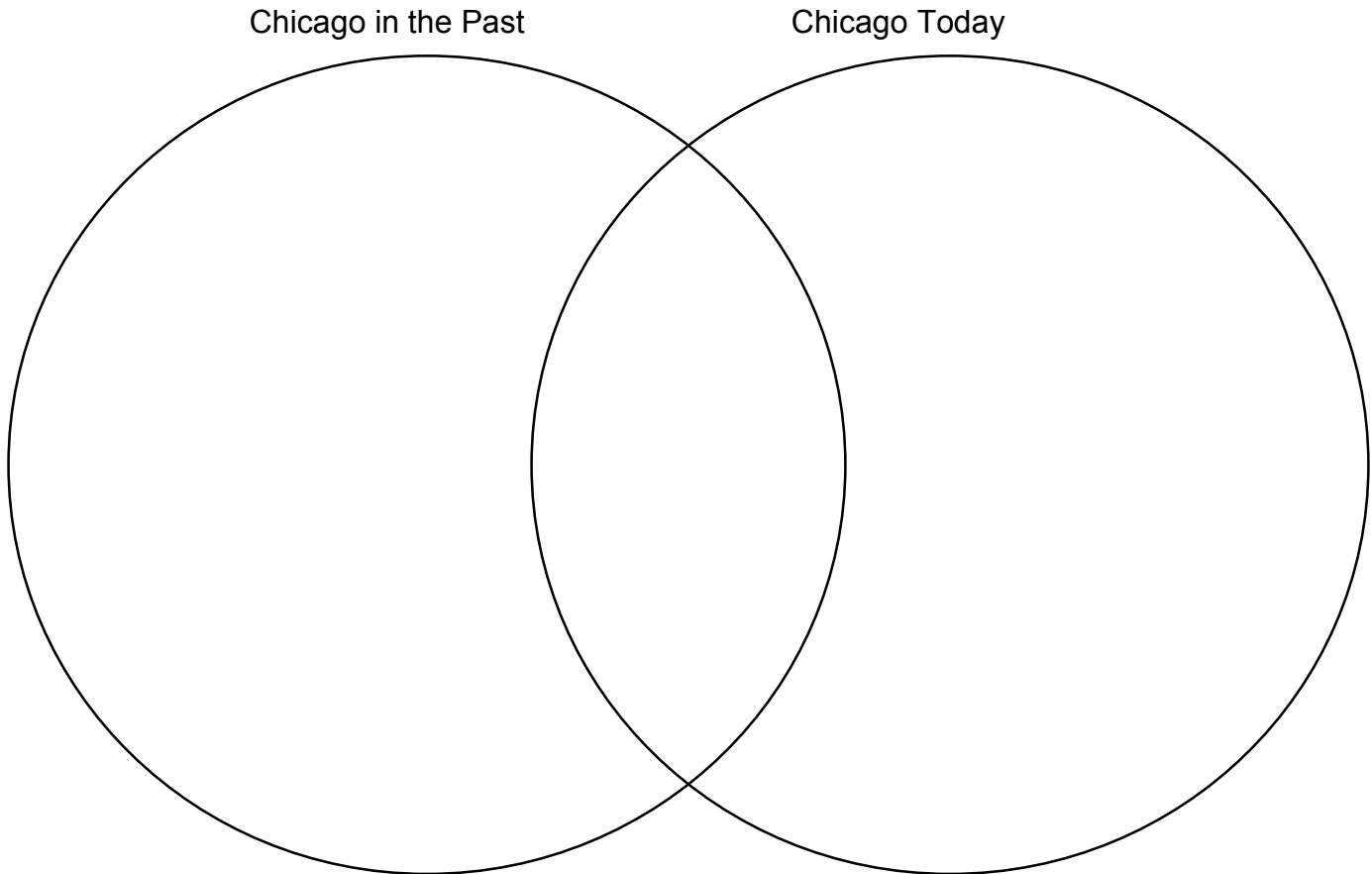
How are they alike?

Are they more similar or different?

Why do you think so?

Write an Article: Chicago Changes

Your assignment from the editor is to write an article about how Chicago has changed. Start by putting information about Chicago was different in the past. Put those in the left circle. In the right circle, put information about how Chicago is different today. In the middle where the circles overlap list any ways Chicago has stayed the same.



Then write your article. Here is the outline for your article.

- | | |
|--------------|---|
| Paragraph 1: | Introduction |
| Paragraph 2: | How Chicago was different in the past |
| Paragraph 3: | How Chicago is different from the past today |
| Paragraph 4: | What has stayed the same in Chicago in past and present |
| Paragraph 5: | What I think the most important change has been |
| Paragraph 6: | What I think people should change for Chicago's future |
| Paragraph 7: | Conclusion: What I've learned by writing this report. |