Part 1: Challenges and Choices

Chicago’s children need to make good choices.

How can we guide them to learn about choices—and the possibilities choices can lead to?
Challenges and Choices: A Learning Guide
CCSS Anchor Reading Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

BIG IDEAS:
It takes determination to meet a challenge.
Every choice involves a trade-off—choosing one thing means you can’t have the other.

BIG QUESTION: What challenges did people face, what choices did they make?

Literacy Activities:
Read the Chicago timeline—what kinds of progress had people made Chicago by 1840?

Read the passage Challenges that Illinois Pioneers Faced—what would you need to survive here then?

Read the picture of Chicago—what opportunities would a pioneer find here then?

Performance Assessment: Pack your wagon—choose what will you bring. Make a chart or list in which you explain why you take each item. Base your choices on information from the timeline, diary, and picture.

Expansion Activities:
• Write a letter from a Chicago pioneer in 1840.
• Illustrate the passage—Challenges that Illinois Pioneers Faced
• Figure out what an immigrant should bring to Chicago today, what opportunities and challenges will the immigrant family face?
Challenges that Illinois Pioneers Faced

CCSS Anchor Reading Standard 1. 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.

Settlers came to this area to build farms. While they found the land difficult to plant in because of the thick root system, trees were not in the way—the area was mostly a open grassland. When settlers came, they traded goods with the Potawatomi to get food and animal skins. After a time, the Potawatomi were forced to move when homesteaders took over the land. The Potawatomi asked that they could stay “on the land given to us by the great spirit,” but they could not continue to live here. By 1831, they had to move.

*Here is what one woman wrote about her trip to live in Illinois.*

I have dragged one foot after the other so long and hope for the best. Friday Eve. We commence a fourteen mile prairie after we got to Paris, Illinois, hot though it was as the sun was setting it was very good some part of the way—Many bad slews. The Doctor got stuck, twice, the oxen drew him out. The prairies look fine. Many kinds of flowers grow on them—and prairie hens live on them, one of the company shot one. Eliza looks bad but says she feels like helping me get supper. Oh, dear, I think it’s hard time.

*Saturday 15th.* Today have been traveling through prairie and timber, both, and got lost in the bargain—we took the wrong road and wallowed around the prairie grass, sometimes as high as the horses’ backs. Night came we pitched our tent after mowing the grass down and made ourselves as comfortable as could be expected amongst the mosquitoes.

*Here is what one woman’s life was like after settling.*

The woman told me that they spun and wove all the cotton and woolen garments of the family, and knit all the stockings; her husband, though not a shoe-maker by trade, made all the shoes. She made all the soap and candles they used, and prepared her sugar from the sugar-trees on their farm. All she wanted with money, she said, was to buy coffee and tea, and she could “get enough any day by sending a batch of butter and chicken to market.” They used no wheat, nor sold any of their corn, which though it appeared a very large quantity, was not more than they required to make their bread and cakes of various kinds, and to feed all their live stock during the winter.”

*Here are the problems these settlers faced each season.*

Fall—the threat of fire—the prairie grass became very dry and a spark could start a fire that would burn the prairie and their cabin
Winter—freezing cold, deep snow, people got lost in the drifts that covered trails
Spring—the prairie became swampy when the snow melted
Summer—some days were very hot and there was no shady forest to cool yourself; there were so many insects that sometimes horses died from being stung so much.

*What do you think the two women would have said to each other if they met? List the topics they would have discussed and what they would have said about each topic. You can turn it into a play!*
Chicago in 1831 (Barber)
EXPAND THINKING WITH DRAMA

ILS 1B: I can dramatize a situation. ILS 3C: I can write in a dramatic format.

This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

Story or History: __________________________________________________________

Who’s in it?

<table>
<thead>
<tr>
<th>Who</th>
<th>Characteristics</th>
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What happens?

________________________________________________________

________________________________________________________

________________________________________________________

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What is the theme or main idea of the story or history?

It could be a lesson people can learn from it.

________________________________________________________

________________________________________________________

Write the play.

Write what each person might say.
PICTURE READER
Parallels CCSS Anchor Reading Standard 1. 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.

1. What do you notice? List three things you see that are interesting to you.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. An artist uses composition to help the viewer see what is important. Composition means how the picture is laid out—what’s in the front, the middle, the back. In fact, those parts of a picture are called foreground, middle ground, and background.

• What did the artist put in the foreground?

• What do you think the artist wants us to understand because that is there?

• What did the artist put in the middle ground?

• What do you think the artist wants us to understand because that is there?

3. An artist uses a drawing or painting to help people understand an idea or theme. What do you think the idea is that the artist wants you to understand?

Why do you think that’s the artist’s idea?

Challenge! Plan a picture that you draw to show YOUR idea.
Picture Planner
Task: Communicate an idea through details organized to present a clear message.
Common Core Anchor Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What is the main idea or theme I want people to understand when they see my picture?
___________________________________________________________________

What will I show so they see what I mean? List the persons, places, or things you will put in your picture to help people comprehend your idea.

• ___________________________________________________________________
• ___________________________________________________________________
• ___________________________________________________________________
• ___________________________________________________________________
• ___________________________________________________________________

Sketch your picture here. What you emphasize with size or putting in an important place in the picture will help your viewer see what you think is important.

Title: ______________________________________________________________
Each of the items on this time line represents a change.

Each of the items also represents a choice.

Ask students to identify:

• factors that would have led to these changes;
• outcomes of these changes.

The time line is set up in sections so that students can focus on different time periods. Students also can focus on specific areas such as transportation, housing, and communication.

Students can use math skills, writing skills, and art skills to interpret and then expand on this time line.

Your students can take the time line into the future, too. They can project the choices and changes in the next decades.

This timeline includes early years of Chicago. For more decades, go to http://teacher.depaul.edu.
CHICAGO TIME LINE—1800-1824

1800  Jean Baptiste Pointe du Sable sells his property to Jean La Lime.

1803  U.S. Army builds Fort Dearborn. There are 4 cabins, 1 owned by LeMai, a trader.

1804-1806  Lewis and Clark explore the Northwest.

John Kinzie buys LeMai’s cabin to start a trading store.

1805  Charles Jouett, first lawyer, comes from Virginia to be the first Indian agent.

1806  At Kinzie’s store, butter is 50 cents a pound, flour is 10 cents a pound.

1807  Prices at Kinzie’s store: potatoes—62½ cents a bushel; corn—$1.50-$2.50 a bushel; tea—40 shillings a pound.

1812-1814  Indians burn Fort Dearborn. Alexander Robinson, a Pottawatomi, helps Kinzie family escape massacre.

1816  David McKee comes to work as a government blacksmith.

John Kinzie returns and gets involved in the fur trade.

William Cox holds the first regular school.

Fort Dearborn is rebuilt.

Treaty between the U.S., the Ottawas, Chippewas, and Pottawatomies – the U.S. gets much land, including most of what today is Chicago.

1817  Jean Baptiste Beaubien comes to Chicago from Milwaukee to work in the fur trade. Beaubien builds a “mansion”.

1818  Nathaniel Pope, congressional delegate from Illinois Territory, gets the border changed to include part of Wisconsin territory, including Chicago, before Illinois is made a state.

Illinois joins the union as a state.

1823  David McKee opens the first blacksmith shop in the area.

The armed force leaves Fort Dearborn.

1824  The Clybourne family moves to Chicago.

Workers survey five different routes for the building of a canal to link Lake Michigan and the Illinois River; the canal would make a waterway from Chicago to the Mississippi River.
CHICAGO TIME LINE—1825 - 1831

1825  John Kinzie is the first Justice of the Peace.

Alexander Wolcott and Jean Beaubien also become Justices of the Peace.

There are about 14 houses in Chicago.

1826  David McKee is the first regular mail carrier, with a route from Chicago to Niles, Michigan; Elkhart, Indiana; and Fort Wayne, Indiana once a month.

Mark Beaubien comes to Chicago from Detroit; he buys a log house from James Kinzie.

35 people vote in the first election.

1827  Clybourne builds a slaughterhouse on the North Branch of the river.

The Sauganash Hotel is built.

1828  The army force returns to the fort.

1829  James Kinzie builds the city's first tavern—Wolf Tavern.

Gurdon S. Hubbard buys two lots for $66.66.

1830  The first streets and lots are laid out.

Dr. Elijah D. Harmon comes to the area—the first pioneer doctor not attached to the fort.

1831  The population is 60. The first river bridge is built—across the South Branch where Lake and Randolph Streets are today; it cost $286.20; the Pottawatomies paid $200 of the cost of the bridge.

Sailing ships traveled from New York City to Chicago in 25 days.

Boats that came to Chicago brought passengers and goods and took back little.

A regular post office was set up; Jonathan Nash Bailey was postmaster.

Beaubien built the first frame house in Chicago: the Sauganash Hotel.

John Miller built the first tannery in Chicago.

Cook County was organized.
CHICAGO TIME LINE—1832-1834

1832  The population was 150.
      A lighthouse is built.
      Sawmills are built on Hickory Creek, including one by Gurdon Hubbard.

1833  The population is 350.
      Chicago is incorporated as a town of one square kilometer, bordered by today's Kinzie, Madison, State, and Des Plaines Streets.
      People still are killing black bears near what today is the Loop.
      Tyler Blodgett opens a brickyard on the North Side near the river.
      George Dole makes the first shipment of beef to the East—in barrels—he ships 287 barrels of beef, 14 barrels of tallow, 2 barrels of beeswax, and 152 dried animal hides.
      The first jail is built (of logs).
      The first Chicago newspaper—The Chicago Democrat—begins.
      The first lumber merchant, comes and opens the first lumber yard.
      Eliza Chappell opens the first publicly funded school.
      Elson and Woodruff open a company for making soap and candles—they use a barn on Kinzie Street for their business.
      There are four blacksmith shops.
      Four lake steamers enter the harbor during the year.
      A law is passed to stop river pollution.

1834  The population is 1,800.
      Lots on Lake Street sell for $250.
      Briggs and Humphrey start a business to make wagons and carriages.
      Asabel Pierce, a blacksmith, makes a plow, which is the first farm tool manufactured in Chicago.
      Dr. John Temple begins a stage coach line.
      The S.S. Michigan, owned by Oliver Newberry of Detroit, is the first steamboat to travel on the river.
CHICAGO TIME LINE—1834 (continues) - 1836

Dr. William Kennicott opens the first dentist's office.
John Beaubien brings the first piano to Chicago.

Gurdon Hubbard builds the first warehouse (at LaSalle and S. Water Streets). It is the first large brick building in Chicago.

First drawbridge over the river is built—at Dearborn Street.

The mail comes to Chicago once a week.

1835

The population is 3,265.
There are 100 merchants, 35 lawyers, 25 doctors.

The Chicago Lyceum—the first library—opens.

Gurdon Hubbard does a lot of meat packing—his company packs 3,500 hogs.

Hubbard and two other entrepreneurs buy 80 acres of land for $5,000; he sells about 40 acres of the land 3 months later in New York for $80,000.

The first regular fire department is organized; the first fire engine is bought for $894.38 from Hubbard's company.

The first foundry opens—Chicago Furnace, owned by Jones, King & Co.

Chicago's first bank opens—the Chicago branch of the State Bank of Illinois—at LaSalle and Water Streets; John Kinzie is the president.

The first Chicago court house is built at Clark and Randolph Streets.

1836

The population is 3,820.

450 lake steamers enter the harbor this year. 28,000 tons of goods are brought into Chicago—worth over $3 million.

German and Irish laborers come to work on building a new canal.

First flour mill opens—owned by Lyman and Gage—on the west bank of the river.

Hubbard sells his trading business and opens a freight forwarding company.

People complain about the ponds on LaSalle Street, where many frogs live.

The army leaves Fort Dearborn.
## CHICAGO TIME LINE—1837-1842

### 1837
Chicago is incorporated as a city—the population is more than 4,170. The city is 10 square miles, between North Avenue, Lake Michigan, 22nd Street and Wood Street (which is 1800 west).

William Ogden, from New York, is the first mayor.

There are: 4 warehouses, 398 homes, 29 dry-goods stores, 10 taverns, 26 groceries, 17 lawyer's offices, 5 churches.

There is an economic panic because of a shortage of money, which leads to five poor economic years when many go bankrupt.

Charles Morgan started the first Chicago furniture factory.

### 1838
The population is about 4,000.

There is cholera among workers on the Illinois and Michigan Canal, the new canal that will link Lake Michigan with the Illinois River.

The first shipment of grain is 78 bushels of wheat sent to Buffalo, N.Y.

The James Allen, the steamer built in Chicago, is finished.

S.B. Collins & Co. begins to manufacture boots and shoes.

### 1839
The population is 4,200.

William Ogden is re-elected Mayor.

*The American* is the first daily newspaper in the city.

There are 7 cabinet makers and chair and furniture makers in the city. An iron foundry opens.

William and John Rankin open a brass foundry.

A regular steamship line runs between Chicago and Buffalo, making the roundtrip in 16 days.

The second shipment of grain—by Newberry and Dole—is 3,678 bushels.

Fire destroys the Tremont Hotel and 17 other buildings on Lake and Dearborn streets.

There is a business depression.

Chicago businesses include: 2 candle and soap makers, 4 wagon and carriage makers, 1 mill-stone factory, 1 flour mill, 3 tanners, 3 metal foundries, 2 brewers, 1 steam mill, 1 watchmaker, and 1 brick maker.
1840

The population is 4,470

8 firms make wagons and carriages. 23 firms make furniture.

397 pupils attend Chicago schools.

225 sailing ships and 61 steamboats travel on Lake Erie, Lake Michigan, and Lake Superior.

A bridge is built at Clark Street.

The Chicago Anti-Slavery Society meets for the first time.

The Irish begin to settle in the back of the yards area.

1841

The population is 5,752.

Coal is shipped to Chicago for the first time—no one could use it until new grates were made—fire places were set up to burn wood.

212 bushels of wheat are shipped east from Chicago.

The canal work stops temporarily; many contractors are ruined.

The Wells Street Bridge is built.

Walter Newberry is elected President of the Young Men's Association; he uses his books to start a library there, which is the city's first reading room.

1842

The population is 6,248.

Joseph Ryerson opens for business as a wholesale iron merchant.

Chicago ships 586,907 bushels of wheat and 2,920 barrels of flour.

There are 9 schools and 450 students.

For the first time, Chicago exports more than it imports.