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Dear After-School Practitioner:

The Chicago Historical Society proudly introduces its newest instructional resource, *My Chicago*, made possible by a generous grant from the National Endowment for the Humanities. Inspire the kids you work with to discover Chicago and connect the city's past to their lives today. *My Chicago* comprises ten activities for children ages 6–12, using the symbols and design of the Chicago flag to explore the city's rich and diverse history.

My Chicago illustrates the themes of Chicago's past and present by drawing on the collections of the Chicago Historical Society, including a variety of photographs, documents, and images of artifacts. Components of the activity guide include:

- **Student worksheets** that can be combined to make a scrapbook of students' work and creativity. Students can share this keepsake of the *My Chicago* program with adults at home.
- **A timeline** that places events and topics in a larger context
- **Narratives** to distribute to students. Read aloud the narratives as students follow along as an introduction to the subject.
- **Vocabulary lists and questions** that keep students engaged and on track with the content
- **Activities**, a series of interactive lessons that explore the city of Chicago

Instructors are encouraged to adapt the activities to best meet the needs of the children with whom they work. These flexible topics and materials can be tailored for individual after-school environments. Any activity can be split over several days, or students can complete some portions at home.

These materials may be copied and kept as a resource packet.

Yours in education,

**The Staff of the History Programs Department
of the Chicago Historical Society**



Chicago Historical Society

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My Chicago: Overview of Activities

My Chicago activities are designed for children ages 6–12 who participate in after-school programs. These enrichment activities support and supplement academic skills. Use the chart below to assist your My Chicago planning.

Activity Number and Title	Activity Description	Instructional Tips
1 Chicago Flag	Students are introduced to the symbols on the Chicago flag and assemble scrapbooks.	<ul style="list-style-type: none"> • Bring a miniature Chicago flag to class.
2 Fort Dearborn <i>The first star on the Chicago flag</i>	Students learn about life at Fort Dearborn and “pack” a trunk for a long journey.	<ul style="list-style-type: none"> • Use a map of Chicago to show students the former location of Fort Dearborn.
3 The Great Chicago Fire: Chicago Is Burning! <i>The second star on the Chicago flag</i>	Students become artifact detectives when they analyze photographs of melted objects from the fire.	<ul style="list-style-type: none"> • Split the drawing box in half for views of the object before and after the fire. • Bring real objects to class that represent the objects in the photographs.
4 Chicago’s World’s Fairs <i>The third and fourth stars on the Chicago flag</i>	Students imagine themselves as world’s fair visitors and write and illustrate a postcard describing the experience.	<ul style="list-style-type: none"> • Ask students to bring souvenirs, postcards, etc., from fun places they have visited with family and friends (bring in your own samples too). • Encourage children to share their memories in a show-and-tell style or small groups.
5 Chicago River <i>The two blue stripes on the Chicago flag</i>	Students compare and contrast photographs of the Chicago River.	<ul style="list-style-type: none"> • Bring brochures from a variety of boat-tour companies to class. • Use a map of Chicago to help students trace the path of the river including the main, south, and north branches.
6 Chicago Landmarks <i>The three white stripes on the Chicago flag</i>	Students play a game about the famous sites and landmarks of Chicago.	<ul style="list-style-type: none"> • Bring brochures and postcards to class that represent the landmarks and sites in the game.
7 Neighborhood Story <i>The three white stripes on the Chicago flag</i>	Students use a storyboard template to create a cartoon about their own neighborhood.	<ul style="list-style-type: none"> • Create a storyboard of your own neighborhood to share with students.
8 Picture That: Shopping in the Neighborhood <i>The three white stripes on the Chicago flag</i>	Students investigate historic photographs of shopping on two famous Chicago streets.	<ul style="list-style-type: none"> • Practice math and consumer skills. Assign prices to the goods on the student-generated list, give students a budget, and send them on an imaginary shopping trip.
9 My Chicago Poetry <i>The three white stripes on the Chicago flag</i>	Students are introduced to the work of Sandra Cisneros and Carl Sandburg and write their own poetry about life in Chicago.	<ul style="list-style-type: none"> • Provide further examples of writing by Cisneros, Sandburg, and other Chicago authors such as Gwendolyn Brooks.
10 My Chicago Field Trip	Students visit the Chicago Historical Society to learn more about their city.	<ul style="list-style-type: none"> • Take a group photograph during your field trip for display in your after-school program space or make copies for students to glue on the last page of their My Chicago scrapbooks. • Encourage students to sign one another’s scrapbooks.



Chicago History Timeline

1673 Louis Jolliet and Jacques Marquette are the first known Europeans to explore the region eventually known as Chicago.

c. 1779 Jean Baptiste Point DuSable builds a trading post and establishes a permanent settlement on the Chicago River (near the current location of the Tribune Tower).

1795 The Treaty of Greenville is signed. After defeat at the Battle of Fallen Timbers in Ohio, Indian tribes are forced to cede to the U.S. government a “piece of land six miles square at the mouth of the Chicago River.”

1803 The U.S. Army builds the first Fort Dearborn at what is now the south end of the Michigan Avenue bridge.

1812 Chicago reflects the tensions of the War of 1812. Fort Dearborn is destroyed and some of the settlers are captured or killed by American Indians. The fort is rebuilt in 1816 and abandoned in 1836.

1818 Illinois becomes the twenty-first state admitted to the Union. All the major settlements are in the state’s southern portion.

1830 Chicago’s population is about fifty. The first streets and lots are laid out.

1833 Chicago incorporates as a town; its borders are today’s Kinzie, Madison, State, and Desplaines Streets.

Population is about 350. The first Chicago newspaper, the *Chicago Democrat*, a weekly paper, is published. Eliza Chappel opens the first publicly funded school.

1834 The first drawbridge, made of wood, is built over the river at Dearborn Street.

1835 The first regular fire department is organized; Gurdon Hubbard buys the first Chicago fire engine for \$894.38. The Chicago Lyceum, Chicago’s first library, opens. Chicago’s first bank opens.

1837 Chicago is incorporated as a city on March 4. The city is ten square miles, bordered by North Avenue, Lake Michigan, Twenty-second Street, and Wood Street (1800 West). Population reaches more than four thousand. William B. Ogden becomes the city’s first mayor.

1840 Chicago’s population is 4,470.

1843 The first city hospital opens.

1847 The *Chicago Tribune* prints its first newspaper.

1848 The *Pioneer* locomotive arrives by ship. The first railroad tracks—wooden beams topped by iron straps—are laid. Five miles of the Chicago Galena Union Railroad opens. The Illinois and Michigan Canal linking the Great Lakes and the Mississippi River opens.



- 1850** Chicago's population is 29,963. Fifty percent of the residents are immigrants. Gas streetlights are installed.
- 1855** The city begins raising the levels of streets as much as twelve feet to improve drainage.
- 1856** Chicago is a prominent railroad center with ten major lines. The first wooden pavement is laid in Chicago.
- 1860** Chicago's population is 112,172.
- 1864** Lincoln Park is founded.
- 1865** The Union Stock Yards are established to consolidate all of Chicago's slaughterhouses into one area.
- 1867** Phillip Armour opens a meatpacking plant in Chicago. A sanitary water system is set up.
- 1869** The city's second waterworks, the Water Tower, is finished.
- 1870** Chicago's population is 298,977. Chicago is the nation's leading meat-packer and largest marketplace for grain and lumber.
- 1871** The Great Chicago Fire, October 8–10, destroys an area nearly five miles long and one mile wide. About three hundred people die and almost one hundred thousand people are left homeless. A newspaper report promotes the idea that Catherine O'Leary and her cow were responsible for starting the fire, but no evidence is found to support that accusation.
- 1880** Chicago's population is 503,185. George Pullman builds his car shop for making railroad sleeping cars and the town of Pullman.
- 1885** The nine-story Home Insurance Building, designed by William Baron Jenney, is erected. Its skeletal construction of iron and steel beams leads the way to future skyscrapers.
- 1886** The Haymarket Affair takes place during a protest for an eight-hour working day.
- 1887** Richard Sears opens a company in Chicago that sells watches and jewelry.
- 1889** Jane Addams and Ellen Gates Starr open Hull-House, a settlement house, to help the poor in the neighborhood. Annexations increase the city's size from 36 to 108 square miles.
- 1890** Chicago's population is 1,099,850.
- 1892** Electric streetcars (trolleys) and a steam-powered, elevated railway system (the L) begin widespread service. The L system is converted to electric power in 1897. Horse cars and cable cars are not used after 1906. The University of Chicago is opened. Telephone lines connect Chicago to New York.
- 1893** The *World's Columbian Exposition* is held in Jackson Park, on Chicago's South Side.
- 1894** A workers' strike at the Pullman car plant leads to a railroad strike in twenty-seven states by American Railway Union workers.
- 1897** The Chicago downtown business area, encircled by new elevated train lines, is first referred to as the "Loop."
- 1899** The number of automobiles in the city increases from three to more than three hundred.
- 1900** Chicago's population is 1,698,575. The Chicago Sanitary and Ship Canal, linking the South Branch of the Chicago River with the Illinois and Mississippi rivers, opens. The flow of the Chicago River is reversed.



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| <p>1909 Daniel Burnham completes his <i>Plan of Chicago</i>, which serves as a blueprint for improvements in the metropolitan area.</p> <p>1910 Chicago's population is 2,185,283.</p> <p>1916 Municipal Pier, later called Navy Pier, is completed for passenger and freight vessels.</p> <p>1919 A violent race riot leaves fifteen whites and twenty-three African Americans dead.</p> <p>1920 Chicago's population is 2,701,705.</p> <p>1927 Chicago's first municipal airport (later called Midway Airport) opens.</p> <p>1929 Gangsters murder seven of Al Capone's enemies in the St. Valentine's Day Massacre. The Merchandise Mart, the world's largest building, is built.</p> <p>1930 Chicago's population is 3,376,438.</p> <p>1932 Due to the nationwide depression, more than 750,000 Chicagoans (nearly one-fourth of the city's population) are out of work. Only 51 of the city's 228 banks remain open.</p> <p>1933 Chicago's second world's fair, <i>A Century of Progress International Exposition</i>, opens. The fair, celebrating the centennial of Chicago's incorporation as a town, runs successfully for two summers.</p> <p>1940 Chicago's population is 3,396,808.</p> <p>1942 The world's first controlled atomic reaction is achieved at the University of Chicago.</p> <p>1943 Chicago's first passenger subway, beneath State Street, is completed.</p> <p>1950 Chicago's population reaches an all-time high of 3,620,962. The population of the entire six-county metropolitan area is 5,177,868.</p> | <p>1953 Chicago is the steel capital of the world.</p> <p>1955 Richard J. Daley is elected mayor. O'Hare Airport opens and eventually becomes the world's busiest airport.</p> <p>1960 Chicago's population is 3,550,404.</p> <p>1968 Riots and fires occur in parts of Chicago's West Side following news of the assassination of Dr. Martin Luther King Jr. Disorder erupts during the Democratic National Convention.</p> <p>1970 Chicago's population is 3,369,357.</p> <p>1971 The Union Stock Yards close.</p> <p>1974 The world's tallest building, the 110-story Sears Tower, is erected.</p> <p>1975 Mayor Richard J. Daley dies while serving a record sixth term.</p> <p>1979 Jane M. Byrne is elected Chicago's first woman mayor.</p> <p>1980 Chicago's population is 3,005,072.</p> <p>1983 Harold Washington is elected Chicago's first African American mayor.</p> |
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What important events have happened in Chicago since Harold Washington's election? Research Chicago's recent past to add information to the timeline!



Chicago Flag



INSTRUCTOR NOTE

Set the stage for students by telling them that you are going to read them a short introduction about the Chicago flag. Flags tell stories in a kind of code. The colors and designs on flags represent important people, places, and events. Countries, states, and cities have official flags to express pride in their heritage. During this lesson, students will learn to understand what the symbols on the Chicago flag represent. Then they will have the opportunity to make their own Chicago flag. Prior to reading the introduction, review the following vocabulary words with students.

Vocabulary

sights—buildings, statues, fountains, and parks that people like to look at

represent—to stand for

topic—a subject

Narrative

Did you know that you are a Chicagoan? That means you are a person who lives in Chicago! As a Chicagoan, you have a lot to be proud of. Chicago is the third largest city in the United States, right behind New York and Los Angeles. People from all over the world visit Chicago to see our famous sights, including museums, buildings, restaurants, and neighborhoods. Many of our buildings were designed by the most important architects of the twentieth century. We have legendary sports teams and the world's busiest airport. **1 What are some facts you know about Chicago's past and present?** Do you know the name



Narrative

and occupation of our first non-Indian permanent settler? Do you know how the Great Chicago Fire of 1871 started? You are going to learn the answers to these questions and more.

Let's start discovering Chicago's stories by learning about our city flag. But before I show you a picture of the Chicago flag, I want you to tell me what you know about the United States flag. **2 What colors are on the United States flag? What do the stars and stripes on the United States flag stand for?** The stars and stripes are symbols. A symbol is a shape or design that stands for something. A symbol tells you what it means without words. For example, in public places like airports, the outline of a girl or boy on a door stands for men's or women's washrooms. People see the picture and know what is behind the door without reading any words. Like the United States flag, Chicago's flag has symbols on it. The Chicago flag looks like this:



3 What are the symbols you see on the flag? This flag lets you know all the things we are going to learn about our city.


One star represents Fort Dearborn. The next star represents the Great Chicago Fire of 1871. The other two stars represent the World's Fairs of 1893 and 1933. The blue stripes represent Lake Michigan and the branches of the Chicago River. The three white stripes represent places where people live: Chicago's neighborhoods on the North, South, and West Sides.

We are going to learn a lot about Chicago.

4 Why do you think it is important to learn about Chicago? It is important for you to learn about Chicago for many reasons. First of all, you are a Chicagoan. You should know what makes your city different from all the other cities in the world. To know what makes it unique, it is important to learn about its history. But it is also important to think about today and what makes your neighborhood special for you. We are going to do all that and more. Let's start by making our own Chicago flag!



Activity

Some advance preparation for this activity is necessary. You will need to duplicate one set of scrapbook pages for each student. Student worksheets form the scrapbook and are included in all ten *My Chicago* activities. Please note that some activities involve additional handouts that are not part of the scrapbook. Scrapbook pages are identified with . Each student should have the following pages to form their scrapbook:

MATERIALS

- 16 scrapbook pages (one set for each student)
- crayons and/or colored pencils
- stapler

Activity number and name/ scrapbook page title

1. Chicago Flag: scrapbook cover
2. Fort Dearborn: *Pack Your Trunk!*
3. The Great Chicago Fire: *Artifact Detective*
4. Chicago's World's Fairs: *Greetings from the World's Fair!*
5. Chicago River: *Chicago River Photograph Analysis* (2 pages)
6. Chicago Landmarks: *Landmark Matching Game*
7. Neighborhood Story: *Neighborhood Storyboard*
8. Picture That: Shopping in the Neighborhood: *Shopping on Devon Avenue, Shopping on Maxwell Street, My Purchases* (3 pages)
9. *My Chicago* Poetry: *My Poetry*
10. *My Chicago* Field Trip: *My Chicago Historical Society Field Trip Memories* (3 pages)
11. Plus: scrapbook back cover picture and autograph page

Explain to students that they are going to create their own scrapbooks for their exploration of Chicago's past and present.

- 1 Distribute one set of scrapbook sheets to each student. Help the students put the sheets in order. Then have individual students or a responsible student staple the activity booklets together. Or you can punch holes in the pages and tie them together with string.
- 2 Review with students the elements of the Chicago flag.
 - **What do the stars represent?**
 - **What do the stripes represent?**
- 3 Have students focus on the flag on the front cover and review the correct colors for the stars and stripes.
- 4 Allow students time to color their Chicago flags.

Bind your scrapbook here.



This *My Chicago* scrapbook belongs to:



Fort Dearborn



INSTRUCTOR NOTE

Ask students to locate the first star on the Chicago flag. Remind students that this star represents Fort Dearborn. In 1803, the United States built a fort near what is today the Chicago River. One of the people who lived at the fort was Rebecca Heald, the wife of the captain of Fort Dearborn, Nathaniel Heald. This historical fiction narrative is told in her voice. Prior to reading the narrative, review the following vocabulary words with students.

Vocabulary

allies—groups of people who fight on the same side during a war

cede—to yield or grant, typically by treaty

explorers—people who travel for adventure or to discover new things

settler—someone who moves to a new area and lives there

wealthy—rich

merchant—someone who buys and sells things

established—started

mill—a building where grain is turned into flour

trading post—an area where people meet to buy, sell, and trade things

port—a place where boats come to load and unload things

fort—a trading post protected by soldiers

evacuate—leave

abandoned—left empty

mementos—small objects that are important to a person and remind them of past events

extraordinary—special



Narrative

Before I was married, my name was Rebecca Wells. As a young girl, I knew very little about the area that became Chicago. Little did I know that it would be my future home as a newly married woman. Of course you have heard about the brave explorers Louis Jolliet and Jacques Marquette. In 1673, American Indians guided these two French explorers to a river that opened onto a large fresh water lake. **1 Can you guess the name of the river? What is the name of the lake that Chicago sits on?**

The first nonnative permanent settler in these parts was Jean Baptiste Pointe DuSable. DuSable, a man of French and African descent, came to Chicago in the 1770s.

2 DuSable had traveled a long way to come to Chicago. What are some reasons why people you know have traveled to live in a new place? DuSable established his home, most likely as a farm and perhaps a fur-trading post, and became very successful. His property had many buildings, including a mill, a bake house, a dairy, a horse stable, and a workshop as well as his own five-room house.

The United States recognized the strategic importance of this portage area and wanted to control it. In 1803, several years after DuSable left this area, the United States Army built a fort called Fort Dearborn. When the fort was completed it had two blockhouses (buildings that are used for defense), barracks where the officers and soldiers could sleep, parade

grounds, a garden and stables, and even a shop where firearms were made and repaired.



The first Fort Dearborn, 1803–12

In 1811, the man whom I would marry, Nathaniel Heald, became the captain of Fort Dearborn. A diverse group of people lived at the fort, including traders, and the military staff and their families. Even though the fort was a busy place, Nathaniel found it lonely. Nathaniel and I met when he took a trip to Fort Wayne, Indiana, where I was visiting my uncle, William Wells. During his stay in Fort Wayne, Nathaniel asked me to marry him. After our wedding in Louisville, Kentucky, I packed my clothes and most treasured belongings in a trunk made of pine board and covered with deer hide. **3 If you could only carry one trunk, what would you pack?** I had no idea what my life would be



Rebecca Heald's trunk



Narrative

like at Fort Dearborn, but I was excited to find out.

Shortly after we settled into Fort Dearborn as husband and wife, war between the United States and Great Britain broke out. Many Chicago-area Indians—such as the Potawatomi and their allies the Ottawa and Chippewa—were worried about the future. Clashes with the U.S. government in this region had resulted in the burning of Tecumseh's village, Tippecanoe, which was located just south of Fort Dearborn in Indiana, and William Henry Harrison had forced Indians to cede land all the way through northeast Illinois. Many American Indians in this area were farmers who grew corn, squash, and beans. They were deeply concerned about losing access to land that was vital for farming and hunting. During the war, many American Indians chose to become allies of the British, who promised to help the Indians gain back their land. Other American Indians fought on the side of the United States.

As the war intensified, my husband decided that we should evacuate Fort Dearborn and travel to Fort Wayne, which was larger and offered greater protection. On August 15, 1812, our party of ninety-six soldiers and civilians left Fort Dearborn under the protection of a group of allied Indians, including the Miami. Unfortunately, we never made it to Fort Wayne. Shortly after leaving Fort Dearborn, we were attacked by a group of American Indians allied with the British. My dear husband, Captain Heald, his soldiers, and our American Indian allies fought bravely, but it was no use. The captain finally surrendered to Chief Blackbird. During the fight-

ing I was badly wounded, and some people were killed. Many of us were taken captive but eventually ransomed back to the United States. After the battle, the Indians burnt the fort to the ground. I could hardly believe what had happened to my home. Chief Blackbird received a medal from the British for his victory.

Today, I still have my trunk. Inside I keep mementos, like my hair combs, of my extraordinary life. Although I never lived in Chicago again, I was pleased to hear that in 1816, a second Fort Dearborn was built on the site of the original.



Portrait of Rebecca Heald



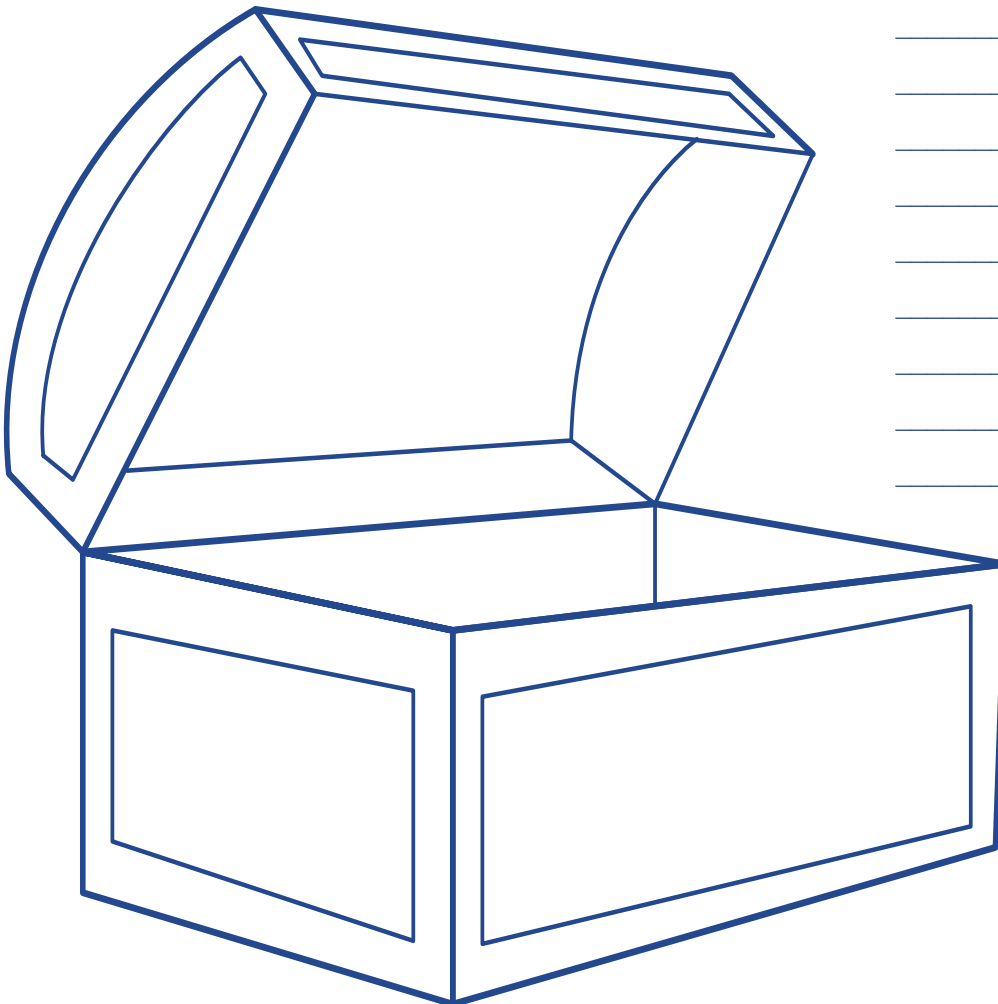
Activity

Explain to students that they are going to imagine that, like Rebecca, they are taking a long trip to an unknown place to start a new life. They can only pack one trunk. What will they take with them?

- 1 Review with students some of the facts from the narrative about early Chicago and Fort Dearborn.
 - **Who were the French explorers that first came to Chicago?**
 - **Who was the first nonnative permanent settler to live along the Chicago River?**
 - **What was the name of the fort the United States built?**
- 2 To prepare students for creating the contents of their own trunk, help them imagine the preparations necessary for taking a long trip.
 - **How do you think Rebecca felt about leaving her home? How would you feel about starting a new life in a place far away? What would you pack?**
- 3 Ask students to turn to the *Pack Your Trunk!* page in their scrapbooks. Instruct students to write a list of what they would pack if they were about to start a brand new life in a place they had never seen. After students have their lists, ask them to draw the contents in their trunk, or they can cut pictures from old magazines and newspapers and glue them into the trunk.

MATERIALS

- *Pack Your Trunk!* student worksheet (one for each student)
- pencils
- colored pencils
- crayons
- old magazines and newspapers (optional)

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The Great Chicago Fire: Chicago Is Burning!



INSTRUCTOR NOTE

Ask students to locate the second star on the Chicago flag. This star stands for the Great Chicago Fire of 1871. Set the mood for students by explaining that they are going to hear about a terrible time in Chicago's history. Begin by telling them that in 1871 Chicago was the fastest growing city in the United States. Buildings went up every day—most made out of wood. The summer of 1871 had been very dry with little rain. Along the boulevards and streets of the city, the grass and trees were brown and brittle. Review the following vocabulary words with students before reading the “newspaper story.”

Vocabulary

declare—said with authority

ordinary—not unusual

ruined—destroyed

magnificent—wonderful

possessions—things people own

shelter—a safe place

property—land, buildings, and things people own

beloved—something that is loved



Narrative

Extra! Extra! Read All About It!

CHICAGO BURNS!

Around 8:00 on the night of October 8, 1871, Patrick and Catherine O'Leary of 13 De Koven Street went to bed early to be well rested for the next day, when they were going to have much work to do. Mrs. O'Leary had to milk the cows, and Mr. O'Leary had to go to work. That evening, a neighbor, Daniel Sullivan came by to visit and saw that the O'Learys were in bed. He started to walk home, but from the corner of his eye, he saw a yellow flame dancing out of the O'Learys' barn.

1 If you were Daniel Sullivan, what would you have done? "Fire! Fire!" he shouted. Sullivan ran into the barn to try and save the O'Learys' cows. He was able to save one calf. Neighbors flew out of their homes with buckets of water. The fire had already jumped from the O'Learys' barn to their houses. **2 Because the neighbors' homes were also built out of wood, what do you think happened?** Soon the entire neighborhood was in flames.

Meanwhile, a fireman named Mathias Schaffer was stationed at the city courthouse. From the courthouse tower he could see much of the city. When he saw smoke in the distance, Schaffer quickly told his assistant to signal the fire engines. The engines started off, but Schaffer realized he had mistakenly

sent them to the wrong location.

By 10:30 that night, the fire was declared out of control. **3 How did the buildings in Chicago help the fire spread?** The wooden buildings burned quickly, which helped the fire speed toward the center of the city.

Fires were not unusual in Chicago, and people who could see the smoke went to bed thinking it was just another fire. But they were wrong. By 11:30 that night the fire had destroyed the West Side where the O'Learys lived. Then it jumped over the river and headed to the center of the city. Soon the fire ruined the *Chicago Tribune* building and destroyed the great hotels, businesses, and magnificent stores on State Street. Even the courthouse, where fireman Schaffer was on fire-spotting duty at the beginning of the blaze, burned.



People running from the fire over the Randolph Street bridge

4 What do you think people were doing by this time?



The Palmer House before the fire



The ruins of the Palmer House after the fire

Firefighters tried to stop the fire but were unsuccessful. By Monday night the fire once again jumped over the river and headed to the North Side. People rushed out of their homes carrying only a few possessions, looking for safety as they ran through the streets. People found shelter along Lake Michigan and in the large cemetery that was being converted to a green space called Lincoln Park. They also found shelter in the prairie that surrounded the city. On the third day of the fire, there were a few raindrops. The very tired Chicagoans looked up to the sky thinking this rain might possibly save them.

Finally, the flames died down. After three long days, Chicago was safe. As a result of

the fire, three hundred people had died, two hundred million dollars in property had been destroyed, and one hundred thousand people were left without homes. **5 What do you think the people of Chicago did after the fire stopped?** On October 11, the day after the fire ended, William Kerfoot set up an office to continue his real estate business, the first building to appear in the business district after the fire. He hung this sign in front of a little shack: "All gone but wife children and energy." Only four days after the fire started in the O'Leary barn, the people of Chicago showed their spirit and began to rebuild their beloved city.



Fire Facts

- The O'Learys' barn, where the fire started, did burn down, but their nearby house did not.
- Although some buildings had brick facades, their shells were made out of wood and thus susceptible to the fire.
- The boundaries of the fire were Taylor Street to the south, Fullerton Avenue to the north, Halsted Street to the west, and the lake to the east.
- England donated more than seven thousand books to establish Chicago's first free public library. The library opened in 1812 in a temporary location: a steel water tank.
- The *Chicago Tribune* building was totally destroyed. The editor for the *Cincinnati Commercial*, unprompted, sent the *Tribune* everything it would need to begin publishing the newspaper again.
- Much of the city's infrastructure remained unharmed—including its water supply, sewage, and transportation systems—which enabled Chicago to rebuild quickly.

Sources

Lowe, David. *The Great Chicago Fire*. New York: Dover Publications Inc., 1979.

Murphy, Jim. *The Great Fire*. New York: Scholastic Inc., 1995.





Activity

After reading the *Chicago Is Burning!* narrative, tell students that they are going to be artifact detectives. Explain that artifacts are objects made and used by people in the past. Ask students to recall the photographs they saw of the Great Chicago Fire of 1871 and remind them of the devastation that occurred as a result. Explain that they are going to investigate photographs of objects that were found after the fire and try to guess what the objects were before they were melted, how they were used, and who used them.

- 1 Ask the students to think about the narrative.
What would you have done if you were in the Chicago Fire? What possessions would you have taken with you?
- 2 Divide the students into groups of no more than five. Each group should choose one note-taker who will record ideas and one spokesperson who will report to the class.
- 3 Write on the board these three questions: 1) What material was used to make the object? (Describe its color and shape.) 2) What ideas do you have about what the object is? 3) Who used it? Give each group one of the images of melted artifacts provided. Note: Remove the color images from this guide for students to use. Remember to collect them after the activity so you can re-use them. Encourage students to take their time and look carefully the photograph of the object. Allow students sufficient time to discuss the photographs and answer the questions on the board.
- 4 Have groups give short presentations. The spokesperson displays the image for other students as they explain what their group thought about the artifact in the photograph. Allow other students time to view the image and respond to the group's ideas.
- 5 Ask students to turn to the *Artifact Detective* sheet in their scrapbooks. Explain that students can use their group's artifact or any of the other artifacts to complete the sheet.
- 6 Students first draw the artifact of their choice and then write at least one sentence about it. Besides the questions on the board, prompts for the sentence could include information about the owner and how the artifact got to look like this.

MATERIALS

- six images of artifacts:
 - image #1—glass marbles
 - image #2—ceramic cups
 - image #3—iron nails
 - image #4—pearl buttons
 - image #5—slate pencils
 - image #6—glass beads
- *Artifact Detective* sheet (one for each student)
- crayons, markers, or colored pencils















Artifact Detective

Draw a melted artifact from the fire here.

Tell us about your artifact.

Some things you can write about:

- What was it made out of? (Describe its color and shape.)
- Who do you think used it?
- Where might it have been found?



Chicago's World's Fairs

The World's Columbian Exposition of 1893 A Century of Progress International Exposition, 1933–34

INSTRUCTOR NOTE

Ask students to locate the last two stars on their Chicago flags. These stars represent the two world's fairs held in Chicago: the World's Columbian Exposition in 1893 and the Century of Progress International Exposition in 1933–34, which celebrated "a century of the growth of science and the dependence of industry on scientific research." This narrative is told in the voice of a child who attends the 1933 world's fair and records the experiences in a diary. The child also recounts conversations with an elder relative about his memories of attending the 1893 fair. Review the following vocabulary words with your students prior to reading the narrative.

Vocabulary

exposition—a large public exhibition

exhibit—a display of goods, products, and objects that can be part of an exposition

plaster—a material that is applied to a wall or surface wet but dries to be very hard

skyline—the outlines of buildings with the sky behind them

amusements—exhibits, rides, or games that people enjoy

**Narrative**

May 20, 1933

Dear Diary,

I can't imagine a more wonderful, exciting, thrilling day! Today is my ninth birthday and the whole family was over for a birthday dinner and cake. I got a toy truck from my brother and a mystery to read from my aunt and uncle. But the best present of all is that my parents are going to take me to the opening day of the Century of Progress World's Fair! I don't think I will be able to sleep. At all. Ever again.

Grandpa put me to bed and told me that when he was a teenager forty years ago, in 1893, he also went to a world's fair on the South Side of Chicago, in Jackson Park. He said it was called the World's Columbian Exposition. I wondered where the name "Columbian" came from because we are in Chicago. Grandpa told me that the Columbian Exposition was meant to celebrate the four-hundredth anniversary of Christopher Columbus's trip to North America (although it opened a year late!).

Because I have only been to a carnival, I asked Grandpa what makes a world's fair a world's fair. He told me that there are exhibits about all sorts of things and about all sorts of people from around the world. He said that it took two years to make all the buildings for the exhibits. The buildings were not made from bricks and iron, but out of a kind of plaster called staff. All the buildings were painted white, so the fair was given the nickname the White City. He said the



The fairgrounds before the buildings for the 1893 fair were built



A completed building for the World's Columbian Exposition



Narrative

buildings were so magnificent that he couldn't believe they were not meant to be used after the fair. At night the fairgrounds looked beautiful, because all the buildings lit up with electric lights.

I asked Grandpa to tell me more about the fair. He said it only cost him fifty cents to go, and twenty-seven million people went to it. He told me there were lots of things he remembered from the fair. In the Hall of Agriculture was an eleven-ton cheese! That cheese weighed as much as eleven elephants! Also in the same building was a chocolate statue that weighed fifteen hundred pounds. But Grandpa said his favorite memory was a ride on the Ferris Wheel. It was the first one ever made. It was 250 feet high. It had thirty-six cars and each car held sixty people. Grandpa said the ride took twenty minutes and when he was way on top he could see the whole fair and the skyline of Chicago.

I don't think I'll be able to sleep. I wonder if there will be a Ferris Wheel at the world's fair my parents are going to take me to.

1 What rides have you been on? What rides would you like to go on?



Poster advertising the Ferris Wheel



A close-up view of the Ferris Wheel cars

**Narrative**

May 27, 1933

Dear Diary,

What a day! All my friends were jealous because I got to go to the opening day of the Century of Progress fair.

We saw the Hall of Science and the Electrical Building and the Communications Building. At nighttime neon lights lit up all the buildings on the outside in so many different colors that people called the fair "Rainbow City." My mother told me that the name of the Midway where all the rides and amusements are is called the "City of a Million Lights." And it really felt like there were a million lights.

I had two favorite things at the fair. One was the Enchanted Island that was made just for kids. It had a place where you could watch bears drink milk, a pony track, a toyshop, a train you could ride on, and a place just to buy ice cream cones.

The other thing that I think really is my most favorite thing was the Sky Ride. It cost twenty-five cents and was two hundred feet above the ground. There were two towers that were 1,850 apart. The towers were connected by steel cables. You got in a car in one tower and flew across to the other tower. I loved it so much that my parents let me go on it again.

Well, my grandpa went on the Ferris Wheel and now I have gone on the Sky Ride. I think I am very lucky. Now maybe I can get some sleep.

The Sky Ride at the 1933 Fair



Enchanted Island at the 1933 Fair

2 If you could travel back in time, would you want to visit the fair with the Ferris Wheel or the fair with the Sky Ride?



Activity

Explain to students that they are going to imagine they have visited one of the world's fairs. They are going to write a postcard to a friend about a ride they have enjoyed.

- 1 Review with students some of the facts about the two world's fairs that took place in Chicago:
 - **When did the World's Columbian Exposition take place?**
 - **What were the buildings made of?**
 - **What was the name of the ride that Grandpa went on?**
 - **When did the Century of Progress take place?**
 - **What was the name of the ride the diarist went on at the Century of Progress fair?**
- 2 Have students turn to the *Greetings from the World's Fair!* page in their scrapbooks! Point out the features of the postcard that they will have to complete.
- 3 On the back of the postcard: the stamp, the person and address they are sending it to, and their message talking about their experiences on the ride.
- 4 On the front of the postcard, students can draw a picture of either one of the rides they have learned about, or they can make up their own.
- 5 Have students read their postcards aloud to the class when they have completed the activity.

MATERIALS

- *Greetings from the World's Fair!* student activity sheet (one for each student)
- pencils
- colored pencils
- crayons



Greetings from the World's Fair!

Imagine you have attended a world's fair.

Draw a ride you went on at the world's fair and tell a friend about it.

Illustration of _____

Wish you were here . . .





Chicago River



INSTRUCTOR NOTE

Ask students to locate the blue stripes on their Chicago flag. The stripes represent Lake Michigan and the north and south branches of the Chicago River. The Chicago River is not only a gateway to the Great Lakes, but it is also a route to the Mississippi River and from there, the Atlantic Ocean. This narrative is told in the voice of the river itself. Review the following vocabulary list with students prior to reading the narrative.

Vocabulary

glaciers—large bodies of ice

carved—cut

to take advantage—to use for one's own purpose

goods—things that are bought and sold

docked—parked, usually referring to a ship

tragedy—a bad thing to have happen

leapt—jumped

sewage—human waste

mast—the long piece of wood or metal that supports a sail or sails on a boat



Narrative

Thousands of years ago the glaciers that covered Illinois carved me out. At my deepest point I am twenty-six feet deep. Fifty-two thousand boats of different sizes carry people and goods on me every year. I may not be as big as Lake Michigan, but I am just as important. **1 What do you think I am?**

Let me tell you a little more about myself. The Indians were the first people to take advantage of me. From Lake Michigan they paddled their canoes onto me and then onto the Des Plaines and Illinois Rivers. From there, they could enter one of the longest rivers in the world: the Mississippi.

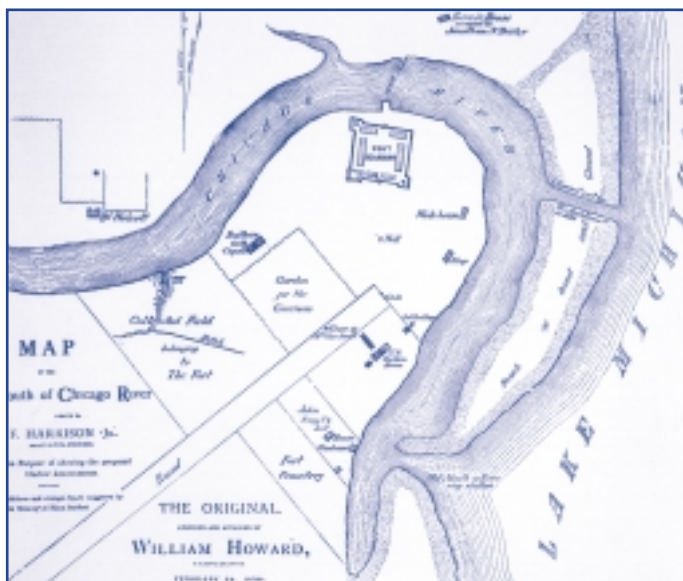
As I said, Indians were the first people to use me. However, the United States also began to see how valuable I was for transporting goods. In 1804, the U.S. government wanted to make sure they had control of me,

so they built a fort on my banks. **2 What was the name of this fort?** **3 Do you think a lot of people lived here along my banks?** In the early 1800s, my banks looked like this:



South Water Street

It was good to be located so close to a major waterway. As more and more people and boats began to use me, Chicago got bigger. I helped Chicago grow into a large industrial city. Businesses could move their goods on a boat and, once the boat docked in Chicago, the goods could be transferred to a train. Once on the train the goods traveled to places in the United States that are far away from Chicago. By 1871 more ships docked on me than at the ports of New York, Philadelphia, Baltimore, San Francisco, Charleston, and Mobile combined. Also in that



Early map of the Chicago River

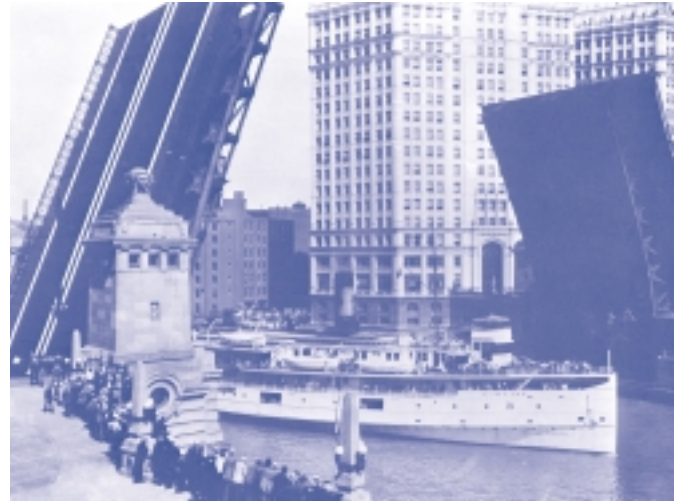


Narrative

same year, a very awful thing happened to Chicago. **4 What tragedy happened to the city in 1871?** The Great Chicago Fire started on the south side. People rushed to my bank on the north side for safety during the fire. They hoped I could stop it, but the fire was so strong its flames leapt over me to the other side. Even though I wasn't able to stop the fire, I was able to help Chicago rebuild. Boats carried supplies on me to help rebuild a bigger and better Chicago.

In 1881, a terrible disease spread through Chicago. It turns out that sewage and industrial waste dumped into me flowed right into Lake Michigan—which is where Chicagoans then and even now get their drinking water. Thousands of people died from diseases called typhoid and cholera that travel in water. The city decided to reverse my flow by building the Sanitary and Ship Canal and installing a system of locks, so that I wouldn't flow into Lake Michigan, I would flow away from it! They actually did it! Fewer people died from typhoid in 1910 than in the 1890s. Now the drinking water is still safe, and I am the only river in the world that flows backwards.

Today my banks are lined with buildings: some that people live in, and some where people do business. I have fifty-two movable bridges. What do I mean by a movable bridge? Well, if a boat has a mast that is very tall, my bridges can split in half and rise up so the boat can pass through. Of course, this annoys many people who try to cross the



Bridge raising over the Chicago River

bridges because it takes about fifteen minutes for the bridge to go up, the boat to pass through, and then close again.

Quite a lot has happened to me since the days before Fort Dearborn. Today I look more like this:



Chicago River today



Activity

Explain to students that they are going to examine primary sources to find out more about the Chicago River: just the way real historians do. Explain that primary sources are a documentation of something by someone who was there. A primary source can be something written, like a letter, or it can be a photograph.

1 Review with students some of the facts from the narrative about the importance of rivers and the Chicago River in particular. Have students refer to a map to emphasize the Chicago River's importance among major waterways.

- **Where can boats travel to once they are on the Chicago River?**
- **Who were the first people to use the Chicago River? On what kinds of boats did they travel?**
- **Why did the city of Chicago reverse the flow of the Chicago River?**
- **How did the Chicago River help the city rebuild after the fire?**

2 Explain to students that they are going to look at photographs, a kind of primary source. Discuss with students that the Chicago Historical Society (as well as other museums) collects and takes care of primary sources. Museum collections help tell the story of the past and help us learn about our history as a city.

3 Ask students to turn to the *Chicago River Photo Analysis* in their scrapbooks. Allow students time to study the photographs and answer the questions. Ask students to share their responses with the group.

MATERIALS

- *Chicago River Photograph Analysis* student activity sheet (one set for each student)
- pencils
- map of Chicago or Illinois



Activity cont.

- 4 Now that students know all about the Chicago River, they can play the word game “Rowing Down the Chicago River.” If students enjoy singing, you can begin by singing the song “Row, Row, Row Your Boat,” but substitute “the Chicago River” in place of “the stream.” This game involves recall and forms a chain of vocabulary words about sights and sounds along the Chicago River. Tell students that while playing this game they will need to remember the narrative, think about the photographs of the river, and use their imagination to help identify the words they want to use. Begin with the phrase:

“Rowing down the Chicago River, I:
See...
Hear...
Smell...
Touch...”

Any of the above words can be used in a phrase. For example, you supply the first phrase:

“Rowing down the Chicago River, I see houses.”

Then a student supplies the next, repeating yours and adding their own:

“Rowing down the Chicago River, I see houses, and I hear birds.”

The next student repeats the first two phrases and adds a third:

“Rowing down the Chicago River I see houses, hear birds, and smell fish.”

Keep going until a student is unable to repeat the entire list from memory, or cannot think of a new word to add to the chain. Invite other students to assist the “stuck” student and keep going. End the game when you have created a thorough list of the sights, sounds, and smells of the Chicago River. During the game you may need to prompt students if they are having difficulty thinking of a word. To keep the pace moving, you may want to generate a list of words in advance or allow students to do the same. You can also play this game with students participating in small teams instead of individually.



Chicago River Photograph Analysis



Look at the photograph and answer the following questions.

- 1** Do you think this is an old or new photograph? How can you tell?
- 2** Describe the buildings along the river.
- 3** How many bridges do you see?
- 4** Besides boats, what other types of transportation do you see in the photograph?
- 5** Why do you think businesses would want to be located on a river a long time ago? Today?



Chicago River Photograph Analysis



Look at the photograph and answer the following questions.

- 1** How are the buildings in this photograph different from the buildings in the other photograph?
- 2** People live in some of these buildings. Why do you think people would want to live along a river?
- 3** How many bridges do you see?
- 4** Was this photograph taken earlier or later than the previous photograph?
How do you know?

Bind your scrapbook here.



Chicago Landmarks



INSTRUCTOR NOTE

Ask students to locate the three white stripes on the Chicago flag. Remind students that these stripes represent the North, West, and South Sides of the city. Set the stage for students by telling them that they are going to go on an imaginary tour of Chicago. During this special tour they will explore Chicago's past and its present, learning about events that happened long ago and discovering life in Chicago today. Ask students to pay close attention while you, their tour guide, take them on the trip of a lifetime. Review the following vocabulary list with students prior to beginning. Remember to read the clues—but not the answers!

Vocabulary

landmarks—famous buildings

waterway—a body of water that is used for transportation

industry—the act of making things in a factory

civilization—a people or a nation

products—goods, things that people use to live

swaying—moving back and forth

resident—someone who lives in a place

**Narrative**

*Note: Ask students to turn to the **Landmark Matching Game** sheets in their scrapbooks prior to reading the narrative.*

Welcome to the Circle Line Tour of Chicago! As you know, Chicago is one of the greatest cities in the world. It is the third largest city in the United States. Many of the sites and buildings we will discuss were built after the Chicago fire. Today we are going to play a game about the famous sites and landmarks to see as you visit Chicago. I am going to read a clue, and I want you to try to guess what the landmark or site is. Use your sheets to match clues to locations. Listen carefully!

Home of the Chicago Bulls and Chicago Blackhawks! (1. C. United Center)

I am one of the Great Lakes, and the state that is directly northeast of Illinois is named after me. (2. G. Lake Michigan)

I am a home for many different types of animals from around the world; I am named after the president on the penny. (3. D. Lincoln Park Zoo)

I used to be the tallest building in the world. I am still the tallest building in Chicago as well as in the United States. I am named after a retail store. (4. E. Sears Tower)

You can find my name on chewing gum; I am the home of the Chicago Cubs. (5. F. Wrigley Field)

Even though the Chicago Fire of 1871 was all around me, I was left standing. Chicago needed a lot more of the first word in my name to stop the fire. (6. H. Water Tower)

I am the home of the White Sox. (7. R. U.S. Cellular Field, formerly Comiskey Park)

My exhibitions feature famous paintings and sculpture. Two lions stand guard at my front entrance. (8. S. Art Institute)

Rebecca Heald packed her belongings in a trunk when she moved to come live here with her husband. (9. O. Site of Fort Dearborn)

I am not as big as the other one in the city, but many people land here every day. (10. I. Midway Airport)

I am a famous waterway named after the city. (11. K. Chicago River)

I am a museum where you can learn all about Chicago's history. (12. A. Chicago Historical Society.)



Narrative

I am the only remaining building from the 1893 Columbian Exposition. Today I am a museum where you can visit a coal mine, see a model train, or “fly” in an airplane (13. *L. Museum of Science and Industry*)

I am a Golden Lady, and I am the only statue in Jackson Park. I am a symbol of four centuries of civilization after Columbus came to the New World. (14. *M. The Republic*)

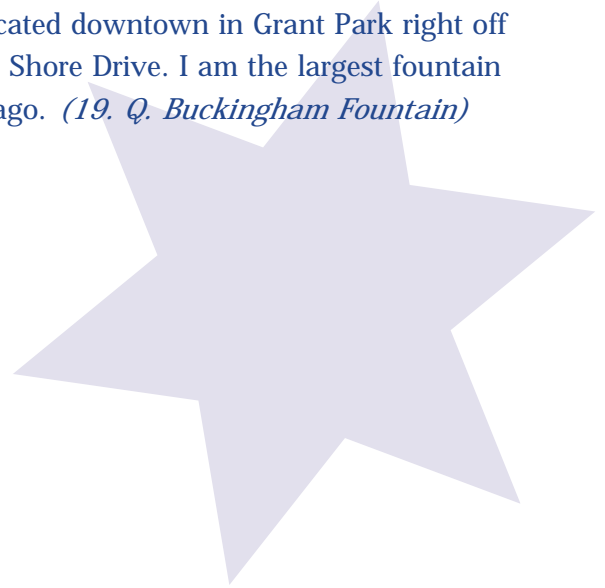
I am a neighborhood that many people visit to eat great Chinese food and shop in my stores that sell food and products from China. (15. *J. Chinatown*)

I am a building who is named after the first signer of the Declaration of Independence. I have three giant Xs on me that help me from swaying too much when it is windy. (16. *N. John Hancock Building*)

I am a beach named after a tree. (17. *P. Oak Street Beach*)

I am a museum that was named after the first non-Indian permanent settler of Chicago. You can learn about African American history here. (18. *B. DuSable Museum of African American History*)

I am located downtown in Grant Park right off of Lake Shore Drive. I am the largest fountain in Chicago. (19. *Q. Buckingham Fountain*)





Activity

Explain to students that they are going to play a game about the famous sites and landmarks of Chicago.

- 1 Have students turn to the *Landmark Matching Game* activity sheet in their scrapbooks. To familiarize themselves with the names of the landmarks and sights, have them read the list aloud. For each location, ask any students who have ever been there to raise their hands. Are there any places students have never heard of?
 - Read the narrative to students. When you have read a clue, allow the students time to try to match it to the proper location.
 - After you have been through the list once, assist students in figuring out the harder-to-guess names and places. Students who made matches that others did not can also offer hints.
 - If you have a map of Chicago, begin by marking where your school or institution is located. Then review the list again and mark each site so students can see geographically where these landmarks are located throughout the city and in relation to your institution (addresses are provided). You can lead this activity, or you can invite students to approach the map and take turns finding and marking landmark locations. If you have brochures or postcards with pictures of some of the landmarks, add them to your map.
 - Ask students if they would like to add any landmarks to the list. Are there other places they consider landmarks? Do they know both the names and locations of these new additions? If they do not know the locations, brainstorm how that information can be found.

MATERIALS

- *Landmark Matching Game* activity sheet (one for each student)
- pencil (one for each student)
- map of Chicago to display at front of room (optional)



Landmark Matching Game

Match the clues and answers by writing the letter of the location by the clue.

CLUES

1. Home of the Chicago Bulls and Chicago Blackhawks! _____
2. I am one of the Great Lakes, and the state that is directly northeast of Illinois is named after me. _____
3. I am a home for many different types of animals from around the world; I am named after the president on the penny. _____
4. I used to be the tallest building in the world. I am still the tallest building in Chicago as well as in the United States. I am named after a retail store. _____
5. You can find my name on chewing gum; I am the home of the Chicago Cubs. _____
6. Even though the Chicago Fire of 1871 was all around me, I was left standing. Chicago needed a lot more of the first word in my name to stop the fire. _____
7. I am the home of the White Sox. _____
8. My exhibitions feature famous paintings and sculpture. Two lions stand guard at my front entrance. _____
9. Rebecca Heald packed her belongings in a trunk when she moved to come live here with her husband. _____
10. I am not as big as the other one in the city, but many people land here every day. _____
11. I am a famous waterway named after the city. _____
12. I am a museum where you can learn all about Chicago's history. _____
13. I am the only remaining building of the 1893 Columbian Exposition. Today I am a museum where you can visit a coal mine, see a model train, or "fly" in an airplane. _____
14. I am a Golden Lady, and I am the only statue in Jackson Park. I am a symbol of four centuries of civilization after Columbus came to the New World. _____
15. I am a neighborhood that many people visit to eat great Chinese food and shop in my stores that sell food and products from China. _____
16. I am a building named after the first signer of the Declaration of Independence. I have three giant Xs on me that help me from swaying too much when it is windy. _____
17. I am a beach named after a tree. _____
18. I am a museum that was named after the first non-Indian permanent settler of Chicago. You can learn about African American history here. _____
19. I am located downtown in Grant Park right off of Lake Shore Drive. I am the largest fountain in Chicago. _____

LOCATIONS

- A. Chicago Historical Society
- B. DuSable Museum of African American History
- C. United Center
- D. Lincoln Park Zoo
- E. Sears Tower
- F. Wrigley Field
- G. Lake Michigan
- H. Water Tower
- I. Midway Airport
- J. Chinatown
- K. Chicago River
- L. Museum of Science and Industry
- M. The *Republic*
- N. John Hancock Building
- O. Site of Fort Dearborn
- P. Oak Street Beach
- Q. Buckingham Fountain
- R. U.S. Cellular Field, formerly Comiskey Park
- S. Art Institute



Landmark Addresses

Use the information below to locate landmarks on a map of Chicago.

From north to south:

- **Wrigley Field: 1060 West Addison Street**
- **Lincoln Park Zoo: 2200 North Cannon Drive**
- **Chicago Historical Society: 1601 North Clark Street**
- **Oak Street Beach: 1000 North Lake Shore Drive**
- **John Hancock Building: 875 North Michigan Avenue**
- **Water Tower: 833 North Pearson Street**
- **Site of Fort Dearborn: at the south end of the Michigan Avenue bridge**
- **United Center: 1901 West Madison Street**
- **Art Institute of Chicago: 111 South Michigan Avenue**
- **Sears Tower: 233 South Wacker Drive**
- **Buckingham Fountain: Congress Parkway and Columbus Drive**
- **Chinatown: Twenty-second Street between Lake Shore Drive and Canal Street**
- **U.S. Cellular Field, formerly Comiskey Park: 333 West Thirty-fifth Street**
- **DuSable Museum of African American History: 740 East Fifty-sixth Place**
- **Museum of Science and Industry: 5700 South Lakeshore Drive**
- **Midway Airport: 5700 South Cicero Avenue**
- **Statue of the Republic: 6300 South at the Hayes-Richard Circle in Jackson Park in Hyde Park**





Neighborhood Story



INSTRUCTOR NOTE

Ask students to locate the three white stripes on their Chicago flag. Remind students that these stripes represent the neighborhoods of the North, South, and West Sides of the city. Which stripe represents the area that students' neighborhoods are located in? Set the mood for students by explaining that they are going to hear a short story about one day in a Chicago neighborhood. While they listen, they can close their eyes and try to picture what the neighborhood in the story looks like, and they can think about their own neighborhoods. After listening to the narrative, students will have the chance to create a storyboard about their own neighborhoods. Review the following vocabulary words with students prior to reading the narrative.

Vocabulary

ethnic group—a group of people who share a common ancestry

taverns—bars

residential—a type of building or area where people live

agreeable—pleasant

Narrative

Sometimes I wake up before my alarm goes off. I hear a few early morning birds chirping. **1 What are the first sounds you hear in your neighborhood when you wake up?** After I get dressed, I take the dogs for a walk. As I stand on the front porch, I see the new buildings that are being built across the street. "The walls are at least three feet higher than they were yesterday morning," Mrs. Ramirez



Narrative

says as she passes me with her dog. **2 What is the first thing you see when you leave the house in the morning?**

On my way to work I pass our neighbor, Stanley. Stanley is old and has lived in the neighborhood for about eighty years. His parents were from Poland. **3 What ethnic groups are represented in your neighborhood?** Stanley always puts some little pieces of apple on the curb for the birds. Even though he has told me a hundred times, Stanley always says, “Have I ever told you what the street looked like before you were born?” Stanley says that it had more stores and a few taverns on it when he was young. There is only one store now. After I pass Stanley I come to the only store on the block. It is a little store, but it is full of the kinds of food that people in my neighborhood like to eat. There are vegetables, meat, and fresh tortillas for sale. The owner, Victor, came from Mexico twenty-five years ago and opened the store. He stands out in front in the morning and always greets me in Spanish, “Buenos dias, señorita.” **4 What kinds of people do you see on your block?**

To get to work, I walk east to Ashland Avenue. Most of the buildings on the way are residential and built out of bricks. There is one three-story apartment building at the end of my block. **5 What are the buildings in your neighborhood like?** Once I get to Ashland, I have to wait for the light. Ashland is a very busy four-lane street. There are trucks, cars, CTA buses, and a lot of noise. This street has been this busy since as long as I can remember. **6 What is the busiest intersection in your neighborhood?** On the corner is

Hank’s Delicatessen. Hank is outside every morning sweeping the sidewalk. “How about a sub today for lunch?” he says as he smiles at me. When I cross the street, there are more restaurants—the Burrito House, the Chinese Wok, and Roma’s Pizzeria. I wonder where I should pick up lunch later. **7 What are the restaurants in your neighborhood? Which would you like to go to?**

After work I rush home to get the dogs and take them for a walk. I walk along Chicago Avenue because I love to look in the shop windows and see what is for sale. There are clothes stores, shoes stores, a place that only sells cowboy boots, a butcher, and a Walgreen’s. **8 What are the stores in your neighborhood?**

After I get home, if the weather is agreeable, I stand in front of my house with the dogs and talk to my neighbors. The sounds are different than in the morning. I hear lots of kids playing and shouting after school as they run up and down the block. “You’re it!” I hear over and over. **8 What are the sounds you hear after school in your neighborhood?** They run into and out of Victor’s store to buy candy. “I want some Hot Rocks!” I want Lemonheads!” Then my street gets a little quieter as the sun begins to set.



Activity

After you read the neighborhood narrative, explain to students that they are going to explore the sights and sounds of their own neighborhoods and then make a cartoon about it.

- 1 Ask students to think about the narrative. What were some of the sights and sounds?
- 2 Divide the students into groups of no more than five.
- 3 Distribute one set of Neighborhood Cards to each group and have students cut them out. Each student will take a card as they pass them around the group until there are no cards remaining.
- 4 One student holds up a card and the other students take turns saying what comes to mind about their own neighborhoods. For example, the “Intersection” card might elicit the response “Fullerton, Halsted, and Lincoln.” Students should take notes of their responses on a piece of notebook paper. This preparatory activity will help students think about their neighborhoods in detail and learn about their friends’ neighborhoods.
- 5 After the groups have gone through the cards, explain that students will illustrate a series of scenes with captions about their neighborhood. Students should turn to the *Neighborhood Story* page in their scrapbooks. To generate ideas, instruct them to recall the narrative, look back at the *Neighborhood Cards*, and refer to their notes.
- 6 Ask for student volunteers to share their completed *Neighborhood Story* with the group.

MATERIALS

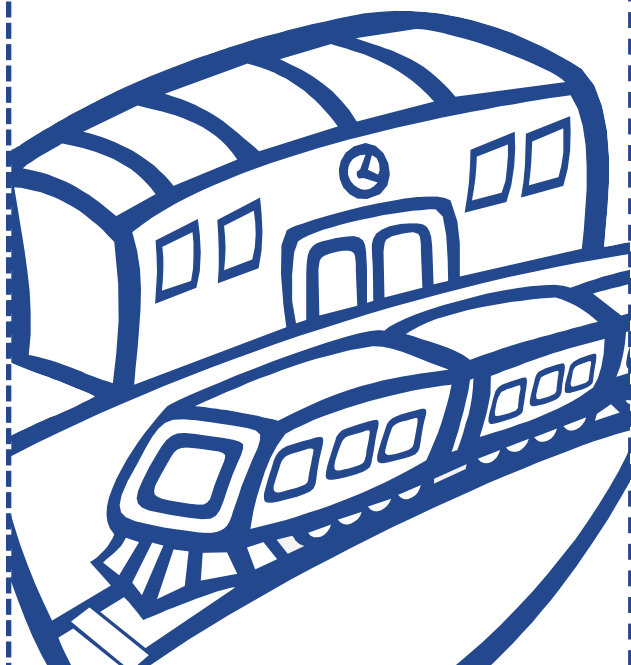
- *Neighborhood Cards* (one set for each group)
- notebook paper (one sheet for each student)
- *Neighborhood Story* storyboard
- scissors
- crayons, markers, or colored pencils



Photocopy and cut out



Transportation



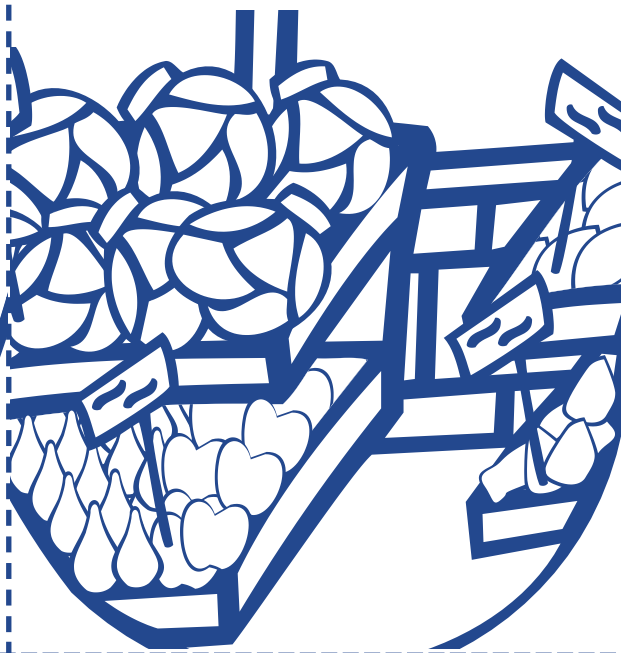
Community Center



Place of Worship



Grocery Store



Photocopy and cut out



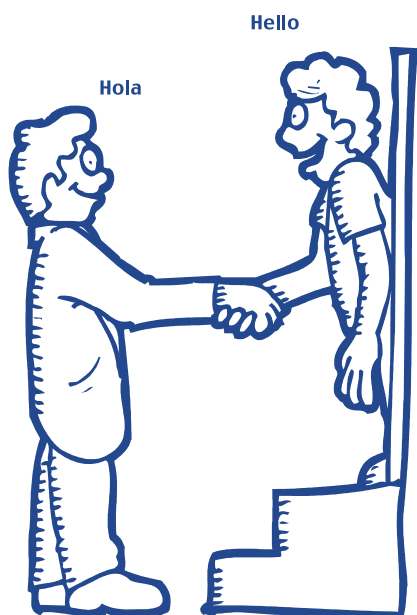
School



Business



Language(s) Spoken



Neighborhood Sounds



Photocopy and cut out

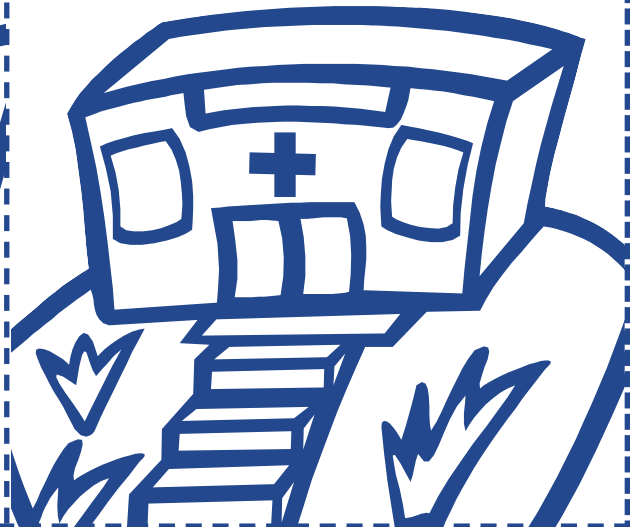


Intersection



Hospital or Health Clinic

HOSPITAL



Housing



Jobs



Photocopy and cut out



Neighborhood Storyboard

Create your own cartoon. Tell a story about your neighborhood with pictures and words.

Bind your scrapbook here.

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Picture That: Shopping in the Neighborhood



INSTRUCTOR NOTE

Have students refer to the three white stripes on their Chicago flag, which represent the neighborhoods of the North, South, and West Sides. Set the stage for students by telling them that they are going to think about one amenity provided in many neighborhoods: shopping. Unlike suburban areas, where people often have to drive to purchase the goods they want, in many of Chicago's neighborhoods, residents can walk or take public transportation to nearby stores and restaurants. These local shops contribute to the identity and flavor of neighborhood life. During this activity, students will analyze images of shopping in two of Chicago's neighborhoods; Maxwell Street on the West Side and Devon Avenue on the North Side. Review the following vocabulary list with students prior to reading the information below.

Vocabulary

delicatessen—a store where ready-to-eat food products (cooked meats and salads) are sold

diverse—differing from one another

ethnicity—a person's ancestry and cultural background

immigrants—people who move from the country of their birth to another country to live

marketplace—a square, street, or other place in a town where goods are sold

merchant—someone who buys and sells things

merchandise—goods sold in stores

migrants—people who move from one place to another, sometimes temporarily, usually in pursuit of work

**Vocabulary** cont.

New World—the western hemisphere, especially the continental landmass of North and South America

Old World—the eastern hemisphere, specifically Europe

peddlers—people who sell merchandise along the street or from door to door

proximity—how close something is to you

sari—type of clothing worn by southern Asian women that consists of several yards of lightweight cloth draped so that one end forms a skirt and the other a head or shoulder covering.

unique—unusual, distinctive

wares—goods that are sold

Narrative**North Side**

Rogers Park/West Ridge, on the North Side, has the reputation of being one of the most diverse neighborhoods in Chicago and in the nation. Why have so many people chosen to live in this neighborhood? Some factors that have drawn people to the area include convenient transportation to downtown Chicago, proximity to the beaches along Lake Michigan, and a large number of rental units. **1 Who lives in your neighborhood? Why do you think people live in your neighborhood?**

Devon Avenue provides neighborhood residents and visitors with a unique and diverse shopping experience. It is full of grocery stores, restaurants, video and gift shops, sari and jewelry stores, and much more.

2 What types of things do you look for

when you shop? In the 1850s, English settlers named the street Devon Avenue after their original home of Devonshire. After World War I, many Jewish merchants opened businesses on Devon Avenue, and it remained the main shopping center for the Jewish community until Indians and other South Asians arrived in the 1970s. Today, Devon Avenue is a bustling marketplace known as the biggest shopping center for Indian goods and services in all of North America.



Devon Avenue in the 1980s



Narrative

West Side

Nine neighborhoods make up the greater West Side. The diverse groups that have lived in the West Side—early settlers at Wolf Point, African American migrants from the South, wave after wave of immigrants, have all contributed to these neighborhoods. Sometimes there was limited contact between people of different ethnic backgrounds. A few places, such as Maxwell Street, however, became common gathering spots. **3 In what places do you see your fellow neighborhood residents?**

Eastern-European Jewish, Polish, Lithuanian, Bohemian, African American, and Latino merchants have all sold their wares on Maxwell Street. The market evolved between

1880 and 1900 as Jewish peddlers began selling goods from pushcarts on Jefferson Street. The peddlers and crowds eventually spilled over onto Maxwell Street, and by 1912, it was known as the Maxwell Street Market. By the 1950s, the market, a combination of the Old and New Worlds, had become a tourist attraction where thousands of people gathered every Sunday to enjoy listening to the blues, hunting for bargains, and eating at the delicatessens and hot dog stands. Amid strong protests, the city closed the original location of the market in 1994, relocating it to Canal Street. **4 Where is your favorite place to shop?**



Maxwell Street area in 1906



Activity

Explain to students that they are going to learn more about shopping on Devon Avenue and on Maxwell Street by looking at photographs of those places. A photograph provides a great deal of information about the people, places, and events of history. Asking questions about photographs allows us to discover the who, what, where, and when of history. Though only a small scene from a larger story, photographs bring history to life by giving us a visual image of the way things looked in the past.

Part I

- 1 Divide students into small groups, and ask them to turn to *Shopping on Maxwell Street* and *Devon Avenue* pages.
- 2 Review the directions and questions with students.
- 3 Allow students enough time to analyze the photographs of both shopping areas and answer the questions.
- 4 Conduct a discussion, during which the student groups share their findings with each other. Compare and contrast shopping on Devon Avenue with shopping on Maxwell Street.

MATERIALS

- *Shopping on Maxwell Street*
- *Shopping on Devon Avenue*
- *My Purchases*
- pencils or pens
- paper
- drawing supplies: markers, crayons, or colored pencils
- old magazines and newspapers (optional)
- scissors (optional)
- glue (optional)



Activity cont.

Part II

- 1** Help students brainstorm about the shopping they do in their own neighborhoods by generating a list of items they purchase as individuals and with their family members. Establishing categories for the list may help generate ideas. For example: groceries, clothing, household goods, pet supplies, etc. You may even want to include a “wish list” category. Write the list on the chalkboard or have students record the items on a separate piece of paper. In what places can these goods be purchased? Generate a list of stores.
- 2** Instruct students to turn to the empty shopping cart page in their activity booklets. Students should imagine that they are shopping in their own neighborhoods. Referring to the list they made, students should select items for their shopping cart. Students can draw images of the items in their shopping cart, or they can cut pictures from old magazines and newspapers and glue them into the cart.
- 3** Close the activity with a discussion contrasting the observations students made about shopping on Maxwell Street and on Devon Avenue with their own personal shopping experiences.





Shopping on Maxwell Street



Look at the photograph of Maxwell Street taken in 1910. Take your time viewing the photograph and then answer the following questions.

- 1** Name two types of goods (products) for sale in the picture.
- 2** Describe the people on the street: are they adults or children? Are they men or women? How are they dressed?
- 3** What do you think happened on Maxwell Street during a rainstorm, or other bad weather? Could people continue to shop? Why?
- 4** Imagine you have entered this picture and use clues in the photograph to describe your experience:
 - What do you hear?
 - What do you see?
 - What do you smell?
 - What would you buy?

Shopping on Devon Avenue



Look at the photograph of Devon Avenue taken in 1984. Take your time viewing the photograph and then answer the following questions.

- 1** How can you tell that the people in this photograph are shopping? Hint: look at what some of them are carrying.

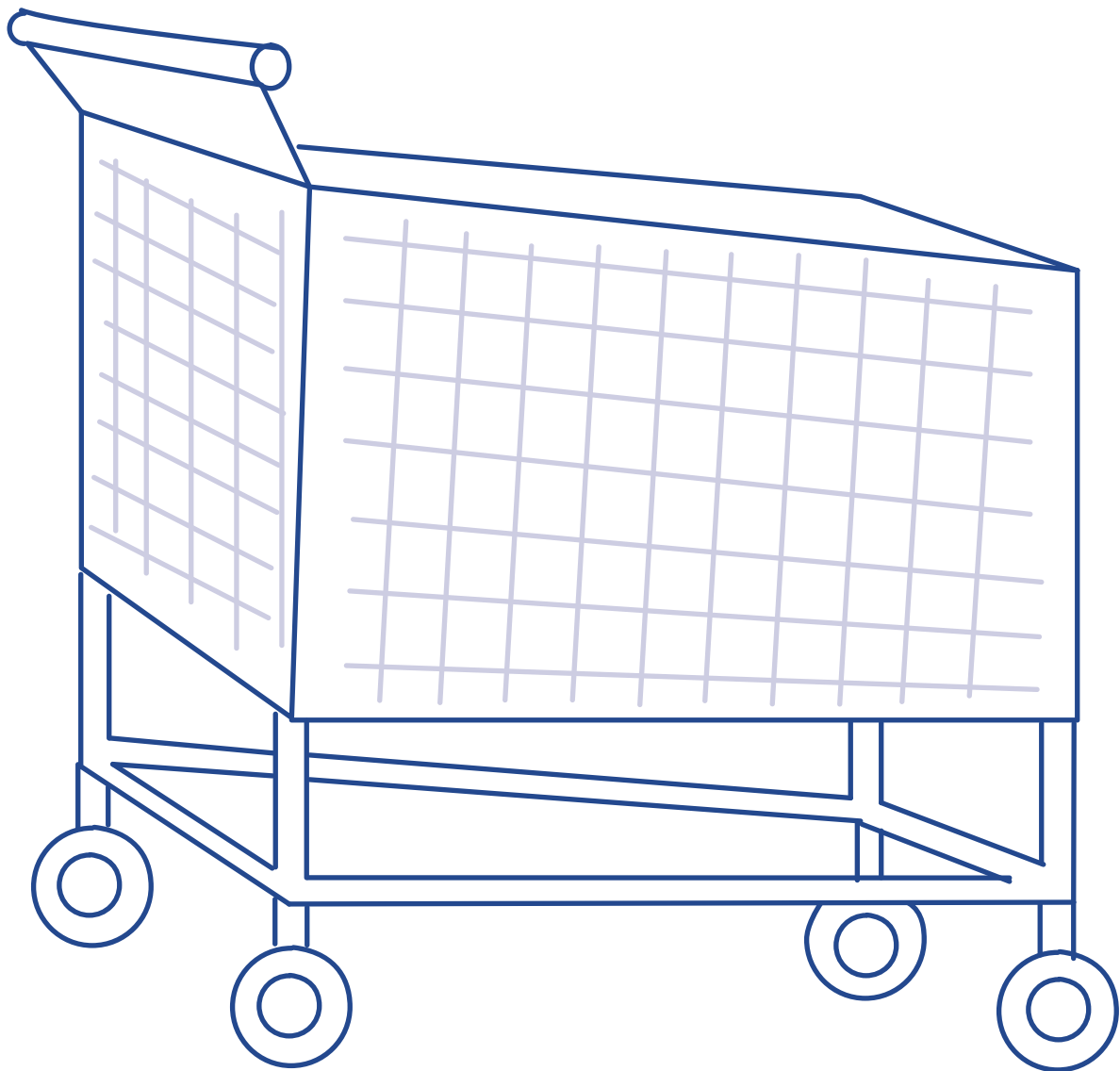
- 2** Look closely at the store pictured on the right-hand side of the photograph.
 - What is its address on Devon Avenue?
 - Is it open for business or closed?
 - What kind of payment will it accept?
 - What kind of merchandise is displayed in the store window?

- 3** Describe the people on the street: are they adults or children? Are they men or women?



My Purchases

Imagine you are shopping in your own neighborhood. Look at the list of goods you made and select items for your shopping cart. Draw the items you choose in the cart.



Bind your scrapbook here.



My Chicago Poetry



INSTRUCTOR NOTE

Have students refer to the white stripes on their Chicago flag that represent the neighborhoods of the North, South, and West Sides of the city. Many people have written about life in Chicago. This narrative describes life in Chicago through the work of two authors: Sandra Cisneros and Carl Sandburg. After listening to the narrative, students will have the opportunity to write their own poetry about life in Chicago. Review the following vocabulary words prior to reading the narrative.

Vocabulary

harvester—someone who helps to gather a crop that is used for food

husky—big and strong

brawling—large

freight—goods that are moved in a train or truck

commercial—having to do with the buying and selling of goods

Narrative

Author Sandra Cisneros grew up in Chicago; her book, *The House on Mango Street*, is about her life in the city when she was a little girl. She starts the book by saying, “We didn’t always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, and before that I can’t remember.” **1 Have you ever moved? What is the name of the street you live on?**



Sandra Cisneros with her mother, Elvira Cisneros. ©Diana Solis, courtesy of the photographer



Narrative

Sandra Cisneros also describes what she sees on a bike ride through her neighborhood. “We ride faster and faster. Past my house, sad and red and crumbly in places, past Mr. Benny’s grocery on the corner, and down the avenue which is dangerous. Laundromat, junk store, drugstore, windows and cars and more cars, and around the block back to Mango.” **2 If you rode a bike or walked down your street, what would you see?**

Poet Carl Sandburg also wrote about Chicago. He wrote his poems almost one hundred years



Carl Sandburg

ago. Carl Sandburg was born in Illinois in 1878. He began to work when he was eleven years old. He worked in a barbershop, as a milk truck driver, and as a wheat harvester. He was even a soldier in the Spanish-American War. In 1913 he moved to a

suburb of Chicago called Elmhurst, where he became known as a successful poet.

His poems give us an idea about what Chicago was like many years ago. In his poem “Chicago,” he says that Chicago is:

Hog Butcher for the World,
Tool Maker, Stacker of Wheat,
Player with Railroad and the Nation’s
Freight Handler;
Stormy, husky, brawling,
City of the Big Shoulders

If you go downtown you can see many railroads east of Michigan Avenue. **3 Do you think those railroads have been there a long time? What do you think Sandburg meant by calling Chicago the “Nation’s Freight Handler?”** The poem tells us that a long time ago Chicago was a commercial center of the United States and

that many products like meat and wheat went through Chicago on trains. **4 If someone has “big shoulders” what does that mean? Is it a good thing? What do you think Sandburg meant when he said Chicago was the “City of Big Shoulders?”**

Besides the poem “Chicago,” Sandburg also wrote “Clark Street Bridge.” The first part of the poem says,

Dust of the feet
And dust of the wheels,
Wagons and people going,
All day feet and wheels

Clark Street is still a Chicago street today. You can walk down it, take the 22 Clark Street bus, or ride your bike on it. The poem tells us Clark Street was as busy a long time ago as it is today. **5 What**

kind of transportation did people use on Clark Street when the poem was written? How is that different from the type of transportation people use today in Chicago?



Clark Street

Poems and stories that are about Chicago can inspire you to write about your own home and neighborhood. **6 How would you describe Chicago? If you wrote a poem today that you knew people would read in the future, what would you want them to know about Chicago?**



Activity

Explain to students that they are going to write a poem about Chicago.

- 1 Ask students to think about what Sandra Cisneros and Carl Sandburg said about Chicago. **What are some of the things you learned about Chicago from what those authors wrote?**
- 2 As an example, write the following on the board or chart paper:

MATERIALS

- *My Poetry* activity sheet (one for each student)
- pencils

(for neighborhood focus)

Old brick buildings standing in a row
Lots of people
Downtown's tall buildings are not far

Towering trees
On the way to the lake is Lincoln Park
Walking in and out of shops
Night is quiet except on Wells Street

or

(for Chicago focus)

Climbing towards the sky are skyscrapers
Homes are made of brick or wood and glass
Inching along Lake Shore Drive in rush hour
Cold in the winter and hot in the summer
Along the lake are parks and the beach
Go Chicago Bears!
Oh, the snow can stop the streets

- 3 Point out to the students the first letter of each line. Show them that it is the name of the neighborhood called Old Town or Chicago.
- 4 What is the name of your neighborhood? What would you like people to know about how you see your neighborhood or Chicago?
- 5 Instruct students to turn to the *My Poetry* page in their scrapbooks and write a poem about their neighborhood or Chicago. Students can use either one word or phrase per letter to describe their neighborhood or Chicago.
- 6 Ask students to share their poems.



My Poetry

Write the name of your neighborhood or the word “Chicago” lengthwise. Next to each letter write a word or phrase that describes your neighborhood or Chicago.

Neighborhood or Chicago	Poem

Bind your scrapbook here.



My Chicago Field Trip



INSTRUCTOR NOTE

Students have learned many things about Chicago by studying the symbols on the flag, and now they are going to visit a museum to learn even more about the city they live in. The narrative below describes taking field trips to museums and why they are special places to visit. Review the following vocabulary list with students prior to reading the narrative.

Vocabulary

collections—groups of objects that museums have

historical—having to do with history, the past

Narrative

When I was little, one of my favorite things to do at school was to go on a field trip to the Chicago Historical Society, because history was my favorite subject. **1 Where have you gone on field trips? What did you enjoy seeing?**

The Chicago Historical Society cares for collections. **2 Do you collect anything like baseball cards or coins or stamps? Why do you collect these objects?** Museums collect objects because we can learn from them. For example, the Chicago Historical Society collects clothing from all different time periods. The clothing, called a costume collection, can be shown in an exhibition, so people can learn about how





Narrative

clothing from different decades is alike and different. People called curators decide what to collect for the museum. Curators also make sure that what they collect is preserved—or kept safe—so people can visit the Chicago Historical Society in the future and see objects from long ago or the recent past.

Let's think about what we have learned about Chicago by looking at the Chicago flag in your Student Activity Books. **3 How many stars does the Chicago flag have? What do the different stars represent? What do the blue stripes represent? What do the white stripes represent?** We are going to visit the Chicago Historical Society, a museum that is all about Chicago. **4 What do you think “historical” means? What kinds of things do you think you might see at the Chicago Historical Society?** We are sure to see artifacts. An artifact is something that was made and used by people in the past. The Chicago Historical Society displays the artifacts we are going to see because they tell us something about Chicago's history. Look back at your *My Chicago* booklet. Artifacts can be objects as well as photographs or documents. **5 What artifacts have you seen in your *My Chicago* Student Activity Book?**

The artifacts we will see at the museum have to do with history, or Chicago's past. **6 What did the artifacts you learned about tell us about the Chicago Fire? Fort Dearborn? The Chicago River? The world's fairs?** A group of burnt objects from the Chicago Fire tells us a story about how horrible the fire must have been. While some

of the artifacts we are going to see have to do with Chicago long ago, others will tell us about the Chicago we live in today. We have been learning about Chicago with the activities we have done, and now on our field trip we are going to learn even more about Chicago. **8 Why do you think it is important to learn about our city?** We are all Chicagoans, and it is important for us to know what makes our city special and different from other cities.



See Chicago's first train engine—the *Pioneer* locomotive—at the Chicago Historical Society.



Activity

Explain to students that they are going to search for different kinds of artifacts at the Chicago Historical Society.

- 1 Ask students to recall what an artifact is from the narrative. Explain that on their field trip, students are going to search for artifacts from Chicago's past and present.
- 2 There are two types of activity sheets: *Chicago Events and Places* and *Chicago Primary Sources*. You can use all the sheets or just one set. Or you can divide your group in half and have each have use a different set of sheets.
- 3 Allow students to preview the *Field Trip Activity* sheets you have selected. Read aloud each of the categories. Explain that when students have identified an artifact, they can describe it in writing, or with a picture. Point out the "past or present" label at the top of some of the boxes. Explain that you will help them decide whether an artifact is from Chicago's past or present. Once they have decided, students can then circle either "past" or "present."
- 4 **After your visit:** discuss the trip and review the worksheets students completed while at the Chicago Historical Society.
- 5 Ask students to turn to the *My Chicago Historical Society Field Trip Memories* pages of their scrapbook and fill them in. They can refer to their activity sheets and talk to their friends for ideas about how they want to complete the pages. Students may draw their own pictures of their visit or cut out images from Chicago Historical Society brochures and glue them onto their pages.

MATERIALS

- *Chicago Historical Society Field Trip Activity Sheets* (one set for each student)
 - *Chicago Events and Places*
 - *Chicago Primary Sources*
- *My Chicago Historical Society Field Trip Memories* (one set for each student)
- Brochures from the Chicago Historical Society; pick-up during your visit (optional)
- pencils
- clipboards
- scissors (optional)
- glue (optional)
- crayons, markers, or colored pencils



Chicago Events and Places

Draw or describe an artifact that tells you more about Chicago's events and places.

Fort Dearborn/American Indians

A large, empty rectangular box with a thin blue border, intended for a student to draw or describe an artifact related to Fort Dearborn or American Indians.

Great Chicago Fire

A large, empty rectangular box with a thin blue border, intended for a student to draw or describe an artifact related to the Great Chicago Fire.



Chicago Events and Places

Draw or describe an artifact that tells you more about
Chicago's events and places.

**World's Fairs: 1893 World's Columbian Exposition and
1933 A Century of Progress International Exposition**

Chicago River

Neighborhood Life



Chicago Primary Sources

Draw or describe an artifact that tells you about each category below.
Circle “past” or “present” to indicate the time period of your artifact.

Transportation

past or present

(how people and goods move from place to place)

Clothing

past or present

Photograph

past or present

(a picture taken by a camera)



Chicago Primary Sources

Draw or describe an artifact that tells you about each category below.

Circle “past” or “present” to indicate the time period of your artifact.

Map

past

or

present

Handwritten or

printed document

past

or

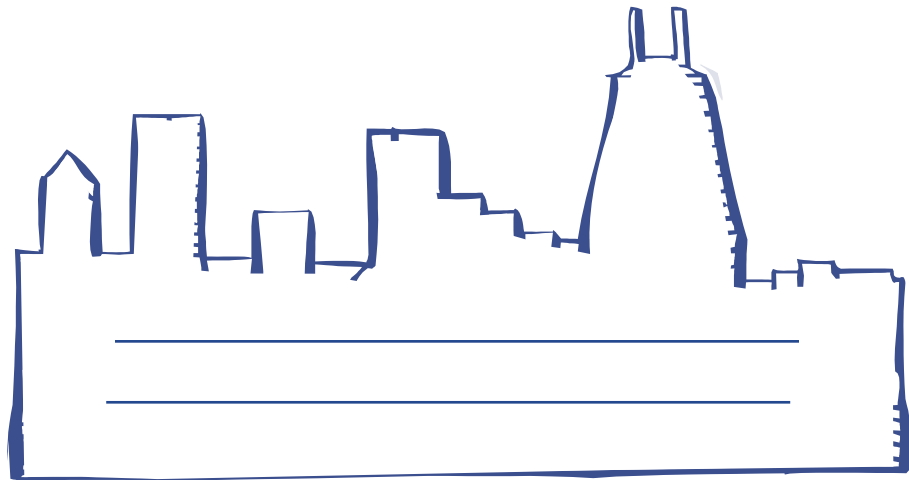
present



My Chicago Historical Society Field Trip Memories

Look at the activity sheets you completed during your visit to the Chicago Historical Society, talk with your friends, then complete the page below by describing your field-trip memories in words and pictures.

Did you know that Chicago...



My Favorite Artifact





My Chicago Historical Society Field Trip Memories

One new thing I learned...

I want to find out more about...



My Chicago Historical Society Field Trip Memories

Top Five List of Reasons why visiting the
Chicago Historical Society is fun!

1. _____
2. _____
3. _____
4. _____
5. _____

My favorite Field Trip Memory...



Complete your *My Chicago* scrapbook in style! Glue a photograph onto the space below, or draw your favorite *My Chicago* memory. Invite your friends to sign this last page of your scrapbook!



From my friends...



Notes

My Chicago

Feedback Survey

Please help us make *My Chicago* better by letting us know how you used the program and what you thought of it. After you've finished using the *My Chicago After-School Activity Guide* with your students, please fill out this short survey and return it to the Chicago Historical Society. We'll take your comments and experiences into account when we develop new classroom tools for programs like yours.

First, a little about you:

1. Are you a: ☐ Classroom Teacher —> Which grade? _____
 ☐ Other: (Please tell us) _____
2. Where did you use the *My Chicago After-School Activity Guide*?
 ☐ After-school program at a school
 ☐ After-school program someplace other than a school
 ☐ Classroom during regular school hours
3. Is your program: ☐ In Chicago ☐ In the suburbs

How did you use *My Chicago*?

4. How old were the children who did the *My Chicago* activities? (check all that apply)
 ☐ 6–7 years old ☐ 8–9 years old ☐ 10–12 years old
5. Here is a list of the ten topics in the *My Chicago After-School Activity Guide*. Please check each topic that you used with your students.

<input type="checkbox"/> Chicago Flag	<input type="checkbox"/> Fort Dearborn
<input type="checkbox"/> The Great Chicago Fire	<input type="checkbox"/> Chicago's World's Fairs
<input type="checkbox"/> Chicago River	<input type="checkbox"/> Chicago Landmarks Game
<input type="checkbox"/> Neighborhood Story	<input type="checkbox"/> <i>My Chicago</i> Poetry
<input type="checkbox"/> Picture That: Shopping in the Neighborhood	<input type="checkbox"/> <i>My Chicago</i> Field Trip
6. How would you rate the *My Chicago After-School Activity Guide*? Please select one rating for each aspect of the format.

	<u>Excellent</u>	<u>Okay</u>	<u>Needs improvement</u>
Ease of following the format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity for practice of basic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suitability to grade level/student skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrichment of basic curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suitability for after-school programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Overall, how would you rate **your instructional experience** with the *My Chicago After-School Activity Guide*?
☐ Excellent ☐ Good ☐ Fair ☐ Poor
8. Overall, how would you rate **your students' reaction** to the *My Chicago* activities?
☐ Excellent ☐ Good ☐ Fair ☐ Poor

[illegible]

If yes, please provide contact information:

Phone _____ Fax _____ E-Mail _____

My Chicago Survey • Chicago Historical Society • Clark Street at North Avenue • Chicago, IL 60614
or Fax to: 312-266-2077