

Saint Patrick High School

History of Chicago Curriculum Guide

Department:	Social Studies	Grade and Level:	Junior-Senior Elective
Class:	History of Chicago	Term (Semester or Year):	Semester

Required Text:	• <i>City of Big Shoulders: A History of Chicago</i>
Additional Resources (i.e. texts, materials, apps, etc.):	<u>iPad Apps</u> <ul style="list-style-type: none">• Good Reader• NearPod• Pages• Showbie• Chicago Tribune• Chicago Sun-Times• Paper Desk• Youtube <u>Other</u> <ul style="list-style-type: none">• PBS - Chicago City of the Century Website• PBS - Chicago City of the Century DVD Series• Encyclopedia of Chicago website• Chicago History Museum website

Course Description

Beginning with a study of Chicago's strategic geographic setting, this course will trace the remarkable growth of the city from the days of frontier settlement to today's metropolitan center. Key events and patterns in the city's history will be emphasized. Finally, attention will be given to the present status of Chicago as a political, cultural, and economic center. In addition to these studies we will strive to develop the skills necessary to be successful historians and students. These skills will help develop a basic understanding of events that shape the historical record. Some of these skills include: note taking, document/primary source analysis, critical thinking, academic writing, team/group work, technology use, research, class discussions, debate and presentation.

Academic Standards Addressed (CCSS or equivalent):

- *CCSS.ELA-Literacy.RH.9-10.1*: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- *CCSS.ELA-Literacy.RH.9-10.2*: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.
- *CCSS.ELA-Literacy.RH.9-10.3*: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- *CCSS-ELA-Literacy.RH.9-10.4*: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- *CCSS-ELA-Literacy.RH.9-10.5*: Analyze how a text uses structure to emphasize key points or advance an explanation of analysis.
- *CCSS.ELA-Literacy.RH.9-10.6*: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- *CCSS.ELA-Literacy.RH.9-10.7*: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- *CCSS.ELA-Literacy.RH.9-10.8*: Assess the extent to which reasoning and evidence in a text support the author's claims.

- *CCSS.ELA-Literacy.RH.9-10.9*: Compare and contrast treatments of the same topic in several primary and secondary sources.

Unit Themes (Table of Contents)

Theme 1:	Unit I - Intro to Chicago History
Theme 2:	Unit II - Chicago Grows
Theme 3:	Unit III - Chicago in Chaos
Theme 4:	Unit IV - Immigration and the Progressive Era
Theme 5:	Unit V - 20th Century Chicago

Agreed Upon Assessments

Forms of assessments may include but are not limited to....

- Objective tests
- Field Trip Based Projects
- Essays/Reflective Journals
- Lectures/Discussions
- Group Projects
- Presentations
- Research Papers/Projects
- Homework Assignments
- Primary Source Document Analysis
- Supplemental Readings

Research and Writing Expectations

The History of Chicago course will incorporate research and writing curricular components that will be developed by the Social Studies Department. This includes but is not limited to an original research project, ancestor interview project, reflective journaling, extended response unit essays, and final exam essay questions.

Unit:	Introduction to Chicago History	Duration:	9 days
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Essential Questions:

- What is history?
- Why is it important to study history?
- What skills and knowledge can one acquire through the study of history?
- What was Chicago like before European settlement?
- Why was Chicago an attractive location for European settlement?
- What obstacles had to be overcome in order for the settlement of Chicago to be a success?
- What combination of factors led to Chicago's growth from frontier town to a city?

Affirmation Statements:

Students will be able to...:

- Discuss what the study of history entails and the processes of discovering it.
- Articulate the skills and knowledge they acquire through the study of history.
- Explore multiple perspectives through the study of history.
- Explain what Chicago was like before European settlement
- Analyze why the geographic location of Chicago was an attractive location for settlement
- Report the obstacles that early Chicagoans faced as well as appraise the effectiveness of their solutions
- Explain the combination of events and factors that led to Chicago's growth from a frontier settlement to a city.

Common Assessments:

- Intro Unit Pre-Assessment
- Why Study History? Writing Prompt
- In-class critical thinking questions
- Unit I Notes
- Chapter I Quiz
- Chapter II Quiz
- Chapter III Quiz
- Intro Unit Essay Assessment

Unit:	Chicago Grows	Duration:	18 days
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Essential Questions:

- What motivated the first wave of immigrants to come to Chicago and impact did they have on the social climate of the city?
- What impact did the growth of industry have on Chicago?
- Which industries were most influential in transforming Chicago into a metropolis?
- Who were some of Chicago's most influential early innovators?
- How did Chicago's meteoric growth impact the physical landscape of the city?

Affirmation Statements:

Students will be able to...:

- Explain the causes for early immigration to Chicago as well as analyze the effects this had on the social climate of the city.
- Assess the impact industrial growth had on the city as well as determine which were most influential in transforming Chicago into a metropolis
- Hypothesize and then conclude how incredibly fast and unregulated growth affected the city both physically and socially.

Common Assessments:

- Chapter 4 Quiz
- Chapter 5 Quiz
- Consequences of Industrial Growth Pre-Assessment Writing
- Pullman Perspective Writing
- Chapter notes
- Unit Essay Assessment

Unit:	Chicago in Chaos	Duration:	22 days
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Essential Questions:

- Why was the Chicago Fire of 1871 so destructive and what were the short-term and long-term effects?
- What were the underlying causes of the Haymarket Affair?
- Why is the Columbian Exposition remembered as one of the city's greatest achievements?
- What was the Black Sox Scandal and who was to blame?

Affirmation Statements:

Students will be able to...:

- explain the combination of events and factors that led to the Great Chicago Fire being so destructive as well as analyze the short-term and long-term effects in comparison with other U.S. natural disasters.
- explain the conflict of capital vs. labor as it related to the Haymarket Affair
- compare the achievements of the Columbian Exposition with those of other fairs and eras
- Explain the causes of the Black Sox Scandal as well as judge who was to blame

Common Assessments:

- Haymarket RAFT Writing Assignment
- Black Sox Writing Assignment
- Chicago Fire vs. Hurricane Katrina Research Project
- Unit Notes
- Ch. 6 Quiz
- Unit Essay Exam

Unit:	Immigration and the Progressive Era	Duration:	14 days
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Essential Questions:

- What were the causes and consequences of mass European migration to Chicago?
- Which groups came to Chicago, what was their experience, and how did they adapt to life in the city?
- Who were the Progressive Era Reformers and what did they attempt to accomplish?
- How successful were urban reforms and what factors might have kept them from being as successful as they could have been?

Affirmation Statements:

Students will be able to...:

- explain the push and pull factors of migration that led to a massive influx of new migrants to Chicago.
- compare and contrast the different experiences of immigrant groups in the city.
- assess both the short-term and long-term success of each group's' adaptation to life in Chicago
- explain who the Progressive Era Reformers were as well as assess the effectiveness of their reforms.
- Conclude why some reforms were more successful than others

Common Assessments:

- Personal Origins Interview Essay
- Voices of Immigrants Primary Source Analysis
- Al Capone Case Study
- Ch. 7 Quiz
- Ch. 8 Quiz
- Modern Era Reform Comparison
- Unit Notes
- Unit Essay Assessment

Unit:	20th Century Chicago	Duration:	26 days
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Essential Questions:

- What is a political machine and what impact does it have on a city?
- What was the Great Migration and what effect did it have on Chicago?
- What caused the Race Riot of 1919 and how has the city attempted to alleviate racial tension?
- What led to the creation of the “white suburbs” and the “black ghetto” in Chicago?
- What challenges does Chicago face currently and what can be done to overcome them?

Affirmation Statements:

Students will be able to...:

- explain what a political machine and its impact on a city through the analysis of mayors such as Big Bill Thompson, Anton Cermak, Richard J. Daley, and Richard M. Daley
- explain the Great Migration and its impact on the city
- analyze the Race Riot of 1919 and understand the social climate of the city through primary source analysis
- Assess the attempts to alleviate racial tension in Chicago
- Conclude the greatest challenges Chicago currently faces as well as formulate possible solutions

Common Assessments:

- Summer of 1919 Primary Source Analysis
- Racial Tension Perspective Writing
- Machine vs. Anti-Machine Campaign Speech
- Chapter Quizzes
- Unit Notes
- Final Research Project
- Unit Essay Assessment

Appendix

CCSS Resources

Common Core Website: <http://www.corestandards.org/read-the-standards/>

Common Core App:

Essential Questions

Essential Questions help structure and plan an academic unit. For information regarding developing Essential Questions, please refer to the file shared with you on Google Drive.

Affirmation Verbiage (Action Words)

Examples of Action Verbs:

Discuss, recall, state, measure, identify, collect, create, hypothesize, analyze, identify, define, describe