

# Angelo's Saturdays

## Lesson 1: Angelo's Three Worlds

### Focus Questions

What was life like on the Near West Side in the 1890s? What was life like on Prairie Avenue in the 1890s? How was life different for 1890s Chicagoans depending on the neighborhood they lived in? What was life like in Sicily, Italy, in the 1890s?

### Core Understandings

Students will understand that in 1890s Chicago, the Near West Side was crowded with tenements mostly inhabited by new immigrants, while the Prairie Avenue neighborhood was populated by the wealthy and privileged. They will understand that living conditions, infrastructure, and educational opportunities were vastly unequal in the two neighborhoods.

### Knowledge

Students will know the locations, key features, and living conditions of the Near West Side and Prairie Avenue neighborhoods in the 1890s. They will know the two neighborhoods were interdependent yet separate and unequal. They will know that new immigrants faced conflicting emotions about leaving their homelands behind.

### Skills

Students will use their observation and language arts skills to analyze and compare primary source materials. They will use their writing skills to summarize their interpretations.

### 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.

CCSSW2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### ISBE Social Studies 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 United States.

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

### In This Lesson

By comparing and contrasting 1890s-era photographs of two vastly different Chicago neighborhoods, students will explore the lifestyle gap that existed between immigrants on the Near West Side and the wealthy business titans of Prairie Avenue. The story elements of setting and opening are addressed. This lesson was researched and written by Aggie Nowak.



## Activity

Note: this lesson requires computer access for students in the classroom or use of your school's computer lab. See Instructional Notes for alternative suggestions if you do not have computer access at your school.

Begin by distributing copies of the image analysis worksheet (at end of this lesson) as well as copies of the *Angelo's Saturdays* narrative. [http://www.chicagohistory.org/greatchicagostories/pdf/story/Angelos\\_Saturdays\\_%20by\\_Katherine\\_San\\_Fratello.pdf](http://www.chicagohistory.org/greatchicagostories/pdf/story/Angelos_Saturdays_%20by_Katherine_San_Fratello.pdf)

Access the interactive history map for Angelo's Saturdays on the *Great Chicago Stories* website and then click the "Angelo's Neighborhood" tab. <http://www.chicagohistory.org/greatchicagostories/site/storymap/index.html?story=7>

Explain to students that they will be examining 1890s-era images of Chicago's Near West Side, the setting for the story they will be reading. Direct students' attention to three to four images you think they will find particularly compelling, one photo at a time. Ask students to write down their observations about each image in the top-left section of the worksheet. After looking at all the images, conduct a brief discussion of students' impressions.

Stimulate discussion by asking questions such as:

- 1) Who do you think lived in this neighborhood?
- 2) What do you think everyday life was like there?
- 3) Would you want to live in this neighborhood? Why or why not?
- 4) Do you think the images represent what life was like for all Chicagoans in the 1890s?

Continue by showing students the geographical proximity of the Near West Side and Prairie Avenue by clicking back and forth between the "Angelo's Neighborhood" and "Prairie Avenue" tabs on the interactive history map.

## Activity (continued)

Next, continue the image-analysis activity by repeating the same exercise with three to four compelling images from the “Prairie Avenue” tab. In a short discussion, help students see that while the rich and the poor were separated by mere blocks, they were worlds apart in their life experiences.

Tell students that they will now get an insight into what life might have been like for a child living on the Near West Side by hearing the opening portion of the story *Angelo's Saturdays*. Read the first three chapters of the narrative aloud, stopping with Vito's exclamation, “That's O.K., but it won't get you far on Prairie Avenue!” (page 5). Alternatively, you may wish to play the story audio for the class. <http://www.chicagohistory.org/greatchicagostories/site/storyaudio/index.html?story=7>

As students listen, ask them to fill in the “information from the story” sections of the worksheet for the Near West Side, Prairie Avenue, and Angelo's hometown of Vallelunga in Sicily, Italy. When the reading is complete, briefly review what students have added to their notes regarding these locales.

### Lesson 1 Home Connection

- 1) Assign students to write a paragraph about life on the Near West Side and a paragraph about life on Prairie Avenue using the information they gathered in class.
- 2) Students should then write a paragraph about Angelo's homeland. Students should find a picture of Vallelunga, Sicily, (online or in a book) to bring in, or they can make their own drawing.
- 3) Finally, students should prepare for Lesson 2 by reviewing what the five major characters in the story (grandfather, mother, father, Vito, and Angelo himself) think about Angelo, his life, and his future prospects.

## Materials & Resources

- **Printouts of the *Angelo's Saturdays* narrative:**  
[http://www.chicagohistory.org/greatchicagostories/pdf/story/Angelos\\_Saturdays\\_%20by\\_Katherine\\_San\\_Fratello.pdf](http://www.chicagohistory.org/greatchicagostories/pdf/story/Angelos_Saturdays_%20by_Katherine_San_Fratello.pdf)
- **Printouts of the image-analysis handout** (at end of lesson)
- **Computer access in the classroom or the computer lab**

## Instructional Notes

These activities have been planned for a 45-minute class period but may be adjusted according to your own scheduling needs.

If you do not have computer access in the classroom or computer lab, substitute selected images from the *Angelo's Saturdays* artifact set and have students interact with photocopies in small groups. [http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts\\_angelo.pdf](http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts_angelo.pdf)

If you want or need more time for some of the in-class activities described, you can have students complete some or all of the reading as a Home Connection. In this case, I would suggest you follow up the next day with a bell-ringer quiz to ensure completion of the reading assignment as well as student comprehension of the story.

## Extension Activities

Have students explore the “The Worlds of Prairie Avenue” in the *Electronic Encyclopedia of Chicago*. <http://www.encyclopedia.chicagohistory.org/pages/10432.html>

Students could also examine the lives of the McCormicks, Palmers, and Fields (all mentioned in the story) to see how these Chicago business leaders gained their wealth and what drew them to live on Prairie Avenue.

## Worksheet: Angelo's Three Worlds

Name: \_\_\_\_\_

The World of the Near West Side

Information from the photographs:

Information from the story:

The World of Prairie Avenue

Information from the photographs:

Information from the story:

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The World of Sicily, Italy

Information from the story: