



## PART 1: Overview

# Chicago: A History of Choices and Changes

### Summary

Students read about DuSable and Burnham, and begin to make connections between historical choices and current conditions.

### Literacy Development

I can locate and use information to analyze a situation (*ILS1C, ILS5A*).

### Content Outcomes

I can give examples of important events that affected Chicago history (*ILS16A1a*).

I can identify ways people have affected the natural environment in Chicago (*ILS16E1*).

### Concepts and Vocabulary

anniversary	environment	legacy
architect	event	plan
boulevards	forest preserve	prairie
challenge	idea	settler
change	inventions	trading post
choice	lakefront	transportation

### Materials

Learning Guide 1:	<i>Show History</i>
Learning Guide 2:	<i>Chicago Legacies: DuSable</i>
Learning Guide 3:	<i>Chicago Legacies: Burnham</i>
Learning Guide 4:	<i>Map Chicago History</i>
Learning Guide 5:	<i>Skills for Progress</i>
Active Assessment:	<i>Word Bank</i> <i>What I Knew/What I Learned</i>

### Additional Classroom Materials/Supplies

- Pictures of Chicago landmarks
- Drawings or photos of early Chicago landscapes (*See appendix.*)
- Chicago maps
- Chart paper and markers or chalkboard and chalk



## PART 1

# Extension Options



### On-line Connection

#### Chicago History Museum

The Great Chicago Fire

<http://www.chicagohistory.org/fire/intro/gcf-index.html>

#### Friends of the Chicago River

Chicago River History (3rd–8th)

[http://chicagoriver.org/upload/The\\_History\\_of\\_Your\\_Chicago\\_River.pdf](http://chicagoriver.org/upload/The_History_of_Your_Chicago_River.pdf)

#### Chicago Web Docent

The Chicago River in 1800 (3rd)

[http://www.chicagowebdocent.org/Public/chicago\\_history/chicagoriver/index.html](http://www.chicagowebdocent.org/Public/chicago_history/chicagoriver/index.html)

#### Chicago Streets in 1860

[http://www.chicagowebdocent.org/Public/chicago\\_history/citystreets/index.html](http://www.chicagowebdocent.org/Public/chicago_history/citystreets/index.html)

#### The Illinois and Michigan Canal

[http://www.chicagowebdocent.org/Public/chicago\\_history/imcanal/index.html](http://www.chicagowebdocent.org/Public/chicago_history/imcanal/index.html)

#### Native American Trails


[http://www.chicagowebdocent.org/Public/chicago\\_history/indiantrails/index.html](http://www.chicagowebdocent.org/Public/chicago_history/indiantrails/index.html)

#### Chicago's Elevated Trains

[http://www.chicagowebdocent.org/Public/chicago\\_history/eltrains/index.html](http://www.chicagowebdocent.org/Public/chicago_history/eltrains/index.html)



### Art Connection


- Have students make a pictorial timeline using the events described in Learning Guide 1, *Show History*.
  - Explain what a landscape is—how it shows what the land looks like. Then have students draw pictures of what they think DuSable saw when he came to Chicago.
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### Museum Connection

**Museum of Science and Industry:** *Yesterday's Main Street*, a depiction of 1910 Chicago

**Field Museum:** *Native Americans of the Woodlands*, life in Chicago before DuSable



### Family Connections

Have students take the *Show History* page home and ask them to choose one significant event. Students should keep a list the events chosen. The next day in class, ask students to make tally and then construct a bar graph to show what people thought were the most important events.



## PART 1: Class Session 1

# Chicago: A History of Choices and Changes

### Guiding Question

*What important choices and changes have people made in Chicago's history?*

### Introduction

- Ask students to list what they know about Chicago today.
- Collect their thoughts on the board or chart paper.
- Discuss what it means to classify/categorize.

### Activity

- Divide students into small groups.
- Explain that together they will classify what the class has listed about Chicago.
- Suggest the following categories: transportation, environment, buildings, people.
- Encourage students to create additional categories.
- Distribute Learning Guide 1, *Show History*.
- Discuss one or two of the historical events and ask students how they think each event led to change in Chicago.
- Working in pairs, have students read and discuss the remainder of *Show History*.
- Use think-pair: Each student chooses one event and draws a picture. Then students exchange their drawings and discuss the event they chose.

### Conclusion

Share: Discuss students' ideas—what are their answers to the guiding question?



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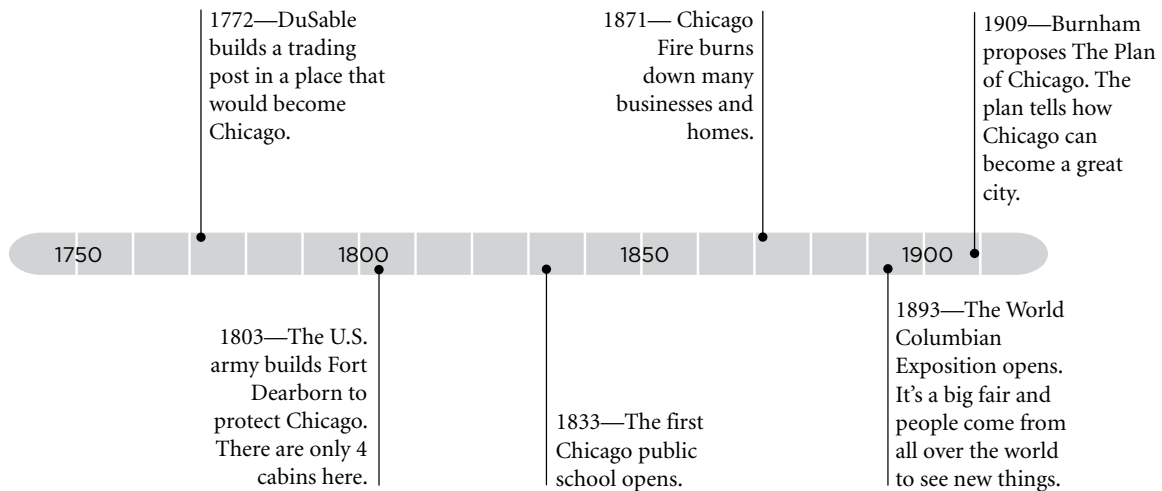
# Show History

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

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

*What are some of the most important events in Chicago's history?*

These events happened in Chicago. Read the timeline then think and talk about how each of these events changed things in Chicago. Choose one event from the timeline and draw a picture of it. Then write about it.



Draw your picture here.

## Write What You Think

How do you think the event you chose changed Chicago?

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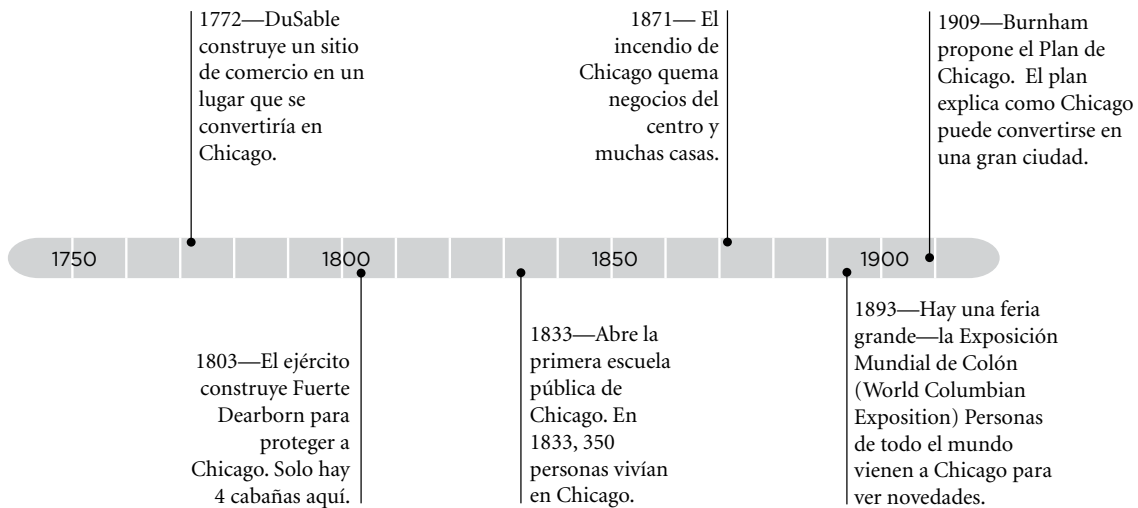
# Presenta la Historia

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

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

*¿Qué son algunos de los acontecimientos más importantes en la historia de Chicago?*

Estos acontecimientos sucedieron en Chicago. Lee cada uno, piénsalo y habla sobre como cada uno de estos acontecimientos cambiaron las cosas en Chicago. Escoge un cambio y haz un dibujo en el recuadro que muestre lo que sucedió. Luego escribe sobre el cambio.



Haz tu dibujo aquí.

## Escribe Lo Que Piensas

¿Como piensas que el acontecimiento que escogistes cambió a Chicago?

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## PART 1: Class Session 2

# Chicago: A History of Choices and Changes

### Guiding Question

*What choices and changes did Jean Baptiste Point DuSable make?*

### Introduction

- Ask students to name people who had a big influence on Chicago.
- If they cannot think of any on their own, ask where they might look for important names, such as schools, libraries, parks, street names.
- Begin a list of names on chart paper or post individual names on a bulletin board. Leave space to add additional information.
- Explain that you're going to keep the list up during the unit and invite them to add additional names as they discover them.
- If DuSable's name is on the list, ask the class to share what they know and what they think it would have been like to be the first settler in Chicago.
- If DuSable's name is not on the list, explain who he was and share one or two facts about his legacy. You will find in the Appendix (page 157) a drawing of Chicago as it might have appeared when he built his trading post. If you copy and distribute that to students it will help them understand the challenges he faced.

### Activity

- Distribute Learning Guide 2, *Chicago Legacy: DuSable's Choices and Changes*.
- Students read the passage independently or with a learning partner.
- Discuss and describe what a trading post might look like and the types of things found in one.
- Have students complete the drawing and writing response.

### Conclusion

Students share their writing and pictures. Discuss responses to the guiding question:

*What choices and changes did DuSable make?*





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# Chicago Legacy: DuSable's Choices and Changes

I can locate and use information to analyze a situation (ILS5A1a).

I can write about a topic (ILS3B1b).



*What choices and changes did Jean Baptiste Pointe DuSable make?*

Jean Baptiste Pointe du Sable came to Chicago long ago. It was in the mid 1780s. That is more than 200 years ago. Chicago was not even a city then. DuSable was the first permanent settler. 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. It was very different from Chicago today.

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 planned how it would look. He had to find and cut the wood he needed to build it. It was hard work.

DuSable chose a good place for the trading post. He built it at the river near the lake. That way people could get to it by canoe. In those days, people traveled by foot or boat or by horse. There were no cars. There were no roads.

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

DuSable traded with settlers, too. A settler is a person who moves to a new place and builds a home. Settlers bring some things they need with them. They have to find other things they need in the new place. The settlers needed furniture and food. They found these things at DuSable's trading post.

The trading post was very important. If there were no trading post, it would have been very hard to stay here. People needed the supplies they could get at DuSable's 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.

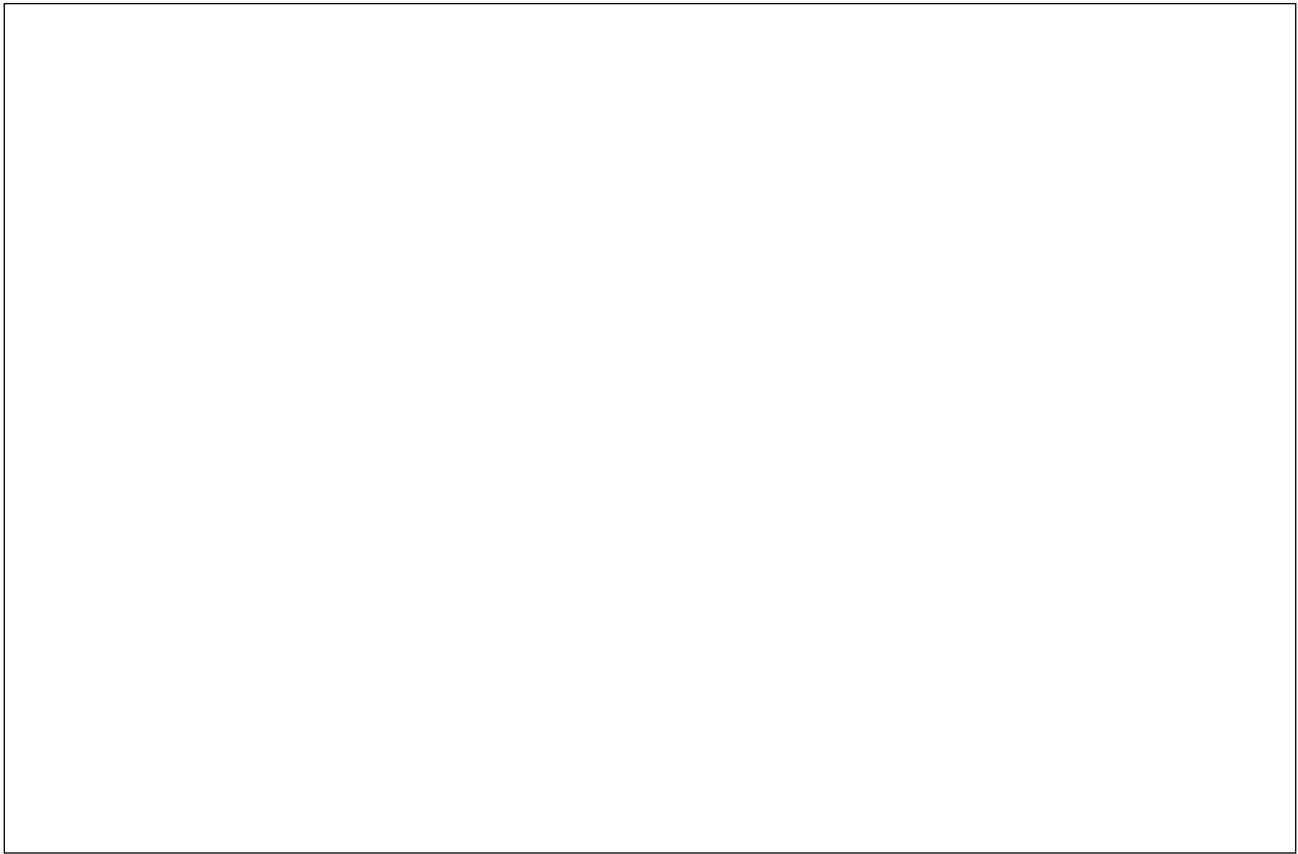
DuSable left Chicago in 1800. He sold the trading post to another person. The business he started was still open. People could still get what they needed to live in Chicago. That business was the most important place in Chicago. It was a very small town. But it would grow.

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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. In 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.



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# Legado de Chicago: Elecciones y Cambios de DuSable

I can locate and use information to analyze a situation (ILS5A1a).

I can write about a topic (ILS3B1b).



## *¿Qué elecciones y cambios hizo Jean Baptiste Pointe DuSable?*

Jean Baptiste Pointe du Sable vino a Chicago hace mucho tiempo. Fue a mediados de la década de 1780. Eso fue hace más de 200 años. Chicago ni siquiera era una ciudad en esa época. DuSable fue el primer colonizador. 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. Era muy diferente al Chicago de hoy en día.

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 si solo. Él planeó como se vería. Tenía que encontrar y cortar la madera que necesitaba para construirlo. Fue un trabajo difícil.

DuSable escogió un buen lugar para el puesto de intercambio. Lo construyó en el río cerca del lago. De esa manera las personas podían llegar por bote. En esos días, las personas viajaban a pie o bote o en caballo. No había autos. No había caminos.

DuSable intercambiaba con los Potowatomi. Los Potowatomi son indios americanos. Vivían aquí antes de que DuSable llegara. Mediante el trueque Los Potowatomi lograban obtener cosas que no tenían. Ellos traían pieles. DuSable intercambiaba por ellas. Intercambiaba herramientas por pieles.

DuSable también intercambiaba con los colonos. Un colono es una persona que se muda a un nuevo lugar y construye un hogar. Los colonos traen consigo algunas cosas que necesitan. Tienen que encontrar otras cosas que necesitan en el nuevo lugar. Los colonos necesitaban muebles y comida. Encontraron estas cosas en el puesto de intercambio de DuSable.

El puesto de intercambio era muy importante. Si no hubiera puesto de intercambio, hubiera sido muy difícil quedarse aquí. Las personas necesitaban las provisiones que podían obtener en el puesto de intercambio de DuSable.

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 a otra persona. El negocio que él comenzó seguía abierto. Las personas podían seguir obteniendo lo que necesitaban para

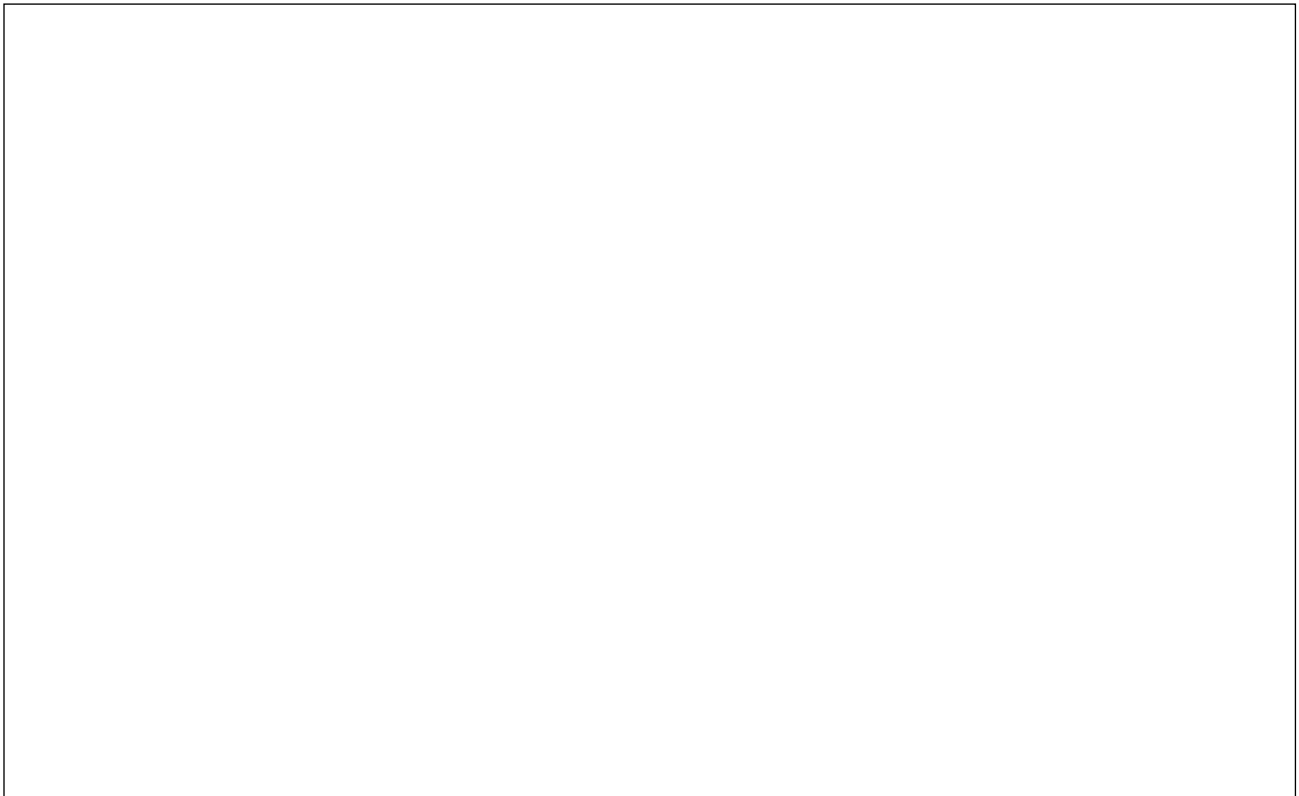
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vivir en Chicago. Ese negocio era el lugar más importante en Chicago. Era un pueblo muy pequeño. Pero crecería.

Un legado es lo que alguien le deja a otras personas. El legado de DuSable es importante. Su puesto de intercambio empezó el progreso de Chicago. Su decisión de venir aquí hizo una gran diferencia. En 1968 Chicago lo llamó el “Padre 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 porque el establecimiento de comercio era importante.



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## PART 1: Class Session 3

# Chicago: A History of Choices and Changes

*Note: You will find information about Daniel Burnham in the appendix. You can share that information during this session and other sessions.*

### Guiding Question

*What was Daniel Burnham's big idea?*

### Introduction

- Have students refer to Learning Guide 1, *Show History*.
- Ask them to think about what happened between DuSable's arrival and the Great Chicago Fire—many people moved here and built homes, stores, and streets.
- Ask students what they think Chicago looked like after the fire.
- Ask students what opportunities the fire might have provided to the city.
- Discuss what it means to rebuild/plan a city. What would a planner think about? What would people in a city need? What would people in a city want?
- Explain that Daniel Burnham was a city planner who had to see the big picture and look to the future.
- Show students the photographs “Street Congestion” and “Lakefront Debris” from the Appendix (pages 160–161) to illustrate to students what Chicago was like around the time Burnham made his plan.

### Activity

- Distribute Learning Guide 3, *Chicago Legacy: Burnham's Plan*.
- Students read the text independently or with a learning partner.
- As a group, brainstorm possible titles for a newspaper article based on the events in the text.
- Have students choose a headline or create their own, then complete the “Write History” activity in Learning Guide 3.

### Conclusion

- Ask students to answer the guiding question: What was Burnham's Big Idea? They can respond in writing or in small group or class discussion.
- Ask students what they think Burnham's plan means to Chicago today. This can be an extended response activity.



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# Chicago Legacy: Burnham's Plan

I can locate and use information to analyze a situation (ILS5A1a).

I can write about a topic (ILS3B1b).



## *What was Daniel Burnham's big idea?*

When DuSable came to Chicago, it was not yet a city. In 1833, Chicago was incorporated as a town. Before then it was a settlement. About 350 people lived here. At first it grew slowly. Then Chicago grew very fast. By 1855, about 30,000 people lived here. That year the Burnham family moved here. Daniel Burnham was nine when he came to Chicago. He would grow up here. He would be part of Chicago's progress.

By 1870, 300,000 people lived here. There was no plan for where everything should be. Chicago was crowded. The streets were too busy. People built homes in a hurry. They used wood. Most of the city was made of wood. The Great Chicago Fire happened in 1871. It lasted for 36 hours. Almost 18,000 buildings burned down. About 100,000 people lost their homes. Some people chose to leave. But most stayed. They would rebuild Chicago.

After the fire, people wanted to make Chicago a better city. They wanted to change the city. They took debris from the fire to make a park. Debris is what is left after a fire. Today that park is called Grant Park. They rebuilt houses. They rebuilt businesses. But there wasn't a big plan. So streets started getting crowded again.

Daniel Burnham was an architect. Architects plan buildings. They think about who will use the buildings. They plan what they should look like. But Daniel Burnham did more than plan buildings.

He was one of the first people to have a job called "city planner." A city planner thinks about what a city needs. It needs many things. It needs parks and public buildings. It needs streets. A city planner thinks about the whole city.

Daniel Burnham knew how to make big plans. He was in charge of the World's Columbian Exposition in 1893. That was a big fair. There were more than 200 new buildings at the fair. Many people came from around the world to see it. They saw many new things. They saw movies. They saw electric light bulbs. Those were new inventions in 1893.

After the fair, Chicago kept growing. In 1906, more than two million people lived here. Daniel Burnham convinced leaders that the city needed a plan. They decided he should make that plan. He saw problems. He thought of ways to solve them. He planned ways to make the city better. He asked another architect to help him. That person was Edward Bennett.

In 1909 they finished their big plan. City leaders decided to do many parts of the plan. They added parks to the lakefront and neighborhoods. They added forest preserves. They made wide

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streets called boulevards. Boulevards would make it easier for people to travel in Chicago. They built bridges over the Chicago River. They planned railroad stations. These changes took many years and a lot of money.

You can see Daniel Burnham's legacy in Chicago today. Navy Pier is one part of his plan. The Michigan Avenue Bridge came from his plan. Union Station came from his plan too. It is a big train station. Burnham's legacy is in many places in Chicago. It is part of how Chicago works. He said that it is important to have very big dreams. He said people should make great plans. That idea is still important today.

### **Write History**

A newspaper tells what is happening. In 1909 there was no television, radio or internet. People got their news from the newspaper. Write what you think the newspaper said about Burnham's plan in 1909. Tell about the plan. Tell what you think people said about it.

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# Legado de Chicago: El Plan de Burnham

I can locate and use information to analyze a situation (ILS5A1a).

I can write about a topic (ILS3B1b).



## ¿Cuál era la gran idea de Daniel Burnham?

Cuando DuSable vino a Chicago, todavía no era una ciudad. En 1883, Chicago fue incorporado como un pueblo. Antes de eso se consideraba una pequeña colonia. Alrededor de 350 personas vivían aquí. En un principio creció lentamente. Después Chicago creció muy rápido. Para 1855, alrededor de 30,000 personas vivían aquí. Ese año la familia Burnham se mudó aquí. Daniel Burnham tenía nueve años cuando llegó a Chicago. Él sería parte del progreso de Chicago.

Para 1871, 300,000 personas vivían aquí. No había un plan con respecto a donde debería estar todo. Chicago estaba atestado. Las calles estaban demasiado concurridas. Las personas construían hogares aprisa. Utilizaban madera. La mayor parte de la ciudad estaba hecha de madera. El Great Chicago Fire (Gran Incendio de Chicago) sucedió en 1871. Duró 36 horas. Casi 18,000 edificios se quemaron. Alrededor de 100,000 personas perdieron sus hogares. Algunas personas decidieron irse. Pero la mayoría se quedó. Ellos reconstruirían Chicago.

Después del incendio, las personas querían hacer de Chicago una mejor ciudad. Ellos querían cambiar la ciudad. Tomaron residuos del incendio para hacer un parque. Residuos es lo que queda después de un incendio. Hoy ese parque se llama Grant Park. Reconstruyeron casas. Reconstruyeron negocios. Pero no había un gran plan. Así que las calles comenzaron a concurrirse otra vez.

Daniel Burnham era un arquitecto. Los arquitectos planean edificios. Piensan sobre quien utilizará los edificios. Planean como deberían verse. Pero Daniel Burnham hizo más que planear edificios.

Fue una de las primeras personas en tener un trabajo llamado “planificador de ciudad.” Un planificador de ciudad piensa sobre lo que una ciudad necesita. Necesita muchas cosas. Necesita parques y edificios públicos. Necesita calles. Un planificador de ciudad piensa en toda la ciudad.

Daniel Burnham sabía como hacer grandes planes. Estaba a cargo de la World’s Columbian Exposition (Exposición Mundial de Colón) en 1893. Esa fue una gran feria. Hubo más de 200 edificios nuevos en la feria. Muchas personas vinieron de alrededor del mundo para verla. Vieron muchas cosas nuevas. Vieron películas. Vieron bombillas de luz eléctricas. Esas eran invenciones nuevas en 1893.

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Después de la feria, Chicago siguió creciendo. En 1906, más de dos millones de personas vivían aquí. Daniel Burnham convenció a los líderes que la ciudad necesitaba un plan. Decidieron que él debería hacer un plan. Él vio problemas. Él pensó en maneras de resolverlos. Planeó maneras de hacer mejor a la ciudad. Le pidió a otro arquitecto que le ayudara. Esa persona era Edgard Bennett.

En 1909 terminaron su primer gran plan. Los líderes de la ciudad decidieron hacer muchas muchas partes del plan. Agregaron parques al frente del lago y a los vecindarios. Agregaron reservas forestales. Hicieron calles anchas llamadas bulevares. Los bulevares facilitarían a las personas viajar en Chicago. Construyeron puentes sobre el río de Chicago. Planearon estaciones ferrocarrileras. Estos cambios tardaron muchos años y mucho dinero.

Hoy en día pueden ver el legado de Daniel Burnham en Chicago. Navy Pier es una parte de su plan. El Michigan Avenue Bridge (Puente de la Avenida Michigan) provienen de su plan. La Union Station (Estación Central) también proviene de su plan. Es una estación de trenes grande. El legado de Burnham se encuentra en muchos lugares en Chicago. Es parte de cómo funciona Chicago. Él decía que es importante tener sueños muy grandes. Decía que las personas deben hacer enormes planes. Esa idea es importante aun ahora.

### **Escribe Historia**

Un periódico cuenta lo que está sucediendo. En 1909 no había televisión, radio ni Internet. Las personas obtenían sus noticias de los periódicos. Escribe lo que pienses que el periódico decía sobre el plan de Burnham en 1909. Cuenta lo que piensas que las personas decían sobre el.

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## PART 1: Class Session 4

# Chicago: A History of Choices and Changes

### Section 1

#### **Guiding Question**

*What are the important parts of the histories of DuSable and Burnham?*

#### **Introduction**

- Ask students what they remember about DuSable’s history.
- Ask students what they remember about Burnham’s history.

#### **Activity**

- Distribute Learning Guide 4, *Show Parts of Chicago History*.
- Explain what a summary is, that is tells the most important parts of an event or topic.
- Students complete the activity independently or with a learning partner.

#### **Conclusion**

Have students share their work with a learning partner. Point out to students that their different answers all are responses to the same big question.

### Section 2

#### **Guiding Question**

*What skills did Burnham and DuSable use?*

#### **Introduction**

- Remind students about Burnham and DuSable readings.
- Discuss the skills that each required to do his job.
- What things might DuSable and Burnham have learned in school?
- How do the things we learn in school help us with the choices we make?

#### **Activity**

- Distribute Learning Guide 5, *Skills for Progress*.
- Students work with a learning partner to complete.

#### **Conclusion**

Students share their work with the large group. List or chart the skills that students identified to respond to the guiding question.



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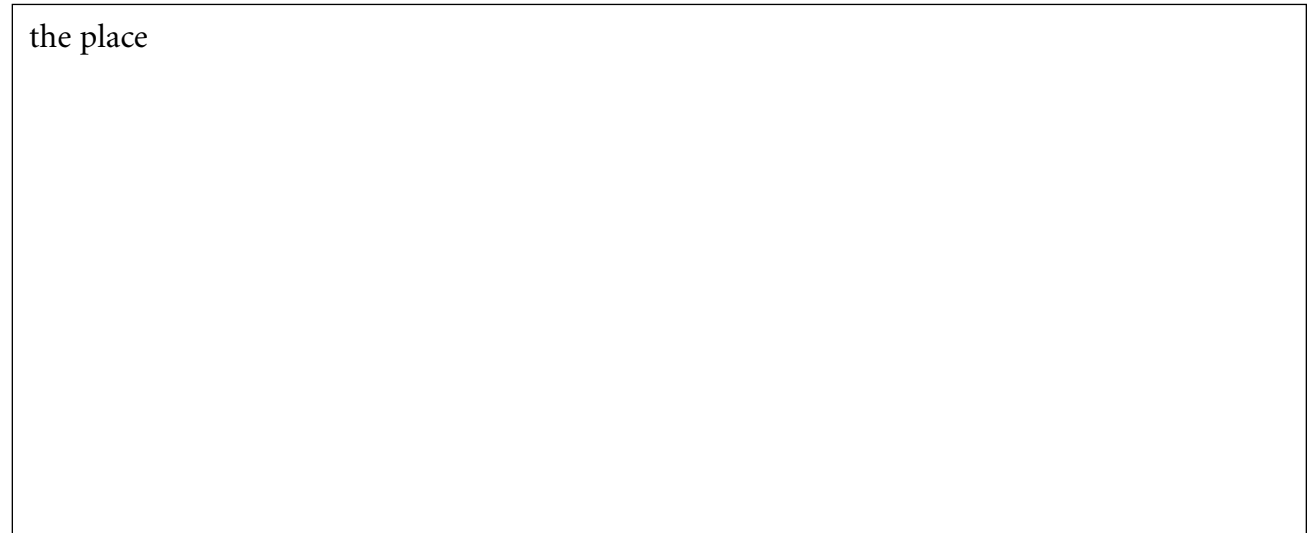
# Show Parts of Chicago History

I can organize information to explain a topic (*LS5A1a*).

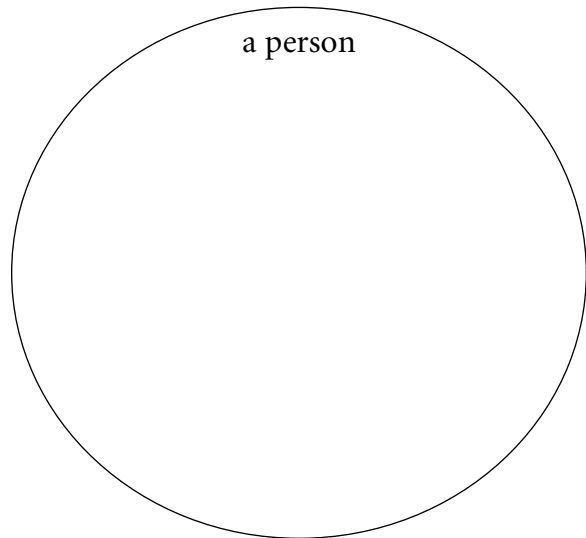
*What are the important parts of the histories of DuSable and Burnham?*

Choose either Burnham or DuSable. Draw a picture that shows a place, a person and an event from his time. Write a caption for each picture. A caption tells what is happening in the picture.

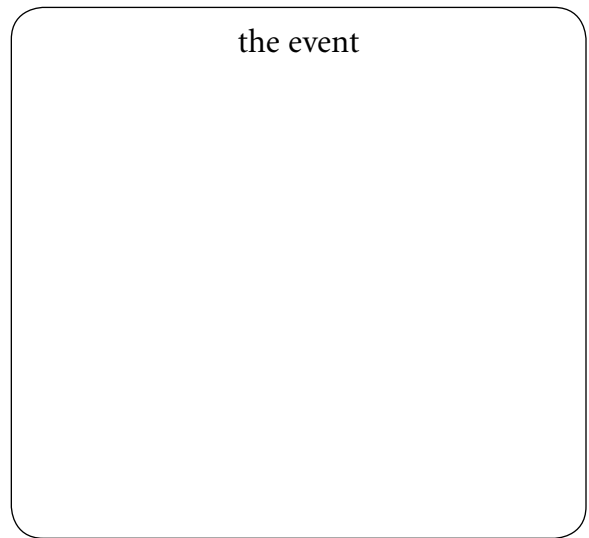
the place



a person



the event



## Write A Summary

Use your pictures to help you write a summary. A summary tells the main events that happened.

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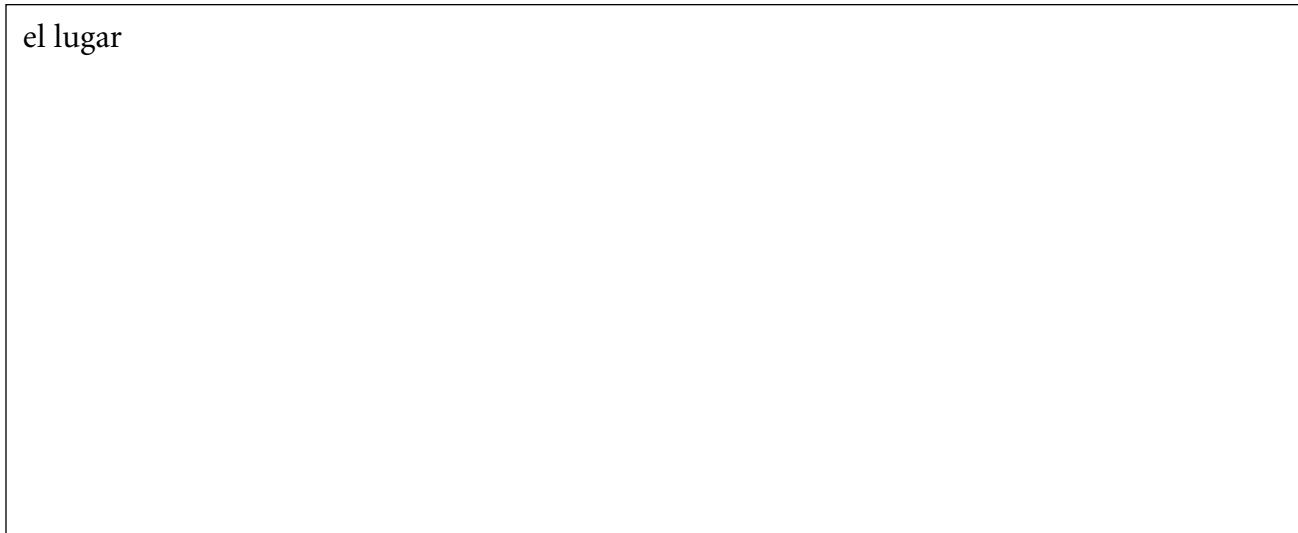
# Muestra Partes de la Historia de Chicago

I can organize information to explain a topic (ILS5A1a).

*¿Cuales son las partes más importantes de las historias de DuSable y Burnham?*

Escoge Burnham o DuSable. Haz un dibujo que enseña un lugar, una persona y un acontecimiento de su tiempo. Escribe una etiqueta para cada dibujo. La etiqueta dice lo que ocurre en el dibujo.

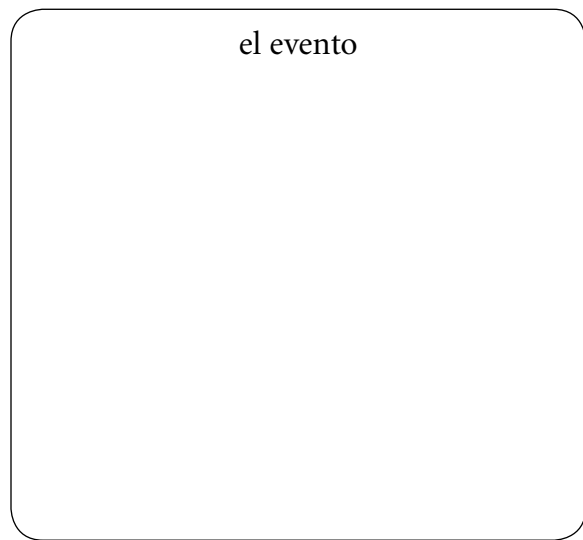
el lugar



una persona



el evento



## Escribe un Resumen

Usa tus dibujos para escribir un resumen de la historia. Un resumen describe los acontecimientos más importantes que ocurrieron.

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# Skills for Progress

I can collect and organize information (LS5A1a).

*What skills did Burnham and DuSable use?*

Burnham was an architect. DuSable was a trader. Think about the skills each man needed for his job and why.

	Burnham the Architect	DuSable the Trader
What math skills would he need? Why?		
What reading skills would he need? Why?		
What communication skills would he need? Why?		

**Write What You Think**

What skills do you have that you could use to help a city make progress?

List three skills you have. Then tell how you could use them to help.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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# Habilidades para Progresar

I can collect and organize information (*LS5A1a*).

*¿Qué habilidades usaron Burnham y DuSable?*

Burnham era un arquitecto. DuSable era un comerciante. Piensa sobre las habilidades que cada hombre necesitaba para su trabajo y porqué las necesitaba.

	Burnham el Arquitecto	DuSable el Comerciante
¿Qué habilidades matemáticas necesitaría?  ¿Porqué?		
¿Qué habilidades de lectura necesitaría?  ¿Porqué?		
¿Qué habilidades de comunicación con otra gente necesitaría?  ¿Porqué?		

## Escribe Lo Que Piensas

¿Qué habilidades tienes que podrías usar para ayudar a otras personas a progresar?

Haz una lista de tres habilidades que tienes. Después escribe como las podrías utilizar para ayudar a las personas.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_





## PART 1: Class Session 5

# Chicago: A History of Choices and Changes

### Guiding Question

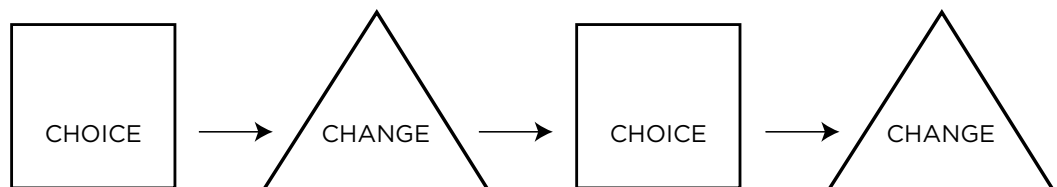
*What choices and changes have people made that are part of Chicago today?*

### Introduction

- Remind students about the *Show History* activity.
- Ask students which are the most significant events that they have discussed.

### Activity

- Distribute Active Assessment *Word Bank* (page 15/16) and have students complete it independently.
- Students share one or two of their drawings with a learning partner.
- Distribute Active Assessment, *What I Knew/What I Learned* (page 17/18). It can be completed as an Extended Response activity.
- Make a Chicago Choices and Changes diagram (see below) on the chalkboard.
- Use one of the events from *Show History* to show how choices lead to changes. (For example, Burnham's plan led to changes in parks that led to choices about where to live, which led to neighborhood progress.)



### Conclusion

- Begin a word wall with words that students identify in the activity.
- Ask students to predict how Chicago will change in the future based on current choices made by students or adults.

