

Hot Dog!

Lesson 2: History Detective

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? What history did the Union Stockyards leave behind? How did the meatpacking industry change Chicago economically and socially?

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 the role of blues music. They will know the impact of the Maxwell Street Market (and its closing) on various Chicagoans' lives and how people of different cultures and backgrounds have effected the growth and development of the city.

Skills

Students will be able to use various research tools/avenues to explore different historical perspectives. 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.
CCSSW7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

This lesson explores Maxwell Street locations then and now, introduces the concept of change over time, and challenges students to make predictions. Story elements of opening and obstacles/problems are addressed. Note: This lesson was designed as a two-day activity but may be altered at will (see Lesson 3). Researched and written by Amy E. Andrews.



Activity

Begin by introducing or revisiting the “Maxwell Street” tab of the *Hot Dog!* map interactive to familiarize students with Maxwell Street locations and begin to establish the idea of change over time. <http://www.chicagohistory.org/greatchicagostories/site/storymap/index.html?story=4>

Read chapters one and two of the *Hot Dog!* narrative aloud to the class. http://www.chicagohistory.org/greatchicagostories/pdf/story/Hot_Dog_by_Kris_Nesbitt.pdf
Alternatively, you may want to play the story audio for the class. <http://www.chicagohistory.org/greatchicagostories/site/storyaudio/index.html?story=4>

Next pose a question for prediction such as “What do you think Allan will do next?”
Provide some think time prior to group discussion.

Lesson 2 Home Connection

Just as the vendor proposed to Allan, challenge your students to find out as much as they can (before the next lesson) about the importance of the hot dog to Chicago and its history. Ask students to create an organized list of reasons based on their research. Let them know they will be sharing their lists with their classmates and referring back to them throughout the unit. Depending on your resources, consider offering students some type of reward for their research as the vendor in the story did.

Materials & Resources

- **Computer access for students in the classroom**
- ***Hot Dog!* narrative:**
http://www.chicagohistory.org/greatchicagostories/pdf/story/Hot_Dog_by_Kris_Nesbitt.pdf

Instructional Notes

You might consider giving the students two or three days to complete this assignment, if time allows.

The level of guidance with the Home Connection will depend on the needs of your group; you may need to guide their thinking. For example, ask them a question such as “Where do you think the hot dog came from?” Remind them that the story took place in 1955 and their job is to learn about places and people that are part of Chicago’s past. You might ask them how they will conduct their research and give them suggestions.

Extension Activities

Perform a character study. List individual characters on a chart and identify their specific contributions to the story. Evaluate each character’s significance and rank them in order of their importance to the story (based on your students’ opinions).