

4-1-2014

Sweet Home Chicago

Lauren Martin

Recommended Citation

Martin, Lauren, "Sweet Home Chicago" (2014). *Lesson Plans*. Paper 38.
<http://via.library.depaul.edu/tps-lesson-plans/38>

This Article is brought to you for free and open access by the Teaching with Primary Sources Program at Via Sapientiae. It has been accepted for inclusion in Lesson Plans by an authorized administrator of Via Sapientiae. For more information, please contact mbernal2@depaul.edu, MHES88@depaul.edu.

Unit Title:

SWEET HOME CHICAGO

Type of teaching Unit:

Unit Plan

GRADE LEVEL: 4

Time Frame:

Three weeks

Theme/Topic:

The Growth Of Chicago

Primary Sources

Subject Matter:

Social Science

English/Grammar

Curriculum Standards

ISBE Standards 3-A2, B2d, C2b; 5-A2b, B2b; 15-C2c;

16-A2c, C2b, D2c.

Teacher Information:

Lauren J. Martin

St. Dorothy School

Partner Site; DePaul University

missl01@sbcglobal.net

Project description

During this project each fourth grade student will examine a variety of primary sources to discover how Chicago evolved to become the great city in which we live.

Technology Required:

Computer

Internet Access

LCD overhead display

Overhead projector

Category:

Local Government

Assessment Tool:

Formal- Rubric

Lesson 1

Title: The Great Chicago Fire

Objectives

- Understand the cause and effects of the Great Chicago Fire

[http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field\(NUMBER%2B@band\(ichicdn%2Bn073557\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER%2B@band(ichicdn%2Bn073557)))

[http://memory.loc.gov/cgi-bin/query/r?ammem/pan:@field\(NUMBER%2B@band\(pan%2B6a04099\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/pan:@field(NUMBER%2B@band(pan%2B6a04099)))

[http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field\(NUMBER%2B@band\(ichicdn%2Bn009361\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER%2B@band(ichicdn%2Bn009361)))

- Understand the consequences the fire had on the City of Chicago
- Explain the law enacted to prevent fire from devastating the city again

[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field\(NUMBER%2B@band\(g4104c%2Bpm001521\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER%2B@band(g4104c%2Bpm001521)))

Materials needed

- Student text The Illinois Adventure or Information on The great Chicago Fire from The Chicago Historical Society web site www.chicagohistory.org (a Library of Congress site)

Motivation

The day before you start this unit, give this writing prompt for homework:

- If all the buildings in the downtown area were made of wood, how fast would a fire spread through the downtown area on a dry windy night?

Write your answer in fifty words or more.

Procedure

- At the start of the lesson discuss the student essays
- Read the text or the articles about the fire and the damage it caused
- Answer the following questions
 1. When was the Great Chicago Fire?
 2. How was the fire said to have started?
 3. Why did the city burn so quickly?
 4. What was done to keep fire from destroying the city again?
 5. Why did it take so long for the Fire Department to put the fire out?

Lesson 2

Title: The Pullman Strike

Objectives

- Understand what a union is
- Explain why unions were formed
- Explain what a strike is

[http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field\(NUMBER%2B@band\(ichicdn%2Bn064584\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER%2B@band(ichicdn%2Bn064584)))

- Give the cause and effects of a strike

Materials Needed

- Television
- VCR or DVD player
- Movie: "It's a wonderful life"
- Student text or information on the Pullman Strike found on the Chicago Public Library site www.chipublib.org

Motivator

- Watch the movie "It's a Wonderful Life"
- Ask students to pay attention to the following:
 - a. Who owns everything in Pottersville
 - b. How untidy things are in Pottersville
 - c. The people who live in Pottersville work for Mr. Potter
- Ask students if they would want to live that way

Procedure

- Review the section of the movie that scans Pottersville (you always miss something the first time)
- Read the text or the article about the Pullman Strike
- As a group make a comparison Chart and compare what you have learned about Pottersville to what you have learned about Pullman.
- Answer the following questions
 1. What is a union?
 2. Did the union help the people in Pullman? Why or why not.
 3. Would a union have helped in Pottersville? Why or why not.
 4. Why did the people in Pullman go on strike?
 5. What does it mean "to go on strike"?
 6. Would a strike have helped the people in Pottersville? Why or why not.

7. Did the strike help the people in Pullman? Why or why not.

Lesson 3

Title: Mini Biography

Objectives

- Identify entrepreneurs who helped make Chicago a center for business
- Locate information on Chicago entrepreneurs using a variety of sources
- Give the primary source for collected information
- Use the MLA format to record primary sources

Materials Needed

- Internet ready computers
- Encyclopedia
- Text "The Illinois Adventure"
- Picture of Oprah Winfrey
- Overhead projector
- Example of MLA format

Motivator

- Hold up the picture of Oprah and ask students who she is
- Choose 3 students to give you what they think are facts about Oprah
- Ask them how do they know the information they have is true

Procedure

- Explain to students that all the information given about Oprah is good but how do we know that it is true
- Explain further that proof of information is called the "primary source"

· For example: “According to the oxygen network Harpo Studios is located in Chicago” I personally have never been to Harpo Studios, but I read that it was in Chicago.

· Explain to students that we are going to look at other entrepreneurs and give the primary source of the information that we collect on them

Using reference materials find information on:

- Marshall Fields
- Potter Palmer
- Montgomery Ward

Lesson 4

The Haymarket Affair

Objectives:

- Define Riot
- Explain why the workers at the McCormick Reaper Factory were rioting
- Give the cause and effect of the riot

Materials Needed:

- Internet ready computers
- LCD Overhead Display

Motivator:

Ask your students the following questions:

- What do you do when you are angry?
- What would you do if someone hurt your friend?

Procedure:

- Go to www.loc.gov
- Click American Memory
- Type Haymarket Affair in the search bar
- This will send you to the Chicago Historical Society site. Read the information about the riot with your students.
- Ask if they thought the police were justified in their actions
- Ask if they thought the strikers were justified in their actions

Writing Assignment:

- Write a persuasive essay explaining how you would have handled this situation if you were the police or if you were a striking worker

Lesson 5

The reversal of the Chicago River

Objectives:

- Explain why the flow of the Chicago river had to be reversed.
- Define pollution, diphtheria and cholera
- Explain how the flow of the Chicago river was reversed.

Materials Needed

- 1 clear 3 to 5 gallon container
- 1 gallon water
- apple peelings
- used coffee grounds
- toilet paper
- egg shells
- strainer
- clear plastic cup
- large paper cup
- Student text or information on the reversal of the Chicago river found on the Chicago Public Library site www.chipublib.org

Motivator

- In the large container, combine water, apple peelings, toilet paper, coffee grounds and egg shells.
- stir until mixed thoroughly
- dip some of the water out with the large cup
- pour the water through the strainer into the clear plastic cup
- Ask students if they would be willing to drink the water.

Procedure:

- define vocabulary words
- Read text or article on the Chicago river reversal
- Have students draw or create what they think the canal the reversed the river looked like and explain its functioning parts in writing.

Sweet Home Chicago (The Chicago project)

Purpose:

- To find out more information about the city of Chicago
- To locate information on the internet (using the Library of Congress sites as much as possible)
- Find the primary source for collected information
- Download pictures and song lyrics from the internet

- Summarize information
- Follow directions

This is a research project. It must be done in book form. The pages do not have to be numbered, nor do they have to be filled with information. However, each item asked for in this project has to be on its own page, and must be accompanied by a footnote. The finished project must be in a report cover.

Your project **MUST** be done in this order:

- Title page: The title page **MUST** have the name of this project on it. You may have any sub-title you want. This page should also include a current picture of the Chicago Skyline. (15 points)
- Song: On this page, type the lyrics to the song "Sweet Home Chicago". (10 points)
- The founder of the City: Who was the founder of the City of Chicago, including where that person came from and what that person did for a living (10 points)
- What's in a Name: On this page you need to tell me what the word Chicago means as well as why this fair city is named Chicago. (10 points)
- Chicago's Birthday: The date that Chicago became a city and a picture of what Chicago used to look like in the early 1900's. (15 points)
- FIRE!: On this page you need to include when the Chicago fire was, how it is said to have started, why the city burned so quickly and the law that was written to prevent from happening again. (10 points)
- Put it in reverse: On this page I need to know how and why the Chicago River was reversed. (10 points)
- On Strike: On this page I need to know the cause and effects of the Pullman Strike. (10 points)
- Riot!: On this page I need to know the cause and effect of the Riot at Haymarket Square, include a picture. (15 points)

• Who's who in Chicago History: On the next three pages I need the following information about;

- Marshall Fields
- Ida B. Wells
- Potter Palmer
- A picture of the notable person
- Who they are and why they are a notable Chicagoan.

(15 points each)

- Rough draft: This should be the entire project. I would like to make sure you followed the MLA format for footnotes and that all information asked for is in the project. The rough draft does not have to be typed. However the final project must be typed in Times New Roman 16pt. (50 points)