

# Trading Mystery

## Lesson 5: Travel Brochure, Puppet Theater, or Diary Entry (Part 2)

### Essential Questions

How did Chicago become a city? What drew people to early Chicago? How did people experience and contribute to Chicago's growth during the Fort Dearborn era and the 1890s? Why is it valuable for people to make a record of their experiences?

### Desired Understandings

Students will understand that the area known today as Chicago evolved over centuries from a lively wilderness to a busy metropolis and that many different people and groups have worked to establish Chicago as a city. They will understand that "witnesses to history" can help all people discover the past through the artifacts they collect and the stories they tell.

### Knowledge

Students will know key historical events in the evolution of Chicago, with a focus on the fur trade and Fort Dearborn. They will recognize important figures who impacted the early development of the city, including Jean Baptiste Pointe DuSable and the Potawatomic chief Me-Te-A.

### Skills

Students will be able to use collective and independent research skills to uncover information about life in Chicago in the fur trade era. They will be able to compare and contrast the different historical perspectives of people and groups who laid claim to Chicago and express their findings verbally, in drawings, and in writing. Students will be able to listen and speak effectively during project presentations.

### 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, assess, 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

By revising and presenting a creative project that involves writing, artwork and/or theater, students will demonstrate their newfound knowledge of early Chicago and the fur trade. The story elements of setting and flashback are addressed. This lesson was researched and written by Natalie Phillips.



## Activity

Students will meet with the instructor in small groups in order to revise or edit their final projects, begun in Lesson 4. Meanwhile, remaining students should begin working on the artistic component of their final project OR present their puppet theater performances to the class.

### **Travel Brochure Part 2**

Students should be prepared to revise and edit their writing in accordance with the classroom policy for publishing work. While you work with individual students or small student groups, have the remaining students begin their brochure illustrations using white or manila paper, oil pastels, crayons, colored pencils, and other available resources. Depending on classroom protocol, selected students may either begin presenting their work OR published work can be displayed on a bulletin board to be viewed by others OR student work can be collected and displayed in a large binder.

### **Puppet Theater Part 2**

Students should be ready to perform their plays. Allow students to engage in five minutes of careful conference and then begin performances.

### **Diary Entry Part 2**

Students should be prepared to revise and edit their writing in accordance with the classroom policy for publishing work. While you work with individual students or small student groups, have the remaining students create a portrait of Uncle Boots and his life at Fort Dearborn using oil pastels, crayons, colored pencils, and other available resources. To increase the feeling of authenticity, you may want to have children work on the inside of a brown paper bag in order to make a rough canvas. Otherwise, students can use standard manila or white paper. Depending on classroom protocol, selected students may either begin presenting their work OR published work can be displayed on a bulletin board to be viewed by others OR student work can be collected and displayed in a large binder.

### **Lesson 5 Home Connection**

Have students record what they have learned on their KWL charts.

## Materials & Resources

- **Markers, crayons, colored pencils, oil pastels, and brown paper bags** (depending on project)

## Instructional Notes

Rubrics for all three projects are included at the end of the lesson.

## Extension Activities

Read the inventory of the time capsule designed by the students for the present day and the 1890s.

Listen to the story audio. <http://www.chicagohistory.org/greatchicagostories/site/storyaudio/index.html?story=2>

## Rubric: Travel Brochure

	Illustration	Ideas/Content	Organization	Sentence Fluency	Word Choice	Conventions
4 pts.	Work was a masterpiece! The viewer felt like he/she was transported back in time. The pictures featured many clear details, and all images were colored completely.	Work was well done! There were at least four pieces of quality information about life at Fort Dearborn mentioned for every subtitle.	This work was presented in a way that was neat, complete, and easily understood by the reader. Paragraphs were easy to pick out, and information was given on all the subtitles.	Great work! Each sentence sounded a bit different and the writer used a variety of transition words within the paragraphs.	You used wonderful word choices. In addition to using interesting and mature words, the writer also took time to apply the new words studied within the narrative.	Excellent work! This writing contained one or no spelling and/or grammar mistakes.
3 pts.	Drawings were good. The viewer could tell that the images were of Fort Dearborn and its inhabitants, although some of the details may not have been appropriate for the time frame. All work was colored.	Work was good. The author included at least three historical details for every subtitle.	Although work could have been a little neater, the reader can see the start of some paragraphs. Next time, the writer should remember to indent or separate their thoughts into subtitles.	The writer definitely tried to make sentences sound interesting. Some sentences started in the same way, but this did not discourage the reader. Also, one or two transition words were used.	The word selection was interesting and clear. You may have even applied one of the new words learned within the narrative.	Good work! The writer took care to spell most words correctly and apply proper punctuation. This work contained two or fewer mistakes.
2 pts.	The drawing was fair. Review the work. Were all images clear? Was all the work colored? Did all of these items belong in the early 1800s?	The writing was fair. There were only one or two pieces of historical information included for every subtitle.	The writer needs help either in making his/her work neater or in placing the ideas into a logical order. The reader had difficulty understanding the work.	Many of the sentences started in the same manner. Also, the writer did not use any transition words.	Word choice was fair. One or two interesting words were used, but most choices were basic and bland. Also, you did not apply any of the new words learned within the story.	Be careful! There were several spelling and grammar errors here. The reader circled three or more mistakes.
1 pt.	Work was uncolored, historically inaccurate, or simply incomplete. Please go back to the drawing board.	The work was poor. The author did not give information about one or more of the suggested subtitles, or there was not enough information to support some of the subtitles.	Work was sloppy, and the reader was unable to understand where one set of ideas ended and another began. Work was not ordered by the subtitles.	All of the sentences began in the same way, or sentences were not complete. There were no transition words used.	Word choices were largely unclear. Either the work was incomplete, or most words were used incorrectly.	In this case, the reader doubts that the writer edited the work. There were too many mistakes. The author needs to go back and correct this writing.

If one of the criterion columns does not apply to your class, please feel free to write "Not Used" at the top of the column before grading students according to the rubric.

## Rubric: Puppet Theater

	Art Work/ Costume	Historical Fact	Organization	Voice	Presentation
<b>4 pts.</b>	Student dressed or modeled puppet in the style of someone who lived in the 1820s. There were many thoughtful touches included in appearance.	The play included at least four pieces of historical information about the time in which Uncle Boots lived.	The script was written in a way that made sense. Characters had lines that were thoughtful and informative. Overall, the writing seemed to explain what a typical day in the life of Uncle Boots might have been like.	The character spoke in way that made the audience think he/she had really come from the 1820s. The tone and expressions sounded real and authentic.	The student spoke loudly and clearly. The actor seemed to be comfortable with his/her lines and even used body language when and where appropriate. The student respected the other performers on stage.
<b>3 pts.</b>	Though the puppet or the performer did not incorporate many details into their final appearance, the audience was able to tell which time period the person came from.	The play included at least three pieces of historical information about the time in which Uncle Boots lived.	Though the script had some lines that seemed out of place for the time or were unnecessary to the story, the work seemed to make sense overall. The audience could generally make sense of the tale.	Though there were some examples of modern speech, the actors made a real effort to keep the words and expressions true to the 1820s. It seemed as if the actor were indeed playing a part.	Though the student seemed a bit stiff and uncomfortable, the actor read the lines easily and pronounced the words in a clear manner. The actor was generally respectful of other people's parts and his/her own timing.
<b>2 pts.</b>	The puppet or the performer looked more like a modern day person than someone from the 1820s.	The play included at least two pieces of historical information about the time in which Uncle Boots lived.	The script was somewhat difficult to follow. Some of the information did not relate to the topic. Other lines seemed out of place or did not make sense.	There was little about the lines and the way the person spoke that linked them to the 1820s. It did not seem as if the actor were playing a part.	Many of the lines were mumbled or unclear. The student seemed uncomfortable with the roles and unsure of the timing. Because of this uncertainty, other performances were affected.
<b>1 pt.</b>	There was no puppet or the person did not participate in making any kind of a costume.	The play included only one or no pieces of historical information about the time in which Uncle Boots lived.	The script was incomplete or did not address the assigned topic. The lines were not written in a way that allowed them to be understood by the audience.	The performer used only the words and expressions of today. The tone was much too modern. In this way, the audience had a difficult time understanding the point of the performance.	Student could not be understood. Behavior and body language indicated confusion about the performance. The student was also very confused about their cues.

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## Rubric: Diary Entry

	Illustration	Ideas/Content	Organization	Sentence Fluency	Word Choice	Conventions
4 pts.	Work was a masterpiece! The viewer felt like he/she was transported back in time. The pictures featured many clear details, and all images were colored completely.	Work was well done! There were at least four pieces of quality information about life at Fort Dearborn mentioned for every subtitle.	This work was presented in a way that was neat, complete, and easily understood by the reader. Ideas were grouped together in order to make paragraphs.	Great work! Each sentence sounded a bit different and the writer used a variety of transition words within the paragraphs.	You used wonderful word choices. In addition to using interesting and mature words, the writer also took time to apply the new words studied within the narrative.	Excellent work! This writing contained one or no spelling and/or grammar mistakes.
3 pts.	Drawings were good. The viewer could tell that the images were of Fort Dearborn and its inhabitants, although some of the details may not have been appropriate for the time frame. All work was colored.	Work was good. The author included at least three historical details for every subtitle.	Although work could have been a little neater, the reader can make sense of the details and see how they relate to Uncle Boots's life. Next time, paragraphs should be used in order to organize common ideas.	The writer definitely tried to make sentences sound interesting. Some sentences started in the same way, but this did not discourage the reader. Also, one or two transition words were used.	The word selection was interesting and clear. You may have even applied one of the new words learned within the narrative.	Good work! The writer took care to spell most words correctly and apply proper punctuation. This work contained two or fewer mistakes.
2 pts.	The drawing was fair. Review the work. Were all images clear? Was all the work colored? Did all of these items belong in the early 1800s?	The writing was fair. There were only one or two pieces of historical information included for every subtitle.	The writer needs help either in making his/her work neater or in placing the ideas into a logical order. The reader had difficulty understanding the work.	Many of the sentences started in the same manner. Also, the writer did not use any transition words.	Word choice was fair. One or two interesting words were used, but most choices were basic and bland. Also, you did not apply any of the new words learned within the story.	Be careful! There were several spelling and grammar errors here. The reader circled three or more mistakes.
1 pt.	Work was uncolored, historically inaccurate, or simply incomplete. Please go back to the drawing board.	The work was poor. The author did not give information about one or more of the suggested subtitles, or there was not enough information to support some of the subtitles.	Work was sloppy, and the reader was unable to understand how the details were ordered.	All of the sentences began in the same way, or sentences were not complete. There were no transition words used.	Word choices were largely unclear. Either the work was incomplete or most words were used incorrectly.	In this case, the reader doubts that the writer edited the work. There were too many mistakes. The author needs to go back and correct this writing.

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