

# Hot Dog!

## Lesson 1: Tactile Shopping Bag

### Focus Questions

How did the Maxwell Street Market (and places like it) help to define the character of Chicago? What history did the Maxwell Street Market leave behind?

### Core Understandings

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

### Knowledge

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

### Skills

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

### Common Core ELA Standards

CCSSR1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### ISBE Social Science Standards

Goal 15: Understand economic systems, with an emphasis on the US.

Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the US, and other nations.

Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the US.

Goal 18: Understand social systems, with an emphasis on the US.

### In This Lesson

By engaging students with a tactile “shopping” bag and a focused conversation to build knowledge of story setting and time period, students will learn about the history of the Maxwell Street Market and the meatpacking industry in Chicago. The story element of setting is addressed in detail. This lesson was researched and written by Amy E. Andrews.



## Activity

Before the lesson begins, fill a plain paper shopping bag with items that commonly could be found at the Maxwell Street Market, e.g. shoes, hubcaps, watches, sunglasses, a tambourine, a harmonica, socks, food (plastic toy foods would work well). Take the items out of the bag one by one and ask students what they might have in common.

After students share ideas, ask them if anyone has ever heard of the Maxwell Street Market or another open-air/flea market. Brainstorm prior knowledge of the Maxwell Street Market or other open-air markets.

Next read the background information about Maxwell Street on the Great Chicago Stories website, pausing at times for students to jot notes, write questions, and make personal connections. <http://www.chicagohistory.org/greatchicagostories/culture/background.php>

You may also wish to explore with students the “Maxwell Street” tab of the *Hot Dog!* map interactive. <http://www.chicagohistory.org/greatchicagostories/site/storymap/index.html?story=4>

Follow up with a “focused conversation” to build knowledge of setting and time period (see teacher supplement on page 5). Try to make sure that every student participates in the discussion. Even reluctant children will often respond to the objective-level questions.

Finally, make a class list or web (on chart paper) of sensory images and also note themes that may have come up during conversation (to be used in Lessons 4 and 5).

## Materials & Resources

- **Tactile shopping bag** (See instructions on page 2.)
- **Printouts of Maxwell Street from the *Hot Dog!* artifact image set** (optional):  
[http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts\\_hotdog.pdf](http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts_hotdog.pdf)
- **Computer access for students in the classroom** (optional)
- **Chart paper** (optional)
- **Book:** *Images of America: Chicago's Maxwell Street* by Lori Grove and Laura Kamedulski (optional)
- **Videos:** *Maxwell Street: A Living Memory* and *The Jewish Experience in Chicago*, available at the Chicago History Museum store or on loan from Chicago Public Library (optional)

## Instructional Notes

Get students thinking about the essential question “What history did the Maxwell Street Market leave behind?” You might want to post it up on a sentence strip for the duration of the unit, so you can continually refer back to it.

## Extension Activities

Explore non-fiction books that contain information about Maxwell Street and continue to familiarize students with this setting.

Before the focused conversation, have students answer this question in their journals: “Why and how do you think the hot dog is an important part of Chicago’s history?”

View *Maxwell Street, A Living Memory* video (listed under Materials & Resources).

Note: This video can also be viewed later in the unit, and original “focused conversation” questions can be revisited.

## Teacher Supplement: Focused Conversation Questions

Begin your focused conversation with an introduction such as “We have just read some information about the history of the Maxwell Street Market, which is the setting for the *Hot Dog!* story we will be reading next. Let’s take a few minutes to talk about what we have learned.”

### Objective-Level Questions

1. What did you see? Hear? Feel? Taste? Smell? (As students respond, make a list of their sensory images on chart paper; you might want to list them by category or create a web.)
2. What objects or photographs grabbed your attention?
3. If you lived back at that time, what might you have heard people say?

### Reflective/Emotional Response-Level Questions

4. What were you feeling when I read to you about the Maxwell Street Market?
5. What did you feel when you looked at the photographs of the people there?

### Interpretive-Level Questions

6. Is the Maxwell Street Market important to Chicago’s history? In what ways?
7. Is the Maxwell Street Market important to us? How and why do you think so?

### Decisional-Level Questions

8. What do you think about the city of Chicago’s decision to close and relocate the market in 1994?
9. How do you think this decision affected the people who frequented the market?
10. What would you have done if you had been one of these people?

Method suggested by Laura Spencer in her 1989 book, *Winning through Participation*.