

OAKLAND CUSD #5

**ILLINOIS
HISTORY
APRIL 13-17, 2020**

KEVIN FLECKENSTEIN

Week of April 13-17, 2020

Mr. Fleckenstein

Students are expected to complete one Social Studies lesson a week for each class that they are taking. Students need to choose one of the three choices that are for the class that they are in. You may not choose an option from a class you are not currently taking. Choice 1 & 2 are review options that will not require a computer or the internet. Choice 3 is considered enrichment, which will sometimes be new information, and might require internet access. I can receive work in hard copy form (turned into the school) or I can receive assignments through my email at kevin.fleckenstein@oakland5.org If a student is turning in an assignment through email, they can turn it in as a word document or a google document. If students are answering a worksheet and turning it in online, the student does not need to copy the questions onto their document. They only need to send in their answers. Please make sure student names are on all work, so that I can figure out who has turned in assignments. Homework for each week will be available at noon each Monday. That week's homework will be due by noon the following Monday. I will be calling parents on Tuesday of each week, if I have not received an assignment from a student. We want to make sure that no student falls behind during this time. I will provide feedback on all homework assignments. If they are turned in to me through email, I will replay to the email with my feedback. If the homework assignment is physically turned into the school, I will write the feedback on the assignment and put it in the next weeks pile to be picked up. The only textbooks that should be needed are the ones that were already given out two weeks ago. If you have any questions for me, please feel free to contact me through email. My office hours will be Monday, Tuesday, and Wednesday from 11-1. I will also be checking my email periodically at other times throughout the week. I miss all of the students. I hope that everyone is being safe, smart, and finding ways to keep busy!

Class	Choice 1	Choice 2	Choice 3 (Enrichment)
World Geography	Read Chapter 41. Answer the following sections on page 505. <ul style="list-style-type: none"> • Building a Vocabulary • Recalling & Reviewing • Thinking Critically 	Write an essay (3 paragraph minimum) explaining which Asian city you would like to live in if you were given a choice. Use specific information about the city to back up your claim. You can use Chapters 28-34 & 41-45 to get information.	Make a list of the countries of Africa. Next to each country write down the name of the capital city. Use the map on page A19 to help you.
World History	Read Chapter 28 Section 1 Starting on page 738 in your textbook. Answer questions 1-5 on page 740.	Read the handout over the Middle Passage. Answer the questions over the reading.	Complete the crossword puzzle over World War I. Answers can be submitted with a picture of the crossword puzzle, or a google doc/word doc that has a numbered list of the correct answers.

U.S. History	Read Chapter 10 Section 4 in your textbook starting on page 299. Answer questions #1-4 on page 305.	Read the reading about Abraham Lincoln's Inaugural Addresses. Answer the questions about the readings.	On Youtube, watch Crash Course in History – The Civil War Part 1. Write a two paragraph reflection on what you learned. Be sure to use specific information from the video in your reflection. You may need to take notes during the video, or watch it a few times to get all of the important information. https://youtu.be/rY9zHNOjGRs
Modern U.S. History	Read the two readings about influential women in the 1970's & 1980's. Answer the questions that go along with each reading.	Write a journal (paragraph per day) about what it is like for you living during this stay-at-order. Write it in a way that would give someone that is living 100 years from now insight as to what this experience is like. How have things changed? What do we know about the stay-at-home order? How do we feel about the stay-at-home order? What's next?	On Youtube, watch Crash Course in History – Rise of Conservatism. Write a two paragraph reflection on what you learned. Use specific information from the video in your reflection. You may need to take notes during the video, or watch it a few times to get all of the important information. https://youtu.be/OCrxD19DHA8
Civics	Read page 188-189. Answer questions 1-3 at the end. Then in one paragraph, explain how you could get involved locally to make the community better. Identify what you want to change/save, and state what you would do to convince local leaders to see things your way.	Read Chapter 9 Section 1 & 2 in your textbook. Answer the questions on the two handouts that correspond to each section.	Go to the website: https://www.isidewith.com/ Take the quiz. This website asks you political questions and will then tell you which political candidate and party you most closely agree with. Look at the handout for guidance as you take the quiz.

Illinois History	Read the primary source from Abraham Lincoln that is provided. Summarize each section of the bill in your own words. Also, answer the question: Why do you think Abraham Lincoln wanted to spend money on a governors' mansion at this time? Hint: Think back to the history of our state capitals.	Read the two readings that are provided "Labor Management Violence" and "The Eagle that is Forgotten" Answer the questions on the handouts that correspond to the readings.	Look up the history of any city or town that is in Illinois. Write a one page summary of the history and importance of the town. Think about historical events that have happened, reasons why the town started, and important people or contributions that have come from the town. Use proper MLA formatting, including a sources page.
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**DOCUMENT 18 - A BILL FOR AN ACT AUTHORIZING THE PURCHASE OF
A HOUSE FOR THE USE OF THE GOVERNOR**

January 24, 1840

TRANSCRIPTION

A bill for an act authorizing the purchase of a house for the use of the Governor.

Sec: 1st Be it enacted by the People of the state of Illinois represented in the General Assembly. That the Auditor of Public Accounts be and he is hereby authorized to purchase a suitable house and lot, within the town of Springfield, for a residence for the Governor of the state, Provided the same shall not cost more that eight thousand dollars.

Sec: 2nd The Auditor shall issue his warrant on the Treasury for the amount agreed on by him for said purchase, in favour of the person or persons of whom said purchase shall have been made—

Sec: 3rd Before issuing his warrant as afore= said, ~~The~~ the Auditor shall particularly enquire into and ascertain that a clear and unencumbered title to the house and lot so purchased can be made; and moreover shall actually take a conveyance of such title to the Governor of the state of Illinois for the use of the People of said state—

Sec: 4th Upon the completion of such purchase and conveyance, the Auditor shall notify the Governor thereof; and after one month subsequent to said notice, no allowance for house rent, or traveling expenses shall be made to the Governor—

LABOR-MANAGEMENT VIOLENCE:*The Rise of the Unions*

New developments in mining, manufacturing, and transportation after the Civil War made America an industrial nation and created a large demand for labor. The number of wage-earners was five times greater in 1900 than it had been in 1860. This tremendous change raised a question: what were the rights and duties of employers and employees? Most employers believed that all decisions concerning wages, hours, and working conditions should be decided by management. By and large, labor accepted these decisions. Only the unions, representing one-fifth of the workers or less, challenged the employers' philosophy. By 1890, Illinois ranked third among the states in manufacturing and had become a major center of labor-management tension.

Labor Union Beginnings

Labor unions in Illinois date from the 1840's and '50's when workers came to Illinois to build the Illinois and Michigan Canal and the Illinois Central Railroad. Most of the early immigrant laborers were Irish, but some were from Germany where workers' unions were common. It was they who introduced the principle of group action into Illinois. Shortly after the Civil War began, English miners in St. Clair County organized the short-lived American Miner's Association. A number of trade unions were also organized in Chicago at about the same time. In 1863 strikes by coal miners were answered by the passage of the La Salle Black law which virtually prohibited strikes. The Illinois General Assembly endorsed the principle of the 8-hour day in 1867, but this was immediately set aside by a number of special contracts which required workers to work at least a 10-hour day or run the risk of losing their jobs.

Strikes and Riots

Labor unrest quieted down for the next ten years. The panic and depression of 1873 resulted in lay-offs and wage cuts in most businesses and, at first, a drop in the membership of unions. When the depression eased, some managers refused to raise wages to their former levels. In 1877 strikes for higher

wages among railroad men began in the East but soon spread to Illinois. During a succession of riots, mobs attacked the Chicago, Burlington and Quincy roundhouse at Galesburg and battled police. Strikers also shut down mines and blocked railroad yards at East St. Louis, Peoria, Urbana, and Decatur. Governor Shelby M. Cullom believed the state had a duty to protect private property and warned that troops would be called if violence did not stop. Then the Governor asked President Rutherford B. Hayes for help and six companies of militia were sent into Illinois. The sight of the regular army troops broke the strikers' morale. The courts did their part by levying heavy fines, and as a result labor violence in Illinois temporarily disappeared.

Illinois government had a fairly consistent record of intervention in labor disputes in the period between the railroad strike in 1877 and the tragic Haymarket Affair in 1886. In 1883 Governor John M. Hamilton sent militiamen to disperse coal miners at Collinsville. Some of the rioters fired on the troops and in an exchange of gun fire one striker was killed and twenty-six arrested. In 1885 Governor Richard J. Oglesby used troops against quarry workers at Lemont and a year later against striking railway switchmen at East St. Louis.

In 1886 as a part of labor's drive for an eight-hour day, labor-management troubles became even more common. More than a thousand strikes were called in the state and almost half succeeded in reducing working hours. However, a serious split existed between native-born and immigrant laborers. A small number of noisily prominent anarchists spread their radical doctrines among the immigrant group. Early in the 1880's Chicago had become a center for an anarchist movement which had been founded in London.

The Haymarket Affair

Early in 1886 a strike was called at the McCormick Works. Management brought in Pinkerton strikebreakers. Militant workers collected arms, and on May 3 two workers were killed in a fight just outside the factory. On the following day, May 4, the anarchist leaders called an evening meeting at Haymarket Square to protest the killings. Attendance was

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THE HAYMARKET RIOT

Courtesy Illinois State Historical Library

estimated at between 2,000 and 3,000 people although the weather was threatening. Mayor Carter Harrison attended the meeting leaving shortly before it was to end. It had begun to rain and the crowd had been reduced to around 300. Suddenly, without warning, a police battalion marched into the square and ordered the crowd to disperse. Someone in the crowd, who was never identified, threw a home-made bomb, killing seven policemen and wounding 67 others. A kind of mass hysteria gripped the city of Chicago. Public sentiment turned against labor.

Newspapers boosted their circulation by sensationally warning that aliens, anarchists and labor organizations represented a grave threat to Chicago. Police rounded up every anarchist and radical leader they could find whether present at the Haymarket Square that evening or not. Eight anarchists were tried for conspiracy even though it was never proved whether any of them had anything to do with the bomb or had even been at the meeting. Seven were condemned to death and one to fifteen years' imprisonment. Of the seven, four

actually were hanged, one committed suicide before he could be executed, and Governor Oglesby commuted to life the sentences of the final two who had been condemned. Six years later, in an act of remarkable courage, Governor John Peter Altgeld pardoned all three remaining Haymarket prisoners.

The Pullman Strike

During the following year, 1894, one of the most bitter labor disputes in American history occurred in Illinois. George M. Pullman, the inventor and manufacturer of the famous Pullman sleeping car, never understood why his workers did not appreciate the model town he built and managed for them south of Chicago. The town resembled a feudal village in that it allowed for neither home ownership nor self-government. The brick apartment buildings rented for considerably more than similar Chicago facilities, bringing Pullman a handsome return on his investment. In the depression which began in 1893 Pullman cut his workers' pay as much as 25% but refused to lower his rents and utility charges in the village.

The Pullman workers, desperate because of wage cuts, went out on strike on May 11. Many of the Pullman workers belonged to the young and aggressive American Railway Union which had been recently organized by Eugene V. Debs. Shortly after the Pullman workers went on strike, they were joined by the American Railway Union which was holding its first national convention in Chicago. The Union ordered its members to refuse to handle trains carrying Pullman cars. Debs specifically ordered them to avoid violence and not to interfere with mail trains.

Federal Troops Are Sent To Illinois

The General Managers' Association, representing 24 Chicago railroads, determined to fight the boycott. Workers who refused to handle Pullman cars were to be discharged. The union reacted by ordering its members to quit whenever this happened. Within a few days thousands of railway workers from Ohio to California were on strike and transportation was paralyzed. Under ordinary circumstances companies appealed to state governors for help but Governor Altgeld was known to

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sympathize with the plight of labor and had even been falsely accused of being an anarchist himself. The railroad managers bypassed Governor Altgeld, who had already sent in state militia, and asked that federal troops be sent to Illinois to stop the strike. On the pretext of keeping the mail service moving President Grover Cleveland sent 2,000 regular army troops to Chicago on July 4. At the same time, government lawyers got a federal court to issue a restraining order to prevent Debs and other union officials from interfering with the mails. This injunction was so broad it prevented the union from continuing the strike. When Debs defied the court order it brought him a six month prison term for contempt of court.

Altgeld vigorously protested what he regarded as a violation of the rights of a state, but was virtually ignored by the national government. The strike quickly collapsed.

The Aftermath

The Pullman strike left workers bitter, not just in Illinois but nation-wide. They were convinced that government was solidly on the side of management. Labor was still weak, and its weakness lay in two directions: first, only a small portion of American workers were organized; and second, public opinion feared the violence they believed those labor organizations represented.

SUGGESTED READING

- David, Henry. *The History of the Haymarket Affair*. New York, 1936.
- Federal Writers Project. *Illinois: A Descriptive and Historical Guide*. Chicago, 1939.
- Ginger, Ray. *Altgeld's America: The Lincoln Ideal Versus Changing Realities*. New York, 1958.
- Ware, Norman J. *The Labor Movement in the United States, 1869-1895*. New York, 1929.

THE EAGLE THAT IS FORGOTTEN

*They call on the names of a hundred high-valiant ones;
A hundred white eagles have risen, the sons of your sons.
The zeal in their wings is a zeal that your dreaming began,
The valor that wore out your soul in the service of man.*

*Sleep softly ... eagle forgotten ... under the stone.
Time has a way with you there and the clay has its own ...*
Vachel Lindsay

One of the "High Valiant Ones"

John Peter Altgeld is remembered as one of the best-loved governors of Illinois as well as one of the most hated. In the spring of 1848, when the future governor was only three months old, Altgeld's parents emigrated from the tiny village of Neider Selders (from which seltzer water gets its name) in Southern Germany. They settled in Newville, Ohio in Mansfield County, the home of that dedicated folk-hero, Johnny Appleseed. Described in later life as "foreign-looking," Altgeld had a minor harelip which only slightly impaired his speech but which made him quite self-conscious. He later grew a mustache to cover it. His eyes were an outstanding feature, described by the poet, Vachel Lindsay, as "deep indigo blue."

Aroused by the patriotic spirit brought on by the Civil War, Altgeld left home for the first time and enlisted as a member of the Ohio Home Guard while only 16 years of age. He participated in a few skirmishes, but for the most part his career in the army was undistinguished. Nevertheless, his horizons had been broadened, and soon after he returned home he struck out for the West.

Altgeld settled in the small town of Savannah, Missouri where he spent a total of five years and studied law. His sympathies were with the farmers, and in 1874 he received their nomination for prosecuting attorney, easily winning his first political office. Eleven months later he packed his bags for Chicago, apparently because a young lady had spurned his proposal of marriage.

Altgeld arrives in Chicago

In 1875 Altgeld arrived in the rapidly growing "windy

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GOVERNOR JOHN PETER ALTGELD

Courtesy Illinois State Historical Library

city" with only \$100 in his pocket. Here he slowly built a successful career in law and real estate. At the same time that Altgeld was beginning his professional career he began to form his political ideas. Already convinced of the plight of the farmers by his exposure to the Grangers in Missouri, he began to be concerned with the problems of laborers, as well.

In 1886, Altgeld won his first political office in Illinois as Cook County judge, having been nominated by both the United Labor and the Democratic parties. He proved to be conservative in his judgments, while at the same time gaining a reputation as liberal spokesman in Chicago. Because he needed to devote himself to his own affairs Altgeld resigned his judgeship in 1891. Illinois politicians concluded that he must be readying himself to run for governor in 1892. An "Altgeld for Governor" boom developed and he received the nomi-

nation. He campaigned largely as "just folks." The Republican press attacked Altgeld as a dangerous radical, a socialist, if not an anarchist, because of his association with labor leaders in Chicago. Altgeld simply ignored this criticism and won the governorship. He was the first foreign born and first Chicago resident to be elected governor.

Pardons for the Haymarket Defendants

After a slow start caused by ill health (Altgeld nearly died early in his term), the new governor began cautiously to make moves which would be approved by his idealistic and liberal followers. Altgeld had already quietly begun studying the records of the Haymarket case. He had also asked one of his aides, a Chicago labor leader, to compile statements from the participants which would give Altgeld a better idea of what had occurred at Haymarket Square and at the trial. Then on June 25, 1893, 8,000 people gathered at Waldheim Cemetery to dedicate a memorial to the Haymarket martyrs, which may have stimulated the governor to take immediate action. The next day Altgeld ordered an aide to make out three pardons. These were delivered to the penitentiary by a repentant member of the Haymarket jury the same day and the three remaining Haymarket prisoners were set free. (Altgeld was forced to face accusations of anarchism and radicalism from conservative forces, not just from Illinois, but nation-wide. Virtually every major newspaper in the country opposed his action and accused him of harboring dangerous political beliefs.

Champion of Liberal Causes

At least outwardly, Altgeld ignored the criticism while proceeding to push reform measures in the General Assembly. He recommended legislation giving Chicago better police courts, allowing for indeterminate prison sentences and raising taxes on corporations and inheritances. He also urged the passage of strong factory inspection legislation, including limitations on child labor and on the employment of women. He appointed Mrs. Florence Kelley, an associate of Jane Addams at Hull House, to head the factory inspection division, where she had a successful term in office.

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For the next year Altgeld did little to deserve his reputation for radicalism. But events elsewhere were building to the next important occurrence in his career. In June 1893, the same month that Altgeld pardoned the Haymarket prisoners, Eugene V. Debs organized the American Railway Union. This laid the groundwork for one of the most momentous occurrences in the history of the Democratic party, the American labor movement, and Altgeld's term as governor.

The Pullman Strike

A serious depression which began in 1893 was being felt severely in Chicago by 1894. The great Pullman strike began in May 1894, with 2,000 workers at the Pullman Palace Car Company protesting wage cuts which had been established because of the depression. When Debs' American Railway Union voted to support the strike by refusing to move trains containing Pullman cars, a nation-wide rail tie-up was threatened.

Altgeld, at the request of local authorities, sent state militia to help keep order at several places around the state. Unfortunately, the railroad managers and some federal officials did not believe that Altgeld could handle the strike situation in Chicago and decided on action of their own. On the grounds of protecting the United States' mail which was carried on the trains, President Grover Cleveland sent federal troops into the Chicago railroad yards on July 4. Both the Railway Union and Altgeld were angered by this action. Altgeld sent two protests to Washington within several days, but they were largely ignored. The federal action in breaking the strike made Altgeld an enemy of President Cleveland's branch of the Democratic party. Altgeld remained a major power in his party in both the 1896 and 1900 presidential elections but he lost his own bid for reelection as governor in 1896.

"Valor ... in the Service of Man"

Altgeld's actions in pardoning the Haymarket prisoners and opposing federal intervention in the Pullman strike made him a

The Eagle that Is Forgotten

hero for the progressive reformers. Even though he never again held elective office, he became an example for reformers and a model for them to copy. He continued to be active politically until his untimely death in 1902. Even the newspapers which had accused him of radicalism a few years earlier had nothing but praise for him at his death.

Virtually forgotten a few years later, Altgeld's memory was to be revived by Vachel Lindsay, who as a young boy had watched Altgeld on his daily walks in Springfield. The words of Lindsay's poem, "The Eagle That Is Forgotten," remind us of the stormy and courageous life of John Peter Altgeld.

SUGGESTED READING

Barnard, Harry. *Eagle Forgotten: The Life of John Peter Altgeld*. New York, 1938.

Christman, Henry M. (ed). *The Mind and Spirit of John Peter Altgeld*. Urbana, 1965.

Ginger, Ray. *Altgeld's America: The Lincoln Ideal versus Changing Realities*. New York, 1958.

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Illinois History

Labor-Management Violence:

The Rise of the Unions

1. How much did the number of wage-earners increase from 1860 to 1900?
 - a. What critical question did this raise?

2. Who did most employers believe should make decisions concerning wages, hours, and working conditions during this time period?

3. When do labor unions date back to? What was being built at this time?
 - a. What was one of the first labor union in Illinois?

4. What did the La Salle Black law do?

5. How was the 8-hour work day "set aside?"

6. What caused strikes and riots to take place after the depression of 1873?

- a. What two things caused these riots to die down?

7. What happened during the strike at McCormick Works when Management brought in Pinkerton strikebreakers?

8. What did anarchist leaders call for the next day?

9. What did police do in response to this event?

10. What happened to the anarchists that the police rounded up?

11. Why did Pullman workers go on strike on May 11th?

12. What two things did the Union order its members to do?

13. What reason did President Grover Cleveland use as a reason to send in army troops to Chicago?

Illinois History

The Eagle that is Forgotten Handout

1. Where was Altgeld born?
2. How could Altgeld's army career be described?
3. What was Altgeld's first political office?
4. Why did Altgeld move to Illinois?
5. What career did Altgeld enter into when he got to Illinois?
6. What was Altgeld's first political office in Illinois?
7. What two groups did Altgeld begin to sympathize with as a politician?
8. What became Altgeld's first elected office in Illinois?

9. What two "firsts" did Altgeld achieve when he was elected governor?

10. Why did Altgeld have a slow start as governor?

11. What did Altgeld do to get criticism across Illinois and the nation?

12. What laws did Altgeld try to get passed in the General Assembly to help labor?

13. What made Altgeld a hero for the progressive reformers?

14. In a paragraph explain the Pullman Strike. Be sure to include what Altgeld's role was in this strike.