

CHICAGO: City of Possibilities, Plans, Progress

A Unit Builder for Eighth Grade Teachers

Working Draft
March 2009



THE BURNHAM PLAN
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Chicago: City of Possibilities, Plans, Progress is a project of the Burnham Plan Centennial Committee. The Committee, composed of business and civic leaders was convened in late 2006. Staff support is provided by Chicago Metropolis 2020 with leadership funding from the Chicago Community Trust and supported by a growing number of metropolitan Chicago's leading businesses, foundations, and civic leaders.

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“Our children must never lose their zeal for building a better world. They must not be discouraged from aspiring toward greatness, for they are to be the leaders of tomorrow.”

Mary McLeod Bethune

“Our children shall be taught that they are the coming responsible heads of their various communities.”

Wacker Manual, 1911

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Teacher Preview

Overview

A century ago, the bold vision of Daniel Burnham and Edward Bennett's *The Plan of Chicago* transformed 1909's ugly industrial city into the attractive global metropolis of today. The 100th anniversary of this plan gives us all an opportunity to examine both our city's history and its future. The Centennial seeks to inspire current civic leaders to take full advantage of this moment in time to draw insights from Burnham's comprehensive and forward-looking plan. Inspiring students—our next generation of leaders—to think critically about their city will be the Centennial's most important legacy. Your role in leading students to understand their ability to influence how we grow as a city, region, state and nation is critical.

In 1911, two years after the publication of Burnham's *Plan of Chicago*, the Chicago Plan Commission published *Wacker's Manual of the Plan of Chicago*. This civics text, required study for Chicago Public School eighth graders from 1911 through at least the 1920's, made it clear to students that Chicago's continued progress depended directly on their engagement. While our current *City of Possibilities, Plans and Progress* unit builder is not as comprehensive as the *Wacker Manual*, our call to students to become active and productive members of their neighborhoods, communities and city is no less urgent.

We invite you to use these materials as a starting point to make the city itself part of your curriculum. As your students explore their city we hope that they will understand their own ability to change their communities and make a difference in shaping Chicago's future. We encourage you to take full advantage of the resources of Chicago's museums, libraries, and educational organizations, as well as extensive on-line resources as part of the learning experience. And finally, we hope that the Centennial's primary goal—to make our region one of the world's best places to live and work for the next 100 years—will enrich and inform your teaching well into the future.

Unit Builder Design

Your ideas are a critical to the successful development of this unit. You can use the resources in this unit builder to construct a fourth-quarter complement to your curriculum. The activities in this flexible toolkit will develop students' abilities and appreciation of possibilities—their own and their city's. You are encouraged to preview the materials and then decide how to use them effectively as you complete the school year. We are in the process of devising a mechanism for gathering your thoughts, ideas and opinions about the activities contained in this draft document with the hope of creating a more final version in the fall of 2009.

The Unit Builder has three sections:

Section 1:

- Burnham and his Legacy
- Community Heroes

Section 2:

- Making a Difference: Planning Community Progress
- School Progress Guides

Section 3:

- Communication Guides
- Unit Building Resources

In Section 1, students read about the Burnham Plan and about other less well-known Chicagoans who have made a difference in their communities. In Section 2, students are encouraged to take a critical look at their own school and neighborhood, make plans for improvement, and if possible, implement those plans. Section 3 contains Learning Guides that can be used to extend or supplement activities in the previous sections.

Learning Standards

The unit emphasizes the National Council for the Social Sciences theme of Time, Continuity and Change--“studying changes over time helps us to become grounded in knowledge about the past, enabling us to more fully understand the present, and make informed decisions about the future.” It also relates to the NCSS theme Individuals, Groups, and Institutions in the service learning projects.

The unit aligns with Illinois Learning Standards in Language Arts and Social Sciences. The activities also reinforce the skills needed for high school success, including the use of graphic organizers and reading and writing in the content areas, as well as social emotional learning and the ISBE Applications of Learning: Solving problems, communicating, using technology (if Internet is available), working on teams.

The Academic standards emphasized are:

Language Arts

- 1B, Apply reading strategies to improve understanding and fluency.
- 1C, Comprehend a broad range of reading materials
- 3C, Communicate in writing for a variety of purposes
- 5A, Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

Social Sciences:

- 16A, Apply the skills of historical analysis and interpretation
- 17A, Understand relationships between geographic factors and society
- 18B, Understand the roles and interactions of individuals and groups in society

Learning Resources

There are links to many useful learning resources at www.burnhamplan100.org. You can locate service learning examples and guides online at <http://www.sustainableschoolsproject.org/> and The Corporation for National and Community Service, www.leaderschools.org.

The following listing highlights some valuable on-line Chicago history and progress resources that you will find on the "Learning Resources" section of www.burnhamplan.org.

"Metro Joe." Metropolis 2020, Chicago, 2007. <<http://www.metrojoe.org>>

"A Guide to Neighborhood Placemaking in Chicago" <<http://www.placemakingchicago.com/>>

"A Brief Architectural History of Chicago." 1995-1999. Museum of Contemporary Art, Chicago. 23 Jun 2008 <<http://www.tc.umn.edu/~peikx001/chichist.htm>>.

"Chicago: City of Neighborhoods." eCUIP: The Digital Library. 16 Jun 2008 <<http://ecuiplib.uchicago.edu/diglib/social/cityofneighborhoods/index.html>>.

"Chicago Timeline." 2008. Chicago Public Library. 23 Jun 2008 <<http://www.chipublic.org/cplbooksmovies/cplarchive/timeline/index.php>>.

"The Encyclopedia of Chicago." Chicago Historical Society. 16 Jun 2008 <<http://www.encyclopedia.chicagohistory.org/>>.

"Great Chicago Stories." 2007. Chicago History Museum. 23 Jun 2008 <<http://www.greatchicagostories.com/index2.php>>.

"Illinois History: A Magazine for Young People." 2007. Illinois Historic Preservation Society. 23 Jun 2008 <<http://www.state.il.us/HPA/illinoishistory.htm>>.

Library of Congress. "Photographs from the Chicago Daily News." 28 May 2008. Library of Congress American Memory. 23 Jun 2008 <<http://memory.loc.gov/ammem/ndlpcoop/ichihtml/cdnhome.html>>.

Password Protected Databases (accessible from the Department of Libraries' website)

Chicago Tribune Historical Archive <http://infoweb.newsbank.com/>

"Burnham, Daniel H." Encyclopædia Britannica. 2008. Encyclopædia Britannica Online School Edition. 23 June 2008 <<http://school.eb.com/eb/article-9018202>>.

"Chicago." Encyclopædia Britannica. 2008. Encyclopædia Britannica Online School Edition. 23 June 2008 <<http://school.eb.com/eb/article-257584>>.

Teacher Choices

8th Grade Unit Builder





This list previews the materials in this set of resources so you can decide which ones are useful to you. Check the items from Column 1 that you will use. List activities you designed or collected and will use in column 2.

Check the Guides You'll Use/Adapt	What You'll Add
<p>Section 1, Part 1: Burnham and his Legacy</p> <ul style="list-style-type: none"> <input type="radio"/> Bold Plans, Big Dreams, Your City, p. 17 <input type="radio"/> Summarize What's Important, p. 26 <input type="radio"/> Share Your Ideas, p. 27 <input type="radio"/> Show Burnham's Vision, p. 28 <input type="radio"/> The Effects of Burnham's Vision, p. 29 <input type="radio"/> Analyze the Situation, p. 30 <input type="radio"/> Compare /Contrast Chicago History, p. 31 <input type="radio"/> Think Big: Your 2020 Plan, p. 32 <p>Section 1, Part 2: Community Heroes</p> <ul style="list-style-type: none"> <input type="radio"/> Progress Depends on People, p. 33 <input type="radio"/> Who Are Community Heroes, p. 34 <input type="radio"/> Getting It Done, p. 35 <p>Section 2, Part 1: Making a Difference: Planning Community Progress</p> <ul style="list-style-type: none"> <input type="radio"/> Take a Community Inventory, p. 38 <input type="radio"/> Survey Your Neighborhood, p. 39 <input type="radio"/> Predict Effects of a Change, p. 40 <p>Section 2, Part 2: School Progress Guides</p> <ul style="list-style-type: none"> <input type="radio"/> Bold Plans. Big Dreams. p. 42 <input type="radio"/> 8th Grade Legacy Planner, p. 43 <input type="radio"/> Make an Action Plan, p. 44 <input type="radio"/> Possibilities, Plans, Progress, p. 45 	

Check the Guides You'll Use/Adapt	What You'll Add
<p>Section 3, Part 1: Communication Guides</p> <ul style="list-style-type: none"> <input type="radio"/> Summarize What's Important, p. 48 <input type="radio"/> Expository Writer, p. 49 <input type="radio"/> Persuasive Writer, p. 50 <input type="radio"/> Narrative Writer, p. 51 <input type="radio"/> Communication Criteria, p. 52 <p>Section 3, Part 2: Art/Literacy Resources</p> <ul style="list-style-type: none"> <input type="radio"/> Draw Your Ideas, p. 54 <input type="radio"/> Collage Chicago, p. 55 <input type="radio"/> Then-Now-Next, p. 56 <input type="radio"/> Exhibit a Century of Progress, p. 57 <input type="radio"/> Summarize an Event, p. 58 <input type="radio"/> Our Class in 2020, p. 59 <input type="radio"/> Chicago Poets, p. 60 <input type="radio"/> Graphic Organizer Assessment Rubric, p. 61 	

My Unit Plan (available at teacher.depaul.edu.)

Focusing Question or Topic: _____





 Ideas I want the students to understand:	Skills and Strategies Students will Expand:  Read to Learn <i>ILS1C,5A</i>	 Write to Explain <i>ILS3B</i>	 Illustrate to Communicate <i>ILS26B</i>
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Important Words Students Will Read, Write, and Illustrate:

Weekly Focus	Monday Make It Clear	Tuesday Take It Farther	Wednesday Work with It	Thursday Think It Through	Friday Finish to Share
1					
2					
3					
4					
5					

Example: Five-week Unit Plan with Integrated Service Learning

Focusing Question: What should Chicago’s future be—and how can we make that progress?





 Ideas I want the students to understand: A visionary can influence an entire city. The parts of a city are interrelated. Each person can participate meaningfully in progress through plans and collaboration.	Skills and Strategies Students will Expand:		
	 Read to Learn ILS1C,5A Analyze and infer cause effect relations Summarize Evaluate information Identify and support ideas Infer relationships Compare and contrast	 Write to Explain ILS3B Synthesize and communicate information Write persuasive passages Write a report	 Illustrate to Communicate ILS26B Represent ideas with images Illustrate a text to communicate its theme

Important Words Students Will Read, Write, and Illustrate:
 action plan, analyze, asset, collaborate, improvement, infrastructure, inventory, legacy, possibilities, priority, progress, service learning, solution, summarize, vision, visionary

Weekly Focus	Monday Make It Clear	Tuesday Take It Farther	Wednesday Work with It	Thursday Think It Through	Friday Finish to Share
1 What do planners think about?	Pre-Assess: What do you know about Chicago’s progress? Draw or write to tell what you know.	Use <u>Bold Plans, Big Dreams</u> to emphasize the importance of planning.	Use <u>Analyze the Situation</u> to identify how planners work.	Interview the principal about the School Improvement Plan.	Synthesis: What is important to make progress—draw or write to explain your ideas.
2 How can we make school progress?	Preview School Progress Organizer plan and activities	Identify ways to improve the school.	Choose one priority to plan for school progress.	Use <u>Make an Action Plan</u> to make specific plan for the project.	Use <u>Summarize What’s Important</u> to prepare to meet with principal to preview the plan.
3 How does a team succeed?	Meet with Principal to preview the plan and get recommendations and authorization.	Revise plan based on meeting	Organize action teams to carry out the plan.	Begin the school progress project.	Continue the project.
4 What should Chicago’s future be?	School Progress Project continues. Students complete <u>Show Burnham’s Vision</u> in small groups. Each group takes one part of the Burnham texts to “map.”	School Progress Project continues Students complete <u>The Effects of Burnham’s Vision</u> for their part of the Burnham readings.	School Progress Project continues Students use <u>Our 2020 Plan</u> , to plan Chicago’s future.	School Progress Project continues Students create exhibit about Chicago’s future.	Students complete School Progress project. Students display exhibit in school entry bulletin board.
5 What is our value added?	Students list what they have learned and accomplished for themselves and the school.	Students prepare report on project using narrative writer.	Students edit narrative report to present to principal.	Students meet with principal to present report and discuss progress.	Students individually complete <u>Possibilities, Plans, Progress</u>

Example: Four-week Unit Plan Ending with Service Learning Project

Focusing Question: What should Chicago’s future be—and how can we make that progress?

 <p>Ideas I want the students to understand:</p> <p>A visionary can influence an entire city. The parts of a city are interrelated. Each person can participate meaningfully in progress through plans and collaboration.</p>	<p>Skills and Strategies Students will Expand:</p> <p> Read to Learn <i>ILS1C,5A</i></p> <p>Analyze and infer cause effect relations Summarize Evaluate information Identify and support ideas Infer relationships Compare and contrast</p>	<p> Write to Explain <i>ILS3B</i></p> <p>Synthesize and communicate information Write persuasive passages Write a report</p>	<p> Illustrate to Communicate <i>ILS26B</i></p> <p>Represent ideas with images Illustrate a text to communicate its theme</p>
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Important Words Students Will Read, Write, and Illustrate:
action plan, analyze, collaborate, improvement, legacy, possibilities, priority, progress, service learning, solution, summarize, vision, visionary

Weekly Focus	Monday Make It Clear	Tuesday Take It Farther	Wednesday Work with It	Thursday Think It Through	Friday Finish to Share
1 Chicago: A History of Progressive Thinking	Pre-Assess: What do you know about Chicago’s progress? Draw or write to tell what you know.	“Jigsaw” text from Burnham’s Plan & list one important idea/supporting information	Students use <u>Summarize</u> <u>What’s Important</u> to clarify their Jigsaw topic.	Compare and Contrast Chicago History	Synthesis: What is important to make progress—draw or write to explain your ideas.
2 Chicago Progress Continues	<u>Progress Depends on People</u>	<u>Who are Community Heroes?</u>	<u>Getting It Done</u>	<u>Bold Plans. Big Dreams.</u>	Use <u>Summarize</u> <u>What’s Important</u> to prepare to meet with principal to preview the plan.
3 We Can Make a Difference	<u>8th Grade Legacy Planner to Plan Progress</u>	Choose project for school or community progress	<u>Make an Action Plan</u>	Discuss plans with principal or counselor	Use Persuasive Writer to write about the plan.
4 Our Legacy	Start service project. Students complete learning log daily	Service project continues.	Service project completed.	Students write about project using <u>Narrative Writer</u> .	Students present their “legacy” to seventh grade students.

Section 1:

- **Burnham and His Legacy**
- **Community Heroes**

This set of learning guides complements the Service Learning projects. These guides can be used separately to develop students' skills and knowledge or combined with the Project Guides in Section 3.

Literacy/Learning Skills Development: Identify the theme of a text (*ILS1B*); Infer based on facts (*ILS1B*)

Content Outcomes: Can interpret information about Chicago's planning history (*ILS16A*)

Learning Guides

There are eleven student Learning Guides to develop students' knowledge and skills. They can complete them individually, in pairs, groups, or as a class. Debrief the class about their learning. Ask them to take their guides home to discuss their ideas with their families.

- *Bold Plans, Big Dreams: The Burnham Plan and its Legacy*
- *Summarize What's Important*
- *Share Your Ideas*
- *Show Burnham's Vision*
- *The Effects of Burnham's Vision*
- *Analyze the Situation*
- *Compare and Contrast Chicago History*
- *Think Big: Your 2020 Plan*
- *Progress Depends on People*
- *Who Are Community Heroes*
- *Getting It Done*

Conclusion/Assessment

Ask students to write a summary of what they have learned in this unit:

- About themselves
- About the city
- About progress

Then have students complete a speech or letter. This is a document they can deliver to 7th graders or include as part of their graduation ceremony. They also can put it into an envelope they open in the future. An outline for their text is included as a resource on p. 43, but you should encourage individual creativity, including, for example, having students write poems or create a document that includes illustrations and captions.

Part 1: The Burnham Plan and his Legacy

I can identify the main idea (*ILS1B*). I can interpret the interactions of individuals and groups (*ILS18B*).

How can ideas change a city—and a country?

In this section, students will read a summary of the major aspects of Burnham’s Plan. The sections are:

- Bold Plans. Big Dreams./Background of the Plan
- A Brief Summary (Use this to introduce students to what happened what did not as a result of the Plan.)
- The Plan as Document
- The Lakefront
- Parks and Forest Preserves
- Railroads and Harbors
- New Streets and Bridges
- Promoting the Vision
- Legacy of the Plan

The texts are excerpted from “The Plan of Chicago: A Regional Legacy,” a booklet prepared by the Burnham Plan Centennial committee. Classroom sets of copies of this booklet have been provided to teachers who participated in Professional Development workshops in March of 2009. Additionally, this booklet can be downloaded as a pdf or viewed on-line at http://burnhamplan100.uchicago.edu/online_exhibits/highlights. The booklet contains photographs and images from Burnham’s plan and will help students visualize its major elements. You will also find a link here for a trailer of the film *Make No Little Plans—Daniel Burnham and the American City*.

Following the texts, there are two pages, *Summarize What’s Important* and *Share Your Ideas*. Students should complete these two pages for each of the nine sections of the Burnham Plan texts.

It is recommended that students work in groups to read and respond to the texts. Depending on the class time available, each group could work on each of the sections over a period of at least a week. If time does not permit, each group could be assigned a section of the plan then share their knowledge with the entire class.

At the end of this section, are three comprehensive assessments that students can complete individually or as a group. You can also have students create maps, drawings or other visual representation of their ideas about the city.

BOLD PLANS. BIG DREAMS.

(excerpt from *The Plan of Chicago: A Regional Legacy*. View on-line at www.burnhamplan100.org)

In 1909, Daniel Burnham, Edward Bennett, and the Commercial club of Chicago launched an era of big dreams for the Chicago region and cities throughout the world with the publication of the Plan of Chicago. In 2009, the Plan's 100th anniversary gives metropolitan Chicago an unparalleled opportunity to recapture the spirit of imagination and innovation that the Burnham Plan represents.

The Burnham Plan Centennial will be a great celebration, but it will also be a time for our communities, leaders, institutions and young people to act together to shape our future. To succeed in the global competition for jobs, prosperity, and quality of life for all, we must have inspiring and well-accepted plans to produce action.

What follows is an introduction to the Plan of Chicago—the conditions that prompted it, the major recommendations, its implementation and its legacy. The purpose is to allow students of the Chicago region to understand its ideas and impact so they can more fully enjoy the Centennial—and realize the part they can play in making the next big plans.

BACKGROUND OF THE PLAN

The World's Columbian Exposition of 1893 attracted 21 million visitors—at a time when the nation's population was only 66 million. The visitors were awed by the clean, electrically lighted, harmoniously planned grounds of the World's Fair. Interest in city planning took root across the country, and Daniel Burnham, Director of Works for the fair, became nationally renowned for his planning skills. He aided the Senate Parks Commission with a 1902 plan for Washington, D.C., and prepared plans for Manila and Cleveland. His plan for San Francisco was delivered shortly before the 1906 earthquake and fire destroyed the city.

But Chicago was his home, and solutions to the growing city's problems were always on Burnham's mind. Immediately after the fair, a plan to connect Grant and Jackson Parks with a lakefront parkway attracted attention, but no results. Finally, in 1906–1907, conditions in Chicago allowed the Commercial Club to sponsor work on a Plan of Chicago. Burnham and the Plan's coauthor, architect Edward Bennett, hired draftsmen and began collecting information from officials around the world. In rooms built on the roof of the Railway Exchange Building at Michigan and Jackson, experts came to offer ideas, and tracing after tracing was made over street maps of the city, looking for the most logical solutions to the city's layout and physical needs.

On July 4, 1909, the Plan of Chicago was ceremoniously presented to the city. But more importantly, in the months that followed, the Commercial Club's influential members pushed for official recognition of the Plan and worked for adoption of its recommendations.

A BRIEF SUMMARY

(excerpt from *The Plan of Chicago: A Regional Legacy*. View on-line at www.burnhamplan100.org)

Congress Parkway--Envisioned in the Plan as a great boulevard to the west and the central spine of the city. Bennett fiercely defended Congress (rather than a route along Monroe) as planning for a West Side Superhighway began in the 1930s. When opened in 1958, it included a transit line but had lost most of its “parkway” amenities.

Arterial street widening--Many miles of arterial streets were widened during 1920s, with increased urgency due to growing automobile traffic.

Regional highways--Highways encircling and connecting the region were constructed in the 1920s, coordinated by the Chicago Regional Planning Association.

Roosevelt Road--Widened in 1914 as part of Plan’s “Outer Circuit” of roadways to route traffic around central business district. Not extended east of Michigan across Illinois Central tracks until 1997.

Northerly Island--Landfill constructed by South Park Commission in late 1920s. The island (now a peninsula) was considered for an airport as early as 1924. Used for Century of Progress Exposition 1933–34; and as Meigs Field airport 1948–2003.

Grant Park--Cultural Center of museums and libraries planned by Burnham was blocked by Montgomery Ward decisions; compromise site found for Field Museum south of Roosevelt Road. Landfill and formal landscaping guided by Bennett during the 1920s.

New diagonal avenues--Only one ever attempted was Ogden Avenue, extended northeast from Ashland by the early 1930s. This required two costly bridges and viaducts and chopping through the densely built Old Town neighborhood. The entire route from Chicago Avenue to Lincoln Park had been vacated and removed by 1993.

Two-level riverfront drives--Wacker Drive replaced the city’s produce market in 1926. An extension along the east bank of the South Branch opened in conjunction with the Eisenhower Expressway in the late 1950s. Similar drives along the facing riverbanks were never attempted, though space was left in front of Union Station and the Merchandise Mart.

Michigan Avenue bridge--Double-level boulevard bridge opened in 1920, expanding the business district across the river and beginning the transformation of North Pine Street into a world-famous retailing avenue.

Municipal piers--“Municipal Pier No. 2” was completed in 1916, but at the foot of Grand Avenue rather than Chicago Avenue. As suggested in the Plan, it included recreational amenities, such as a ballroom and promenades, integrated with shipping facilities.

THE PLAN AS DOCUMENT

(excerpt from *The Plan of Chicago: A Regional Legacy*. View on-line at www.burnhamplan100.org)

The Plan of Chicago did not invent new solutions to all the city's problems. Some, particularly social and housing needs, were considered beyond the scope of the document, and several sections that Burnham drafted were not included in the final published Plan. In other areas, such as railroad terminal needs and plans for an outer park system, existing schemes were incorporated into the Plan and duly credited.

One entire chapter is devoted to the background and history of city planning, showing how the great European cities had benefited from improved circulation and gracious public space. The book's prose alludes to beauty and pride, but the point is always concluded in economic terms: over the long run, necessary public improvements, done according to a logical plan, benefit a city far more than their cost. Chicago's remarkable growth, the document argues, makes a farsighted plan imperative. Detailed maps showed a reconfiguration of city streets and railroad lines, and specific street and harbor facility improvements were shown to serve the central area.

As a comprehensive look at the region's needs, the Plan looked far beyond the city limits, describing highways radiating throughout and encircling the Chicago region, and parks and harbor facilities scaled for the metropolitan area's future needs. It recommended that "a commission should be appointed to lay out all that territory adjacent to the city of Chicago which is likely to become incorporated in the city at least during the next decade" to ensure that streets connected and were of suitable width, that provisions were made for schools, parks, and libraries, and that "building restrictions" limited "undesirable classes of structures." An appendix examines what changes to state law might be necessary for the Plan's full implementation.

The Plan's prose is convincing, but its illustrations made it memorable. The maps and diagrams were supplemented with birdseye views and romantic overviews of the city painted by Jules Guérin. Readers could see a beautiful and orderly city that was nonetheless recognizably Chicago, incorporating the city's river and lakeshore, the railroad stations and street patterns.

THE LAKEFRONT

(excerpt from *The Plan of Chicago: A Regional Legacy*. View on-line at www.burnhamplan100.org)

Perhaps the Plan's most treasured legacy is the city's public lakefront, unique in the world. When the Plan was written, only a quarter of the city's shoreline was publicly accessible. Private land extended to the water north of Diversey Parkway and south of 67th Street. From downtown to Hyde Park, the Illinois Central railroad dominated the shoreline.

But Lincoln and Jackson Parks provided inspiring examples of public lake shorelines, busy bathing beaches, and calm inland lagoons. "The Lake front by right belongs to the people," declared the Plan. "It affords their one great unobstructed view, stretching away to the horizon, where water and clouds seem to meet." Burnham sketched a series of peninsulas and offshore islands carrying a parkway and sheltering new lagoons. That provided three shorelines, and plenty of attractive locations for boathouses, restaurant pavilions, promontories, and recreation fields.

Landfill operations had already expanded Lincoln and Grant Parks, but Burnham pointed out that the city was annually disposing of one million cubic yards of clean fill--mostly ashes from coal-burning boilers and dirt removed for basements--by dumping it far out in the lake. That was enough to create more than 20 acres of landfill if dumped close to shore. Park authorities eagerly adopted this idea in the 1920s and 1930s. Along the south lakefront, Northerly Island, Burnham Park, and Promontory Point were created. Lincoln Park, 450 acres when the Plan was written, was expanded to 1,200 acres by the 1950s.

Burnham's vision was not of an exclusively recreational lakefront. Great Lakes shipping was crucial to the city's economy, and the Plan anticipated extensive new piers and harbors. But public access and recreational areas were to be cleverly integrated with new slips and loading docks, in a way seen nowhere else in the world.

PARKS AND FOREST PRESERVES

(excerpt from *The Plan of Chicago: A Regional Legacy*. View on-line at www.burnhamplan100.org)

Chicago's existing ring of large parks, connected by leafy boulevards, had been laid out beyond the city limits starting in 1869, primarily by engineer William LeBaron Jenney. As the growing industrial city became more crowded, these pleasure-grounds were important for fresh air and recreation. The Plan of Chicago praised the system, and proposed a major expansion of it. Since density "beyond a certain point results in disorder, vice, and disease," the Plan claims, "the establishment of adequate park area is necessary."

By the 1900s, the fast-growing city had enveloped the original ring of parks, and visionaries like architect Dwight Perkins were encouraging the purchase and preservation of wooded areas along Salt Creek, the Des Plaines River, and the Skokie Valley. Smaller neighborhood parks were being built in dense city neighborhoods. The Plan encouraged both movements, noting the moderate cost of acquiring outlying land in advance of settlement. Though the Plan describes the natural beauty of these new parks, the appeal is to the city's employers: "a city, in order to be a good labor-market, must provide for the health and pleasure of the great body of workers."

At the center of the Plan's vision for the city was Grant Park. Burnham envisioned a Cultural Center at the foot of Congress Parkway, including the Field Museum and new homes for the Crerar Library and Art Institute. But in 1911 the state Supreme Court decisively confirmed Montgomery Ward's lonely opinion that the city's original plats forbade any buildings in Grant Park. A site on new landfill south of Roosevelt Road was found for the Field Museum.

RAILROADS AND HARBORS

(excerpt from *The Plan of Chicago: A Regional Legacy*. View on-line at www.burnhamplan100.org)

“Freight Handler to the Nation,” central Chicago in 1909 was being strangled by freight handling. Virtually all freight moved long distances by railroad, so every railroad maintained its own freight house near the business district. Slow horse-drawn wagons carried freight through the Loop, impeding downtown traffic. Boxcars sat idle in railroad yards for days at a time.

The Plan proposed an ambitious scheme of shared freight railroad circuits, which would encircle the city at various distances and be used by all railroads, with a huge consolidated freight yard south of today’s Midway Airport. The Plan cited the example of Chicago’s tunnel system under downtown streets, which allowed small freight shipments to move from railroad freight houses to downtown basements without congesting surface streets. Whatever the merits of the proposals, the Plan had little influence over the railroads, which pursued their own business interests.

Chicago was also one of the world’s busiest ports, where ships carefully threaded through the narrow river past center-pivot bridges. The Plan proposed a new lake harbor sheltered by piers at Chicago Avenue and Cermak Road, as well as new docks at the mouth of the Calumet River. Navy Pier was built in 1916 at Grand Avenue, but during the 20th century Great Lakes shipping operations declined and shifted to port facilities at Lake Calumet.

Federal officials worried that devoting the lakefront to recreation would not provide adequate harbor facilities, so the Commercial Club sponsored the more detailed 1927 Harbor Plan of Chicago, which recommended three lakefront and one inland port facilities. It’s doubtful that Burnham envisioned commercial airports, but the Plan Commission in the 1920s recommended one attached to Northerly Island near 16th Street, one off the north lakefront near Irving Park Road, and the airfield that is today’s Midway Airport.

NEW STREETS AND BRIDGES

(excerpt from *The Plan of Chicago: A Regional Legacy*. View on-line at www.burnhamplan100.org)

Chicago's streets were wide and evenly distributed by European standards, but the busy river and extensive railyards created serious congestion in places. Incomplete arterials needlessly forced crosstown traffic through the Loop. Heavy freight wagons clogged downtown streets going to and from railroad freight houses. The Plan proposed several circuits of widened streets around the central area, and creation of a broad Michigan Avenue, anticipated to become the busiest street in the world. Widening of Michigan Avenue by taking a strip of Grant Park was the first accomplishment of the Plan, and the former Pine Street was more than doubled in width north of the river. A new double-deck bridge, opened in 1920, allowed north-south traffic to avoid conflicts with freight traffic bound for railyards and docks at the mouth of the river.

Another early Plan improvement was a wide new viaduct to carry Roosevelt Road across many blocks of railyards and the South Branch of the Chicago River. Inspired by the Plan but motivated by the growth in auto traffic, the city widened or opened 120 miles of streets between 1915 and 1931, which required shaving several feet off the front of hundreds of existing buildings. Improved business and increased property values on the widened streets convinced owners along other streets to support such projects.

Particularly dramatic was the Plan's suggestion that two-level drives be built along the downtown riverbanks, with an upper level matching the height of new bridge approaches and a lower, riverbank level for freight traffic and handling. The city's wholesale market along the riverbank was moved to the Near West Side and double-level Wacker Drive opened in 1926. Space was left next to the Merchandise Mart and Union Station for similar drives on the opposite riverbanks, which were never built.

At the center of the Plan's diagrams was Congress Street, at the time an unimportant narrow street running only from State Street to Michigan Avenue. Burnham proposed that it become the city's central axis, running from a Cultural Center in Grant Park to a massive Civic Center at Halsted Street, and then as a great boulevard westward. The Plan Commission protested the construction in 1930 of the main post office building where it would block the extension of Congress, and Plan coauthor Edward H. Bennett personally protested superhighway plans on a Monroe Street rather than Congress Street alignment.

A hole through the post office building was finally used 25 years later for the Eisenhower Expressway, a boulevard considerably less grand than the one Burnham and Bennett envisioned. Lake Shore Drive is another legacy of the Plan, though its origins are in the 19th century. As it advanced along with lakefront landfill operations, this parkway intended for pleasure drives took on most of the characteristics of an urban expressway. Writing in 1909, Burnham saw the automobile as a way for city dwellers to escape for recreation or "the pleasures of suburban life." He could not foresee that it would allow more than half the region's residents to forsake the city altogether.

PROMOTING THE VISION

(excerpt from *The Plan of Chicago: A Regional Legacy*. View on-line at www.burnhamplan100.org)

The Plan's dramatic proposals to reshape the city fit the spirit of a city used to big engineering solutions to its problems. Within the memory of its readers, Chicago had raised itself 10 feet out of the mud, tunneled two miles under the lake for fresh water, rebuilt a third of the city after the Fire, transformed a swamp into the biggest World's Fair ever, and had reversed the flow of an entire river. The city's leaders, looking at the city's rapid growth, honestly thought Chicago was destined to become the world's largest city.

The story of the Plan of Chicago is the story of a city, not a man. Burnham's charismatic leadership was vital, but he himself credited Edward H. Bennett as co-author, and Charles Moore as editor. After Burnham's death in 1912, implementation of the Plan was the result of inspired leadership and tireless work by others. Retired brewer Charles Wacker devoted himself to realization of the Plan, leading the Plan Commission until 1926, when he was succeeded by James Simpson. Walter Moody, the Plan Commission's public-relations genius, kept the Plan in the public eye as Chicago entered the boom years of the 1920s.

The Plan's advocates were tireless, giving "magic lantern" slide talks (in a variety of languages) to any group that would listen. Promotional brochures were sent to all the city's property owners and renters paying more than \$25 per month. Articles in newspapers and magazines across the nation showcased the improvements. A short film, "A Tale of One City," was shown over and over in the city's movie houses. Ministers and rabbis were urged to give sermons about the virtues of city planning. A textbook summarizing the Plan, *Wacker's Manual of the Plan of Chicago*, was adopted by city schools and a generation of eighth-graders were taught the benefits of the Plan.

The document itself was neither vague encouragements to lofty goals nor mere technical diagrams. Instead, it was a list of specific public improvements that should be made, and the reasons why.

Rich illustrations—particularly those executed by Guérin—allowed Chicagoans to imagine a transformed city. Reproduced in pamphlets and magazines, those are the images we remember.

For decades, the young Beaux-Arts-trained Bennett advised the Plan Commission and governmental bodies constructing the projects. He fiercely defended the Plan's core principles, even as that eventually led to conflict with the Commission itself. His use of neoclassical elements for modern infrastructure—from park viaducts to bridgehouses to Wacker Drive—gives central Chicago a distinctive civic vocabulary. His ornamental obelisks, balustrades, and other formal elements brought the Plan's drawings to life.

LEGACY OF THE PLAN

(excerpt from *The Plan of Chicago: A Regional Legacy*. View on-line at www.burnhamplan100.org)

Even civic improvement efforts that were already underway were boosted by the attention given the Plan of Chicago. For example, renewed efforts to purchase outlying forest preserves finally succeeded in 1913, and the Cook County district made its first purchase in 1916. By 1922, it had purchased 21,000 acres and today holds 67,000 acres.

The Plan Commission remained a private body, simply offering advice and expertise to the government agencies who built various public improvements. Bennett advised the city of Chicago as it adopted a zoning ordinance in 1923 and mapped out districts for various land uses. Growing auto traffic also demanded planning solutions. Arterial streets were widened and extended, and the Commission studied “through streets” for crosstown traffic and early superhighway plans.

In 1923, mindful of work under way in New York and Los Angeles, the City Club of Chicago encouraged formation of the Chicago Regional Planning Association. The new association emphasized coordination and cooperation among independent municipalities rather than a formal vision of a reshaped region. The agency successfully coordinated plans for new and improved regional highways. It encouraged forest preserve districts in outlying counties and expansion of state parks in the Chicago area. Towns across the region adopted zoning and subdivision ordinances based on the association’s research.

In Chicago, 86 bond issues passed, and the Plan’s improvements reshaped the central city in the 1920s. Bond issues began to fail at the ballot box in the late 1920s as voters tired of scandals in city government. The Great Depression hit Chicago hard, and only federal public works programs enabled construction of North Lake Shore Drive in the 1930s and the Lake Shore Drive Bridge, opened in 1937.

For all its symbolic importance in the Plan, the massive West Side Civic Center never appears to have been seriously attempted. A new City-County Building was under construction as the Plan was being written, and a downtown location was defended as the most convenient for citizens. In the 1950s, civic center proposals focused on the southwest corner of the Loop and the current North Loop location.

In 1939, the Plan Commission was reorganized as part of city government, as planning had become an accepted, occasionally bureaucratic, part of municipal decision-making. But the Plan itself became part of Chicago legend, more important than any city planning document before or since, and still influential in civic discussions.

The Plan of Chicago caught the spirit of its time, but also the character of a place: a city that dreamed the impossible and often accomplished it. It is hard to separate the Plan from an aphorism that appears nowhere in it, words attributed to Burnham: *Make no little plans. They have no magic to stir men’s blood and probably themselves will not be realized. Make big plans; aim high in hope and work, remembering that a noble, logical diagram once recorded will never die.*

Name _____

Summarize What's Important

ILS1B I can summarize what I read.

Topic: _____

List the most important words that you find.

What are the most important points in the passage? Write them in your own words.

Important Points

What is the main idea?

Name _____

Share Your Ideas

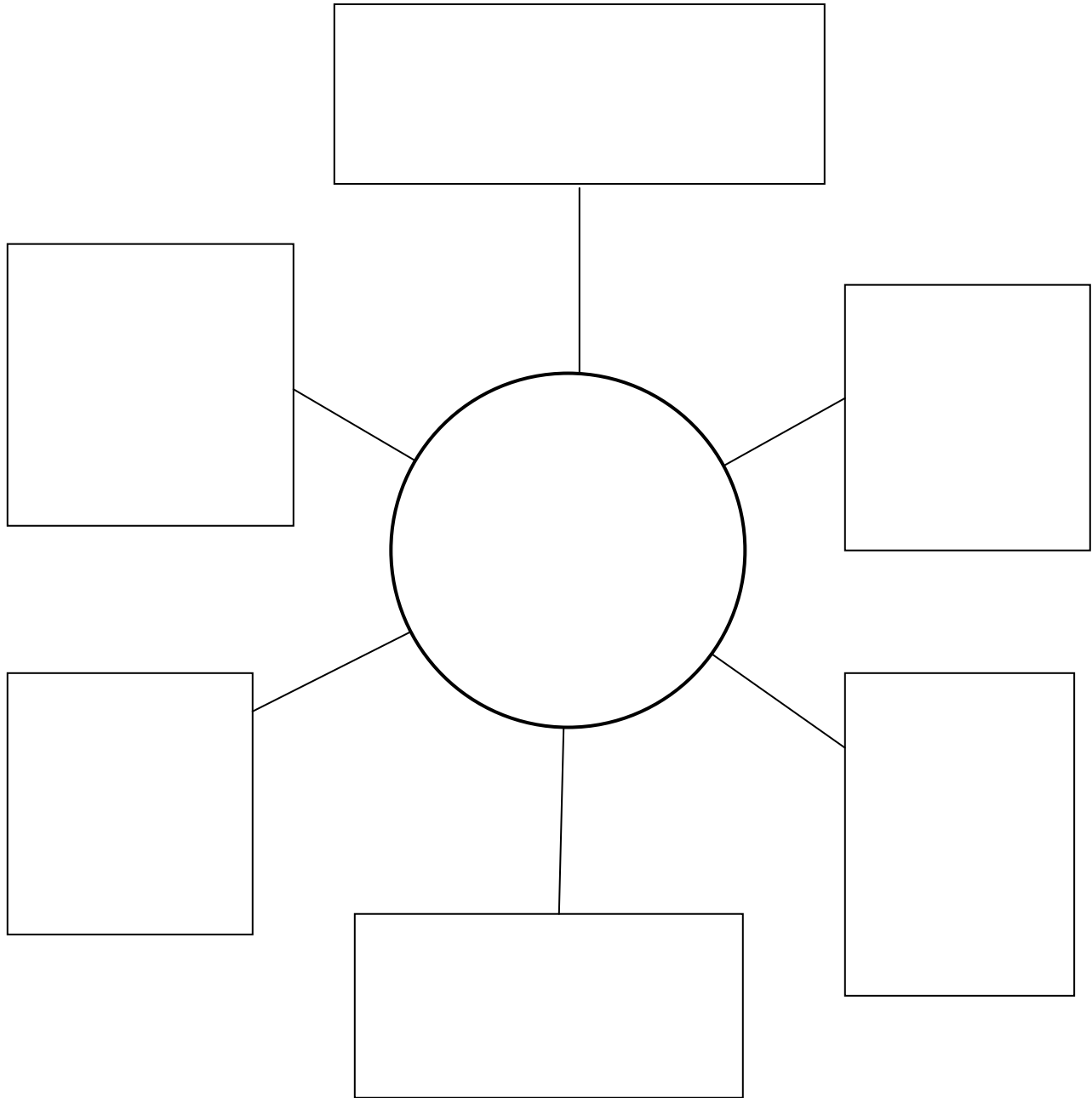
Topic: _____

1. Why was this part of Burnham's Plan so important?
2. How do you think the implementation of this part of Burnham's plan led to important changes in Chicago?
3. What do you think might be different today if Burnham had not included this in his plan?
4. In what ways are Burnham's ideas about this part of the plan still important today?
5. If you could make recommendations about this part of the plan in the city today, what would they be? (You can write a recommendation or draw a plan.)

Name _____

Show Burnham's Vision

ILS 1B: I can identify and support a main idea.



Think it through.

You can use this organizer to write about one part of Burnham's plan or the whole plan. In the center, write what you think is Burnham's main idea about city progress.

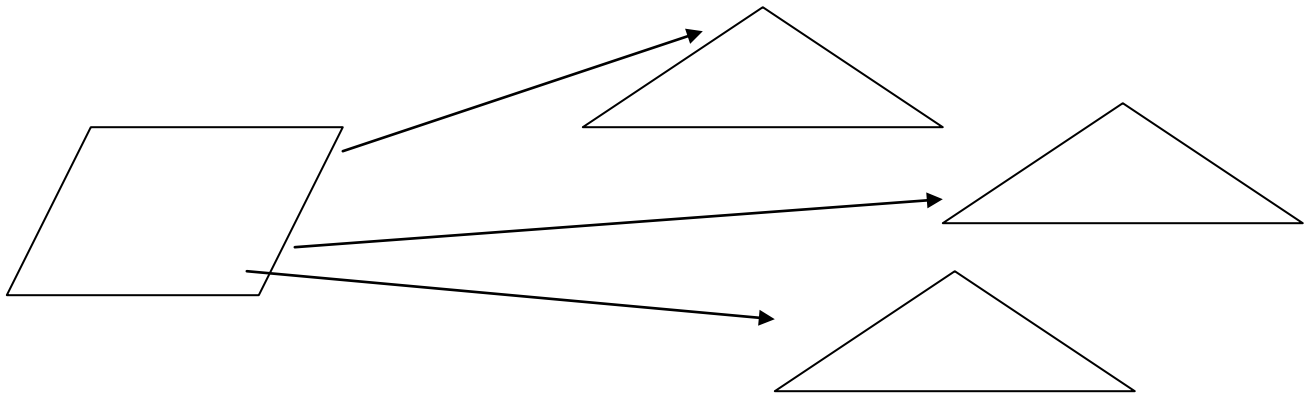
Then use pictures based on your reading about his plan to support it.

Draw a picture in each box that shows one example that supports it.

Name _____

The Effects of Burnham's Vision

Choose one of the important recommendations from Burnham's plan. What changes did this recommendation lead to?



Burnham thought “big”. Give two examples from your reading that show him thinking “big”.

What is one important problem that the plan addressed? Describe the problem and how Burnham proposed to solve it.

What examples from the text you read show that Burnham thought about connections?

What examples from the text you read show that Burnham was determined?

When Burnham's plan was published in 1909, 8th grade students were required to study it. Why do you think it is important today for 8th graders to study and know about Burnham's plan?

Name _____

Analyze the Situation

I can make inferences (*ILS16A*). I can interpret a historic *timeline* (*ILS1B*).

How do planners identify priorities?

- 1889 Jane Addams and Ellen Gates Starr found Hull House.
- 1900 The population of Chicago is 1, 698,575, an increase of 600,000 since 1890.
The Sanitary and Ship Canal opens and reverses the flow of the Chicago River
- 1901 There are 6 miles of parks along the Chicago’s 30 mile lakefront. (date approx)
- 1902 On any given day, Chicago’s streets are filled with some 10,000 horses
The American Automobile Association (AAA) is formed in Chicago
- 1903 A fire in the Iroquois Theatre grows out of control. 600 people die (This is twice as many as the Great Chicago Fire.)
- 1904 Orchestra Hall opens on Michigan Avenue. Riverview Amusement Park opens near Belmont at Western Avenue
- 1906 Upton Sinclair publishes *The Jungle*
- 1907 Garfield Park and Conservatory open on Chicago’s west side.
- 1908 Barely half the City’s 2,848 miles of the city’s streets and less than a tenth of the 1,403 miles of alleys were paved.
- 1909 The Plan of Chicago is completed and presented to the City on July 4th.

<i>Fact</i>	<i>Need</i>

MAKE INFERENCES

In 1909, Daniel Burnham made a plan for Chicago progress based on what he saw and what he thought should happen. He saw needs. He saw possibilities. An inference is an “educated guess”. To make an inference, you look at information and think about it based on what you already know. Infer what you think the needs were that Burnham saw based on the facts. List a fact from this timeline in the first column of the chart. Just note a few words. Then infer what need you think Burnham saw based on that fact. For example: 1900—More than 100,000 people have moved to Chicago in six years. Need: Those people all need homes, jobs, ways to travel to work.

THINK MORE

Which needs that were part of Chicago in 1909 still need to be met today?

Name _____

Compare and Contrast Chicago History

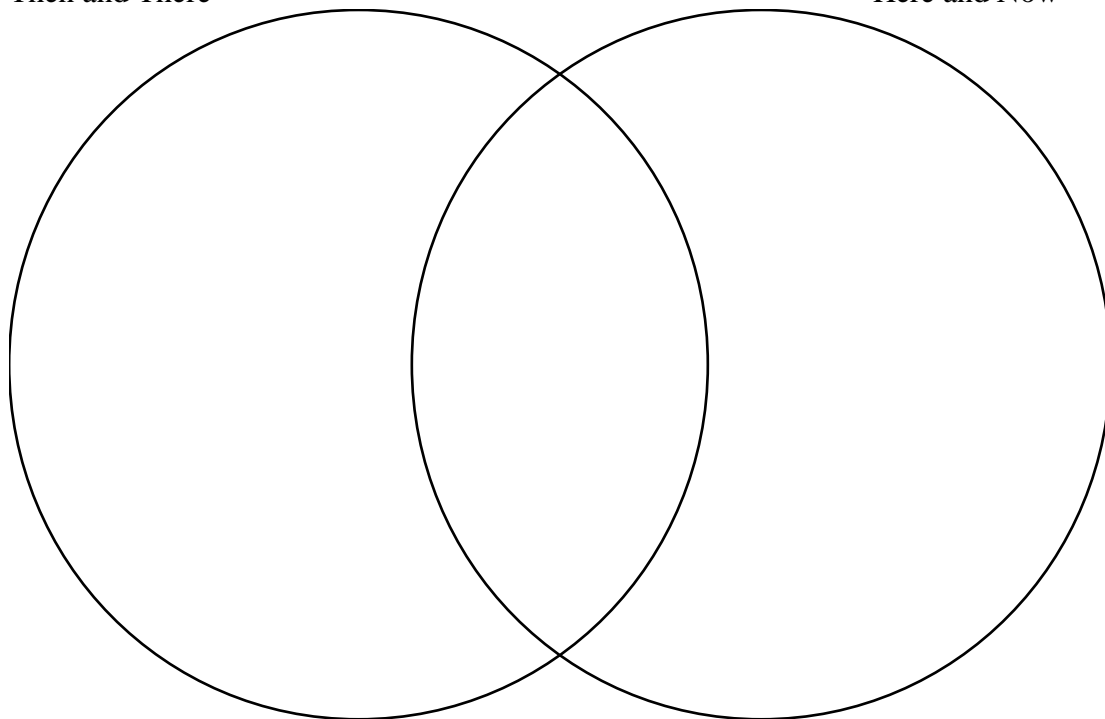
I can compare information from a variety of sources (*ILS5A*). I can compare and contrast time periods (*ILS16A*).

What changes have people made in Chicago?

Look at the list of events on the Chicago timeline. Then complete this diagram.

Then and There

Here and Now



THINK IT THROUGH

What are important differences?

How is Chicago in the early 1900s like Chicago today?

Are they more similar or different? _____

Why do you think so?

Name _____

Comprehensive Assessment

Think Big—Your 2020 Plan

I can make a plan (*ILS5A*). I can make a plan based on analyzing a situation (*ILS18B*).

Make your own plans for Chicago progress. The categories below are based on priorities addressed by the Burnham Plan. Choose one that you think is important or identify another that is your own. Make you own plan for what should happen in the future, just like Burnham did.

- The lakefront
- Parks and playgrounds
- Streets and highways
- Public Transportation
- Railroads
- Museums

My Priority: _____

Why I think it is important: _____

What changes I think should be made to improve this part of Chicago:

How this progress could lead to other changes—and more progress:

Show Your Ideas: Draw a picture or make a diagram to show what your recommendation would achieve. Then, as a class, put your ideas together in one big plan for the city. You can make a chart, a poster, or a bulletin board.

Part 2: Community Heroes

Progress Depends on People

I can identify the main idea and supporting information (*ILSIC*)

How is each person part of progress?

The following passage is part of a report that the Obama-Biden campaign prepared about service and volunteering. Read this section. Then summarize it using the guide below.

For Barack Obama, public service has not been just the slogan of a campaign; it has been the cause of his life. Obama began his career by moving to the South Side of Chicago to direct the Developing Communities Project. Together with a coalition of ministers, Obama set out to improve living conditions in poor neighborhoods plagued by crime and high unemployment. After graduating from law school, Obama passed up lucrative law firm jobs to head Project Vote, which helped register 150,000 new African American voters in Chicago, the highest number ever registered in a single local effort. Michelle Obama was founding executive director of Public Allies Chicago, a leadership development program that identifies and prepares talented young adults for careers serving the public good. Barack Obama and Joe Biden believe public service is transformative, helping both the individuals that serve and the communities that benefit.

Barack Obama calls his years working as a community organizer in Chicago's South Side the best education he ever had. He believes that all students should serve their communities. Studies show that students who participate in service-learning programs do better in school, are more likely to graduate high school and go to college, and are more likely to become active, engaged citizens. Schools that require service as part of the educational experience create improved learning environments and serve as resources for their communities.

What is the main idea of this passage?

Underline three statements in the passage that support that idea.

Decide if you believe this is a good idea. List three reasons for your position.

My Position:

My Reasons:



Name _____

Who are Community Heroes?

I can identify the main idea and supporting information (*ILSIC*)

The following passage is from LISC/Chicago's *A Tribute to Community Heroes*:

The words “community” and “hero” are powerful in their own right, bringing to mind common bonds, shared fates, courage, strength and self-sacrifice. Bring the words together—“community hero”—and the expression takes on greater meaning.

Community heroes are those individuals who offer their courage, strength and self-sacrifice in the service of a neighborhood, benefiting people who may never know them by name, but who will reap the rewards of their work.

Community heroes are leaders, teams and families who not only use their individual skills and knowledge to do good work, but also engage the resources and strength of the entire community to make real, positive change. Community heroes get their neighbors feeling proud of their neighborhoods; get kids excited about the future; get businesses open and services delivered. Community heroes get it done.

“It” can mean a lot of things in Chicago. It can be an old-fashioned tent revival that lasts late into the night, with teenagers dancing and singing with their elderly neighbors. It can be a garden of nutritious vegetables grown by formerly incarcerated people learning new skills. It can be a way out of gang life, a nearby place to get reliable healthcare, or the opening of a new locally-owned business.

Community heroes see challenges and don't wait for others to meet them. They tap into the spirit of their neighborhoods and channel it into real results that enrich peoples' lives. Job opportunities, affordable housing and safer streets are possible because they are meeting community challenges with community solutions.

Community heroes are buoyed by belief in their neighborhoods and drive to tackle challenges that naysayers insist can never be overcome. They are winning because of their willingness to struggle, and they are counting tangible victories—whether in improved schools, cleaner streets, safer parks, healthier habits or the growth of individual leadership skills and power. They are making things better.

What is the main idea of this passage?

Underline three statements in the passage that support that idea.

Decide if you agree with the main idea of the passage. List three reasons for your position:

- 1.
- 2.
- 3.

Getting It Done

The following passage is from LISC/Chicago's *A Tribute to Community Heroes*

How do individuals make progress in their communities?

Monica Haslip

Monica Haslip's passion for art and desire to portray the importance of African Americans in every aspect of life led her to found Little Black Pearl Workshop, an innovative neighborhood art program designed to show children the vast contributions that African Americans have made to the arts. Created in 1994, the workshop creates an avenue for exposure to art and culture while teaching the profitable connection between art and business. "Art must become and remain a part of the machinery that moves us to change quickly and creatively," she says. "We have always said, and continue to say, the battle we are waging is the battle for the minds of our children. It then becomes very important that art plays the role it should in empowerment, education and survival."

Miguel Morales

In a community struggling with obesity, Miguel Morales understands the importance of proper nutrition and active lifestyles. As coordinator for community Organizing for Obesity Prevention in Humboldt Park (CO-OP HP), an initiative based at the Puerto Rican Cultural Center, Miguel has raised awareness of the problem and expanded choices to help neighborhood residents enjoy healthier lives. His mantra is a good diet and regular exercise. His leadership has led to innovative programs to improve diets, such as monthly visits from a Producersmobile to over 100 low-income residents; weekly programs that deliver fresh, organic produce to local families at lower costs than supermarkets and Homegrown Farmers Market. Exercise is stressed through educational efforts in high school classes, pre-schools and local events.

Gerald and Lorean Earles

After nearly two decades as North Lawndale residents, Gerald and Lorean Earles in 1985 gathered their determination to improve their community and started what would eventually become Slum Busters—a group of more than 100 concerned Lawndale citizens who meet regularly to clean up and beautify the neighborhood, one site at a time, every Saturday. To bring in resources, the Earles write and phone aldermen, commissioners and representatives, leveraging their community ties to influence voting for politicians who have responded positively and acting as a voice for the silenced and a face to the invisible.

The Earles remind young Slum Busters that to do nothing is to be nothing—that they should take pride, not just in their appearance, but also in the quality of education and overall lifestyle offered in their community. Both Gerald and Lorean have an interest in photography and keep an extensive archive of history of North Lawndale that they proudly share with young people. The Earles also continue to share their dreams with the youth of Lawndale, reminding them that education is only as good as what you do with it, and encouraging them to look around, take inventory and then take interest—as they themselves have done.

Write what you think: Answer the big question for this reading in your own words based on what you have read about Community Heroes and your own experience. Compare the influence of people like Burnham or Obama to the influence of leaders like Monica Haslip, Miguel Morales or the Earles.

SECTION 2: MAKING A DIFFERENCE: PLANNING COMMUNITY PROGRESS

Part 1: Make a Difference: Community Progress Organizers

I can plan a project and communicate it (*ILS5A*).

Introduction

Explain that this section will involve students in thinking about Chicago challenges at a local community level but that most challenges people face are part of every community in Chicago. Explain that Mahatma Gandhi, a political and spiritual leader of India, said “The future depends on what we do in the present.” If people want to make community progress, they need to act.

Development

1. Students complete Project Guide: *Take a Community Inventory*. They can work on this in pairs, each team taking one question, then combining their answers.
2. Students use Project Guide: *Survey Your Neighborhood* to survey family members or other students at the school to collect data about needs.
3. Then guide students to make recommendations for their community’s progress based on their observations and survey. They can use the following chart format to summarize needs and ways community members recommend responding to them.

Need	A Way To Meet It

4. Each student, pair, or group then completes Project Guide: *Predict Effects of a Change*.
5. Explain that some changes need government action and that even if government does not need to act, it is important to communicate plans for progress to government.
6. Choose one change with the class that they want to recommend for the community.
7. Then organize a class letter to the alderman in which students explain the kinds of changes they want and why. They also can make a map showing the difference it will make and illustrations of how it will affect people.

Conclusion

Ask students to summarize the outcomes of their project. They should include what they have learned about working together, identifying needs, thinking creatively and making a commitment to their community. They can present that summary to the principal or as a model to the seventh grade class or another group. They can include this progress as a presentation during their graduation ceremony.

Name _____

Take a Community Inventory

(adapted from Metro Joe, <http://www.metrojoe.org/learn.htm>)

I can locate, collect, and organize information about a topic (*ILS5A*).

An inventory is a list of what is in something. You can use the questions below to take an inventory of your neighborhood or the one around your school.

What are my community's assets and needs?

1. What types of homes are in the neighborhood around your school (apartment buildings, row houses, condos, single-family houses)?
2. What other types of buildings are here (religious institutions, schools, police or fire stations, post office, stores, restaurants, etc.)?
3. Write down the names and locations of any businesses in your neighborhood.
4. Are there any parks in your neighborhood? What are their names? Who uses the parks—what ages, when?
5. Are there places where you would be likely to go with your friends? Where? Are there places you would not go? Why not?
6. What and where are safe and attractive places for small children?
7. Are there safe places to walk, such as sidewalks? Are the sidewalks in good condition and clear of obstacles like trash cans? If not, describe the problem(s).
8. Are there safe places to cross the street (painted crosswalks, a crossing guard or wait/walk lights for pedestrians)?
9. How do people who don't have cars get to a grocery store?
10. Are there any public transit stops in your neighborhood? Where are they located (street or intersection)?
11. What kinds of changes have occurred in the neighborhood? For example, are any new buildings being built? If so, what was on the site before the new building? Are there any buildings being torn down?
12. Who lives in the neighborhood? Do you think that people who live in the neighborhood have been there for a long time? Are new people moving in?
13. What times of day are more people outside in the neighborhood?
14. What else do you notice about your neighborhood?

Name _____

Survey Your Neighborhood

I can collect data and analyze it and communicate it in a summary (*ILS5A*).

What changes should happen in my neighborhood?

Survey people in your neighborhood. Ask these questions and other questions you prepare.

Question	Response
What is your favorite place in our neighborhood?	
What do you like about living here?	
What is a problem in the neighborhood?	
How could people help solve that problem?	
Another Question	
Another Question	

Write down the answers to your survey, then tally all the answers for your class.

Summarize

Make a summary report. Summarize the answers you got as a class.

1. What are the places most people like?
2. What do most people say they like about living in the neighborhood?
3. What are the problems people identify?
4. What solutions do they recommend?
5. What are the answers to your own questions?

Name _____

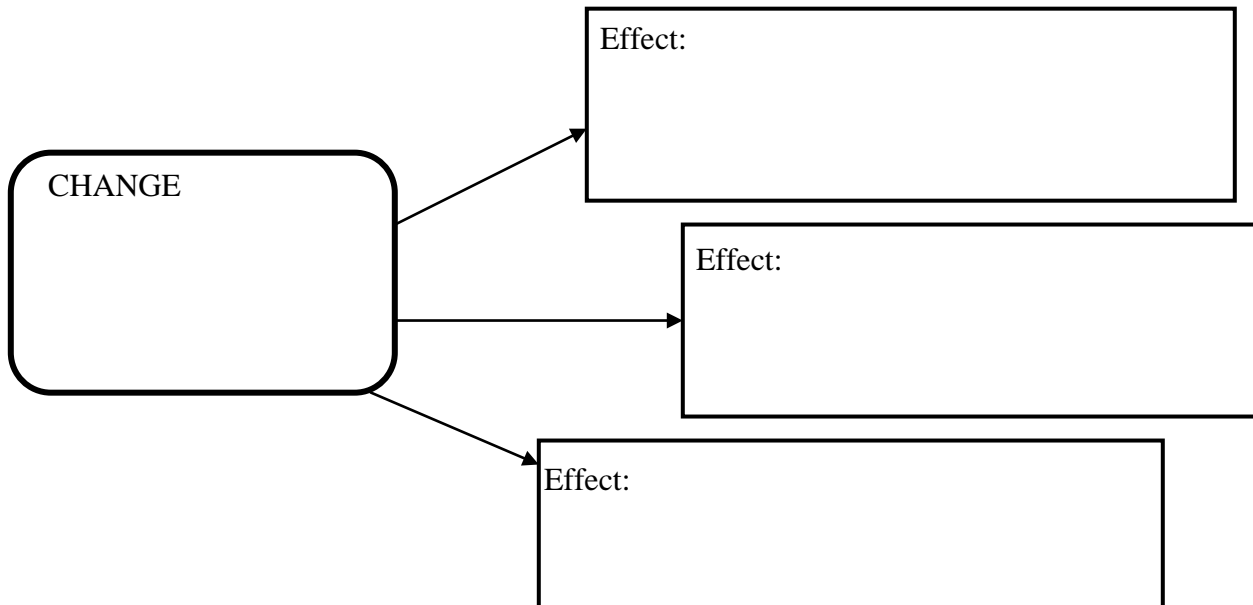
Predict Effects of a Change

I can infer the effects of a change(ILS5A). I can write a persuasive statement (ILS3C).

How can you use your words and ideas to bring about change in your community?

Based on your *Community Inventory* and *Neighborhood Survey*, list three ways to improve your community.

Choose one recommended change to your community. Note it in the diagram. Then predict three effects it will have.



How could you and other community members help to make and support this progress?

I can _____

Everyone can _____

Then write a letter in support of that change. Your letter should be addressed to your alderman. Make your idea clear and persuasive. Include:

- the change you recommend
- how you identified it
- how you and others will support it
- what differences it will make

Part 2: Make a Difference: School Progress Organizers

I can plan a project and communicate it (*ILS5A*)

Introduction

- Ask students what they think Mahatma Gandhi, a major political and spiritual leader of India, meant when he said, “You must be the change you wish to see in the world.”
- Explain what a legacy is. Tell students this project is an opportunity for them to create a legacy for their school through a service learning project.
- Tell them that they will make one change in their school that will help them develop, so it is an opportunity to contribute to the school’s progress and their own progress.

Development

- Students complete *Bold Plans, Big Dreams* Project Guide.
- Emphasize that plans should start with assets, what is valuable.
- Point out that students should identify a practical project they can complete as a school legacy.
- Students use *8th Grade Legacy Planner* to plan their actions.
- Invite the principal to meet with the class so they can present their plan directly.
- As students carry out the plan, they should keep the administration of the school informed. They can make a bulletin board that explains the project and presents updates on what they have accomplished—how and why.

Conclusion

Students prepare a report to the principal that can be presented in a letter or a summary statement.

The students also can write about their project in a speech or letter they present to seventh grade students. They can challenge the seventh graders to organize a legacy project that continues this work to strengthen their school and its students.

Name _____

School Progress Project Guide: Bold Plans. Big Dreams.

I can evaluate information to identify priorities (ILS5A).

What changes would create school progress?

Put principles of planning into practice in your school. Make a plan to improve your school. Planners start by assessing the current situation. List your answers to these two questions.

- What are some really good parts of your school? These are assets, positive parts of your school that help people make progress.
- What are some parts that could improve? List those in the Needs column.
- Start with your own answers to these questions. Then ask your principal about your school's needs and assets.

Assets	Needs

Choose one area to improve. _____

Make a plan. What could you do to improve that part of your school? Be bold. List a few ways to respond.

Here are a few examples of ways students have improved their school.

Need	Response
Better Appearance	<ul style="list-style-type: none">▪ Plant a tree, flowers or a garden.▪ Each classroom decorates its door.
More Parent Involvement	<ul style="list-style-type: none">▪ Students write parents letters inviting them to the school.▪ Set up a parent bulletin board.▪ Organize a parent section of the library.▪ Set up Parents' Day for your grade.

Name _____

School Progress Project Guide—8th Grade Legacy Planner

I can evaluate information to identify priorities (*ILS5A*).

What will you leave as a legacy for school progress?

Prioritize your school's needs.

Choose one need that is important to your school to which your class can respond through a project your class has the time and skills to complete.

This is a plan for an 8th grade legacy. A legacy is something someone leaves to help others. You're leaving your school to go to high school. Choose your legacy.

What kinds of projects could you do? Here are some examples:

- Plant a tree.
- Paint a place.
- Raise money to pay for a change people need.
- Make a web page of service learning opportunities in the community.
- Write a letter to the alderman to ask for help making a change.

Your turn—add other projects that would make a lasting legacy.

Choose a project that will:

- Make a lasting difference
- Be important to the school and community
- Be possible for your class has the time and skills to complete.

Use the *Action Plan* to organize your project.

Name _____

School Progress Project Guide: Make An Action Plan

How do you organize an Effective Progress Plan?

Our Project: _____

Planners organize an action plan. They figure out the parts of the work and who will do what. Make your plan in a chart. Be sure to include explaining your project to the principal.

Who	Does What	When

After your principal approves, carry out your plan.

Share Progress

Write an announcement about what you accomplished. Be sure to include recognition of everyone who participated.

Report Progress

- Write a reflection. That is an analysis you do after you finish a project. Tell:
 - What you learned about yourself.
 - What you learned about your school.
 - What skills you improved.
 - What value you added. Value added means what you have changed. What is the result of the service?
- Give your report to the principal.
- Prepare a speech or letter to the seventh graders explaining what you accomplished and why you did it. Ask them to think about what they will contribute to the school as a class legacy next year.

SECTION 3: COMMUNICATION GUIDES AND UNIT BUILDING RESOURCES

Name _____

Communication Guide 1: Summarize What's Important

I can summarize information (*ILS5A*).

Topic: _____

List the most important words that you find.

What are the most important things in the passage? Write them in your own words.

Important Points

What is the main idea?

On another page, write a one-paragraph summary. Include the main idea and a few of the most important points—do not include all the points.

Name _____

Communication Guide 2: Expository Writer—What Is

I can use prewriting strategies to generate ideas and organize my writing (*ILS 3B*).

What is the situation? _____

What's the focus—what idea do I want to explain about the situation?

What information is important to make that point clear to my reader?

(You can use the boxes to number the order in which you will include these facts.)

How will I start my writing so my reader knows what I'm writing about and what the most important idea to understand is?

How will I conclude so my reader knows what was most important to understand the situation?

Name _____

Communication Guide 3: Persuasive Writer—What Should Be

I can write a persuasive text (*ILS 3B*).

What's the issue or problem? _____

What's my vision? _____

How will I start to make sure my reader knows why this is an important problem to solve—and that I have a good plan?

What evidence will I include to support my position?

(You can use the boxes to number the order in which you will give that evidence.)

How will I conclude to make sure my reader understands my vision?

Name _____

Communication Guide 4: Narrative Writer—Our Progress

ILS 3B I can write a narrative (*ILS 3B*).

What change will I explain? _____

What main parts of the progress will I tell? List them on this time-line.

I'll remember to tell what happened AND how people felt about it.

What persons will I include?

Person	How this person felt about the event

How will I start my narrative?

What will I say to make it clear what I'm telling and why?

How will I conclude so people know what was important about it the change?

Communication Guide 5: Communication Criteria

I can edit my writing to meet high standards (*ILS 3B*).

	Expository To explain a topic or describe something or someone	Narrative To tell an event that takes place over time.	Persuasive To influence, to inspire, to change someone's opinion or attitude.
Focus	I keep the reader's attention on one main theme or idea.	I tell a story or history but keep the reader thinking about the reason I wrote the narrative.	I keep the reader's attention on the purpose of my essay.
Support	I include important information that helps people understand my topic.	I include important information that helps people understand what happened and why.	I include information that helps people understand my position and why it is a good idea.
Organization	There is a clear beginning, development, and end.	I keep the sequence of events clear and keep the main idea important.	I start clearly and then give my reader a clear set of reasons to agree with me.
Precision	I check and correct my spelling and punctuation.	I check and correct my spelling and punctuation. I use appropriate transitions.	I check and correct my spelling and punctuation. I use appropriate vocabulary.

After you check that you have met those requirements, re-read your writing or ask someone else to read it and help you determine how well it is integrated.

Integration

My reader will know: why I wrote, what's important, and that it is all about one topic, idea, or theme.

Additional Unit Building Resources

The following learning guides are provided as resources for building your own unit plan. List other resources you know or find at the workshop today.

Art

- *Draw Your Ideas*
- *Collage Chicago*
- *Then-Now-Next—Show Change*
- *Exhibit a Century of Progress*
- *Our Class in 2020*

Literacy

- *How to Summarize an Event*
- *Chicago Poets*
- *Graphic Organizer Assessment Rubric*

Other Resources

-
-
-
-
-
-
-

Name _____

Draw Your Ideas: Chicago Futures—Picture Planner

I can communicate in a variety of formats (*ILS3C*).

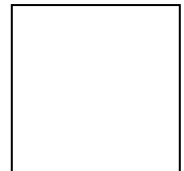
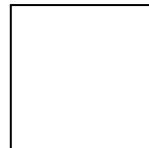
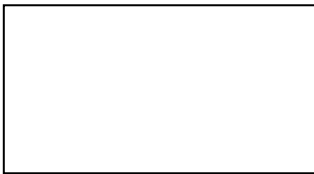
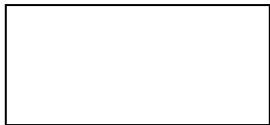
Show what you think is important for Chicago's future.

Artists start with an idea.

What's your BIG idea about Chicago's future?



What will you include in your drawing to show that idea? List the things you will include. Include at least one icon. An icon is a symbol, it stands for something else. Use words or sketches to show what you will include.



How will you arrange them to show what's important? That usually goes in the middle.

Middle	Background	Foreground

Now, draw your picture. Then write a label that explains it.

Name _____

Collage Chicago

I can communicate in a variety of formats (*ILS3C*). I can communicate patterns of a society (*ILS28B*).

A collage is a work of art that uses pieces to show one idea. Make a *Chicago, City of Possibilities, Plans, and Progress* collage.

First, what is your idea about Chicago Possibilities, Plans, and Progress that you want to communicate?

To do that, make a list of the kinds of things you want to be sure to include to make your idea clear.

- Find or draw shapes, patterns, pictures that you would include in your collage. You can include words as well as images.
- Make a sketch to show how your collage will look.
- Then arrange the pieces you will put into the collage.
- Make sure that your "reader" (the person who sees it) will be able to see your idea clearly.
- Then glue the pieces in place.
- Write a label that explains your idea and how the pieces show it.

Name _____

Then-Now-Next: Chicago Progress

I can communicate in a variety of formats (*ILS3C*). I can make inferences about historical periods (*ILS16*).

Review Chicago history at <http://www.encyclopedia.chicagohistory.org/>. Use the first two columns of this chart to show which events you think are important. Then use the third column to show what you think the next changes should be. Draw an icon and write a label in each box to show one important change in each time period.

WHEN	What changed? 1909-1950	What changed? 1950-2009	What should be next? 2009-2040?
Transportation			
Parks			
Civic Centers-- Places where people can meet			
Another category			

Name _____

Exhibit a Century of Progress

I can organize information about a topic or issue (*ILS5A*).

I can make inferences about historical periods (*ILS16*).

A Century of Progress was the theme of the 1933 World's Fair in Chicago. You can learn more about that at www.encyclopedia.chicagohistory.org/pages/225.html.

It's 2009. This year the Burnham Plan is 100 years old. Plan an exhibit about progress that was inspired by the plan.

What's the theme of your exhibit?

What examples will you include to demonstrate the progress?

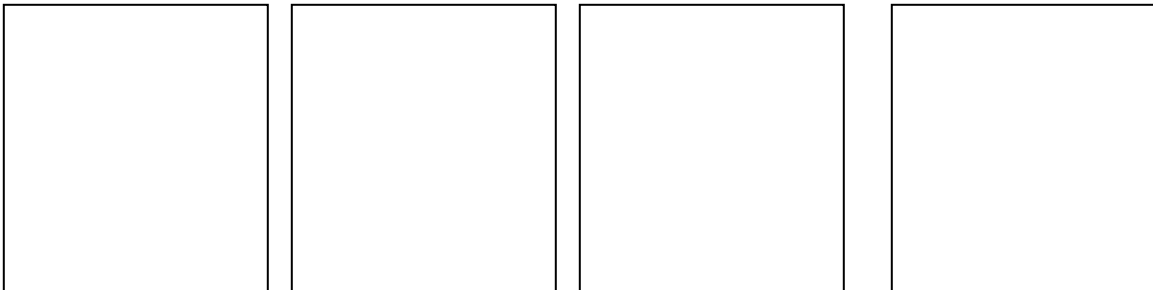
Kind of Progress	What I'll Show	What I'll Tell

Make a "map" of the exhibit--what will go where.

Some exhibits are organized by topic. Some are organized to tell a story.

My exhibit will be topical a narrative

Use these rectangles to tell the sections of your exhibit.



Then set it up--you can put it into a display in your school hallway. You also can make it a book.

Name _____

How to Summarize an Event in History or Today

I can summarize information about an event (*ILS5A*).

Time Period: _____

Place: _____

Event: _____

People: _____

How it starts: _____

What happens next: _____

How it ends: _____

Why it ends that way: _____

Other Important Information: _____

Why it is an important event: _____

Write a summary. Tell: who is in it, where it happens, what happens, why, and why it is important.

Name _____

Our Class in 2020

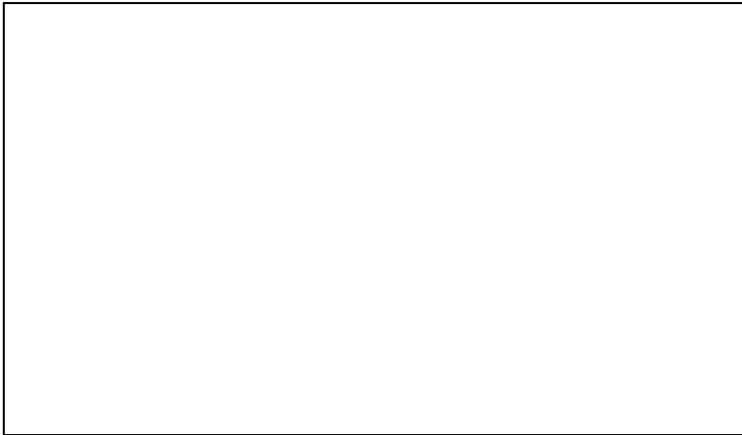
I can make a plan (*ILS5A*).

What will your generation contribute to Chicago progress?

Ask each member of your class to choose a career he or she would like to have in 2020—a career that will help make Chicago a better place to live.

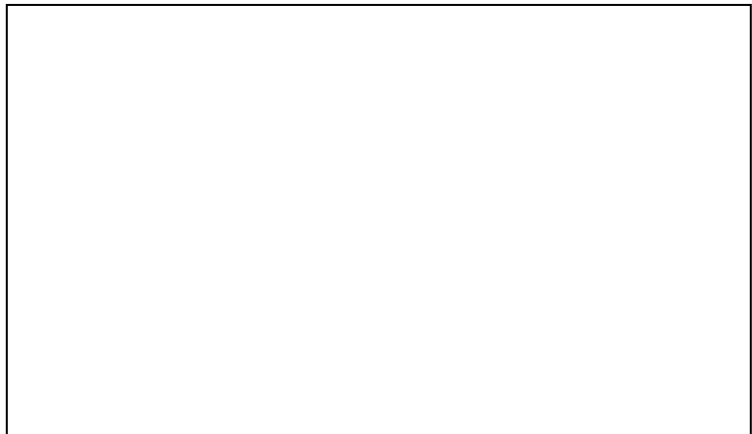
Then make a display showing the members of your class at work in 2020. Set up your display to include these categories and any others that students choose.

How we will make Chicago a better place through our careers in 2020.



Careers we will have that help people have better parks and neighborhoods.

Careers we will have that help Chicago transportation systems work better.



Name _____

Chicago Poets

I can write a poem to communicate an idea (*ILS3C*).

How is Chicago a city of possibilities?

Answer that question in a poem.

Words I Will Include in My Poem

Picture My Idea



My Poem

Graphic Organizer Assessment Rubric

Polk Bros. Foundation Center for Urban Education at DePaul University ©2008

Usually a graphic organizer is part of a process, it is a way to organize information, an intermediate step to making a presentation or writing about a topic or situation. It may be a “pre-writer” that students use to organize their writing. So students should meet the following criteria when making a graphic organizer:

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

The following rubric is designed for use if the graphic organizer is the final assignment. Otherwise, it can be used as a checklist for making sure that the organization is complete and useful as students base their next steps—writing or presenting—on the information they have organized.

SHOW CLEAR THINKING

Rating	Requirements
4	<ul style="list-style-type: none"><input type="checkbox"/> Provides information for each part of the organizer<input type="checkbox"/> Information is correct<input type="checkbox"/> Gives organizer a title<input type="checkbox"/> Writes about the organizer—a statement, summary, or explanation (level varies with grade level)
3	<ul style="list-style-type: none"><input type="checkbox"/> Provides information for each part of the organizer<input type="checkbox"/> Information is correct
2	<ul style="list-style-type: none"><input type="checkbox"/> Provides information for most parts of the organizer<input type="checkbox"/> Most information is correct
1	<ul style="list-style-type: none"><input type="checkbox"/> Provides information for part of the organizer<input type="checkbox"/> Some information is correct

Rubrics for Narrative and Persuasive writing are available at ISBE.net.

APPENDIX

CHICAGO PUBLIC LIBRARY

The mastery and influence of Daniel Burnham can be seen even today in cities and buildings across Chicago and around the world. Here are some recommended resources available at the Chicago Public Library for introducing his work to young citizens.

Burnham's Influence

From the Masonic Temple Building to the Sears Tower, and the Flatiron to the Empire State Building, Burnham's early work in developing tall buildings has forever changed how we look at and live in the sky.

Built to Last: Building America's Amazing Bridges, Dams, Tunnels, and Skyscrapers

By George Sullivan
Scholastic, 2005, Ages 9-13

Skyscraper

By Lynn Curlee
Atheneum, 2007, Ages 9-13

Skyscrapers: How America Grew Up

By John Severance
Holiday House, 2000, Ages 10-13

Skyscrapers: Uncovering Technology

By Chris Oxlade
Firefly, 2006, Ages 9-12

Chicago History and Burnham's Place In It

How Chicago looks and works today has a lot to do with Burnham's vision, and his inspiration and dedication is apparent by looking around you and looking through the pages of these books.

Chicago History for Kids: Triumphs and Tragedies of the Windy City

By Owen Hurd
Chicago Review, Ages 9-12

Exploring the Chicago World's Fair, 1893

By Laurie Lawlor
Aladdin, 2002, Ages 9-13

Fair Weather

By Richard Peck
Dial, 2001, Ages 9-13

CHICAGO PUBLIC LIBRARY

Great Cities of the World: Chicago

By Marc Nobleman
World Almanac, 2005, Ages 8-12

The Great Fire

By Jim Murphy
Clarion, 1995, Ages 9-13

A Travel Guide to Al Capone's Chicago

By Diane Yancey
Lucent, 2003, Ages 10 and up

Sister Cities

It's not just Chicagoans who were, and are, fascinated by *The Plan of Chicago* and these title demonstrate how cities functioned before and after Burnham's day.

Cities: Inside and Out

By Claire Llewellyn, illustrated by Roger Stewart
Heinemann, 1998, Ages 4-8

City: A Story of Roman Planning and Construction

By David Macaulay
Houghton Mifflin, 1983, Ages 10-14

The City ABC Book

By Zoran Milich
Kids Can, 2003, Ages 4-8

Metropolis

By Albert Lorenz
Abrams, 1996, Ages 9-12

Chicago Architecture: Yesterday and Today
Burnham's greatest works are all around us!

***AIA Guide to Chicago* (2nd ed.)**

By Alice Sinkevitch
Harvest, 2004, Ages 14 and up

Buildings, Boulevards and the Green Ring: Tracing Burnham and the Plan of Chicago

By Jane Clark
Junior Museum, Art Institute of Chicago; 1980; Ages 10-14

CHICAGO PUBLIC LIBRARY

Schoolyards to Skylines: Teaching with Chicago's Amazing Architecture

By Jennifer Masengarb and Jean Linsner
Chicago Architecture Foundation, 2002, Adult

Global Architecture: Yesterday, Today and Tomorrow

"Make no small plans . . ."

The Architecture Handbook: A Student Guide to Understanding Buildings

By Jennifer Masengarb and Krisann Rehbein, illustrations Benjamin Norris
Chicago Architecture Foundation, 2007, Ages 14 and up

Building Big

By David Macaulay
Walter Lorraine, 2000, Ages 10 and up

Buildings: What is Art?

Karen Hosack
Raintree, 2008, Ages 8-12

Can Buildings Speak?

By Louise and Richard Spilsbury
Cherry Tree, 2008, Ages 8-10

What's Inside?

By Giles Laroche
Houghton Mifflin Harcourt, 2009, Ages 8-12

For Budding Burnhams

Where will the next Daniel Burnham come from?

The Art of Construction: Projects and Principles for Beginning Engineers & Architects

By Mario Salvadori
Chicago Review Press, 2000, Ages 10 and up

Careers in Urban Planning

By Gillian Houghton
Rosen, 2003, Ages 14 and up

CHICAGO PUBLIC LIBRARY

Looking Ahead

What would Daniel Burnham say of where our cities are today and where we're going?

Living in Urban Communities

By Kristin Sterling

Lerner, 2008, Ages 4-8

Sustainable World: Cities

By Rob Bowden

KidHaven, 2004, Ages 9-12

Urban America: Opposing Viewpoints

By Laura Egendorf

Greenhaven, 2005, Ages 14 and up

Urban Sprawl

By Debra Miller

Greenhaven, 2008, Ages 14 and up

Online Resources Available at CPL

Check out http://www.chipublib.org/cplbooksmovies/research/database_atoz.php for more great information by and about Burnham. These databases are especially rich:

Biography Resource Center

Chicago Tribune Historical Archive

Gale Virtual Reference Library

History Database Search (Facts on File)

World Book Online



City of Chicago
Richard M. Daley
Mayor

Chicago
Public
Library



Please call for
accommodations:
312.747.4252 (Voice)
312.747.4066 (TTY)

Please consider the environment when disposing of this material - Read, Reuse & Recycle.

Learn More about Chicago's Progress

You will find a wealth of knowledge and diverse perspectives at

<http://burnhamplan100.uchicago.edu/learning/overview>

In addition, the following books will provide background for you to enrich your lessons now—and in the future.

- Adkins, Jan. Frank Lloyd Wright: A Twentieth-Century Life. New York: Viking, 2007.
- Appelbaum, Stanley. The Chicago World's Fair of 1893: A Photographic Record. New York: Dover Publications, 1980.
- Chicago Days: 150 Defining Moments in the Life of a Great City. Wheaton, IL: Cantigny First Division Foundation, 1997.
- Grossman, James R. (ed). The Encyclopedia of Chicago. Chicago: University of Chicago Press, 2004.
- Graf, John C. Chicago's Parks: A Photographic History. Chicago: Arcadia Publishing, 2000.
- Heise, Kenan, and Ed Baumann. Chicago Originals: A Cast of the City's Colorful Characters. Santa Monica, CA: Bonus Books, 1990.
- Holli, Melvin G. Ethnic Chicago: A Multicultural Portrait. Grand Rapids, MI: W.B. Eerdmans Pub. Co., 1995.
- Hurd, Owen. Chicago History for Kids: Triumphs and Tragedies of the Windy City, Includes 21 Activities. Chicago: Chicago Review Press, 2007.
- Mayor, Harold M. Chicago: Growth of a Metropolis. Chicago: University of Chicago Press, 1973, 1969.
- The Mayors: The Chicago Political Tradition. Carbondale, IL: Southern Illinois University Press, 2005.
- McNulty, Elizabeth. Chicago Then and Now. San Diego, CA: Thunder Bay Press, 2000.
- Sawyers, June Skinner. Chicago Portraits: Biographies of 250 Famous Chicagoans. Chicago: Wild Onion Books, 1991.
- Schwieterman, Joseph P., Dana M. Caspall, and Jane Heron. The Politics of Place: A History of Zoning in Chicago. Chicago: Lake Claremont Press, 2006.
- Smith, Carl. The Plan of Chicago: Daniel Burnham and the Remaking of the American City. Chicago: University of Chicago Press, 2007.
- Thorne-Thomsen, Kathleen. Frank Lloyd Wright for Kids: His Life and Ideas, 21 Activities. Chicago: Chicago Review Press, 1994.
- Wille, Lois. Forever Open, Clear, and Free: The Struggle for Chicago's Lakefront. Chicago: University of Chicago Press, 1991.
- Wolfe, Gerard A. Chicago In and Around the Loop: Walking Tours of Architecture and History. New York: McGraw-Hill, 2004.