

CHICAGO WRITERS

Student-Created Book

An Important Change in the History Of The Chicago River

by _____

About the Author:

I am

I have learned about this part of Chicago's history by

This guide is part of the CORE Schools Curriculum Frameworks
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INTRODUCTION

There are important changes in every city's history.
This is the profile of one change in an important part of Chicago.

- **What**

This is the change I will explain:

- **When**

It happened at this time:

- **Where**

This is where in the city it took place:

- **Who**

These are some of the persons who were involved:

- **How**

I will tell you how it happened.

- **Why**

I will tell you why it happened.

I will tell you why this change is important.

See Where

Here is a map of the part of Chicago where this change happened.



The map shows some important things about this part of the Chicago River.

See When

This time line shows what else was happening before this change.

date

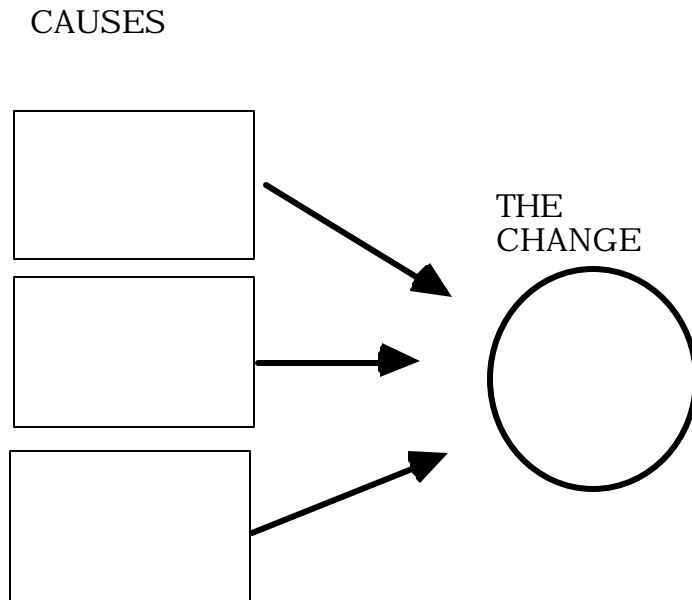
event



The time line helps you see what people were doing then. This is what a person might have said about this time in Chicago's history.

See Why

This diagram shows reasons why people made this change. It shows causes.

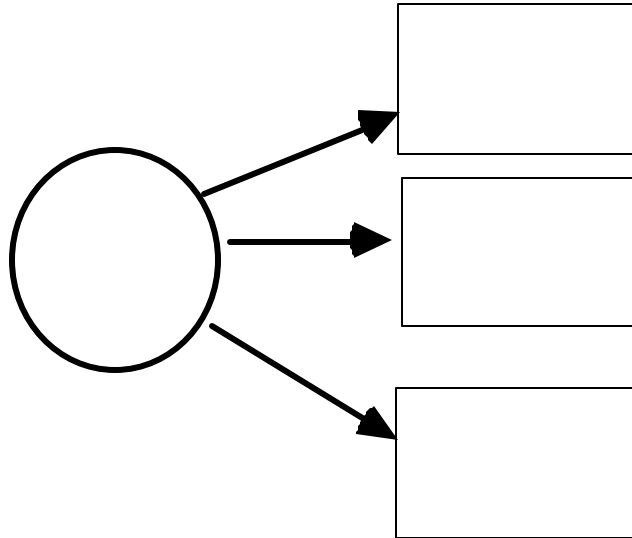


This is what I think the most important cause was.

This is why the other causes are important, too.

Show What Next

These are some things that happened after this change. They happened because of it, so they are effects.



These are just a few effects.
I think that the most important effect was:

This is what someone might have said about why this change was important to Chicago's history.

Show Who

This cartoon strip shows the people who were involved.
It shows what they might have said about their choices about this change.

Summary

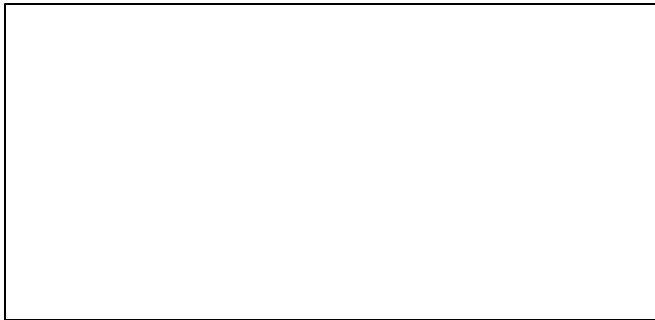
Here is a telegram that could have been sent to report on this event:

Tell How

Write the story of the change. **Write it as a newspaper story from the time. Include pictures you draw to show the change.**

HEADLINE

Picture



Caption: _____

Introduction

How it started.

What happened next.

How it ended.

ASSESSMENT

What did you learn from my book?

Answer these questions. Here are four multiple choice questions about this change.

Here is an open-ended question about this change.

_____?

CRITERIA FOR WRITING

These criteria are based on the Writing Scoring Guides of the Illinois State Board of Education IGAP Student Assessment

You can share them with students directly – have them use this set of criteria to assess their own work before they re-write it to make sure they meet these standards. First, have the students write their own explanations of just what these standards mean. Then have students exchange their papers with each other and review them with these criteria. You also can use this list to have students focus on just one criterion at a time.

FOCUS

The subject is clear.

The reader knows what the purpose of the writing is.

The reader knows what the main ideas are.

SUPPORT/ELABORATION

Information helps the reader understand the key points the writer is making.

ORGANIZATION

The writer has organized the paper clearly.

There is a logical beginning.

There is a clear development of ideas within the paper.

There is a clear conclusion.

GRAMMAR/CONVENTIONS

The writer follows the rules of punctuation, spelling, capitalization, sentence construction, paragraph construction.

INTEGRATION

The paper does its job – it accomplishes the purpose.