

# Hot Dog!

## Lesson 3: History Detective (Part 2)

### 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 dramatic tension and resolution are addressed. Note: This lesson was designed as a two-day activity but may be altered at will (see Lesson 2).

Researched and written by Amy E. Andrews.



## Activity

Begin by reading chapters three, four, and five of the *Hot Dog!* narrative aloud to the class.

[http://www.chicagohistory.org/greatchicagostories/pdf/story/Hot\\_Dog\\_by\\_Kris\\_Nesbitt.pdf](http://www.chicagohistory.org/greatchicagostories/pdf/story/Hot_Dog_by_Kris_Nesbitt.pdf) Alternatively, you may want to play the story audio for the class.

<http://www.chicagohistory.org/greatchicagostories/site/storyaudio/index.html?story=4>

As you read the story, you may wish to hold up printouts of the artifact images that accompany the *Hot Dog!* narrative to help students connect primary source materials to the text.

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

Next, have students share the information they discovered from the Lesson 2 Home Connection.

Finally, have students begin to work in partners to compile information about the history of the Chicago hot dog, using their lists, information from the narrative, and any other relevant resources. Let them know that during the next session, they will make a web of the information they have compiled to tell the “story” of the Chicago hot dog’s history.

## Materials & Resources

- **Computer access for students in the classroom**
- ***Hot Dog!* narrative:**  
[http://www.chicagohistory.org/greatchicagostories/pdf/story/Hot\\_Dog\\_by\\_Kris\\_Nesbitt.pdf](http://www.chicagohistory.org/greatchicagostories/pdf/story/Hot_Dog_by_Kris_Nesbitt.pdf)
- ***Encyclopedia of Chicago* website** (optional):  
<http://encyclopedia.chicagohistory.org>

## Instructional Notes

To follow up the Lesson 2 Home Connection, you might consider talking to students about both the advantages and challenges of using oral histories as a research tool. You can use this conversation as an opportunity to “debrief” the Home Connection activity.

Decide in advance how elaborate you would like the web to be. Remember the objective is to have students better understand change over time and how events connect together.

## Extension Activities

Journal writing: Have students think and write about a time that they did something that was “out of your comfort zone.”