

INTERACTIVE MAP LESSON:

DEVELOPMENT OF A MODERN CITY

RECOMMENDED TIME

90 minutes

OBJECTIVES

After completing this lesson, students should be able to:

- Discuss the elements necessary for Chicago to develop into a modern city.
- Identify the main problems that arose as a result of Chicago's development.
- Explain how Chicago solved some of these problems.

LEARNING CONNECTIONS

- **Learning Styles:** linguistic, logical-mathematical, visual-spatial
- **Skills Mastery:** solving problems, understanding cause and effect

RESOURCE

- **Interactive Map:** [Development of a Modern City](#)

CONTEXT

Many cities in the northern United States began to industrialize and grow during the late 1800s. The cities that grew most quickly were those that had easy access to rail and/or water routes to other cities. Transportation was the key to economic prosperity because it allowed merchants, artisans, farmers, and manufacturers to ship and receive goods more easily from other areas. Rapid growth caused many problems, however. Thousands of people moved to the cities to find jobs in the factories that were springing up, and urban populations exploded. Public health suffered, and frequently housing and transportation could not keep up with growing populations. One U.S. city that experienced such growth and the problems that came with it was Chicago, Illinois.

Developing Economic and Sociopolitical Literacy. In this lesson, students will learn about the elements Chicago needed to develop into a modern city, the main problems that arose as a result of Chicago's development, and how Chicago solved some of these problems.

OPEN

1. Present the information from the Context section to students in the form of a brief lecture. Tell students that they will be learning some of about the elements necessary for Chicago to develop into a modern city, the main problems that arose as a result of Chicago's development, and how Chicago solved some of these problems.

TEACH

2. Have students explore the Development of a Modern City Interactive Map on a computer. Students may work individually or in small groups, depending on the number of computers available.
3. Have students complete the online review at the end of the interactive map. Check their scores to confirm their overall understanding of the material presented in the interactive map activity. If time permits, allow students who received low scores on the review to explore the interactive map further. Encourage them to take notes on the electronic notepad that is available to them throughout the activity.

If many students in the class experience difficulty with the interactive map activity and review, you may wish to have them complete one or more of the optional activities below to ensure mastery of the learning objectives.

CLOSE

4. **Understanding Cause and Effect.** Ask the class to consider what elements were necessary for Chicago to develop into a modern city. Have students list elements mentioned in the interactive map activity that they think were necessary for Chicago's development. Write these elements on the chalkboard. (Students may say that railroads to both the East Coast and the West Coast were essential to Chicago's development. They may also mention easy shipping access. Accept any reasonable answer.) Ask students if they think these elements are essential to the growth of any city.

OPTIONS

- **Solving Problems.** Have students refer back to their notebook answers to the four questions in the interactive map activity concerning how they would solve the problems that Chicago faced during the mid- to late 1800s:

How would you solve the problem of hazardous housing?

How would you solve the problem of street drainage?

How would you solve the problem of disappearing open space?

How would you solve the problem of impure water?

Have them develop one of their answers into a proposal to Chicago's city leaders of the time. Their proposals should define the problem and offer a feasible solution. To assess students' work or to guide students, use the [Solving Problems Rubric](#).

- **Making Comparisons.** Organize the class into five groups. Have each group create a scrapbook that chronicles Chicago's growth during the mid- to late 1800s. Encourage them to create illustrations, newspaper clippings, graphs, charts, and other items to illuminate the reasons for and problems involved in Chicago's development into a modern city. To assess students' work or to guide students, use the [Scrapbooks Rubric](#).