

Teacher's Guide



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Teacher's Guide for *Cobblestone: Chicago*

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OVERVIEW

In this magazine, readers will learn about the growth of Chicago from swampland to the modern hub it is today.

Cobblestone: Chicago includes

information about the people who helped design the city, its major sites, and the Great Fire that once destroyed it.

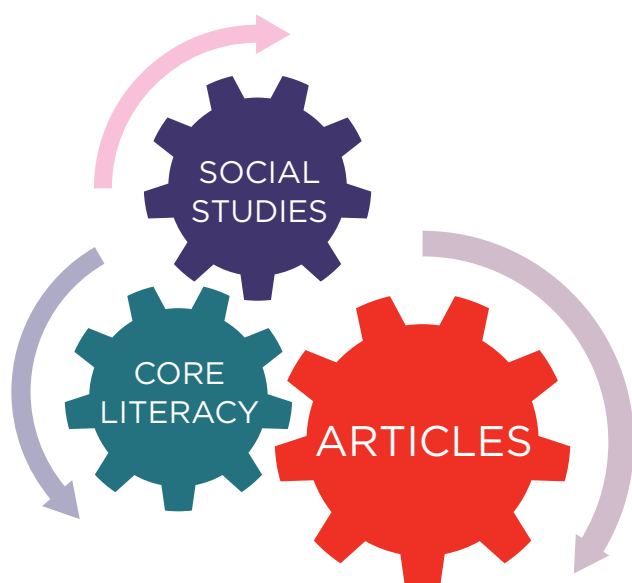
ESSENTIAL QUESTION:

How did Chicago grow from swampland into a modern metropolitan hub?

We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ INDIVIDUAL ARTICLES PAGES 4 - 14

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



TEACH A MINI-UNIT PAGES 16 - 18

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

Essential Question: How did Chicago grow from swampland to a modern metropolitan hub?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
First Settlement Expository Nonfiction	Changes in the management of a territory represent examples of historical change.	<ul style="list-style-type: none"> Close Reading Determine Author's Purpose Interpret Visual Information Write a Summary 	<i>Reading 1, 2, 3, 6 & 7</i> <i>Writing 2</i>
Midwest Hub Expository Nonfiction	Human-induced environmental changes affect the development of human societies.	<ul style="list-style-type: none"> Close Reading Interpret Figurative Language Evaluate Evidence Debate a Topic 	<i>Reading 1, 2, 3, 4 & 8</i> <i>Speaking & Listening 1, 3, 4 & 6</i>
City on Fire Expository Nonfiction	A single event can lead to significant historical change.	<ul style="list-style-type: none"> Close Reading Interpret Figurative Language Analyze Text Structure Write a News Article 	<i>Reading 1, 2, 3, 4 & 5</i> <i>Writing 3</i>
Chicago's Movers and Shakers Expository Nonfiction	Individuals can shape significant historical change.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Interpret Visual Information Give a Multimedia Presentation 	<i>Reading 1, 2, 3, 5 & 7</i> <i>Speaking & Listening 4, 5 & 6</i>
Labor Wars Expository Nonfiction	In democracies, people have a civil responsibility to participate.	<ul style="list-style-type: none"> Close Reading Analyze Author's Purpose Compare Texts Research and Write an Essay 	<i>Reading 1, 2, 3, 6 & 9</i> <i>Writing 2, 7, 8 & 9</i>
Come to the Fair! Expository Nonfiction	Culture influences the way people modify their environments.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Evaluate Evidence Write a Skit 	<i>Reading 1, 2, 3, 5 & 8</i> <i>Writing 3</i>
Building Boom Expository Nonfiction	Culture influences the way people modify their environments.	<ul style="list-style-type: none"> Close Reading Evaluate Word Choice Interpret Visual Information Conduct a Survey 	<i>Reading 1, 2, 3, 4 & 7</i> <i>Speaking & Listening 7</i>
Gangsters! Expository Nonfiction	Economic conditions impact the well-being of individuals, businesses, and societies.	<ul style="list-style-type: none"> Close Reading Determine Author's Purpose Evaluate Evidence Write an Editorial 	<i>Reading 1, 2, 3, 6 & 8</i> <i>Writing 1</i>
Black Metropolis: The Great Migration Expository Nonfiction	Cultural and environmental characteristics influence the spatial patterns of people.	<ul style="list-style-type: none"> Close Reading Analyze Author's Purpose Interpret Visual Information Present a Text 	<i>Reading 1, 2, 3, 6 & 7</i> <i>Speaking & Listening 4 & 6</i>
Chicago-Style Softball Expository Nonfiction	Environmental factors influence cultural patterns.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Evaluate Evidence Write a Graphic Story 	<i>Reading 1, 2, 3, 5 & 8</i> <i>Writing 3</i>
Seeing the Sites Expository Nonfiction	Human characteristics of places influence human identities and cultures.	<ul style="list-style-type: none"> Close Reading Interpret Figurative Language Analyze Text Structure Create an Itinerary 	<i>Reading 1, 2, 3, 4 & 5</i> <i>Writing 2</i>

Comparing Texts: *Reading 9*

Mini-Unit: *Reading 1, 2 & 3, Writing 2*

ARTICLE: First Settlement

Magazine pages 2 - 5, Expository Nonfiction



The natural resources around what is now Chicago led many groups to covet the territory. The Iroquois, British, French, and other native groups battled for it. Ultimately, the United States won the territory, protected the area, and incorporated the town of Chicago.

ESSENTIAL QUESTION

How did Chicago grow from swampland into a modern metropolitan hub?

CORE CONTENT CONCEPT

Social Studies Changes in the management of a territory represent examples of historical change.

CROSS-CURRICULAR EXTENSION

Science Chicago used to be a swamp. What natural resources were available? How did their use to grow the city impact the wildlife in the area?

KEY VOCABULARY

missionary (p. 3) a person who is sent to a foreign country to do religious work

plain (p. 2) a large area of flat land without trees

swamp (p. 2) land that is always wet and often partly covered with water

PREPARE TO READ

Show pictures that trace the development of your local area over time. Explain the time period for each photo. Have students compare the images to see the gradual changes as well as the difference between the area today and in the earliest image. Relate this to the development of Chicago.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Why was the territory that is now Chicago prized by so many groups? Cite details from the text that refer to specific conflicts and explain how they support your answer. *CCSS Reading 1*
- What is the main idea of this article? Which specific details in the text helped you determine the main idea? *CCSS Reading 2*
- Analyze the interactions between the British, the French, and the Americans in the midwest. How did these interactions lead to the development of Chicago? *CCSS Reading 3*

Craft and Structure

- Determine Author's Purpose** What is the purpose of the text? How does the information the author includes help shape the content of the text? *CCSS Reading 6*
- Interpret Visual Information** How do the images add to your knowledge of what the territory that became Chicago was like? *CCSS Reading 7*

WRITING

Write a Summary Pretend you are a member of a Native American group, a fur trader, or a settler from the East Coast. Use the article as a resource to write an account of the events from the perspective of your group.



Because of the confluence of waterways in the area, Chicago became a transportation hub. It continued in this role as new transportation systems were developed.

ESSENTIAL QUESTION

How did Chicago grow from swampland into a modern metropolitan hub?

CORE CONTENT CONCEPT

Social Studies Human-induced environmental changes affect the development of human societies.

CROSS-CURRICULAR EXTENSION

Engineering Learn the steps involved in building a canal.

KEY VOCABULARY

ingenious (p. 7) very smart or clever

surveyor (p. 6) someone whose job is to measure and examine an area of land

visionary (p. 7) having or showing clear ideas about what should happen or be done in the future

PREPARE TO READ

Define the term “hub” and present students with photographs of hubs, for example, the hubs of a wheel or a region. Lead into a discussion of why the city of Chicago might be referred to as a hub.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you infer about the role of money in the development of the city? Which details support your inferences? *CCSS Reading 1*
- How does each paragraph relate to the theme of Chicago as a hub? Use details from the text to support your answer. *CCSS Reading 2*
- Create a timeline of dates mentioned in the article. Use it to write a paragraph explaining how changes in transportation technology impacted the city. *CCSS Reading 3*

Craft and Structure

- Interpret Figurative Language** The author explains that the city became a funnel. How was the city like a funnel? Use details from the text to support your answer. *CCSS Reading 4*
- Evaluate Evidence** The author claims Chicago attracted visionary people. What evidence supports this claim? Is it sufficient? *CCSS Reading 8*

SPEAKING AND LISTENING

Debate a Topic With a classmate, debate which of the ideas mentioned in the article was most ingenious. Decide the winner of your debate and then defend it in a debate with another pair of students.



Chicago's Great Fire began on October 8, 1871 and consumed a large area of the northern parts of the city. Dry conditions and the use of wood as a primary building source encouraged its spread and devastation.

ESSENTIAL QUESTION

How did Chicago grow from swampland into a modern metropolitan hub?

CORE CONTENT CONCEPT

Social Studies A single event can lead to significant historical change.

CROSS-CURRICULAR EXTENSION

Science Some materials are more flammable than others. Why? Conduct an experiment or demonstration to learn more.

KEY VOCABULARY

devour (p. 11) to destroy (something) completely

ember (p. 11) a glowing piece of coal or wood from a fire

slum (p. 10) an area of a city where poor people live and the buildings are in bad condition

PREPARE TO READ

Have students journal about what they might experience in the aftermath of a fire in their community. Be sensitive to the possibility that a student may have actual experience with a fire.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- The city recovered quickly from the tragic fire. What can you infer about Chicagoans at the time based on this information? Cite details from the text that support your inferences. *CCSS Reading 1*
- Locate the main idea of each paragraph in the text and use them to write a summary of the article. Identify the overall main idea. *CCSS Reading 2*
- Use a cause-effect chart to show the factors that led to the fire being so destructive. (See chart on page 20.) *CCSS Reading 3*

Craft and Structure

- Interpret Figurative Language** Locate and copy the simile on page 11. Write a paragraph to explain the comparison the speaker is making. *CCSS Reading 4*
- Analyze Text Structure** Why do you suppose the author opened with the story of Mrs. O'Leary's cow? What impact does this have on the reader? How does it relate to the rest of the text? *CCSS Reading 5*

WRITING

Write a News Article Imagine you witnessed the fire and write a newspaper account of your experiences. Use the information from the article and further research to help you compose your narrative.

ARTICLE: Chicago's Movers and Shakers

Magazine pages 13 - 15, Expository Nonfiction



Chicago's growth provided economic opportunities for many of its citizens, some of whom became famous for their innovations and ideals.

ESSENTIAL QUESTION

How did Chicago grow from swampland into a modern metropolitan hub?

CORE CONTENT CONCEPT

Social Studies Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Art Study the images of the people that accompany the article. How were they made? Use similar materials to create a portrait of a classmate.

KEY VOCABULARY

reaper (p. 13) a person or machine that cuts and collects crops

retailing (p. 14) the business of selling things directly to customers for their own use

sanitary (p. 15) of or relating to good health or protection from dirt, infection, disease, etc.

settlement house (p. 15) a place or organization that provides various community services to people in a crowded part of a city

PREPARE TO READ

Read brief biographies of famous people who impacted the region your school is located in. Ask the students to consider how these people shaped the area and discuss their views. Have each student write a paragraph explaining the impact one of your subjects had on the region.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What does the title suggest about the article? Why? *CCSS Reading 1*
- What is the main theme of the text? How does each section demonstrate the theme? *CCSS Reading 2*
- Create a chart listing each person mentioned and the works that made him or her famous. Include relationships to the other people and any lasting legacies as well. (See chart on page 21.) *CCSS Reading 3*

Craft and Structure

- **Analyze Text Structure** What is the structure of this text? What effect does this structure create? How would a single narrative have impacted the text? *CCSS Reading 5*
- **Interpret Visual Information** Illustrations of each person and an object or location accompany the text. How does each illustration symbolize the person or his or her work? *CCSS Reading 7*

SPEAKING AND LISTENING

Present an Opinion Create a five-minute presentation to explain whose contributions you believe were most important. Add multimedia components to help convince others of your opinion.



Chicago became a focal point in the sometimes violent battle between American laborers and business owners, who were often separated by racial as well as socioeconomic factors.

ESSENTIAL QUESTION

How did Chicago grow from swampland into a modern metropolitan hub?

CORE CONTENT CONCEPT

Social Studies In democracies, people have a civil responsibility to participate.

CROSS-CURRICULAR EXTENSION

Music Listen to songs from the American labor movement and note how the lyrics reflect the issues of the time. Consider why music was a tool used by the movement.

KEY VOCABULARY

ignorant (p. 16) lacking knowledge or information

rabble (p. 17) a large group of loud people who could become violent

suppress (p. 17) to end or stop (something) by force

verge (p. 16) at the point when (something) is about to happen or is very likely to happen

PREPARE TO READ

Explain the recent arguments over increasing the minimum wage for employees in the United States. Lead into an explanation of strikes and other labor conditions. Ask students what conditions would cause them to go on strike.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Use the images accompanying the text to predict what the article will be about. As you read, record whether your predictions were correct. *CCSS Reading 1*
- How does the author present the idea that the labor issue had two sides? Make two lists of quotes from the article, one to show each side. *CCSS Reading 2*
- How did Pullman's attitudes and ideals help cause the strike against his company? Use details from the text to show how the author builds this concept. *CCSS Reading 3*

Craft and Structure

- **Analyze Author's Purpose** What is the purpose of each quote the author uses? How do they impact your understanding of the text? *CCSS Reading 6*
- **Compare Texts** How does the information in the article relate to the information in the handbill on page 18? Does one effectively support the information presented in the other? Explain your answer. *CCSS Reading 9*

WRITING

Research and Write an Essay Research other major events in the American labor movement and write an essay explaining one event, including its causes and results. Add information about its lasting effects if there were any.

ARTICLE: Come to the Fair!

Magazine pages 20 - 23, Expository Nonfiction



The World's Columbian Exposition was held in Chicago in 1892. It contained wonders from around the world and the country and showcased new inventions as well as a new architectural style, Beaux Arts.

ESSENTIAL QUESTION

How did Chicago grow from swampland into a modern metropolitan hub?

CORE CONTENT CONCEPT

Social Studies Culture influences the way people modify their environments.

CROSS-CURRICULAR EXTENSION

Engineering Research an invention mentioned in the article and draw a graphic model showing its parts and their functions.

KEY VOCABULARY

pavilion (p. 22) a temporary building that is used at public events and exhibitions

temperance (p. 22) the practice of drinking little or no alcohol

tranquil (p. 21) quiet and peaceful

PREPARE TO READ

Share items you might find at a fair, such as food on a stick, ride tickets, and carousel music. Ask the students for their impressions of each item and what they have in common. Explain the history and purpose of world's fairs.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Based on the information presented, what can you infer about the people who attended the fair? Support your answer with text-based details. *CCSS Reading 1*
- How does the main goal of the fair relate to the main idea of the article? Write a paragraph summarizing this relationship. *CCSS Reading 2*
- Create a T-chart showing how different groups and individuals contributed to the fair. (See chart on page 22.) How did this broad participation help the leaders achieve their goal for the fair? *CCSS Reading 3*

Craft and Structure

- Analyze Text Structure** How does the final paragraph fit into the overall structure of the text and why might it have been included? *CCSS Reading 5*
- Evaluate Evidence** What evidence does the author present to support the idea that the fair “had a lasting influence” in many areas? Is this evidence sufficient? *CCSS Reading 8*

WRITING/SPEAKING AND LISTENING

Write a Skit Write a skit in which a small group of people, a group of friends or a family perhaps, visits the fair. Use the article as the basis for your skit, but add imagined details. Decide on roles and perform the skit for your class.

ARTICLE: Building Boom

Magazine pages 26 - 27, Expository Nonfiction



Initially the swampy nature of Chicago posed a barrier to expansion, but architects soon figured out how to overcome the swamp and expanded the city upward.

ESSENTIAL QUESTION

How did Chicago grow from swampland into a modern metropolitan hub?

CORE CONTENT CONCEPT

Social Studies Culture influences the way people modify their environments.

CROSS-CURRICULAR EXTENSION

Art Explore the concept of perspective and create a piece from a unique perspective.

KEY VOCABULARY

economical (p. 26) used to describe a product that is not expensive to own and use

fluid (p. 27) having or showing a smooth and easy style

modernism (p. 27) a style of art, architecture, literature, etc., that uses ideas and methods which are very different from those used in the past

PREPARE TO READ

Build “skyscrapers” out of objects like paper, craft sticks, or blocks. Which materials lead to the tallest structures? Which are sturdiest? Formulate and test hypotheses.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- How does the work of Chicago architects demonstrate man’s defeat of nature? Use details from the text to support your conclusions. *CCSS Reading 1*
- Complete the main ideas chart on page 23 in this guide and use it to write a brief summary of the article. *CCSS Reading 2*
- Write a paragraph explaining how architecture progressed in Chicago. Refer to the text within your paragraph. *CCSS Reading 3*

Craft and Structure

- Evaluate Word Choice** Define each architectural term used in the article. How does the use of these terms help shape your understanding of the text? *CCSS Reading 4*
- Interpret Visual Information** Make a list of your impressions of the photographs that accompany this article. What impact do they have on the reader and how do they help illustrate the text? *CCSS Reading 7*

SPEAKING AND LISTENING

Conduct a Survey Locate pictures of Chicago landmarks and use them to create a survey that will help determine which is the most appealing. Be sure to use the correct architectural terms as you conduct your survey.



Chicago's population grew so quickly that law enforcement couldn't keep up with the rise of criminal groups, who were often supported by corrupt officials. Prohibition led to an increase in criminal behavior, which prompted law enforcement to devise new, more clever ways to stop crime.

ESSENTIAL QUESTION

How did Chicago grow from swampland into a modern metropolitan hub?

CORE CONTENT CONCEPT

Social Studies Economic conditions impact the well-being of individuals, businesses, and societies.

CROSS-CURRICULAR EXTENSION

Health Research the effects of alcohol on the human body. Then, draw a diagram of the human body with annotations explaining the effect of alcohol on different human organs or systems.

KEY VOCABULARY

bribe (p. 28) something valuable (such as money) that is given in order to get someone to do something

enforce (p. 28) to make sure that people do what is required (by a law, rule, etc.)

glamorize (p. 28) to make (something) seem exciting and attractive

heyday (p. 29) the time when someone or something is most successful, popular, etc.

PREPARE TO READ

Ask students what they know about the famous gangster Al Capone. Discuss students' perceptions of both historical and contemporary gangsters. Then, complete the K and W sections of a KWL chart about gangsters with your students.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What do the opening lines and movies still suggest about Hollywood's relationship with Chicago history? *CCSS Reading 1*
- Which of these main themes, criminal activity or violence, best fits the article and why? *CCSS Reading 2*
- How does the author introduce the idea of crime "families"? Which details elaborate on this concept? *CCSS Reading 3*

Craft and Structure

- **Determine Author's Purpose** How does the author explain both sides of the argument about Prohibition? What does this suggest about the author's purpose in presenting this article? *CCSS Info Text 6*
- **Evaluate Evidence** Cite details in the text that support the statement that violent clashes were common. Are the details presented both relevant and sufficient? Why or why not? *CCSS Reading 8*

WRITING

Write an Editorial Conduct further research on the impacts of Prohibition and write an editorial to persuade the government that Prohibition should be repealed. Use details that were available at the time to support your argument.



The mass migration of African Americans from the South to the North, especially Chicago, to escape political suppression and improve their economic opportunities, led to racial violence, but still provided African Americans with better economic opportunities than in the South.

ESSENTIAL QUESTION

How did Chicago grow from swampland into a modern metropolitan hub?

CORE CONTENT CONCEPT

Social Studies Cultural and environmental characteristics influence the spatial patterns of people.

CROSS-CURRICULAR EXTENSION

Science Research a species that migrates to determine what triggers migration and the overall purpose and effects of migration. Write a short essay to explain your findings.

KEY VOCABULARY

migrant (p. 31) a person who goes from one place to another, especially to find work

paradise (p. 32) a very beautiful, pleasant, or peaceful place that seems perfect

wage (p. 31) an amount of money that a worker is paid based on the number of hours, days, etc., that are worked

PREPARE TO READ

Show maps of historical migrations (i.e. humans moving from Asia to the Americas; Americans moving to the Rust Belt) to access students' prior knowledge of the topic. Hypothesize about what the title of the article might mean and invite students to read to verify their hypotheses.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

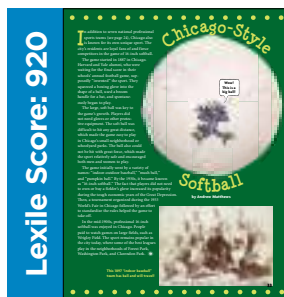
- Using details from the text, make a list of factors that may have contributed to the racial tension of the time. *CCSS Reading 1*
- Which paragraph contains the main idea of the article? What details helped you determine the main idea? *CCSS Reading 2*
- Read the speech bubble on page 32. Write a paragraph explaining how the idea presented relates to the information in the main text. *CCSS Reading 3*

Craft and Structure

- Analyze Author's Purpose** Why did the author include quotations from the black press and individuals? How do the quotes add to your understanding of the main text? *CCSS Info Text 6*
- Interpret Visual Information** How do the photos that accompany the article add to your understanding of the information presented? Are any elements of the text excluded from the images? *CCSS Info Text 7*

SPEAKING AND LISTENING

Present a Text Have students conduct dramatic readings of texts or excerpts that refer to the Great Migration. These could include speeches, interviews, or newspaper articles. Allow students time to answer questions about the text they chose.



Chicago-style softball became popular because it was easy to play and doesn't require much equipment. It is still played today.

ESSENTIAL QUESTION

How did Chicago grow from swampland into a modern metropolitan hub?

CORE CONTENT CONCEPT

Social Studies Environmental factors influence cultural patterns.

CROSS-CURRICULAR EXTENSION

Science Study aerodynamics to explain why the 16-inch softball travels differently than the more common softball when hit with the same force.

KEY VOCABULARY

relatively (p. 33) when compared to others

spontaneous (p. 33) done or said in a natural and often sudden way and without a lot of thought or planning

PREPARE TO READ

Arrange a game of 16-inch softball.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

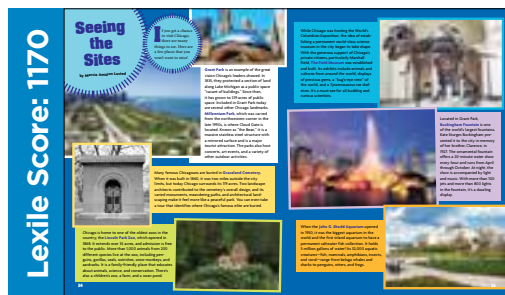
- Was the game really invented by the alumni? What clues in the text helped you determine your answer? *CCSS Reading 1*
- Write a one-paragraph summary of the main ideas in the text. *CCSS Reading 2*
- What is the relationship between economic factors and the popularity of the game? *CCSS Reading 3*

Craft and Structure

- **Analyze Text Structure** What is the overall structure of the text? Where does the author vary the structure and what effect does this have on the reader? *CCSS Reading 5*
- **Evaluate Evidence** What evidence does the author present to support the idea that the sport became popular? Is it both relevant and sufficient? Why or why not? *CCSS Reading 8*

WRITING

Write a Graphic Story Write and draw a cartoon version of the “invention” of the game. Use your imagination as well as details from the text.



Chicago has sites for everyone from the budding scientist to the nature enthusiast and thrillseeker. Chicago also offers great shopping and architecture.

ESSENTIAL QUESTION

How did Chicago grow from swampland into a modern metropolitan hub?

CORE CONTENT CONCEPT

Social Studies Human characteristics of places influence human identities and cultures.

CROSS-CURRICULAR EXTENSION

Math Calculate how long it would take you to walk the entire Lakefront Trail at different speeds.

KEY VOCABULARY

jet (p. 35) a tube that contains and directs a very strong stream of liquid or gas

meander (p. 34) to have a lot of curves instead of going in a straight or direct line; to follow a winding course

retract (p. 37) to pull something back into something larger that usually covers it

PREPARE TO READ

Have the students study the illustrations and use details from them to explain which places they'd like to visit. Make a class chart of the top choices and then see if the decisions have changed after you read.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What do the city's attractions suggest about what economic industries were important in the past as well as today? *CCSS Reading 1*
- What is the main idea of this article? How does the author elaborate on that idea in each section of the text? *CCSS Reading 2*
- Make a chart showing each site highlighted in the article, why it's important, and how it's used today. (See chart on page 24.) *CCSS Reading 3*

Craft and Structure

- **Interpret Figurative Language** Look for examples of imagery and a simile in the text. Explain the impact each has on the reader and why an author might use them. *CCSS Reading 4*
- **Analyze Text Structure** Cite a pair of article sections that use the same text structure and a pair in which the text structures differ. Write a paragraph for each pair to explain how the structures are alike or different. *CCSS Reading 5*

WRITING

Create an Itinerary Use details from the text and maps of the city to write an itinerary for a visit to Chicago. Decide how many days you'll need to visit each location and create a theme (or title) for each day's exploration.

CROSS-TEXT CONNECTIONS

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- Read each article and write one or two sentences to explain how it fits with the essential question for this issue.
- Refer to each article to create a timeline of important events in the history of Chicago.
- Use information from “Midwest Hub,” “Labor Wars,” “Building Boom,” “Chicago-Style Softball,” and “Seeing the Sites” to write a paragraph about Chicago today. Consider what it might be like to live there.
- How did the Great Fire of 1871 affect the city? Read “City on Fire,” “Chicago’s Movers and Shakers,” and “Building Boom” to help you answer this question.
- Consult “First Settlement,” “Labor Wars,” “Gangsters!” and “Black Metropolis: The Great Migration” to learn about conflicts in the city’s history. Make a list of the causes and effects of each conflict along with who was on each side.
- Reread the issue and note the visionary ideas presented and the people who had them. Can Chicago truly be called a visionary city?
- What do you think the future of the city will be like? Will the building boom continue? Have the conflicts between races and social classes ended? Use details from the articles and your own experience to support your ideas.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

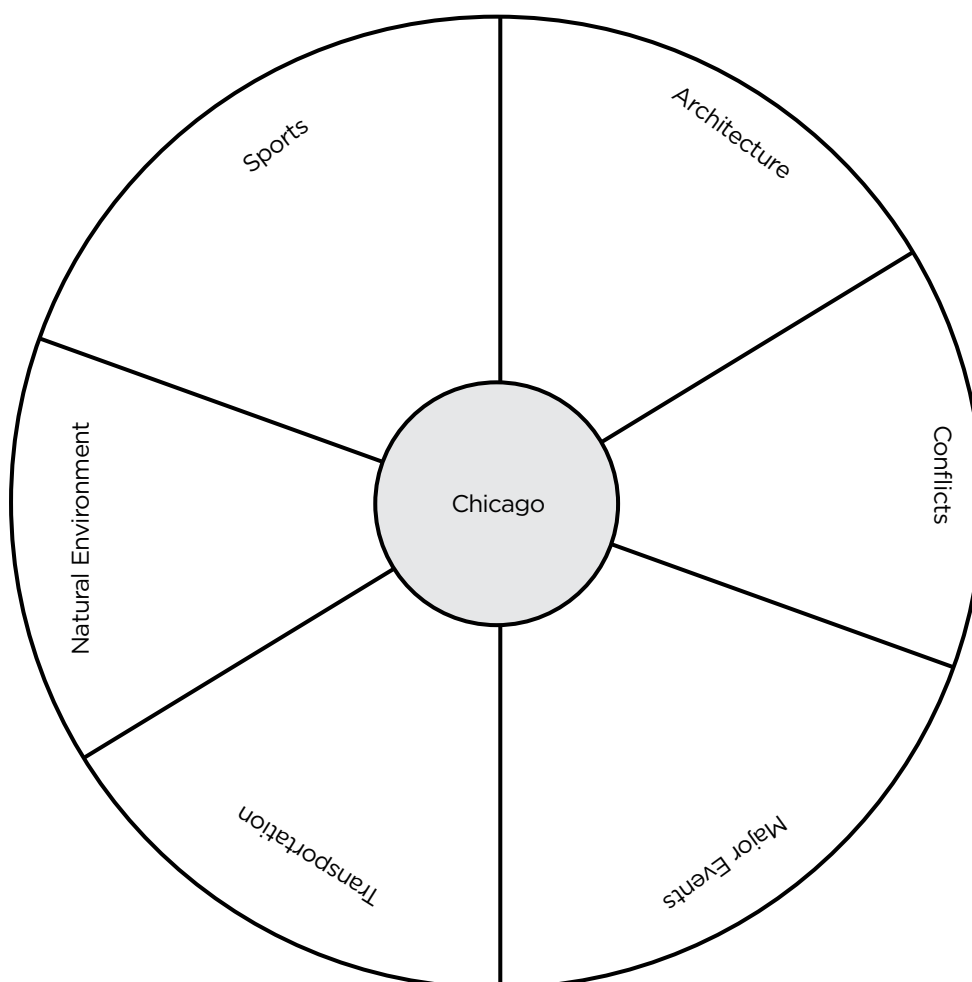
In this mini-unit, students will explore how Chicago developed over time into the metropolitan hub that it is today. Chicago is currently one of the biggest cities in the United States. It's a transportation hub with a diverse population, intriguing architecture, and a unique sporting spirit. This Mini-Unit will have your students looking at events, people, and places that shaped the city into what it is today. They'll make models in a diorama and write about what makes their selected topic important.

ENGAGE

READ FOR A PURPOSE

APPLY

ENGAGE: Engage students in the topic of Chicago by asking students to consider how Chicago grew from swampland into the modern metropolitan hub it is today. Chicago has always been a hub of activity. That's why it's the center of our wheel below. Allow students to fill in any details they already know, for example, sports teams. Then use article titles and images to add more details. Students may continue to add to the wheel as they read the issue and prepare to make their dioramas.



**READ FOR A PURPOSE**

INTRODUCE THE ACTIVITY: A Model City Show students an example of a diorama and explain how it was made and what is depicted inside. Tell them that they will be making their own dioramas. Their dioramas will contain a model of an innovation, event, or person associated with Chicago in the context of what makes them important. Tell the students they will have to write at least one paragraph each as a caption to accompany their dioramas. Begin to collect materials, such as shoe boxes. See the materials list on the next page of this guide for other ideas.

RETURN TO THE TEXT: Explain to students that before they can begin working on their dioramas, they must gather information in order to select a topic. Encourage students to skim the issue or use the Chicago Wheel they filled out during the Engage activity to help them focus on topics that might interest them. The Topic Guide below may also help.

TOPIC GUIDE

TOPIC:	ARTICLE:
PEOPLE	First Settlement (p. 2) Chicago's Makers and Shakers (p. 13) Labor Wars (p. 16) Gangsters! (p. 28)
EVENTS	City on Fire (p. 10) Labor Wars (p. 16) Come to the Fair! (p. 20) Gangsters! (p. 28) Black Metropolis: The Great Migration (p. 30)
INNOVATIONS	Midwest Hub (p. 6) Chicago's Makers and Shakers (p. 13) Come to the Fair! (p. 20) Building Boom (p. 26) Chicago-Style Softball (p. 33) Seeing the Sites (p. 34)



APPLY: A MODEL CITY

STEP 1: Gather Information

Once the students have selected topics, have them read and take notes on the article or complete the article page for it. Do the same for any other articles that reference the topic.

STEP 2: Plan

Show the students the shoe boxes they will be using. Assist the students as they consider what they will depict in their dioramas. Ask questions about the most important features of their topics and how these can be shown. Help them to evaluate the materials that are available as they plan their designs.

STEP 3: Design

Now that the students have a design in mind, instruct them to use the Design Plan graphic organizer to help visualize their designs and ensure that everything will fit in the shoe boxes. Explain that the sample is of a myth and not a real event in Chicago's history. Use the photographs that accompany "Building Boom" on page 26 to help the students understand perspective and encourage them to draw their designs from the perspective of the people who will view their dioramas. They may even want to measure their boxes and adjust their drawings to scale. Demonstrate how to do this.

You will need:

Shoeboxes	Photos
Construction paper	Glue
Scissors	Clip art

You may also need:

Felt	Poster board	Dollhouse items
Action figures	Small toys	Markers and crayons
Cardboard	Beads	Other items

STEP 4: Construct

Have the students line their boxes with construction paper or photos and clip art images of Chicago to form the background for their dioramas. These materials can also be used to cover logos on the outside of the boxes. Then have the students follow their Design Plans.

STEP 5: Write and Revise

While the glue dries, have the students write blurbs or captions to accompany their dioramas. These should explain how the diorama topics fit with the essential question for this issue. Assist the students as they revise and create final copies on index cards.

STEP 6: Display

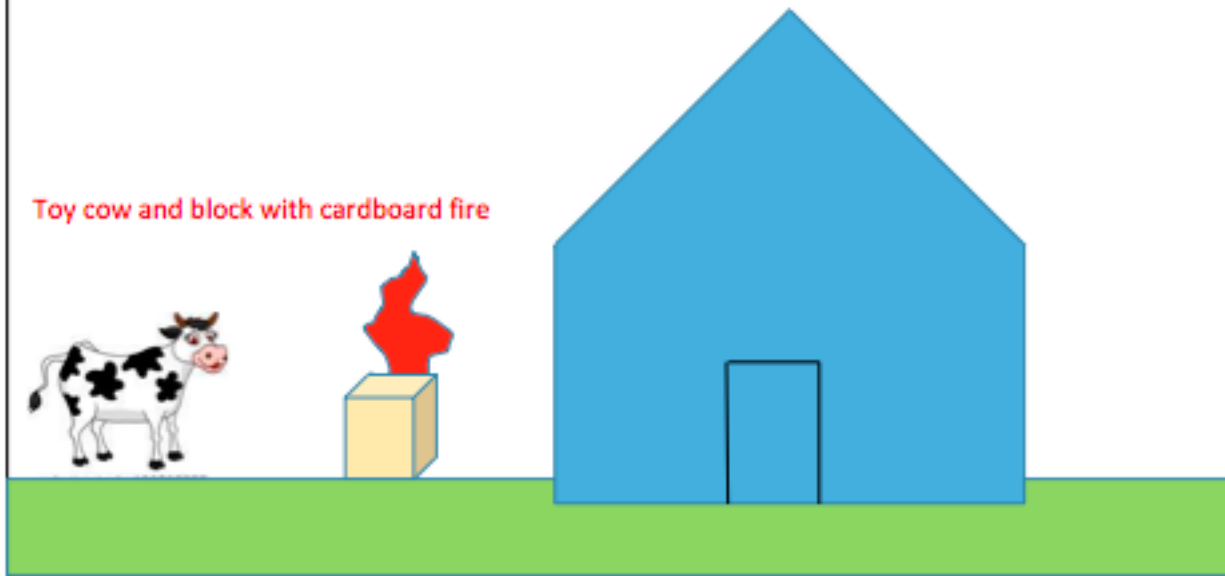
Display the dioramas with their captions.



DESIGN PLAN

Sample: Mrs. O'Leary's Cow

Toy cow and block with cardboard fire

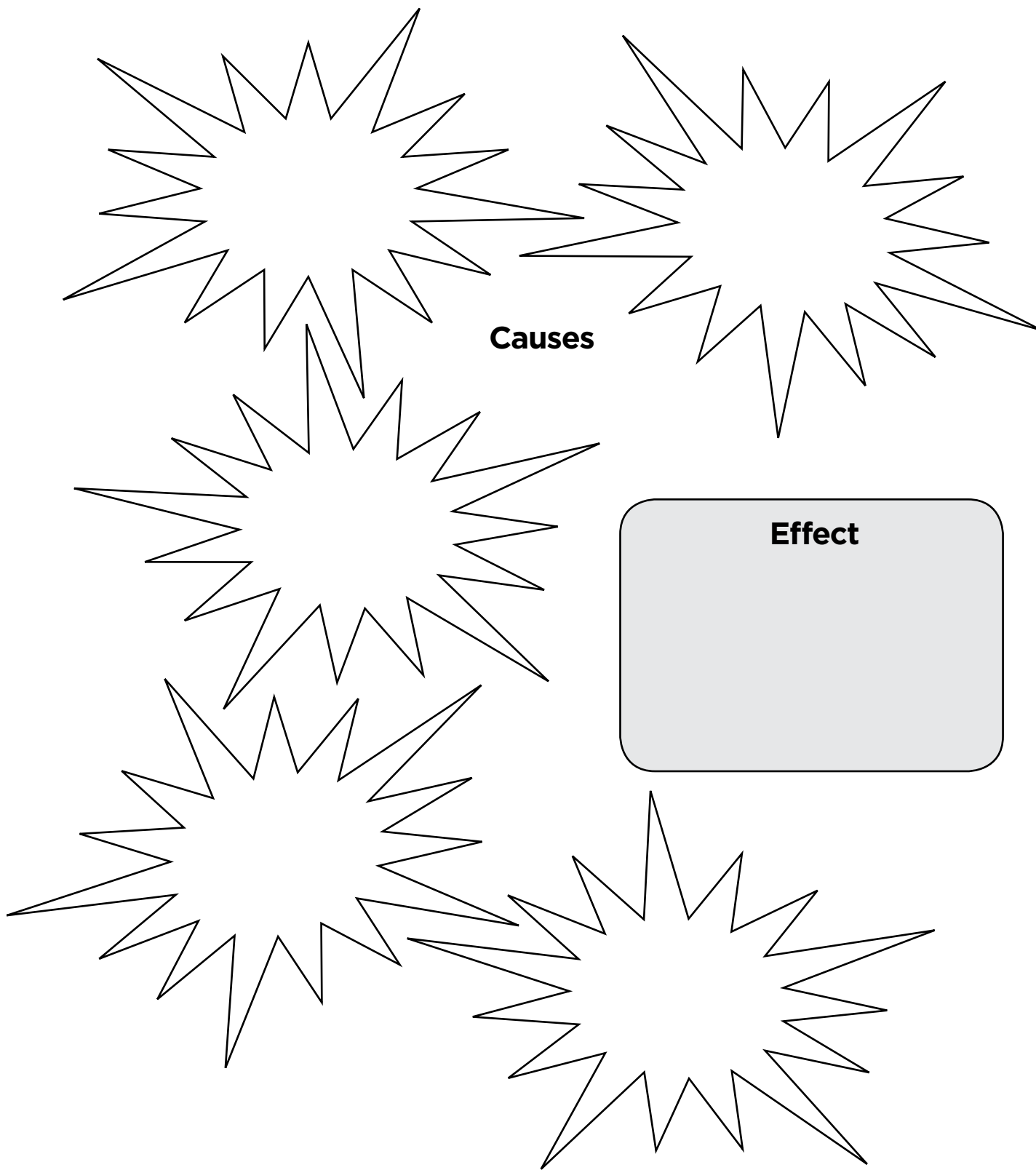


Your Design:



NAME: _____

CAUSE-EFFECT: MULTIPLE CAUSES



NAME: _____

WELL-KNOWN CHICAGOANS

Name	Works	Relationships	Legacy



NAME: _____

T-CHART

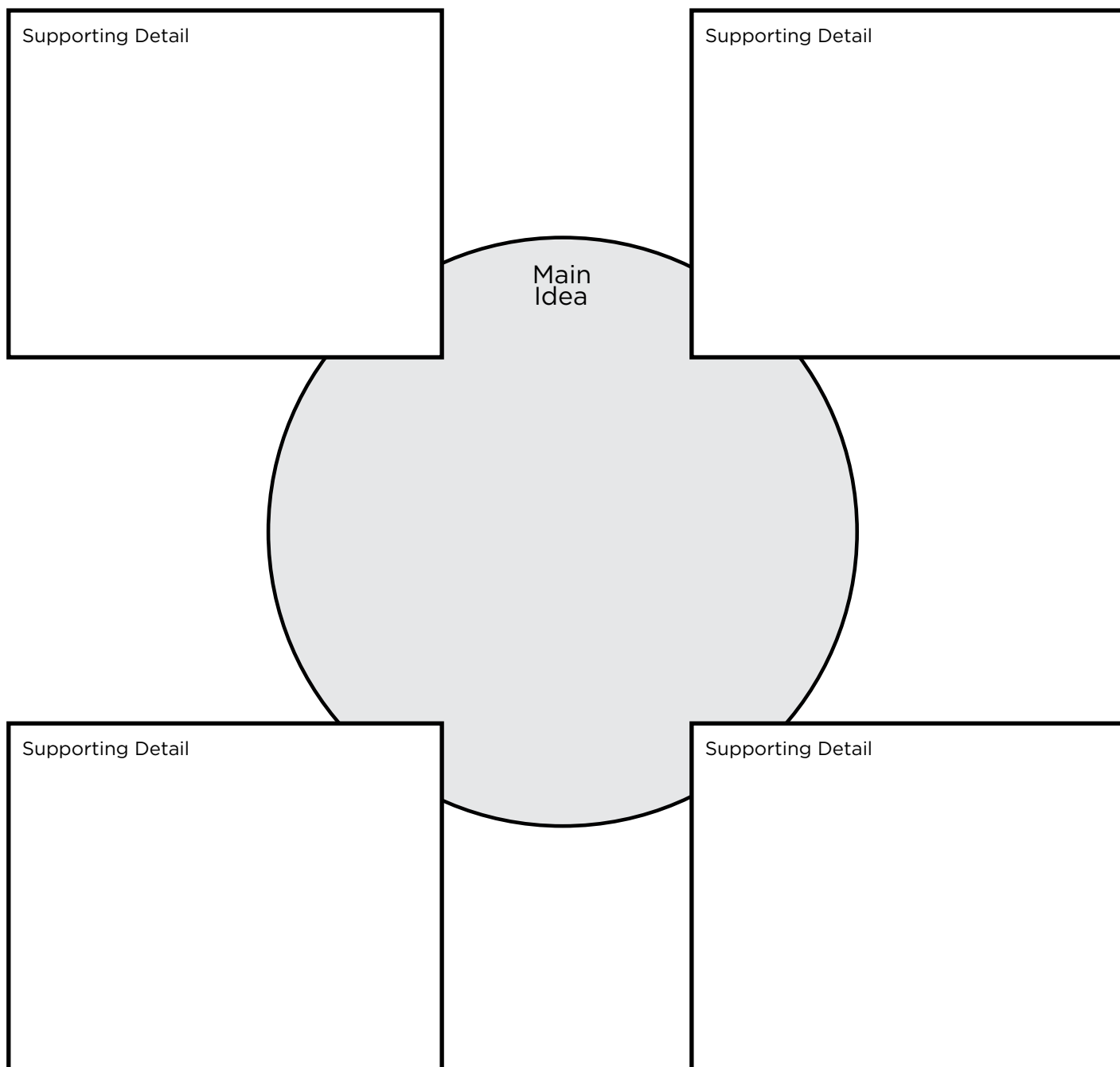
FAIR PARTICIPANTS

PARTICIPANT	CONTRIBUTION



NAME: _____

MAIN IDEA AND SUPPORTING DETAILS



NAME: _____

ATTRACTIONS CHART

Attraction	Important Because	Uses



Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

USING THE STANDARDS CHARTS

ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.



CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects .	Writing 10	



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

STATE OR DISTRICT STANDARD

CIVICS

Analyze the origins, functions, and structure of different governments and the origins and purposes of laws and key constitutional provisions.	
Summarize core civic virtues and democratic principles .	
Evaluate policies intended to address social issues.	

ECONOMICS

Evaluate the benefits and costs of individual economic choices .	
Analyze economic incentives , including those that cause people and businesses to specialize and trade.	
Explain the importance of resources (i.e. labor, human capital, physical capital, natural resources) in methods of economic production .	
Explain the functions of money in a market economy.	
Explain the importance of competition in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of how individual and government actions affect the production of goods and services .	
Analyze economic patterns , including activity and interactions between and within nations.	

GEOGRAPHY

Construct and use maps and other graphic representations (i.e. images, photographs, etc.) of different places.	
Explain cultural influences on the way people live and modify and adapt to their environments.	
Analyze places, including their physical, cultural and environmental characteristics and how they change over time.	
Analyze movement of people, goods, and ideas .	
Analyze regions, including how they relate to one another and the world as a whole from a political, economic, historical, and geographic perspective.	

HISTORY

Interpret historical context to understand relationships among historical events or developments .	
Evaluate historical events and developments to identify them as examples of historical change and/or continuity .	
Analyze perspectives , including factors that influence why and how individuals and groups develop different ones.	
Evaluate historical sources , including their reliability, relevancy, utility, and limitations.	
Analyze causes and effects , both intended and unintended, of historical developments.	



CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE

- Structure and Function of Living Things
- Life Cycles and Stages
- Reproduction & Inherited Traits
- Animals
- Plants

PHYSICAL SCIENCE

- Forces and Interactions
- Energy
- Light
- Sound
- Electricity/Magnetism
- Matter
- Waves
- Heat
- Chemistry
- Information Processing

EARTH SCIENCE

- Weather
- Climate
- Rocks & Soil
- Erosion and Weathering
- Landforms
- Water
- Oceans
- History of Earth
- Plate Tectonics
- Volcanoes, Earthquakes, and Tsunamis

SPACE SYSTEMS

- Solar System
- Planets
- Moon
- Sun

