



## PART 4: Overview

# The City Today

### Summary

Students think about important city infrastructure and ask others for their ideas about how to make improvements.

### Literacy Development

I can collect and classify information (*ILS5A*).

I can write in a specific format (*ILS3C*).

I can write a paragraph to explain a topic (*ILS3B*).

### Content Outcomes

I can explain how people plan improvements (*ILS16C*).

### Concepts and Vocabulary

community	region
housing	river
interview	survey
park	water
public transportation	

### Materials

Learning Guide 1	<i>Chicago Transportation</i>
Learning Guide 2	<i>Chicago Jobs</i>
Learning Guide 3	<i>Interview Guide</i>
Learning Guide 4	<i>Paragraph Writer</i>
Learning Guide 5	<i>Word and Idea Builder</i>
Learning Guide 6	<i>Display Learning: Exhibit Maker/Book Writer</i>
Active Assessment	<i>Word Bank</i> <i>What I Knew/What I Learned</i>

### Additional Classroom Materials/Supplies

CTA map  
Current newspapers  
Chart paper and markers or chalkboard and chalk



## PART 4

# Extension Options



### On-line Connection

#### Chicago Web Docent

City Sewers

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

Waste and Water in Early Chicago

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

#### Friends of the Chicago River

Changing the River (K–2)

<http://chicagoriver.org/upload/Times%20Have%20Changed.pdf>

What is a river (K–2)

[http://chicagoriver.org/upload/What\\_Is\\_a\\_River.pdf](http://chicagoriver.org/upload/What_Is_a_River.pdf)

Pollution (K–5)

[http://chicagoriver.org/upload/I%27ve\\_Felt\\_the\\_Same\\_Way.pdf](http://chicagoriver.org/upload/I%27ve_Felt_the_Same_Way.pdf)

#### Teach Great Lakes

<http://www.great-lakes.net/teach/teachers/>

#### Chicago History Museum

Great Chicago Stories: The Railroad (3rd–4th)

<http://www.greatchicagostories.com/transportation/index.php>



### Art Connection

- Make a Chicago fold-a-book or exhibit.
- Use bulletin boards in the hallway to have students curate a museum exhibit about what they have learned about Chicago.



### Museum Connection

Use the city as a museum. Visit **Chicago Architecture Foundation** for resources.

<http://www.architecture.org/>



### Family Connections

Families will be involved with the *Interview Guide* activity. In addition, have students write a summary of what the class learns from the interview. They should take the summary home so their family sees how their ideas are important to what the class learned.

## PART 4: Class Session 1

# The City Today

*Note: This Part concludes with a Chicago Exhibit Maker/Book Writer activity which is an opportunity for students to synthesize what they have learned in Parts 1–4 before they make specific plans for the City’s future in Part 5. You will need to allocate additional class time if you plan to have the students actually create the books and/or exhibits.*

### Guiding Question

*How and why do people travel in the city?*

### Introduction

Draw the following diagram on the chalkboard or chart paper:

THE CHICAGO REGION



- Ask students what the diagram shows.
- Help them see that it’s about connections. How is everything related?
- Ask students what they can remember about Daniel Burnham and his plan.
- Explain that one of his big challenges was to figure out how people and supplies could move around the city.
- Ask how we move around the city today.
- Ask about methods of transportation and what needs to be transported in addition to people.

### Activity

- Distribute Learning Guide 1, *Chicago Transportation*.
- Have students complete independently then share with a learning partner.

### Conclusion

- Make a tally or graph of who uses what kind of transportation to get to school, to the grocery store or to the park.
- Discuss the results.
- Ask students what changes they would like to see in Chicago’s transportation system to help make it a better place to travel.
- Summarize the students’ responses to the guiding question



Name \_\_\_\_\_

# Chicago Transportation

I can classify information (LS5A1b).

*How and why do people travel in the city?*

1. Circle the words that show transportation you or someone you know uses.
2. Draw pictures to show each kind of transportation.

bus	car
train	subway
walk	bicycle

Which of these is the best way to get to the grocery store?

\_\_\_\_\_

Why?

\_\_\_\_\_

\_\_\_\_\_

Nombre \_\_\_\_\_

# Transporte de Chicago

I can classify information (ILS5A1b).

*¿Porqué y como viaja la gente en la ciudad?*

1. Circula las palabras que muestren un transporte que tu o una persona que conozcas utiliza.
2. Haz dibujos para mostrar cada tipo de transporte.

autobús	coche
tren	metro/subterráneo
caminar	bicicleta

¿Cuál de estos es la major manera para llegar a la bodega?

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¿Por qué?

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## PART 4: Class Session 2

# The City Today

### Guiding Question

*What Chicago job do you want?*

### Introduction

- Ask students what kinds of jobs are necessary in a city.
- Make a list on the chart paper or chalk board.
- What kinds of jobs do they know most about?
- Which jobs do they think are most important and why?

### Activity

- Distribute Learning Guide 2, *Chicago Jobs*.
- Have students complete independently then share with a learning partner.

### Conclusion

- Have students share their writing response with the large group.
- Point out that the answers to the guiding question are individual; each student will have a different response.





Name \_\_\_\_\_

# Chicago Jobs

I can classify information (ILS5A1b).

*What Chicago job do you want?*

1. Choose 3 jobs from the list your class created. Write these jobs in the boxes.
2. Write four words or draw a picture that shows what this person does.
3. In the last box, write the job you would like to have.

1.	2.
3.	

## Write What You Think

Why would you like to have the job you chose?

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What would you like about it?

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Nombre \_\_\_\_\_

# Trabajos de Chicago

I can classify information (*ILS5A1b*).

*¿Qué trabajo quieres en Chicago?*

1. Selecciona 3 trabajos de la lista creada por tu clase. Escribe esos trabajos en los recuadros.
2. Escribe 4 palabras o haz un dibujo que describa qué es lo que hace esta persona.
3. En el último recuadro, escribe el trabajo que te gustaría tener.

1.	2.
3.	

**Escribe lo Que Piensas**

¿Por qué te gustaría tener el trabajo que elegiste?

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¿Qué es lo que te gusta de él?

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## PART 4: Class Session 3

# The City Today

### Guiding Question

*What would improve our city?*

### Introduction

- Ask students if they know what a survey is.
- Why do we use them?
- Why might someone who is making plans for the city want to conduct a survey?
- Explain that Burnham used surveys to come up with the recommendations in his plan.

### Activity

- Distribute Learning Guide 3, *Interview Guide*.
- Explain that these are some of the categories from Burnham's survey.
- Explain students are first going to interview each other in class, then take a blank copy home to interview family members.
- Have students work with a learning partner to complete the *Interview Guide*.
- Distribute Learning Guide 4, *Paragraph Writer*.
- Have students work independently or in pairs to write a paragraph.

### Conclusion

- Ask students for some of the interesting responses to their *Interview Guide*.
- Ask them if they think they would get the same response from different people. Does it matter if you ask children or adults?
- Have the students take a blank copy of the *Interview Guide* home and ask an adult the questions. Then share responses and summarize what students and their families think are good answers to the guiding question.



Name \_\_\_\_\_

# Interview Guide: Ways to Make Chicago a Better Place to Live and Work

I can collect and classify information (*LS5A1b*).

I can write a paragraph about an idea (*LS3B1b*).

## *What would improve our city?*

Ask someone what they think about each topic below. Talk about each question.

Make notes about what the person says. List important words as they talk.

Topic	Notes—Important Words	Sentence
How could we change the parks to make them better?		
What could we do to improve the streets/ transportation?		
What could make our community better?		
What else could we do to make Chicago better?		
How can you help make the city better?		

Use your notes to write a paragraph about this person's ideas for the community and the city.

Nombre \_\_\_\_\_

# Guía de Entrevista: Maneras para Hacer de Chicago un Mejor Lugar para Vivir y Trabajar

I can collect and classify information (*ILS5A1b*).

I can write a paragraph about an idea (*ILS3B1b*).

*¿Qué mejoraría nuestra ciudad?*

Pregúntale a alguien lo que piensan sobre cada tema. Habla de cada pregunta.

Escribe notas sobre lo que dice la persona. Haz una lista de palabras importantes conforme vayan hablando.

Tema	Apuntes—Palabras Importantes	Frases
¿Qué podríamos cambiar de los parques para hacerlos mejores?		
¿Cómo podríamos mejorar las calles?		
¿Qué podríamos hacer para mejorar las casas?		
¿Qué podría mejorar el centro de Chicago?		
¿Qué más podríamos hacer para que Chicago sea mejor?		

Usa tus notas para escribir un párrafo sobre las ideas de ésta persona para la comunidad y la ciudad.

Name \_\_\_\_\_

# Paragraph Writer

I can write to communicate an idea (LS3B1b).

*What would improve our city?*

A paragraph tells about one topic or idea.

You will write one paragraph about one topic from your *Interview Guide*.

1. Choose one of the topics from the *Interview Guide*.

Topic: \_\_\_\_\_

2. What did the person think the problem was?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. How did the person think we could fix the problem?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. Write your paragraph. Include information from your lists.

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Nombre \_\_\_\_\_

# Escritor de Párrafos

I can write to communicate an idea (ILS3B1b).

*¿Qué mejoraría nuestra ciudad?*

Un párrafo se refiere a un tema o idea.

Escribirás un párrafo acerca de una manera para hacer de Chicago un mejor lugar.

1. Escoge uno de los temas de la encuesta de Chicago.

Tema: \_\_\_\_\_

2. ¿Qué pensó la persona que era el problema?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. ¿Cómo pensó la persona que podíamos solucionar el problema?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. Escribe tu párrafo. Incluye información de tus listas.

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## PART 4: Class Session 4

# The City Today

### Guiding Question

*What is your idea for making Chicago progress?*

### Introduction

- Ask students to compare the responses that adults gave on the *Interview Guide* to those given by classmates.
- Share some newspaper headlines about changes in the city or their neighborhood with students.
- Ask students to predict what the article is about.
- What makes a good headline? What information should they provide?

### Activity

- Distribute Learning Guide 5, *City Progress*.
- Tell students they are going to write newspaper headlines about a possible change that could happen in the city. This should be a big change.
- Have students complete the guide independently then share with a learning partner.

### Conclusion

- Have students share their headlines with the class and have class members guess what the news story is about.
- Make a tally of ideas—list the ideas by category such as ways to help your school get more resources. Then point out that these are all answers to the guiding question.



Name \_\_\_\_\_

# Word and Idea Builder: City Progress

I can write in a specific format (ILS3C1a).

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

1. Using the words below, write a newspaper headline to describe a possible change to make the city better.
2. Draw a picture in the box that shows what your headline tells.
3. Choose your own word for the last example.

WORD: **school**

headline: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



WORD: **transportation**

headline: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



WORD: **leader**

headline: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



WORD: **park**

headline: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



WORD: \_\_\_\_\_

headline: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



Write the news story that goes with one headline.

Nombre \_\_\_\_\_

# Constructor de Palabra e Idea: Progreso de la Ciudad

I can write in a specific format (ILS3C1a).

*¿Qué idea tienes para hacer progresar a Chicago?*

Escribe el encabezado de un periódico utilizando cada palabra.

Puedes escoger una de tus palabras para el último ejemplo. Escribe sobre un cambio posible que ocurrió en la ciudad. Haz un dibujo en el recuadro que muestre lo que dice tu encabezado.

**PALABRA: colegio**

encabezado: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PALABRA: transporte**

encabezado: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PALABRA: líder**

encabezado: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PALABRA: parque**

encabezado: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PALABRA: \_\_\_\_\_**

encabezado: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Escribe la historia de la noticia que va con uno de los encabezados.



## PART 4: Class Session 5

# The City Today

*Note: This activity will take more than one class period if students go beyond the planning process to actually create the exhibits/books.*

### Guiding Question

*What is important to know about Chicago progress?*

### Introduction

- Ask children to restate what they have learned about Chicago and what a community needs.
- Record their response on chart paper or chalkboard.

### Activity

- Distribute Learning Guide 6, *Display Learning*.
- Tell students that they are going to make a book or display about Chicago.
- Complete the first part of the Learning Guide as a class.
- Divide the students into small groups.
- Have them complete Part 2 of the Learning Guide cooperatively.
- Distribute Active Assessment, *Word Bank* and have students complete.
- Distribute Active Assessment, *What I Knew/What I Learned*. It can be completed as an Extended Response activity.

### Conclusion

- Have each group present its plan for a book or display to the class.
- Point out that they all are answers to the guiding question.



Name \_\_\_\_\_

# Display Learning: Exhibit Maker/Book Writer (Page 1)

I can organize information to support ideas (ILS5B1a).

*What is important to know about Chicago progress?*

## Plan a Chicago Book or Exhibit

What's the theme of the exhibit or book? A theme is a way of thinking about a topic. The theme could be a big idea. It could be a big question. What is your big idea or big question about the topic? Write it here.

My/our theme is \_\_\_\_\_ .

What will your exhibit/book include about this theme?

Make a list of the items you will include in your exhibit or book.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Use the Learning Guide on page 117 to make a blueprint for the exhibit or an outline for the book.

Show how you want to set up your exhibit. You could draw a map showing where things will go, or make an outline or chart for your book.

Name \_\_\_\_\_

# Creador de Exhibición/ Escritor de Libro (Página 1)

I can organize information to support ideas (ILS5B1a).

*¿Qué es lo que es importante saber sobre el progreso de Chicago?*

## Planea una Exhibición o Libro de Chicago

¿Cuál es el tema de la exhibición o el libro? Un enfoque es una manera de pensar sobre un tema. Puede ser una gran idea. Puede ser una gran pregunta. ¿Cuál es tu GRAN IDEA? Escríbela aquí.

Mi/Nuestro tema es \_\_\_\_\_ .

¿Qué partes incluirá tu exhibición/libro acerca de este tema? Haz una lista de las partes de la exhibición o el libro.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Utiliza la Guía de Aprendizaje (Learning Guide) en la página 118 para hacer un plano para la exhibición o un borrador para el libro.

Muestra como quieres establecer tu exhibición. Puedes dibujar un mapa mostrando donde irán las cosas, o hacer un borrador o tabla para tu libro.



Name \_\_\_\_\_

# Display Learning: Exhibit Maker/Book Writer (Page 2)

I can organize and communicate information about a topic (*ILS5B1a*).

- FOCUS:** Write the title of each page in a book/part of an exhibit.
- TELL:** Note what you will write about.
- SHOW:** Figure out what picture, photo, or diagram would make your topic clear. Name it or sketch it in the each box.

### *What's Important to Know about this Topic?*

Topic: _____ _____ _____ What I'll explain: _____ _____ _____ _____ _____ What I'll show:	Topic: _____ _____ _____ What I'll explain: _____ _____ _____ _____ _____ What I'll show:	Topic: _____ _____ _____ What I'll explain: _____ _____ _____ _____ _____ What I'll show:
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### **Write the Book, Construct the Exhibit**

**Book:** Make a draft of the book. A draft is what you write first. Then you read what you wrote. Then you write it again making it better.

**Exhibit:** Draw pictures to illustrate each part of the exhibit. Write labels for your illustrations. Remember to remind your visitors about the theme of your exhibit. For example, you can write questions that get the visitors to look for examples of the theme in your part of the exhibit.

Nombre \_\_\_\_\_

# Creador de Exhibición/ Escritor de Libro (Página 2)

I can organize and communicate information about a topic (*LS5B1a*).

**ENFÓCATE:** Escribe el título de cada página en un libro/parte de una exhibición.

**DI:** Anota lo que escribirás sobre lo que escribirás.

**MUESTRA:** Descifra que dibujo, foto, o diagrama haría claro tu tema. Nómbralo o haz un bosquejo en cada recuadro.

*¿Qué es Importante Saber sobre este Tema?*

<p>Tema: _____</p> <p>_____</p> <p>_____</p> <p>Lo Que Explicaré: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Lo Que Mostraré:</p>	<p>Tema: _____</p> <p>_____</p> <p>_____</p> <p>Lo Que Explicaré: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Lo Que Mostraré:</p>	<p>Tema: _____</p> <p>_____</p> <p>_____</p> <p>Lo Que Explicaré: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Lo Que Mostraré:</p>
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## Escribe el Libro, Construye la Exhibición

**Libro:** Haz un borrador del libro. Un borrador es lo que escribes primero. Después lees lo que escribiste. Después lo vuelves a escribir haciéndolo mejor.

**Exhibición:** Haz dibujos para ilustrar cada parte de la exhibición.

Escribe etiquetas para tus ilustraciones. Recuerda recordarle a tus visitantes sobre el enfoque de tu exhibición. Por ejemplo, puedes escribir preguntas que hagan que el visitante busque ejemplos del tema o enfoque en la parte de tu exhibición.