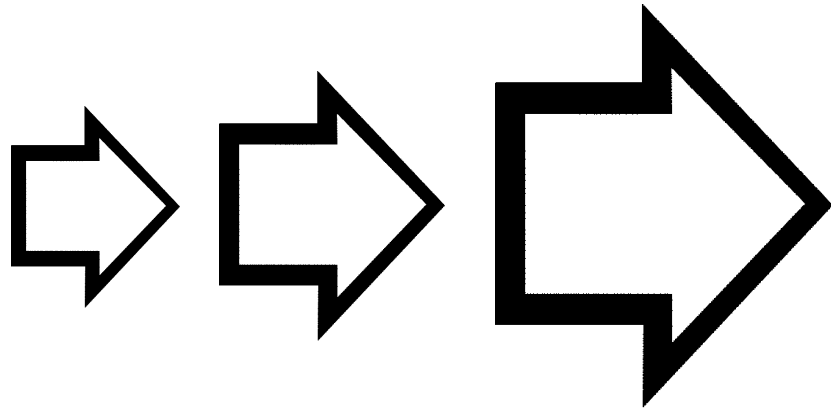


2020 Progress



**Expand Nonfiction
Learning Competencies**

Recommended Resolution for 2020 Learning:

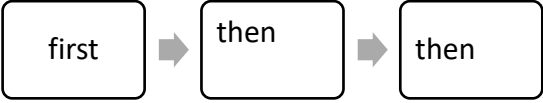
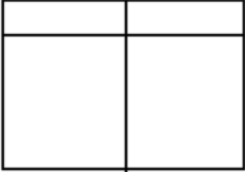
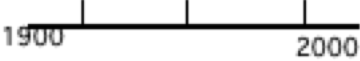
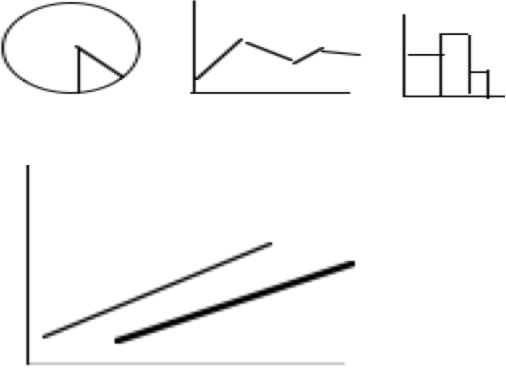
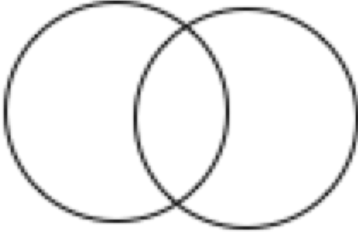
Use graphic organizers to

Demonstrate

Guide

Assess

Improve

<p>LISTS</p> <ul style="list-style-type: none"> • • • • • 	<p>Flow Charts</p> 
<p>CHARTS</p> 	<p>TIME LINES</p> 
<p>GRAPHS</p> 	<p>DIAGRAMS</p> <p>Venn Diagram</p> 

Show Inferences

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

Category	literal <i>(stated in the text)</i>	inferential <i>(based on the text)</i>
housing	The Native Americans of the Chicago area had summer homes and winter homes.	
transportation	The Native Americans of the Woodlands had snowshoes.	
food	The Native Americans of this area planted foods.	

Analyze, Infer to Classify

What is the characteristic they have in common?

Graphic Organizer Assessment Rubric

Usually a graphic organizer is part of a process, it is a way to organize information, **an intermediate step to writing about a topic or situation or organizing more ideas and information for a unit or presentation.**

It can be a “**pre-writer**” that students use to focus their writing. Even if the student only writes a sentence or paragraph based on the graphic organizer, that writing step is essential to ensuring that the student thinks through the ideas and information in the graphic.

Students should meet the following criteria when making a graphic organizer:

- ✓ **Is it complete?**
- ✓ **Is it correct?**
- ✓ **Is it clear?**

The following rubric can be used as a **checklist** for making sure that the organizer is complete and useful as students base their writing on the information they have organized. *Students can improve their responses so they reach the top level.*

SHOW CLEAR THINKING

Rating	Requirements
4	<input type="checkbox"/> Provides information for each part of the organizer <input type="checkbox"/> All information is correct <input type="checkbox"/> Gives organizer a title (if it does not have one) <input type="checkbox"/> Writes about the organizer—an explanation, summary, or application of what the organizer presents (complexity varies with grade level—from sentence through extended response) <input type="checkbox"/> Cites the source of the information (grades 5-8)
3	<input type="checkbox"/> Provides information for each part of the organizer <input type="checkbox"/> All information is correct
2	<input type="checkbox"/> Provides information for most parts of the organizer <input type="checkbox"/> Most information is correct
1	<input type="checkbox"/> Provides information for part of the organizer <input type="checkbox"/> Some information is correct

Reading Resource Websites

Common Lit

<https://www.CommonLit.org>

Grades three through twelve, English and **Spanish**, fiction and nonfiction.

NewsEla

<https://newsela.com>

2-6 nonfiction—basic level is free; next level is subscription cost

Readworks

<https://www.readworks.org>

K-12 fiction and nonfiction—no cost.

Scholastic Teachables

<https://teachables.scholastic.com>

K-6 fiction and nonfiction—1-month guest account (free) or 1-year account for \$29.95. Includes **K-1 Spanish**.

Smithsonian Tween Tribune

<http://www.tweentribune.com>

K-12, English and **Spanish**, nonfiction—no cost.

Teacher Core

<http://teachercore.org>

Grades 1-8 One-Page poems, stories, nonfiction plus graphic organizers

To adjust reading levels of texts:

Rewordify.com

Reading/Thinking/Writing Connection

Polk Bros. Foundation Center for Urban Education teacher.depaul.edu

Common Core Literacy Standards: A Concise Listing

The following statements list the focuses of each of the Reading and Writing standards.

Reading Standards

Ideas and Information

1. Read carefully to figure out what the text says, then infer with evidence.
2. Figure out the central idea (nonfiction) or theme (literature)
3. Analyze relationships—among characters, plot (fiction), among ideas (nonfiction)

Craft and Structure

4. What are the important words and what do they mean in this context?
5. What choices did the writer make—techniques, components, structure?
6. What is the writer's purpose?

Integration of Ideas and Information

7. Integrate ideas and information from different kinds of sources
8. Evaluate the strength of evidence for a position (only for nonfiction)
9. Compare and contrast different presentations of the same topic or theme.

Writing Standards

Text Types and Purposes:

1. Argumentative
2. Explanatory
3. Narrative

Production and Distribution of Writing

4. Make it coherent and clear—well organized.
5. Plan it then revise it.
6. Use technology to “publish” it

Research to Build and Present Knowledge

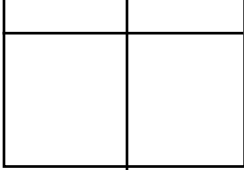
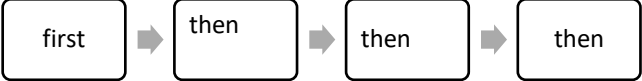
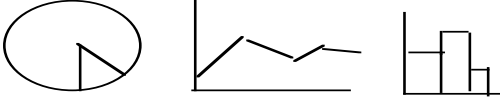
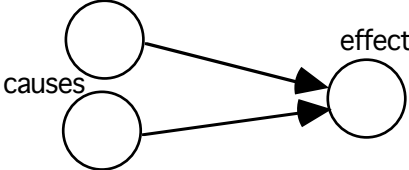
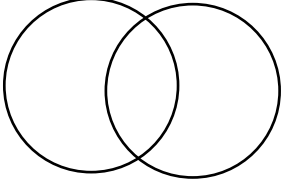
7. Research to respond to a focus question.
8. Integrate information from different kinds of sources.
9. Support research and analysis with evidence.

For the complete standards, go to

<http://www.corestandards.org>

THINK MORE

Add writing to Graphic Organizers to increase learning.

<p>Summarize</p>  <p>Explain what the chart shows</p>	<p>Sequence, Analyze Events</p>  <p>Explain which event is most important.</p>
<p>Identify Patterns, Analyze Relationships</p>  <p>Write to explain patterns and relationships that the graph shows.</p>	<p>Infer Causes for an Effect</p>  <p>Write about the causes—which is most important?</p>
<p>Compare, Contrast</p> <p>Venn Diagram</p>  <p>Explain what the important differences are.</p>	<p>List</p> <p>Topic: _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <p>Use this list to write about the topic. Put numbers in front of the items in the list—order them in the order you will write to explain the topic.</p>

Early Chicago

The Environment

Before there was a city of Chicago, it was a hard place to live. There were no stores or streets. It was very cold in the winter and hot in the summer. There was a lot of snow in winter, so it was hard to travel. In spring, there was a lot of rain and mud, which made it hard to travel then, too.

Show what the place was like. First, underline the words and phrases that tell about the place. Then use them to show early Chicago in the rectangle—draw what it was like then.

--

A Change

More than 200 years ago Jean Baptiste Point DuSable came to this place. He built a cabin on the river. He opened a trading post. A trading post is a place where people bring things they have and trade them for things they need. At first he traded with Native Americans.

Show or tell what happened. First, underline the information that tells what happened. Then draw or write it here. Show what happened first, second, third.

--	--	--

What do you think happened next? Tell what you think happened and why you think that.

CHALLENGE CHOICE CHANGE**DuSable Overcomes Challenges and Makes an Important Change**

Jean Baptiste Pointe du Sable came to Chicago more than 220 years ago. Chicago was a very small place then. Only about 350 people lived here. It must have been hard to live in Chicago then. Winters were snowy. In spring the ground was muddy. There were no stores. People had to build their own homes.

DuSable chose to come here because it was a place where he could build a trading post. A trading post is a kind of business. People get things they need there. They trade other things for them.

DuSable built his trading post himself. He had plan how the trading post would look. He had to find and cut the wood he needed to build it. It was hard work.

DuSable chose a good location for the trading post. He built it at the river near the lake. That way people could get to it by boat. In those days, people traveled by foot or by boat or by horse.. When DuSable built it, it was a very different place.

DuSable traded with the Potawatomi. They are Native Americans. They had lived here for many years. He traded tools to them for furs. The Native Americans were able to get things they did not have by trading.

DuSable traded with settlers, too. A settler is a person who moves to a place and builds a home. Settlers bring some things with them. But they need many things to build their homes. They needed furniture and food. DuSable made furniture and sold food. They found what they needed at the trading post. His trading post was very important. It helped people get what they needed to live here. If there were no trading post, it would have been very hard to stay here. People needed the supplies they could get at his trading post.

DuSable probably knew Chicago was going to grow. He saw more settlers moving here every year. His business was an important place to all of them.

DuSable left Chicago in 1800. He sold 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.

A legacy is what someone leaves to other people. DuSable's legacy is important. His trading post started Chicago's progress. His choice to come here made a big difference. He helped people come here to stay. 1968 Chicago called him the "Father of Chicago". Today there is a museum named for him. There is a DuSable Park, too. People remember what he did.

AFTER YOU READ, THINK ABOUT THE WHOLE HISTORY.

- **Draw** the history. **Show what happened.**
- Complete this chart.

Challenge He Faced	Choice He Made	Trait that Shows

DuSable: Creating Chicago Possibilities

Jean Baptiste Pointe du Sable came to Chicago more than 220 years ago. Chicago was a very small place then—only about 350 people lived here at that time, which really was a time of great challenge. It must have been hard to live in Chicago then as the environment was challenging—winters were cold and snowy, springs rainy so the land was muddy. He had come from a distant land, Haiti where it was warmer all of the time. There were no stores, and it was difficult to get everything you needed to survive.

DuSable chose to come here because it was a place where he could build a trading post and transform the area—there was no other trading post here at that time. He thought it was a place of great possibility, that it would grow and hold more and more people who would need a trading post. His trading post would become the catalyst for Chicago's progress, the starting point that brought about the beginning of the city in which millions live today.

DuSable built his trading post himself using his own labor and abilities, using local resources to construct it from wood. First he chose a strategic location, a place where the river and lake converged. That enabled people to reach the post more easily by water. Probably it was easier to get there by water than by land, since it was so muddy in spring and in winter there were deep snows. But in winter the river would be frozen, making it impassable. So it still was a struggle, in every season.

DuSable traded with the Potawatomi, Native Americans who had lived in this area for many years before the first settlements by pioneers from Europe and other places. He traded tools to them for furs, which they produced by hunting animals, using spears, arrows, and clubs until they were able to get guns and other metal tools. With the trading post came new technologies that would make it easier to hunt and live in the area.

DuSable traded with settlers, too, who were moving to this area. They brought hopes but also many needs because they moved here without all the tools and supplies they would need to build homes and survive in the challenging environment. It's not clear how people learned about Chicago as a place of possibility, but soon more and more pioneers moved to this location to settle. DuSable's vision was being realized— Chicago was becoming a destination that would keep growing.

DuSable probably knew Chicago was going to grow—he saw more settlers moving here every year, and business was an important place to all of them. DuSable sold the trading post and moved away in 1800, leaving a legacy. The trading post had been a kind of anchor of the growing community. In 1968 Chicago declared DuSable the "Father of Chicago". His legacy continues today.

Think More: read carefully, then Identify main ideas.

Write the main idea of each paragraph or part on the line above it.

What is the **central idea**—the idea that all the parts support?

EXPLORING SPACE Paragraph Reader ccssr1,2

PARAGRAPHS	3 IMPORTANT WORDS	THINK MORE
When people looked at the stars long ago, they did not understand everything about what they saw. Then someone invented the telescope so people could see distant objects in the sky more clearly. Scientists kept looking for information to figure things out.		Underline the most important sentence.
Earth is a planet scientists have studied most because it's right here. Our planet is in a galaxy called the Milky Way. Our galaxy holds millions of other stars. The sun is a big star in our part of this giant galaxy. The sun is important to our planet. It gives us light and heat.		What do you think a galaxy is?
Earth orbits around the sun once each year. It travels once around the sun every 365 days. The other eight planets in our solar system also orbit around the sun. They all travel in the same direction. They travel at different speeds.		Draw a picture showing this paragraph's information.
Scientists are still learning about our galaxy. Today we have much more powerful telescopes. And we send space ships far into the galaxy to collect information. Then scientists study that data and answer questions and find more. Scientists ask questions and find answers. Then they figure out more questions.		Would you like to be a scientist? Why or why not?

WHAT'S THE MAIN IDEA OF THIS PAGE?

__earth is part of a big galaxy __the sun heats Earth __scientists find answers and think about questions

THE NONFICTION READER NEEDS STRATEGIES AS WELL AS SKILLS

Develops competence for CCSSR1—Read Closely, then respond with evidence—emphasis on inference; CCSSR2—analyze text to clarify ideas; CCSSR5—use text structure and features to identify ideas and information, analyze author’s choices.

Strategy	Got it!	Getting It!
1. Establish a purpose for reading		
2. Preview a passage		
3. Adjust reading rate to level of text difficulty		
4. Skim a text to identify major visual patterns		
5. Ask yourself questions as you read		
6. Use structure of text to locate information		
7. Scan a text to locate information quickly		
8. Re-read to clarify		
9. Determine the meaning of graphics and their relationship to the contents of the text		
10. Locate and classify information related to a topic or question		
11. Develop a mental image of the meaning—may include drawing and graphic organizer		
12. Identify important ideas—and then the main/central idea		

Classify

Title: _____

Explain what your chart shows.

I can locate and classify information about a topic.

Common Core Anchor Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

Read about a topic.

Figure out 3 categories of information.

For example, if it is history list people, places, events.

Topic: _____

EXCEED: Write about the topic.

Use information from your chart and information you knew.

I can classify facts and opinions.

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

If a text does not include opinions then the opinion column is blank.

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.

Extra credit: This is what bias means.

TOPIC ALPHABET

I can identify words that are part of a topic.

I can write a sentence that explains the topic.

My Topic: _____

LETTER	WORD	PICTURE

Write a sentence with some of your words.

GLOSSARY: _____

*Write an explanation of words that are important to tell about the topic.
Then write about the topic using some of the words.*

Word	Draw a Picture	What it means.

Use some of your words to write about the topic.

Analyze History

CCSS Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EVENT: _____

People	
Place	
Challenge	
Choice	
Change	

Think More: What is an important idea you learned about this history?

Explain your idea. On another page use information you found to support that idea.

Get It Clear

Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Question

Collect information to answer it.

Assignment

Write about today's topic.

You can write:

___ a letter

___ a poem

___ a quiz (you have to give answers as well as questions)

___ a page in a book

___ directions

___ a news report

___ (another format)

Entiéndelo Claramente

Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Pregunta

Recoge información para contestarla.

Tarea

Escribe sobre el tema del día.

Puedes escribir:

___ una carta

___ una poesía

___ un concurso (además de hacer preguntas, tienes que dar respuestas)

___ una página en un libro

___ instrucciones

___ un artículo de noticias

___ _____ (otro formato)

Read to Learn

CCSS Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Topic: _____

BIG question about it. _____

What I will read: _____

List information from the text to answer the question.

Information	Page #

Write your answer to the BIG question. Support your conclusion with information from your list. Either use quotation marks if you use a statement from the text or paraphrase it—write the information in your own words.

I can summarize

Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Topic: _____

Important Words:

Word	What it Means

Important Facts:

My Summary:

On another page, write and draw to tell and show what you learned.

Puedo resumir.

Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Siga este esquema. A continuación, escribir o hablar.

Tema: _____

Palabras importantes:

Palabra	Lo que significa

Datos importantes:

Mi Resumen: En otra página, escribir y dibujar para contar y mostrar.

Compare and Contrast

Directions:

Label each column.

Then list information about each one—that tells only about that one.

Then note two important ways they are alike.

	How they are alike	

Write to Explain

Explain what you think the most important differences are and why they are important. Then tell what you think is important to understand about how they are alike.

Nonfiction Readers Look for Ideas

An idea is a way of thinking about something. For example, Chicago is the name of a city. **But that is just a topic. It's not an idea.** Here is an idea about Chicago: **Chicago is a big busy city.**

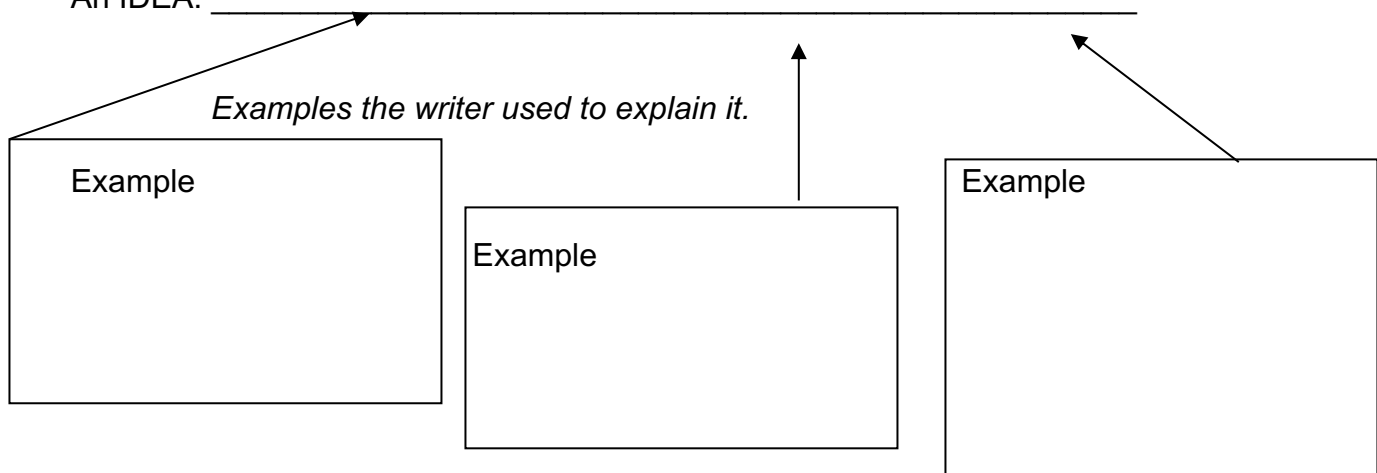
You can figure out the main idea two ways. You can start with what you think is the main idea and look for information and examples that support it. Or you can start with information and use that to infer the main idea they support.

Read a nonfiction passage and tell what an important idea is that you learn.

CCSSR2—Figure out ideas, support with examples (CCSSR1-evidence)

TOPIC: _____

An IDEA: _____



Structure of the text

How did the writer organize the text?

sequence or time order compare and contrast description cause-effect

Author's Viewpoint/Tone

How does the writer feel about the topic? _____

Why do you think that?

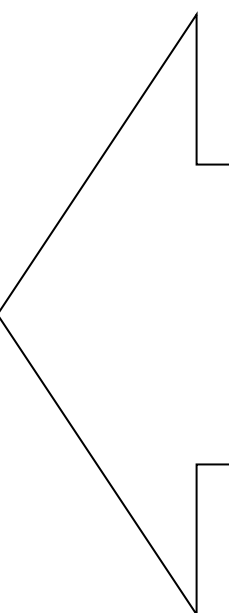
What are some examples or words that show how the writer feels about the topic?

Think Clearly: Analyze Arguments

Issue: _____

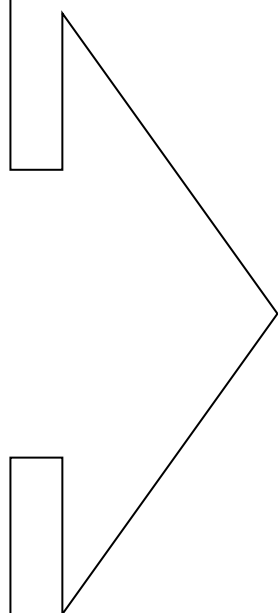
One Position

Supporting Reasons and Facts:



Another Position

Supporting Reasons and Facts:



MY POSITION: Which position do you choose? (You can choose a third position!)

Write to explain your position and defend it against the opposition.

Focus ➡

Support ✓

Advance!

NONFICTION ANALYZER: The Writer's Techniques

CCSSR5: identify writer's techniques.

Read an article and analyze how the writer communicated the ideas.**What structure did the writer use?** sequence or time order compare and contrast description cause-effect**Here are some techniques that nonfiction writers use.**

Put X next to the techniques the writer used. Then put the name of the technique next to the place in the passage where the writer used it.

<input type="checkbox"/>	allusion	<input type="checkbox"/>	analogy	<input type="checkbox"/>	anecdote
<input type="checkbox"/>	argument	<input type="checkbox"/>	captions	<input type="checkbox"/>	comparison and
<input type="checkbox"/>	contrast	<input type="checkbox"/>	data	<input type="checkbox"/>	debate
<input type="checkbox"/>	description	<input type="checkbox"/>	dialogue	<input type="checkbox"/>	examples
<input type="checkbox"/>	figurative language	<input type="checkbox"/>	graph	<input type="checkbox"/>	headings
<input type="checkbox"/>	humor	<input type="checkbox"/>	illustrations	<input type="checkbox"/>	imagery
<input type="checkbox"/>	narrative	<input type="checkbox"/>	quotations	<input type="checkbox"/>	sarcasm
<input type="checkbox"/>	satire	<input type="checkbox"/>	sequence of events	<input type="checkbox"/>	table
<input type="checkbox"/>	timeline	<input type="checkbox"/>	titles and subtitles	<input type="checkbox"/>	tone

Then write about the article you read. Explain how the writer helped you understand the central idea or major claim.

Organize A Biography: Challenges and Choices

CCSSR3—analyze relationships.

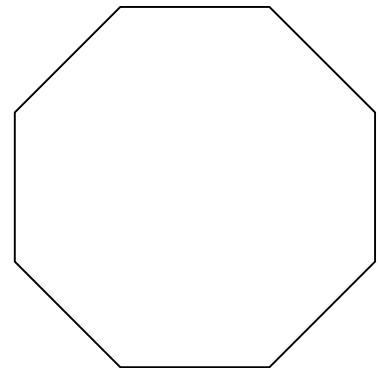
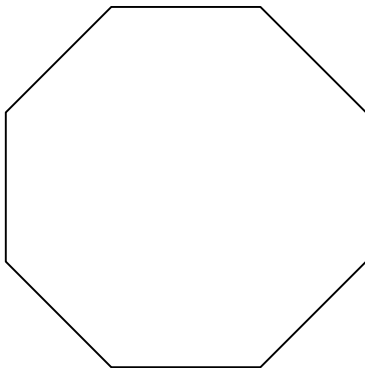
Who is the person? _____

What is a challenge the person overcomes?

What choice does the person make? _____

What obstacles does the person face?

Name and/or draw two big obstacles in the stop signs.



What does the person do to overcome the obstacle—what choice does the person make?

Obstacle	Choice

What does that show about this person's characteristics?

Chicago

- **Retos**
- **Elecciones**
- **cambios**

Ciudad con Carácter:

Leer para Aprender acerca del Progreso de Chicago.

Nonfiction Learning Connects Ideas and Information

El Aprendizaje de la Literatura no Narrativa Conecta Ideas e Información

Common Core Reading pide a los estudiantes integrar ideas e información de diferentes tipos de fuentes.

Cada una de las lecturas habla acerca del progreso que los individuos hicieron a través de su determinación y colaboración.

Chicago

- **Challenges**
- **Choices**
- **Changes**

Gritty City:

Read to Learn about Chicago Progress.

Nonfiction Learning Connects Ideas and Information

Common Core asks students to integrate ideas and information from different kinds of sources.

Each of the readings tells about progress that individuals made through grit— determination—and collaboration.

Los cambios en Chicago

Hace tiempo, Chicago era un pequeño pueblo. Las familias se establecieron aquí, y todos conocían a todos. Los residentes trabajaron duro para obtener lo que necesitaban, e incluso los niños trabajaron también. La gente tenía que trabajar todos los días. En aquel tiempo, no había escuelas. Ellos tenían que obtener la madera para hacer sus casas, y ellos tenían que obtener la madera para calentarse en los inviernos, también.

Luego, más gente se mudó a Chicago con sus familias. Ellos querían tener una escuela, entonces la construyeron ellos mismos. Todos los niños de la ciudad fueron a la escuela en ese único lugar. La maestra les enseñó a leer y escribir, y los estudiantes aprendieron matemáticas, también. Luego, después de la escuela ellos iban a sus casas y ayudaban a sus familias.

La gente construyó más y más hogares. Ellos construyeron calles de madera, y ellos andaban en las calles a caballo. Algunas personas tenían vagones y los caballos podían jalarlos. En la noche era difícil ver, así que los vagones tenían linternas. Una linterna es un tipo de luz que usa una vela o aceite para iluminar. Algunas veces las linternas podían caerse de los vagones. Podían incendiar las calles, porque estaban hechas de madera. Entonces las personas cargaban cubetas de agua en sus vagones por si acaso.

Cuando más personas se mudaron a Chicago, abrieron negocios. Ellos abrieron una herrería, donde un trabajador podría hacer las ruedas de un vagón de metal. La herrería podría hacer herraduras para caballos, también. Había una carpintería, también, y los trabajadores construían muebles para hogares.

Después de muchos años, había más personas aquí y hubo muchos cambios. Las calles fueron pavimentadas y alumbradas. Las personas podían comprar ropa, y podían comprar muebles que ya estaban hechos.

Chicago era un buen lugar para viajar. La gente construyó vías, lo que permitía que los trenes vinieran a la ciudad. Había un río y también un lago. Chicago se había convertido en una gran ciudad. Cada día, mas gente vino a vivir aquí. Los negocios abrieron y la gente comenzó un periódico. Era un lugar cambiante.

Apoya la Idea Principal

CCSSRI y 2 – lee cuidadosamente para descubrir la idea principal.

¿Cuál es la idea principal de este pasaje? Pon una X alado de tres párrafos que lo apoyen fuertemente. Luego subraya las partes de los párrafos que la apoyen.

Chicago Changes

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

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

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

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

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

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

Support the Main Idea

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

What is the main idea of this passage?

Put X next to three paragraphs that support it strongly. Then underline the parts of the paragraphs that support it.

Nativos Americanos: Checagou

La ciudad que usted conoce tiene solo 150 años. Hace mucho tiempo, antes de que fuera una ciudad, había gente que vivía en esa área. Ellos eran Nativos Americanos que vivían en Chicago mucho antes de que tuviera ese nombre.

Ellos fueron quienes le dieron ese nombre. Ellos llamaron a la ciudad Checagou, que significa cebollas silvestres. Cada año, era difícil vivir ahí durante el invierno porque quedaba cubierto de nieve y era extremadamente frío. No había ni plantas para cosechar. Entonces, la primera planta que creció fue la cebolla silvestre. A principios de primavera, los Nativos Americanos podían comerla. Luego, esto se convirtió en el lugar de las cebollas silvestres. De hecho, nadie las planta; las cebollas crecen naturalmente.

Viviendo con el Medio Ambiente. Había pastizales y bosques, y también había muchos animales. Los Nativos Americanos sobrevivieron cazando y pescando y de la comida que cosechaban. En el verano, cosechaban los vegetales que plantaban. Mientras seguía el verano, ellos comenzaban a prepararse para el invierno.

Sabían que estaría helado y cubierto de nieve. Ellos podían rastrear conejos en el invierno, y también podían hacerlo con venados. No obstante, no tenían suficiente comida porque no había plantas creciendo en el invierno.

Cambiando con las estaciones

En el verano, las familias se mudaban a una aldea cerca de un lago o un río y construían hogares ahí. Ellos construían los hogares juntos. Los hogares eran grandes, por lo que una familia podía tener a muchas personas viviendo en una casa. Las familias pescaban y cosechaban comida. La gente en la aldea se ayudaba unos a los otros. Siempre había trabajo que hacer, y los miembros de las familias compartían los trabajos.

Luego en invierno, ellos dejaban la aldea y construían casas en el bosque. Cada familia construía su propia casa, utilizaban pieles de animales para construir sus casas. Usaban ramas para hacer una especie de tienda de campaña, y luego cubrían las paredes con las pieles de animales para mantenerse calientes. Ellos tenían habilidades especiales para construir ese tipo de casas.

Ellos continuaban cazando para alimentarse, algunas veces podían mover su casa en el invierno a algún lugar donde se pudieran encontrar más animales para cazar. Era difícil conseguir la comida que necesitaban. El clima era severo, los animales algunas veces morían de hambre. Los Nativos Americanos tuvieron que lidiar con el clima, obteniendo comida, y seguir manteniéndose calientes. Entonces, cuando encontraron las cebollas silvestres supieron que pronto mejoraría el clima y que tendrían más comida. Ellos eran capaces de encontrarse con su familia y amigos en la aldea de verano.

Muchos Cambios

Hoy en Chicago, los Nativos Americanos enfrentan diferentes retos. Tienen trabajos para ganar dinero para vivir. Trabajan todos los días en muchas ocupaciones. Ya no es un lugar de cacería y construcción de sus propios hogares. Es difícil imaginar cómo se veía hace mucho tiempo.

Native Americans: Checagou

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

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

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

Changing with the Seasons

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

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

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

Many Changes

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

LEGADO DE CHICAGO: Elecciones y Cambios de DuSable

Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Jean Baptiste Pointe du Sable vino a Chicago hace más de 220 años. Chicago era un lugar muy pequeño en esa época. Alrededor de 350 personas vivían aquí. Debe haber sido difícil vivir en Chicago en esa época. Los inviernos eran nevados. En la primavera el suelo estaba enlodado. No había tiendas. Las personas tenían que construir sus propios hogares.

DuSable escogió venir aquí porque era un lugar donde podía construir un puesto de intercambio. Un puesto de intercambio es un tipo de negocio. En este lugar las personas obtienen cosas que necesitan.

DuSable construyó su puesto de intercambio por sí solo. Había planeado como se vería el puesto de intercambio. Tenía que encontrar y cortar la madera que necesitaba para construirlo. Fue un trabajo difícil.

DuSable escogió un buen lugar para su puesto de intercambio. Lo construyó en el río cerca del lago. De esa manera las personas podían llegar a él por bote. En esos días, las personas viajaban a pie o por bote o en caballo. Cuando DuSable lo construyó era un lugar muy diferente.

DuSable intercambiaba con los Potowatomi. Son indios americanos. Han vivido aquí por muchos años. Intercambiaba herramientas con ellos a cambio de pieles. Con el intercambio los indios americanos lograban obtener cosas que no tenían.

DuSable también intercambiaba con los colonos. Un colono es una persona que se muda a un lugar y construye un hogar. Los colonos necesitaban muebles y comida. DuSable hacía muebles y vendía comida. Encontraban lo que necesitaban en el puesto de intercambio. Su puesto de intercambio era muy importante. Ayudaba a las personas a obtener lo que necesitaban para vivir aquí. Si no hubiera puesto de intercambio, hubiera sido muy difícil quedarse aquí. Las personas necesitaban las provisiones que podían obtener en este puesto de intercambio.

DuSable probablemente sabía que Chicago iba a crecer. Vio que más colonos se mudaban aquí cada año. Su negocio era un lugar importante para todos ellos.

DuSable dejó Chicago en 1800. Vendió el puesto de intercambio. Así que el negocio que él comenzó seguía abierto. Las personas podían obtener lo que necesitaban para vivir en Chicago. Ese negocio era el lugar más importante en Chicago. Era un pueblo muy pequeño. Pero crecería.

Un legado es lo que alguien le deja a otras personas. El legado de DuSable es importante. En 1968 Chicago lo llamó el "Padre de Chicago". Su puesto de intercambio empezó el progreso de Chicago. Hoy hay un museo que lleva su nombre. También hay un parque DuSable. Las personas recuerdan lo que hizo.

Dibuja la historia.

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

Chicago Legacy: DuSable's Choices and Changes

Common Core Anchor Reading Standard 2. Figure out the ideas when you read.

Jean Baptiste Pointe du Sable came to Chicago more than 220 years ago. Chicago was a very small place then. Only about 350 people lived here. It must have been hard to live in Chicago then. Winters were snowy. In spring the ground was muddy. There were no stores. People had to build their own homes.

DuSable chose to come here because it was a place where he could build a trading post. A trading post is a kind of business. People get things they need there. They trade other things for them.

DuSable built his trading post himself. He had plan how the trading post would look. He had to find and cut the wood he needed to build it. It was hard work.

DuSable chose a good location for the trading post. He built it at the river near the lake. That way people could get to it by boat. In those days, people traveled by foot or by boat or by horse.. When DuSable built it, it was a very different place.

DuSable traded with the Potowatomi. They are Native Americans. They had lived here for many years. He traded tools to them for furs. The Native Americans were able to get things they did not have by trading.

DuSable traded with settlers, too. A settler is a person who moves to a place and builds a home. Settlers bring some things with them. But they need many things to build their homes. They needed furniture and food. DuSable made furniture and sold food. They found what they needed at the trading post. His trading post was very important. It helped people get what they needed to live here. If there were no trading post, it would have been very hard to stay here. People needed the supplies they could get at his trading post.

DuSable probably knew Chicago was going to grow. He saw more settlers moving here every year. His business was an important place to all of them.

DuSable left Chicago in 1800. He sold 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.

A legacy is what someone leaves to other people. DuSable's legacy is important. His trading post started Chicago's progress. His choice to come here made a big difference. He helped people come here to stay. 1968 Chicago called him the "Father of Chicago". Today there is a museum named for him. There is a DuSable Park, too. People remember what he did.

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.

Asentamiento

Los Pioneros vinieron a esta área a construir casas rurales/granjas llamadas granjas/haciendas (homesteads). Mientras tanto, encontraron que la tierra era difícil de plantar por las raíces tan gruesas, no había árboles en el camino – el área era mayormente un prado abierto. Cuando los colonos llegaron, ellos comercializaron bienes con los Potawatomi para obtener comida y pieles de animales. Después de un tiempo, los Potawatomi fueron obligados a moverse cuando las granjas/haciendas tomaron toda la tierra. Los Potawatomi preguntaron si ellos podían quedarse “en la tierra que les había dado el gran espíritu” pero ellos no pudieron continuar viviendo ahí. Para 1831, ellos tuvieron que moverse.

Esto es lo que una mujer escribió acerca de su viaje para vivir en Illinois.

He arrastrado un pie después del otro por tanto tiempo y he esperado por lo mejor. Víspera del Viernes – Nosotros comenzamos un viaje por la pradera de catorce millas después de que llegamos a Paris, Illinois. Caluroso mientras el sol se estaba poniendo, eso fue una parte buena del camino – muchos malos slews. El vagón del doctor se atascó dos veces, y dos veces los bueyes lo sacaron. Las praderas se ven bien. Muchos tipos de flores crecidas sobre ellos – y gallinas de pradera viven ahí, uno de nuestra compañía le disparó a una. Eliza se ve mal pero dice que me ayudará a preparar la cena. Oh, querida, yo creo que son tiempos difíciles. Sábado 15 – Hoy nosotros hemos estado viajando por la pradera y madera, ambos, y nos perdimos en el camino. Nosotros tomamos el camino equivocado y nos revolcamos en el pasto de la pradera, algunas veces el pasto está tan alto como las espaldas de los caballos. La noche llegó y lanzamos nuestra tienda después de cortar el pasto y ponernos tan cómodos como se pudiera entre los mosquitos.

Esto es lo que la vida de una mujer era después de colonizar.

La mujer me dijo que ellas hilaban y tejían todas las prendas de algodón y lana para toda la familia, y tejían todas las medias; su esposo, aunque no era un zapatero de profesión, hacía todos los zapatos. Ella hacía todos los jabones y velas que usaban, y preparaba el azúcar de los árboles de azúcar en su granja. Todo lo que quería hacer con el dinero, ella dijo, era comprar café y té, y ella “podría obtener suficiente cualquier enviando un lote de mantequilla y pollo al mercado”. Ellos no usaban trigo, tampoco vendían nada de su maíz, que parecía ser una gran cantidad, no era más que lo que requerían para hacer sus propios panes y pasteles de varios tipos, y alimentarse durante el invierno.

Estos son algunos de los problemas que éstos colonos enfrentaban cada estación.

Otoño – la amenaza de incendios – el pasto de la pradera se volvía muy seco y una chispa podía empezar un incendio que podía quemar la pradera y algunas veces sus casas.

Invierno – el frío congelante, la nieve profunda, la gente se perdía en las desviaciones o se salían de la pradera cuando los caminos quedaban cubiertos.

Primavera – la pradera se volvía pantanosa cuando la nieve se derretía

Verano – algunos días eran muy calientes y no había sombra en el bosque para refrescarse, había tantos insectos que algunas veces los caballos se morían por haber sido picados tantas veces.

- ✓ Después de cada sección, escribe la idea principal de cada parte en este texto. Subraya los enunciados que lo apoyen. Luego decide cual es la idea central de todo el pasaje. Escribe para explicar con evidencia del pasaje.
- <http://teachercore.org>

Settlement

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

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

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

Night came and we pitched our tent after mowing the grass down and made ourselves as comfortable as could be expected amongst the mosquitoes.

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

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

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

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

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

Spring—the prairie became swampy when the snow melted.

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

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

Después del Incendio

Causas y Efectos.

Hace tiempo, hubo un enorme incendio en Chicago. El clima había sido bastante seco por semanas. Árboles y plantas estaban secos. Las casas y calles fueron hechas de madera. Fueron hechas de madera porque es más difícil construir calles con rocas.

Debido a que la madera arde fácilmente, fue muy difícil apagar el fuego. El fuego ardió por más de 30 horas y la gente no podía detenerlo.

Cuando comenzó a llover, ayudó a calmar el fuego y finalmente la gente estuvo a salvo, pero vieron cuanto habían perdido. Muchas cuerdas se habían quemado, muchas familias perdieron sus casas. El fuego había quemado gran parte de la ciudad.

Había mucha basura después del incendio. Un líder tuvo el plan de que debíamos poner las cosas quemadas en el lago cercano donde el fuego quemó la ciudad.

Opciones y Cambios

Ellos pusieron la basura en las orillas del lago cerca del centro de la ciudad. Por medio de apilar la suciedad, plantar pasto y plantar árboles, ellos llenaron las orillas del lago. Esto se llama campo relleno. Los líderes dijeron que la nueva tierra sería un lugar especial, un parque muy grande cerca del centro de la ciudad.

Aun cuando ellos perdieron sus hogares en el incendio, muchas familias se quedaron en Chicago a re construir sus casas. Cinco años después del incendio, Chicago parecía nuevo porque la gente construyó nuevas casas y el gobierno construyó nuevas calles. El gobierno y la gente sabían que sería más seguro usar ladrillos y rocas en lugar de madera.

Es importante aprender de la Historia. Las personas aprendieron del incendio a construir seguro. Esa lección es el Grant Park, el parque que las personas construyeron en el campo relleno después del incendio. Cuando ellos visitan el parque, están visitando la historia de Chicago. La elección de la gente hecha hace tiempo, hicieron a ese parque parte de la historia de Chicago hoy en día.

Secuencia de Eventos, después resume.

CCSSRI and 2—Lee cuidadosamente, después resume y descubre una GRAN idea.

- ➔ Haz una línea de tiempo mostrando lo que pasó. Después escribe un resumen. Un resumen es pocas oraciones que digan lo que es importante.
- ➔ Después descubre la gran idea que tu aprendiste de ésta historia. Es: _ el incendio cambio a Chicago ó _ las decisiones de las personas cambiaron a Chicago.

After the Fire

Causes and Effects

Long ago, there was a huge fire in Chicago. The weather had been very dry for weeks. Trees and plants were dried out. The houses and the streets were made of wood. They had been made of wood because it is harder to build a street with rocks.

Because wood burns easily, it was really hard to put the fire out. The fire burned for more than 30 hours and the people could not stop it.

When it started to rain, it helped calm the fire and finally people were safe, but they saw how much was lost. Many blocks had burned up, many families lost their homes. The fire had burned up a large part of the city.

There was a lot of trash left after the fire. A leader had a plan that they should put the burned things in the lake near where the fire burned the city.

Choices and Changes

They did put the trash in the lakeshore near downtown. By piling dirt on top, planting grass and planting trees they filled in the edge of the lake. That is called landfill. The leaders said the new land would be a special place, a very large park near downtown.

Even though they lost their homes in the fire, many families stayed in Chicago and rebuilt their houses. Five years after the fire, Chicago looked new because people built new homes and the government constructed new streets. The government and people knew that it was safer to use bricks and stones instead of wood.

It is important to learn from history. People learned from the fire to build safely. That lesson is Grant Park, the park that people built on landfill after the fire. When they visit the park, they are visiting Chicago's history. The choice people made long ago made that park part of Chicago today.

Sequence Events, then Summarize

CCSSR1 and 2—read carefully, then summarize and figure out a BIG idea.

- ➔ Make a timeline showing what happened. Then write a summary. A summary is a few sentences that tell what is important.
- ➔ Then figure out the big idea that you learned from this history. Is it:
__ the fire changed Chicago or __ people's choices changed Chicago

Relleno Sanitario / Vertedero

Esta es la historia del landfill en el México antiguo. La gente de Chicago había usado el landfill para cambiar la ciudad. Si vas al frente del lago y te detienes en el Grant Park, estarás parado en el landfill. Después del gran incendio de Chicago, los líderes de la ciudad decidieron resolver el problema de la basura que quedó después del incendio. Ellos la pusieron al frente de la ciudad – en el lago. Después, ellos convirtieron ese territorio en un parque. Mientras lees esta historia, piensa acerca de cómo las situaciones fueron iguales y como fueron diferentes.

La gente de cada comunidad necesita comida. Cuando Tenochtitlán era una pequeña villa, cada familia obtuvo su propia comida, y cada integrante de la familia trabajaba para cazar o recolectar comida. Luego, como ha pasado a lo largo de la historia, más y más personas vivieron en la comunidad, que se volvió más colonizada y requirió fuentes de comida estables. Como en otras comunidades, los Aztecas que vivieron en Tenochtitlán comenzaron a sembrar y cosechar. Sin embargo, ellos pronto se quedaron sin tierras para cultivar. Por lo que desarrollaron una nueva técnica de agricultura.

Para tener más tierras de cultivo, los Aztecas construyeron jardines flotantes en el agua del lago cerca de donde ellos vivieron. Estos jardines eran hechos dentro de canastas grandes. Los Aztecas flotaban las canastas en el agua y luego las llenaban con tierra del fondo del lago. Ellos plantaban sus cultivos en la tierra en las canastas. Al principio las canastas estaban atadas unas con las otras y no estaban ancladas. Luego las raíces de las plantas crecían hacia abajo al fondo del lago. Las raíces mantenían a las canastas firmemente en su lugar, y eventualmente crearon un tipo de tierra de cultivo. Los Aztecas cultivaban todo el año en los jardines flotantes. Hoy, puedes ver la ubicación de estos jardines flotantes en un lugar dentro de la Ciudad de México.

Draw pictures to show this situation. (*Good readers visualize what they read.*)
Haz un dibujo para mostrar esta situación (Los buenos lectores visualizan lo que leen)

Caption

Piensa en GRANDE CCSSR2 Identifica ideas principales.

Cuando tu lees la historia, tu usas información para entender ideas. ¿Cuál de estos conceptos te ayuda a comprender esta lectura? Hay más de una posible respuesta – revisa cualquier concepto que esta historia muestra. 1. _elección 2. _desafío 3. _cambio Si, son las tres. Pon el número de concepto alado de los párrafos que dicen información que apoyan al concepto.

Ahora, piensa en una GRAN idea que esta historia explica. Escríbelo el subtítulo en tu dibujo.

Landfill!

Here is the history of landfill in ancient Mexico. Chicago people have used landfill to change the city. If you go to the lakefront and stop in Grant Park, you are standing on landfill. After the great fire in Chicago, city leaders decided to solve the problem of too much trash left after the fire. They put it into the front of the city—in the lake. Then they turned that land into a park. As you read this history, think about how the situations were alike and how they were different.

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

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

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

Caption

Think BIG CCSSR2 Identify main ideas

When you read history, you use information to understand ideas. Which of these concepts does this reading help you understand? There is more than one possible answer—check any concepts that this history shows. 1. __choice 2. __challenge 3. __change Yes, it's all three. Put the number of the concept next to the paragraphs that tell information that support that concept.

Now, think of one BIG idea that this history explains. Write it as the caption to your drawing.

Viviendo Mejor en Chicago

¿Cómo puede una persona hacer progresar una ciudad?

La Reformadora de Chicago

Reformar significa mejorar las cosas. Jane Addams vio cosas en Chicago que necesitaban reformarse. Vio gente pobre viviendo en barrios con demasiada gente. Las casas eran pequeñas y no tenían suficientes habitaciones para la gente que vivía en ellas. Las calles estaban sucias. La gente no tenía donde encontrar agua limpia y no tenía sitios donde lavarse. Jane Addams quería ayudar a la gente pobre para que viviera mejor en la ciudad. Creía que ayudar a la gente pobre mejoraría la vida de todos. Ella haría mejor a Chicago.

En 1889, Jane Addams estableció un lugar para ayudar a la gente. Lo llamó Hull-House. Hull-House era una casa de asentamiento. Ayudaba a inmigrantes arribando a Chicago. Inmigrantes son personas que se trasladan a un nuevo país. Los inmigrantes necesitaban encontrar nuevos hogares. Necesitaban aprender inglés. También necesitaban aprender sobre la ciudad. Jane Addams quería proporcionarles las habilidades necesarias para que vivieran bien por su cuenta.

En 1893, cuatro años después de que Jane Addams abriera el Hull-House, hubo una depresión. Eso significa que mucha gente perdió su trabajo. Las personas que perdieron su trabajo necesitaban aun más ayuda. Cada semana, miles de personas venían a Hull-House. Todos recibieron ayuda.

Jane Addams tenía más de una idea de cómo ayudar a la gente de Chicago. Una de las cosas que hizo fue vivir en la misma comunidad donde vivía la gente pobre. Esto la ayudó a comprender sus problemas. Ella los escuchó. Ellos los ayudó a trabajar juntos para cambiar cosas de sus barrios. Fue una de las primeras organizadoras comunitarias de Chicago.

Otra cosa que Jane Addams hizo fue hablar con los líderes de Chicago. Jane Addams era una mujer poderosa. Conocía al Alcalde. Le habló a él y a los otros líderes sobre los problemas de la gente pobre. A veces los líderes escuchaban. A veces no. Pero ella seguía insistiendo. Hizo cambios. Mejoró las escuelas, ayudó a crear parques de juegos. Hizo que el trabajo de las personas fuera más seguro. Luchó para que las personas obtuvieran una mejor paga. Hasta llegó a ser Inspectora de Basura en su distrito electoral. Así podría ayudar a limpiar su barrio.

Jane Addams trabajó con muchas personas más para ayudar a las familias. Ayudó a los barrios. Se volvió famosa alrededor del mundo por su duro trabajo. Gano el Premio Nobel de la Paz, que es un honor muy importante. Jane Addams le dejó un legado importante a la ciudad de Chicago. Hull-House sigue en Chicago hoy en día. Todavía ayuda a las personas a progresar. Ella demostró como una persona puede hacer progreso para toda una ciudad. .

Escribe lo que piensas

¿Cómo resolvió problemas Jane Addams?

¿Qué problema tiene la gente en Chicago hoy?

¿Como deberían resolverlo?

Better Living in Chicago

How can one person make city progress?

Chicago's Reformer

Reform means to make things better. Jane Addams saw things in Chicago to reform. She saw poor people living in crowded neighborhoods. The houses were small. They did not have enough rooms for all of the people who lived in them. The streets were dirty. People did not have places to get clean water. They did not have places to wash. Jane Addams wanted to help poor people have a better life. She believed that helping poor people would make everyone's life better. She would make Chicago better.

In 1889 Jane Addams set up a place to help people. She called it Hull-House. Hull-House was a settlement house. It helped immigrants to Chicago. Immigrants are people who move to a new country. The immigrants needed to find homes. They needed to learn English. They needed to learn about the city. Jane Addams wanted to give them the skills they needed to live well on their own.

In 1893, four years after Jane Addams opened Hull-House, there was a depression. That means a lot of people lost their jobs. The people who lost their jobs needed even more help. Each week thousands of people came to Hull-House. They all got help.

Jane Addams had more than one idea about how to help the people of Chicago. One thing she did was to live in the same community where the poor people lived. This helped her to understand their problems. She listened to them. She helped them work together to change things in their neighborhood. She was one of Chicago's first community organizers.

Another thing Jane Addams did was talk to Chicago's leaders. Jane Addams was a powerful woman. She knew the Mayor. She talked to him and the other leaders about the problems of the poor people. Sometimes the leaders listened. Sometimes they did not. But she kept trying. She made changes. She made the schools better. She helped to set up playgrounds. She made people's jobs safer. She fought for people to get better pay. She even became the Garbage Inspector in her ward. Then she could help clean up the neighborhood.

Jane Addams worked with many other people to help families. She helped neighborhoods. She became famous around the world for her hard work. She won a Nobel Peace Prize. That is a very important honor. Jane Addams left Chicago an important legacy. Hull-House is still in Chicago today. It still helps people make progress. She showed how one person can make progress for a whole city.

Write What You Think

How did Jane Addams solve problems?

What is a problem people in Chicago have today?

How should people solve it?

Mucho más que un Invento: Cambiando la Agricultura

Cyrus McCormick introdujo un mejor equipo de agricultura, el McCormick Reaper, y cambió la industria de la agricultura y la economía de la ciudad de Chicago. Esta máquina permitiría cosechar cultivos mucho más rápido que lo que los granjeros podían hacerlo con el equipo de caballos.

Cuando Cyrus McCormick mostró su segadora a las personas, muchos pensaron que era una broma. El London Times la llamó “una combinación entre un carruaje Astley, una carretilla y una máquina voladora”. Mientras la gente se burló de su idea, McCormick continuó trabajando en ella.

Sin embargo, por 1859 la firma de McCormick había vendido más de 50,000 segadoras. ¿Por qué el invento de Cyrus McCormick tuvo éxito? Él tuvo éxito porque descubrió como hacer que su invento funcionara bien y cómo ayudar a las personas a entender como su invento podría ayudarles. Él fue un emprendedor de negocios exitoso. Un emprendedor de negocios empieza un nuevo tipo de negocios o cambia el modo en que un negocio funciona.

Para tener éxito, un invento debe funcionar. Podrá sonar muy simple, pero es una idea que no todos los inventores han reconocido. Este es un reporte que Cyrus McCormick escribió acerca de su proyecto.

Del experimento de 1831 hasta la cosecha de 1840, yo no vendí una sola segadora, excepto una, la cual después tomé de vuelta....La experiencia me demostró que fue lo mejor para el público, y para mí también, que no se realizara ninguna venta, pues por todos los defectos que la segadora mostró, no hubieran sido rentables en otras manos.... Yo no estaba suficientemente satisfecho con esa máquina “útil” para patentarla, hasta el año de 1934, su construcción y propósitos habían sido imperfectos, requerían mucho trabajo hacerlas, además de ligera y simple, también fuerte y durable.

Un invento no se introduce por el mismo; el emprendedor debe encontrar maneras de introducirlo efectivamente para que las personas puedan reconocer su utilidad. Cyrus McCormick originó dos nuevas maneras de vender:

- El dio una garantía por escrito por cada máquina.
- El estableció un precio – hasta entonces, un vendedor podía cambiar el precio en diferentes momentos.

Una innovación que se introduce en una ciudad puede afectar a personas en lugares más allá de los límites de la ciudad – así como también la economía de la ciudad. La industria de McCormick trajo consigo trabajos directa e indirectamente, los trabajadores portuarios y de ferrocarril embarcaban más y más segadoras para enviar a las granjas. Esas segadoras cambiarían la industria de las granjas a lo largo del Medio Oeste y más allá. Sin la maquinaria mágica de granos que nos da pan barato, toda la nueva estructura de nuestra civilización... se hubiera marchitado por la plaga del hambre”. [Herbert N. Casson, 1908.]

CCSSR2 Competencia: Identifica la información que apoya al concepto.

Realiza anotaciones de este texto. Escribe uno de los conceptos alado de la parte o partes que son ejemplos de éste concepto. Subraya las oraciones que soportan ése concepto.

colaboración

determinación

inovación

Much More than an Invention: Changing Agriculture

Cyrus McCormick introduced better farm equipment, the McCormick Reaper, and changed the agriculture industry and the economy of the city of Chicago. This machine would enable a farmer to harvest crops much more quickly than the farmers could do with horse-drawn equipment.

When Cyrus McCormick showed his reaper to people, many thought it was a rake. The London Times called it “a cross between an Astley chariot, a wheelbarrow, and a flying machine.” And in the mid-1800s, you can imagine how believable a flying machine was. While people laughed at his idea, McCormick kept working on it.

Yet by 1859, McCormick’s firm had sold more than 50,000 reapers. Why did Cyrus McCormick’s invention succeed? He succeeded because he figured out how to make the invention work well and how to help people understand how it could help them. He was a successful business entrepreneur. A business entrepreneur starts a new kind of business or changes the way businesses work.

To succeed, an invention must work. That may sound very simple, but it is an idea that not every inventor has recognized. Here is a report Cyrus McCormick wrote about his project.

From the experiment in 1831 until the harvest of 1840, I did not sell a single reaper, except one, which I afterwards took back... Experience proved to me that it was best for the public, as well as myself, that no sales were made, as defects presented themselves which would have made the reaper unprofitable in other hands... I was not sufficiently satisfied of its being a ‘useful’ machine, to patent the reaper, until the year 1834, its construction and proportions having been imperfect, requiring much effort to make them, while light, yet simple, strong, and durable.

An invention does not introduce itself; the entrepreneur must find ways to introduce it effectively so that people will recognize its usefulness. Cyrus McCormick originated two new ways of selling:

- He gave a written guarantee with every machine
- He set one price—until then, a seller might change the price at different times.

An innovation that is introduced in one city can affect people in places far beyond that city’s limits—as well as the city’s economy. McCormick’s factory brought jobs directly and indirectly, as Chicago dock workers and railroad workers loaded more and more reapers for shipment to farms. Those reapers would change the farm industry throughout the Midwest and beyond. Without the magical grain machinery that gives us cheap bread, the whole new structure of our civilization ... would be withered by the blight of Famine.” [Herbert N. Casson, 1908.]

CCSSR2 Competence: Identify information that supports a concept.

Write one of these concepts next to the part or parts that are examples of this concept.

Underline the sentences that support that concept.

collaboration

grit

innovation

Una Comunidad Cambia

Chicago es una ciudad de comunidades. Cada comunidad tiene una historia. Es una historia de opciones. Es una historia de cambios. Lee más acerca de una comunidad de Chicago para aprender acerca de las opciones que las personas han hecho ahí.

La comunidad es Pilsen. Las personas la llaman “el Corazón de Chicago.” Comenzó cuando los inmigrantes se mudaron aquí. Inmigrantes son personas que se mudan de un país a otro. Muchos inmigrantes se han mudado a Chicago.

Los inmigrantes se establecieron en Pilsen. Muchos provenían de un país llamado Bohemia. Ellos nombraron la comunidad. La llamaron Pilsen. Ese es un nombre de su tierra natal.

Muchos vinieron a Chicago a encontrar trabajos. Había muchas fábricas cerca de Pilsen. Chicago estaba creciendo. Había muchos trabajos. Las personas le escribían a sus familias. Les decían que vinieran a Chicago. Encontrarían trabajos. Encontrarían amigos. Se encontrarían con sus familias.

Construían las cosas que necesitaban. Construían iglesias. Construían escuelas. Empezaron negocios. Abrieron restaurantes. Servían comida que les recordaba a Bohemia. Comenzaron periódicos. Sus periódicos estaban escritos en su propio idioma.

Más personas llegaban ahí desde Bohemia. La comunidad creció. Los líderes establecieron un lugar para ayudar a los nuevos inmigrantes. Se llamaba la Bohemian Settlement House (Casa Benéfica Bohemia). Abrió en 1905. Ayudaron a los recién llegados a encontrar trabajos. Los ayudaron a encontrar hogares. Se aseguraron que los recién llegados tuvieran comida. Los ayudaron a obtener medicamentos. Los inmigrantes aprendieron inglés en la casa benéfica.

Entonces las cosas cambiaron. Muchas personas se mudaron de Pilsen. Se mudaron a otros barrios. Varios negocios cerraron. La comunidad se hizo más pequeña.

Entonces más personas se empezaron a mudar a Pilsen. Venían de otro país. Personas de México comenzaron a mudarse ahí. Se unieron a las iglesias. Abrieron negocios. Abrieron restaurantes mexicanos. Comenzaron su propio periódico. Pilsen cambió. Había dos grupos en Pilsen.

Líderes de los dos grupos se reunieron. Hicieron un plan. Hablaron de maneras de vivir juntos. Trabajaron juntos. Querían que las personas compartieran. Querían ayudar a la comunidad.

Pensaron en una manera. Fue una forma de utilizar arte. Harían especial a la comunidad. Pintarían murales. Un mural es una pintura muy grande en una pared. Ambos grupos trabajaron juntos para hacer estas grandes pinturas. Ahora Pilsen tiene muchos murales hermosos. Los pintaron en paredes. Ambos grupos estaban orgullosos.

Hoy, Pilsen es mexicano-americano. Grupos comunitarios ayudan a hacerlo un buen lugar. Los líderes comunitarios trabajan juntos. Ayudan a las personas a construir nuevos hogares. A las personas les gusta vivir ahí. Saben que sus vecinos los ayudarán. Están orgullosos de vivir ahí.

Un legado o herencia es lo que tienes de tu pasado. Los mexicano-americanos tienen un legado abundante. Cada agosto, Pilsen tiene un día especial. Es la Fiesta del Sol. Personas que antes vivían en Pilsen regresan a visitar. Ven los cambios. Ven su propia herencia también. Ven los murales.

Escribe lo Que Piensas

Haz una lista de razones por las que alguien comenzaría un centro comunitario para ayudar a las personas. Escribe un párrafo sobre como un centro comunitario ayuda al vecindario.

A Community Changes

How do people change a community?

Chicago is a city of communities. Each community has a history. It is a history of choices. It is a history of changes. Read about one Chicago community to learn about the choices people have made there.

The community is Pilsen. People call it the “Heart of Chicago.” It started when immigrants moved here. Immigrants are people who move to another country. Many immigrants have moved to Chicago.

Immigrants settled in Pilsen. Many came from a country called Bohemia. They named the community. They called it Pilsen. That is a name from their homeland.

Many came to Chicago to find jobs. There were many factories near Pilsen. Chicago was growing. There were many jobs. People wrote to families. They told them to come to Chicago. They would find jobs. They would find friends. They would join families.

They built the things they needed. They built churches. They built schools. They started businesses. They opened restaurants. They served food that reminded them of Bohemia. They started newspapers. Their newspapers were in their own language.

More people came there from Bohemia. The community grew. Leaders set up a place to help new immigrants. It was called Bohemian Settlement House. It opened in 1905. They helped newcomers find jobs. They helped them find homes. They made sure the newcomers had food. They helped them get medicine. Immigrants learned English at the settlement house.

Then things changed. Many people moved out of Pilsen. They moved to other neighborhoods. Businesses closed. The community got smaller.

Then more people moved into Pilsen. They came from another country. People from Mexico started to move there. They joined the churches. They opened businesses. They opened Mexican restaurants. They started their own newspaper. Pilsen changed. There were two groups in Pilsen.

Leaders of the two groups met. They made a plan. They talked about ways to live together. They worked together. They wanted people to share. They wanted to help the community.

They thought of a way. It was a way to use art. They would make the community special. They would paint murals. A mural is a very big painting on a wall. Both groups worked together to make these great paintings. Now Pilsen has many beautiful murals. They painted them on walls. Both groups were proud.

Today, Pilsen is Mexican-American. Community groups help make it a good place. Community leaders work together. They help people build new homes. People like living there. They know their neighbors will help them. They are proud to live there.

A heritage is what you have from your past. Mexican-Americans have a rich heritage. Every August, Pilsen has a special day. It is the Fiesta Del Sol. People who used to live in Pilsen come back to visit. They see the changes. They see their own heritage too. They see the murals.

Write What You Think

List reasons why someone would start a community center to help people.

Write a paragraph about how a community center helps a neighborhood.