

Choices and Changes

Reading Anchor Standard 3: Analyze how and why **individuals, events, and ideas develop and interact** over the course of a text.

	READING LITERATURE	READING NONFICTION/INFORMATIONAL TEXT
K	With prompting and support, identify characters, settings, and major events in a story.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
1	Describe characters, settings, and major events in a story, using key details.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
2	Describe how characters in a story respond to major events and challenges.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
4	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
5	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
6	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
7	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
8	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
9-10	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Social/Emotional Development is the Essential Core

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

<i>Standards</i>	<i>How Family Focus Supports Student Development</i>
A. Identify and manage one's emotions and behavior.	
B. Recognize personal qualities and external supports	
C. Demonstrate skills related to achieving personal and academic goals.	

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

<i>Standards</i>	<i>How Family Focus Supports Student Development</i>
A: Recognize the feelings and perspectives of others.	
B. Recognize individual and group differences	
C: Use communication and social skills to interact effectively with others.	

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

<i>Standards</i>	<i>How Family Focus Supports Student Development</i>
A: Consider ethical, safety, and societal factors in making decisions.	
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	
C: Contribute to the well-being of one's school and community.	

Analyze a Story; Advise the Characters

CCSSR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCSSW1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Situation:

One character's positive choice:

Choice: _____

Reasons: _____

Effects on Others: _____

What would have happened if the character made a negative choice?

Write a letter.

Write to a character who made a positive choice. Explain why that choice made a difference.

OR

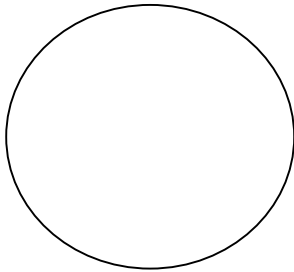
Write advice to a character who made a negative choice. Explain what the character should have done and why—and what the character should do in the future.

Determined to Make Progress

CCSSR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Analyze how one person brings about progress.

Individual

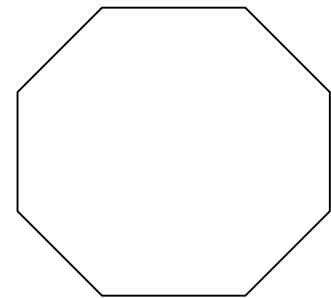
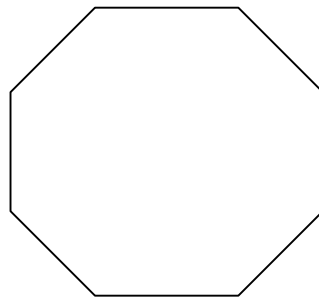
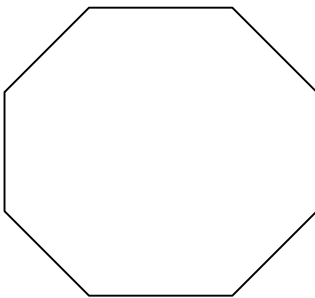


Character Traits

GOAL

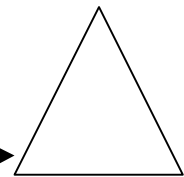
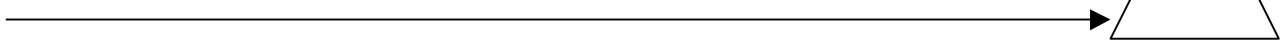


Obstacles



Actions

Note steps the person took to make the change.



Support: Add persons who supported this progress.

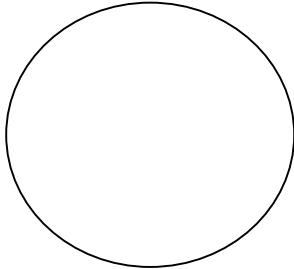
Summarize: Write a summary of what this person's persistence shows.

Determined to Make Progress

CCSS Reading Anchor Standard 3

Analyze how and why individuals, events, and ideas develop and interact over the course of a [situation].

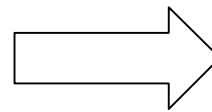
YOU!



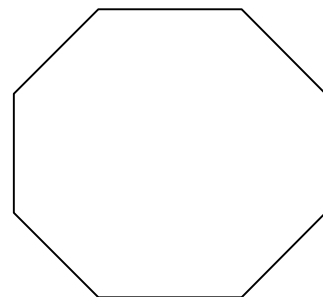
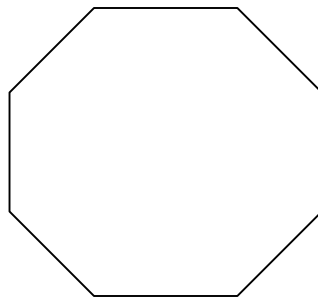
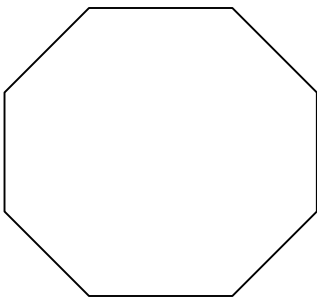
Traits

Challenge: Connect Common Core Standards and Your Program.

Choice



Obstacles



Actions

Steps to make the progress.

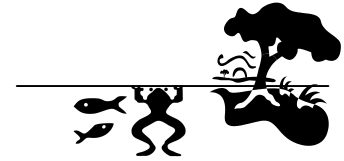


Chicago Physical Environment Time Line, 1800–1932

Línea de Tiempo del Ambiente Físico de Chicago, 1800-1932

This time-line lists events that took place that directly or indirectly affected the physical environment in Chicago. Choose one event. Then infer:

- immediate effects on the environment
- effects that would follow later
- cause or causes of each event
- who made the choices that led to these changes



1803	The U.S. Army builds Fort Dearborn.	El Ejército de E.U. construye el Fuerte Dearborn.
1825	There are about 14 houses in Chicago.	Hay alrededor de 14 casas en Chicago.
1830	The first streets and lots are laid out.	Las primeras calles y terrenos se establecen.
1832	A lighthouse is built. Sawmills are built on Hickory Creek.	Construyen un faro. Construyen aserraderos en Hickory Creek.
1833	A law is passed to stop river pollution.	Se establece una ley para detener la contaminación del río.
1836	People complain about ponds on LaSalle Street where many frogs live. People are upset because frogs are attacking them (jumping out of their homes and getting people muddy).	Las personas se quejan de charcos en la calle LaSalle donde viven muchas ranas. Se molestan porque las ranas las atacan (saltan de los charcos y manchan a las personas con lodo).
1844	Lake Park is dedicated. (Later it becomes Grant Park.)	Dedican el Lake Park. (Más adelante se convierte en Grant Park).
1848	The Illinois and Michigan Canal is finished. It is 96 miles from the south branch of the Chicago River to the Illinois River and it links the Great Lakes and the Mississippi Valley. From 1848–1855 there is a cholera epidemic, partly due to the poor sanitary conditions (Chicago is very swampy in some places).	Se termina el Canal de Illinois y Michigan. Tiene una longitud de 96 millas de la sucursal del sur del Río de Chicago al Río de Illinois y une los Grandes Lagos y el Valle Mississippi. De 1848-1855 hay una epidemia de cólera, en parte debido a las condiciones de salubridad (Chicago es muy pantanoso en algunas áreas).
1849	Fire destroys the rebuilt Tremont Hotel and 19 other buildings. There is a big flood, and the Clark Street Bridge is washed away by the rushing water and ice.	El fuego destruye el reconstruido Hotel Tremont y otros 19 edificios. Hay una gran inundación, y el puente en la calle Clark es destruido por el agua y el hielo que corre.

1853	The first Water Works is built.	Se construye el primer Water Works.
1854	2,424 people die of cholera due to swampy conditions and poor drainage.	2,424 personas mueren de cólera debido a las condiciones pantanosas y el drenaje inadecuado.
1855	The city begins to raise the street level to improve drainage. George Pullman comes to Chicago to work as an engineer and contractor. In 1854, he had demonstrated how to raise buildings by raising the Tremont Hotel 8 feet with 500 men and 2,500 jackscrews.	La ciudad comienza a elevar el nivel de las calles para mejorar el drenaje. George Pullman viene a Chicago para trabajar como ingeniero y contratista. En 1854, demostró como elevar edificios al elevar el Hotel Tremont 8 pies con 500 hombres y 2,500 gatos de tornillos.
1856	The first wooden pavement is laid on Wells Street from Lake to South Water streets.	El primer pavimento de madera es colocado en la calle Wells de las calles Lake a South Water.
1866	There is a cholera epidemic.	Hay una epidemia de cólera.
1867	A sanitary water system is set up.	Un sistema de salubridad para el agua se establece.
1871	The Chicago fire destroys much of the center of the city. It destroys Field and Leiter’s firm, which loses \$3,500,000 in property. It also destroys Gurdon Hubbard’s business, the Tremont Hotel, newspaper offices, McCormick’s reaper factory, and many, many more buildings. About 300 people die in the fire and about 90,000 lose their homes. Debris from the fire is dumped in the lake along Lake Park. This makes the lakefront a bigger place—it becomes Grant Park.	El incendio de Chicago destruye la mayor parte del centro de la ciudad. Destruye la compañía Field y Leiter’s, que pierde \$3,500,000 en daños a propiedad. También destruye el negocio de Gurdon Hubbard, el Hotel Tremont, oficinas de periódicos, la cosechadora de McCormick, y muchos otros edificios. Alrededor de 300 personas mueren en el incendio y 90,000 más pierden su hogar. Desechos del incendio se tiran en el lago alrededor de Lake Park. Esto ocasiona que crezca el frente del lago—se convierte en Grant Park.
1872	A new city law forbids wooden buildings in the downtown area.	Una nueva ley de la ciudad evita que se construyan edificios de madera en el centro.
1900	The sanitary canal system, constructed between 1894–99, is opened. Part of this project includes reversing the flow of the Chicago River so that it flows out of Lake Michigan instead of flowing into Lake Michigan. Now canals will carry the water to water treatment plants. These canals will also help with shipping.	Se abre el sistema de canal de salubridad, construido entre 1894-99. Se concluye el trabajo en el canal de salubridad que lleva construyéndose desde 1894. Se abrirá para uso en 1900. Parte de este proyecto es revertir el flujo del río de Chicago para que fluya fuera del Lago Michigan en vez de fluir hacia el Lago Michigan. Ahora los canales llevarán el agua a plantas de tratamiento. Estos canales también ayudarán con los embarques.

Chicago Legacy

What choices and changes did Jean Baptiste Point DuSable make?

Read this history to learn about DuSable, a person who changed Chicago. He lived here long ago and made choices that led to changes. The changes he made are still important today. He left you a legacy.

Jean Baptiste Pointe du Sable was born in Haiti to a French father and an African slave mother. He chose to come to Chicago more than 220 years ago. When DuSable came here, Chicago was not yet a city. There were no cars, or buses, or trains. There were no shopping malls or street lights, or tall buildings. Lake Michigan was here, the Chicago River was here, and tall-grass prairies grew all around. Only about 350 people lived here. It was very quiet even in the daytime and at night it was very dark.

DuSable chose to come to Chicago because it was a place where people traded with one another for the things they needed. The Potawatomi were Native Americans who lived near Chicago. They traded food and animal furs with each other and with European explorers. Chicago was a good place for trading because it is the place where the lake and the river meet. Even though it was hard to travel, people could get here by boat, by walking, or riding horses along the trails. In the winter when the ground was frozen and the snow was deep, the Potawatomi made snow shoes so they could travel to Chicago from their villages.

When DuSable came to Chicago, he had a hunch that the city was going to grow. He saw that more and more settlers were moving here. Settlers are people who move to a new place and build homes. DuSable also saw that there was no set place for people to trade or get what they needed. He decided to build a trading post. Building a trading post was hard work for DuSable. There were no stores where he could buy lumber or tools. There were not many people around to help him. He had to come up with a plan for how the trading post would look. He had to find and cut the wood he needed to build it. When he finished, the trading post had several small buildings. There was a cabin to live in, a barn, a stable, a bake house, a dairy a chicken coop and a workshop.

DuSable was right that the city would grow. More and more people came to Chicago to live, and they needed food, clothing, and furniture. They could get these things at DuSable's trading post. His business grew and became the starting point for the City of Chicago as we know it today.

DuSable's trading post is long gone, but today if you go to the place where the Chicago River and Lake Michigan meet, you will see that it is filled with stores and with people who travel to Chicago to get the things they need. This is DuSable's legacy. In 1968 the City named him the "Father of Chicago."

Draw History

Draw a picture showing what Chicago might have 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.



La herencia de Chicago

¿Qué decisiones y cambios hizo Jean Baptiste Point DuSable?

Lee esta historia para aprender sobre DuSable, una persona que cambió Chicago. Vivió aquí hace mucho tiempo y tomó decisiones que promovieron cambios. Los cambios que hizo aun son importantes hoy. Te dejó una herencia.

Primera parte: *El Padre de Chicago*.

Jean Baptiste Point du Sable nació en Haití. Su padre era francés y su madre era una esclava africana. Decidió venirse a Chicago hace más de 220 años, cuando Chicago aún no era una ciudad. No había automóviles, ni autobuses, ni trenes. No había centros comerciales, ni luces en las calles, ni grandes edificios. Tan solo las praderas de hierba alta rodeaban el Lago Michigan y el Río Chicago. Unas 350 personas vivían aquí, en un ambiente silencioso durante el día, y oscuro por la noche.

DuSable decidió venirse a Chicago porque abundaba el comercio entre la gente. Los Potohuatomí eran indígenas americanos que vivían cerca de Chicago. Trocaban comida y pieles entre ellos mismos y con exploradores europeos. Chicago era un buen sitio para hacer comercio porque es punto de encuentro entre el río y el lago. Aunque resultaba difícil viajar, la gente podía llegar en barco, o andando o a caballo por los senderos. En el invierno, los Potohuatomí hacían zapatos para que pudieran viajar a Chicago desde sus pueblos por la tierra congelada y a través de la nieve profunda.

Cuando DuSable llegó a Chicago, sospechó que la ciudad iba a crecer. Vio que más y más colonizadores se trasladaban aquí. Colonizadores son gente que van a un nuevo sitio y construyen casas. DuSable también notó que no había ningún sitio fijo donde la gente pudiera comerciar u obtener lo que necesitaba. Decidió construir un lugar comercial.

Construir un establecimiento de comercio fue mucho trabajo para DuSable. No habían tiendas donde podía encontrar ni madera, ni herramientas, y tampoco había mucha gente para ayudarlo. Tuvo que planificar el lugar y conseguir y cortar la madera que necesitaba para construirlo. Cuando terminó la construcción, el establecimiento de comercio contaba con varios edificios pequeños: una cabaña de madera en donde vivir, un granero, un establo, una panadería, una lechería, un gallinero y un taller.

DuSable acertó: la ciudad creció. Más y más gente vino a Chicago para vivir y dado a que necesitaban comida, ropa y muebles, podrían abastecerse en el establecimiento de comercio de DuSable. Su negocio creció y fue el inicio de la Ciudad de Chicago como la conocemos hoy día.

Hace tiempo que desapareció el establecimiento comercial de DuSable, pero hoy día si vas adonde se encuentra el Río de Chicago y el Lago de Michigan, verás que esta lleno de tiendas y de gente que viaja a Chicago para encontrar lo que necesita. Esta es la herencia de DuSable. En 1968 la Ciudad lo nombró el “Padre de Chicago”.

Dibuja la historia.

Dibuja Chicago cuando DuSable empezó su negocio. Muestra el establecimiento de comercio tal como te lo imaginas. Luego explica porque el establecimiento de comercio era importante.

School Progress Planner

Make a contribution to your school or community.

Start here.

Which will you help:

_____school _____community

(If you help either one you help the other.)

What kinds of projects could you do?

Here are some examples.

Plant a tree.

Paint a place.

Write a history of your school or community.

Work with 7th graders to help them prepare to succeed in 8th grade.

Make a school resource guide

Construct a school history museum.

Your turn—add other projects

Choose the project that will:

Make a lasting difference

Be important to the school and community

Is something your group has the time and skills to complete.

School Progress Project Guide: Make An Action 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

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 school.
 - 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 and Local School Council or another group

PLAN A BETTER CITY

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; what people would do to make that change.