

# Hot Dog!

## Lesson 5: Weiner Mobiles

### Essential Questions

How did the Maxwell Street Market (and places like it) help to define the character of Chicago? What history did the Maxwell Street Market leave behind? What history did the Union Stockyards leave behind? How did the meatpacking industry change Chicago economically and socially?

### Desired Understandings

Students will understand that everything in Chicago history has a story behind it, just as everyone has a story to tell. Although Chicago is an ever-changing city, there are certain key elements that always remain the same.

### Knowledge

Students will know key historical events in the evolution of Chicago, with a focus on the significance of the stockyards, the meatpacking industry, and the role of blues music. They will know the impact of the Maxwell Street Market (and its closing) on various Chicagoans' lives and how people of different cultures and backgrounds have effected the growth and development of the city.

### Skills

Students will be able to use various research tools/avenues to explore different historical perspectives and demonstrate their knowledge in a visual arts activity. They will use language-arts skills to interpret the past and formulate questions for personal inquiry. They will be able to compare and contrast primary and secondary sources and discern fact from fiction.

### Illinois Learning Standards

#### English Language Arts

- Goal 1: Read with understanding and fluency.
- Goal 2: Read and understand literature representative of various societies, eras, and ideas.
- Goal 3: Write to communicate for a variety of purposes.
- Goal 4: Listen and speak effectively in a variety of situations.
- Goal 5: Use the language arts to acquire, access, and communicate information.

#### Social Science

- Goal 15: Understand economic systems, with an emphasis on the United States.
- Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.
- Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.
- Goal 18: Understand social systems, with an emphasis on the United States.

#### Fine Arts

- Goal 26: Through creating and performing, understand how works of art are produced.

### In This Lesson

This lesson deals with the idea of the Maxwell Street Market as a “melting pot” of foods, flavors, music, and people. The importance of the railroad and Chicago’s role as a transportation hub are also explored. The story element of setting is addressed. This lesson was researched and written by Amy E. Andrews.



## Activity

Ask students to work with a partner in creating a concept web to tell the “story” of the Chicago hot dog. They can do this on paper, with the hot dog in the middle, or they can make 3-D “weiner-mobiles.”

If you decide on the mobile version, have students use hangers, paper-towel rolls, and tissue paper to represent the hot dogs. Facts/concepts can be hung from the hanger with yarn or wiki sticks. Information for webs/mobiles should be obtained from the narrative or from the lists students made in the Lesson 2 Home Connection. Ask students to include at least five important facts or concepts.

### Lesson 5 Home Connection: Final Project

Have students choose an artifact of interest from the *Hot Dog!* artifact image set.

[http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts\\_hotdog.pdf](http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts_hotdog.pdf)

Remind students of the sensory images they listed during Lesson 1 (e.g. When you look at the artifact, what do you see? Hear? Feel? Taste? Smell?). Have each student write an “artifact report,” a description of his/her chosen artifact in terms of how it appeals to their senses, and then provide factual information about the artifact (worksheet provided at end of lesson). Finally, have students design some type of creative interpretation of their chosen artifact. Suggestions include sculpture, collage, poem, painting, narrative, song, or a menu of different Chicago foods. Personal interviews should be encouraged as part of this project.

## Materials & Resources

- **Computer access for students in the classroom**
- ***Hot Dog!* narrative:**  
[http://www.chicagohistory.org/greatchicagostories/pdf/story/Hot\\_Dog\\_by\\_Kris\\_Nesbitt.pdf](http://www.chicagohistory.org/greatchicagostories/pdf/story/Hot_Dog_by_Kris_Nesbitt.pdf)
- ***Hot Dog!* artifact image set:**  
[http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts\\_hotdog.pdf](http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts_hotdog.pdf)
- ***Encyclopedia of Chicago* website** (optional): <http://encyclopedia.chicagohistory.org>
- **Hangers, paper-towel rolls, tissue paper, yarn, wikki sticks** (optional)

## Instructional Notes

Get students thinking about the essential question “What history did the Chicago Union Stockyard leave behind?” Post it in your classroom near the other essential questions.

How students will share their final projects will be at your discretion. If time is limited, you may simply post their work on a bulletin board. These can be viewed later as museum exhibits.

You may need to provide students with additional references so that they can obtain factual information about their artifacts.

## Extension Activities

Have student give a short presentation about their contribution to the class collage.

View the PBS video *A Hot Dog Program* by Rick Sebak (listed on the PBS website). Conduct a brief discussion of how things have changed over time, as evidenced by the video.

## Final Project Rubric

<b>Score</b>	<b>Assessment Criteria</b>
<b>4 pts.</b>	Written report contains detailed and accurate factual information about chosen artifact and clearly describes how and why artifact/person is important to Chicago's history. Creative interpretation is artistic and shows a strong connection to the artifact. Both pieces demonstrate a strong understanding of the unit's essential questions.
<b>3 pts.</b>	Written report contains some detailed information and factual information about chosen artifact, and some explanation of how/why the artifact is important to Chicago's history is present. Creative interpretation is artistic and shows some connection to the artifact. A basic understanding of the essential questions is demonstrated.
<b>2 pts.</b>	Written report lacks some accuracy and detail. Some of the questions on directive sheet were not addressed. Creative interpretation shows limited evidence of connection to artifact and/or understanding of the unit's essential questions.
<b>1 pt.</b>	Written report is inaccurate and contains little or no detail about artifact. Creative project shows little or no connection to the artifact and/or the unit's essential questions.
<b>0 pts.</b>	Written report and/or creative project were not submitted.

## Worksheet: Artifact Report

Name: \_\_\_\_\_

1. What or who is pictured in the artifact or photograph?

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2. When and where was this artifact created or photograph taken?

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3. How and why is this important to Chicago's history?

(If you chose a photograph of a person, you may not find information about that specific person, but you might write about what he or she represents.)

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## Worksheet: Artifact Report

Name: \_\_\_\_\_

4. Which of your senses does this photo/artifact appeal to and why?  
(There might be more than one!)

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5. Why you are interested in this artifact/photograph? How do you feel about it?

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6. How does your artifact relate to your original list of reasons why the hot dog is important to Chicago's history?

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## Handout: Creative Project

Name: \_\_\_\_\_

### Directions for Creative Project

Design your own version of your chosen artifact. It might include any of the following:

- painting
- poster
- pastel drawing
- three-dimensional sculpture
- collage that connects to the theme of your artifact
- poem
- song
- homemade instrument(s)
- menu of other Chicago foods
- other idea, please ask for approval

### Be creative, and have fun!!

Please let me know as soon as possible if you have trouble getting started, cannot find information for your report, or need materials for your creative project.

**Reminder:** Do not forget to complete/bring in your updated list of reasons why the Chicago hot dog is an important part of our city's history! This should accompany your final project.