



## PART 5: Overview

# Bold Plans. Big Dreams.

### Summary

Students make their own Bold Plans and Big Dreams for the city and communicate these in a letter to the Mayor.

### Literacy Development

I can restate a situation presented in text (*ILS3B*).

I can write to communicate about a situation (*ILS5C*).

I can write a persuasive letter (*ILS3B*).

### Content Outcome

I can explain how individuals and groups influence government (*ILS14D*).

### Concepts and Vocabulary

idea

reform

vision

### Materials

Learning Guide 1 *Better Living in Chicago*

Learning Guide 2 *Bold Plans. Big Dreams: Making Chicago Better*

Learning Guide 3 *Letter to the Mayor*

Learning Guide 4 *Chicago Poem*

Unit Assessment *Show Chicago Progress*

### Additional Classroom Materials/Supplies

Chicago poems

Chart paper and markers or chalkboard and chalk

Index cards



## PLAN 5

# Extension Options



**On-line Connection**  
**Jane Addams Hull-House Association**  
<http://www.hullhouse.org/>



### Art Connection

Have students design posters that communicate their vision of Chicago's future. (If students have visited an art museum, have them incorporate the techniques they observed.)



### Museum Connection

**Art Institute of Chicago:** <http://www.artic.edu/aic/>

Ask students to look for paintings that make them feel good—hopeful and positive. Explain that a painting can be like a persuasive letter or essay—it uses colors the way a writer uses adjectives and objects the way a writer uses examples.



### Family Connections

Have students take the *Bold Plans. Big Dreams: Making Chicago Better* Guide home and discuss with their family what they want to improve. Explain that the family's ideas are important to the letters they will write to the Mayor.



## PART 5: Class Session 1

# Bold Plans. Big Dreams.

*Note: You will find a timeline for Jane Addams in the Appendix. You can use it to locate information to share with students during this lesson.*

### Guiding Question

*How can one person make city progress?*

### Introduction

- Write the vocabulary words (idea, vision, reform) on the board.
- Ask students what they mean.
- List people they know who are visionaries, idealists, reformers.
- Ask students if they think one person can make a difference in improving the city.
- Tell students that they're going to read about Jane Addams, one person who saw a need in Chicago and made important changes.

### Activity

- Distribute Learning Guide 1, *Better Living in Chicago*.
- Have students respond to the writing prompts independently then share with a learning partner.

### Conclusion

- Discuss students' written responses.
- Time permitting, have students role play Jane Addams talking to other community members or city leaders.
- Ask students to answer the guiding question based on what they have learned about Jane Addams, Daniel Burnham, and other people they know.



Name \_\_\_\_\_

# Better Living in Chicago

I can restate a situation presented in text (ILS1B1a).  
I can write to communicate about a situation (ILS5C1a).



*How can one person make city progress?*

## Chicago's Reformer

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

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

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

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

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

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

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**Write What You Think**

How did Jane Addams solve problems? \_\_\_\_\_

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What is a problem people in Chicago have today? \_\_\_\_\_

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How should people solve it? \_\_\_\_\_

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Nombre \_\_\_\_\_

# Viviendo Mejor en Chicago

I can restate a situation presented in text (ILS1B1a).  
I can write to communicate about a situation (ILS5C1a).



*¿Cómo puede una persona hacer progresar una ciudad?*

## La Reformadora de Chicago

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

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

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

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

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

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

Nombre \_\_\_\_\_

**Escribe Lo Que Piensas**

¿Cómo resolvió problemas Jane Addams? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

¿Qué problema tiene la gente en Chicago hoy? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

¿Como deberían resolverlo? \_\_\_\_\_

\_\_\_\_\_

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## PART 5: Class Session 2

# **Bold Plans. Big Dreams.**

### **Guiding Question**

*What is a big way to improve the city?*

### **Introduction**

- Ask students what year it will be when they are old enough to vote. How many years is that from now?
- Ask students if they think they have to wait until then to begin making changes to their city.
- Explain that in this lesson they will be making Bold Plans and Big Dreams for Chicago with their own name as the title (“The Johnson Plan of Chicago” or “The Lopez Plan of Chicago”).

### **Activity**

- Distribute Learning Guide 2, *Bold Plans. Big Dreams: Making Chicago Better*.
- Working in pairs or groups, have students brainstorm ideas for each category on the chart.
- Have students complete the writing response independently.

### **Conclusion**

- Have students share their 2009 *Plan of Chicago*.
- Point out that these are all important answers to the guiding question.



Name \_\_\_\_\_

# Bold Plans. Big Dreams: Making Chicago Better

I can analyze a situation (ILS5B1a).

*What is a big way to improve the city?*

Use words and/or drawings to show what Chicago is like today.

Then write or draw what you think we should have in the future.

Chicago TODAY	Chicago FUTURE
How people travel	Better ways to travel
Homes now	Better homes
Health and/or Safety	Better Health and/or Safety
Put another category here.	

## Write What You Think

Write about one change that would make Chicago better in the future. Tell why it is important and how people could make that change. Write your response on another paper.

Nombre \_\_\_\_\_

# Plan Osado: Grandes Sueños: Haciendo Mejor a Chicago

I can analyze a situation (ILS5B1a).

*¿Qué es una gran manera para mejorar la ciudad?*

Utiliza palabras y/o dibujos para mostrar cómo es Chicago hoy en día. Después escribe o dibuja lo que piensas deberíamos tener en el futuro.

Chicago HOY	Chicago FUTURO
Como viajan las personas	Mejores maneras de viajar
Hogares ahora	Mejores hogares
Salud y Seguridad	Mejor Salud y Seguridad
Pon otra categoría aquí.	

**Escribe lo Que Piensas**

Escribe acerca de un cambio que haría mejor a Chicago en el futuro. Explica por qué es importante y cómo la gente puede hacer ese cambio. Escribe respuesta en otra hoja.



## PART 5: Class Session 3

# **Bold Plans. Big Dreams.**

### **Guiding Question**

*What changes should leaders make in Chicago?*

### **Introduction**

- Explain to students that they are going to try to persuade a city leader to make a change.
- Review the topics that have been discussed and have students choose one change they would like to encourage.

### **Activity**

- Distribute Learning Guide 3, *Bold Plans. Big Dreams: Letter to the Mayor*.
- Students complete the guide independently, then share with a learning partner who checks the letter for clarity.
- Students write their letters independently.

### **Conclusion**

- Students share their letters with the class.
- Point out that all of their letters are not only part of answering the guiding question but can be a way they can contribute to Chicago progress by mailing them to the mayor.



Name \_\_\_\_\_

# Bold Plans. Big Dreams: Letter to the Mayor

I can write a persuasive text (LS3B7b).

*What changes should leaders make in Chicago?*

You will write a letter to the Mayor telling him about what you have learned and what your plans are for Chicago. Use the spaces below to plan and organize your letter.

## Paragraph one: Introduction.

Some information about you or the class:

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

## Paragraph two: What you have been learning about Chicago.

List three things you learned in this unit:

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

## Paragraph three: Your Bold Plan. Big Dream.

What is your big idea?

- \_\_\_\_\_

What will I include to make my idea clear?

(You can use the boxes to number the order in which you will use each part.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Paragraph four: Your persuasive arguments**

Why is your idea important to the city?

- \_\_\_\_\_

How will your idea help the future of Chicago?

- \_\_\_\_\_

**Paragraph five: Conclusion**

How will I end so I am sure I made my idea clear?

- \_\_\_\_\_

After you have shared your plan with a partner, begin writing your letter.

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Nombre \_\_\_\_\_

# Planes Osados: Carta al Alcalde

I can write a persuasive text (ILS3B1b).

## ¿Qué cambios deberían hacer los líderes de Chicago?

Escribirás una carta al Alcalde diciéndole lo que has aprendido y cuales son tus planes para Chicago. Usa los espacios debajo para planear y organizar tu carta.

### Primer Párrafo: Introducción.

Información sobre ti o sobre tu clase:

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

### Segundo Párrafo: Lo que has estado aprendiendo sobre Chicago.

Haz una lista de tres cosas que has aprendido:

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

### Tercer Párrafo: Tu Gran Idea.

¿Qué es tu gran idea?

- \_\_\_\_\_

¿Qué incluiré para hacer clara mi idea?

(Pudes usar los recuadros para numerar el orden en el que usaras cada parte.)

\_\_\_\_\_

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Nombre \_\_\_\_\_

**Cuarto Párrafo: Tus argumentos convincentes**

¿Porqué es tu idea importante para la ciudad?

- \_\_\_\_\_

¿Como ayudará tu idea el futuro de Chicago?

- \_\_\_\_\_

**Quinto Párrafo: Conclusión**

¿Como concluiré para estar seguro que mi idea está clara?

- \_\_\_\_\_

Después de que hayas compartido tu plan con un compañero, empieza a escribir tu carta.

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## PART 5: Class Session 4

# **Bold Plans. Big Dreams.**

### **Guiding Question**

*What do I like about Chicago?*

### **Introduction**

- Ask students what they think makes Chicago a special city.
- Record their response on the board or chart paper.

### **Activity**

- Explain that a poet uses words to help people see an idea. Give them Learning Guide 4, *Chicago Poem*.
- Have students work independently or with a partner to create their poem.

### **Conclusion**

- Students share their poems.
- Point out that there are many answers to the guiding question and that poems help people think about what is important.



Name \_\_\_\_\_

# Chicago Poem

I can write to communicate an idea (LS3C1a).

*What do I like about Chicago?*

Chicago needs a poem.

It should tell about the city.

To write the poem, list what you like about your community and the city.

Then write the poem.

What I Like about My Community	What I Like about Chicago

**My Poem**

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Nombre \_\_\_\_\_

# Poema de Chicago

I can write to communicate an idea (LS3C1a).

*¿Qué es lo que me gusta de Chicago?*

Chicago necesita una poema.

Debe hablar acerca de la ciudad.

Para escribir el poema, haz una lista de lo que te gusta sobre tu comunidad y la ciudad.

Después escribe el poema.

Lo Que Me Gusta de Mi Comunidad	Lo Que Me Gusta de Chicago

**Mi Poema**

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## PART 5: Class Session 5

# Bold Plans. Big Dreams.

### Guiding Question

*What have I learned about Chicago and its progress?*

### Introduction

- Ask students to independently make a list of all of the things they have learned about Chicago.
- Have students share items from their list.

### Activity

- Distribute Unit Assessment, *Show Chicago Progress*.
- Have students complete independently, with learning partners, or in a small group. (Note: Instead of drawing on the same page, students can use index cards or cut the paper into smaller rectangles then assemble an exhibit.)

### Conclusion

- Ask students to list the most important things about Chicago that they learned in each of the following categories:
  - Important people
  - Important changes
  - Important places
- Tell students that they are Chicago's future. Ask them what they want to do in the future to make sure Chicago is a great place to live and work.
- Explain that the activities they have done in this session all are ways to answer the guiding question.



Name \_\_\_\_\_

Each of these words is important to planning for city progress. Draw or paste a picture about Chicago that shows what each of these words means. Add more words and show why they are important to planning Chicago progress.

Unit Assessment:

# Show Chicago Progress

work	neighborhood	travel	schools	city
parks	nature	water	downtown	stores
your word:	your word:	your word:	your word:	your word:

Name \_\_\_\_\_

Unidad de Evaluación

# Demuestra el Progreso de Chicago

Cada una de estas palabras es importante para la planeación del progreso de la ciudad. Haz o pega un dibujo acerca de Chicago que muestre lo que cada una de estas palabras significa. Agrega más palabras y demuestra por qué son importantes para planear el progreso de Chicago.

trabajo	barrio	viajar	escuelas	ciudad
parques	naturaleza	agua	el centro de la ciudad	las tiendas
tu palabra:	tu palabra:	tu palabra:	tu palabra:	tu palabra: