

OAKLAND CUSD #5

**ILLINOIS  
HISTORY  
APRIL 20-24, 2020**

KEVIN FLECKENSTEIN

# Week of April 20-24, 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](mailto: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 42 starting on page 507. Answer the questions from the following sections on page 517. <ul style="list-style-type: none"><li>• Building a Vocabulary</li><li>• Recalling &amp; Reviewing</li><li>• Thinking Critically</li></ul>	Using the map on page 495, make a list of all the physical features that you can find (plateaus, mountains, plains...) and state which country or countries each of these physical features are in.	Go to the Sheppard Software website and place the countries of Africa in the correct location. Take a picture of your results and email them to me. <a href="http://sheppardsoftware.com/Africa/Africa_G2_1024_768.html">http://sheppardsoftware.com/Africa/Africa_G2_1024_768.html</a>  (sheppardsoftware.com – Geography – Africa – Intermediate level 3)

Civics	Read pages 272 & 273 in your textbook. Answer questions 1-3 at the end. Then write a brief essay (two paragraphs minimum) explaining an idea for a new volunteer program in your community.	Read Chapter 9 Section 3 & 4 in your textbook. Answer the questions on the two handouts that correspond to each section.	Using the template that is provided, look up a current political issue that is of interest to you (ex. Gun rights, death penalty, environment) and research both sides of the argument. You will not be graded on your political opinions. You will be graded on your thoroughness in looking into the issue.
Illinois History	Read the primary source document that is provided. Answer the questions that are provided about the primary source document.	Read the two readings that are provided "The River that Flows Backwards" and "Storm Clouds over the Prairie." Answer the questions from the handout provided.	Label each county in the state of Illinois using the blank map that is provided. You will need to use the internet to help you complete this assignment.

Thoma<sup>s</sup>. Ford

Your Petitioners would respectfully represent that Samuel Smith a citizen of this State and of Sangamon, was at the last Term of the Circuit Court, indicted for an assault by the Grand jurors of said County and convicted by the petit jurors of an assault and sentenced by the Honorable Judge of the Circuit, Samuel H. Treat, to three days imprisonment and ten dollars fine and pay the Cost of suit. Your petitioners would further respectfully represent that the Said Saml. Smith has lain in the county jail all the said term and several days more and that he is still in jail and is a poor man and is unable to pay the fine and costs of suit and they would most respectfully ~~beg~~<sup>ask</sup> of Your Excellency to release him from prison, so that he may pay the fine and cost of suit

- | Names            | Names                        |
|------------------|------------------------------|
| David H. Hermon  | W. H. Herndon                |
| A. Lincoln       |                              |
| S T Logan        |                              |
| Wm. Pope         | James Dougless               |
| R Herndon        | Tho <sup>s</sup> Strawbridge |
| E Darling        | J. L. Canfield               |
| J. H Meriweather | Seth R Cutter                |
| J. Bunn          | Nicholas Bryan               |
| R. H. Proctor    | <u>Waterman P. Allen</u>     |
| J. A. Ball       | lenard Mitts                 |
| John S Clayton   |                              |
| S. H. Treat.     |                              |

Illinois History

Primary Source Questions

1. What crime was Samuel Smith found guilty of?
2. What punishment did Samuel Smith receive?
3. Do you think that Samuel Smith's punishment was fair? Why or why not?
4. Why was Samuel Smith kept in jail for longer than three days?
5. Why do you think the petition emphasized that Samuel Smith "was a poor man and is unable to pay the fine and costs of suit?"
6. What is the purpose of this petition?
7. Do you agree with what the petition is arguing? Why or why not?
8. Which two people of interest signed this petition? Why would they each be considered people of interest?

### THE RIVER THAT FLOWS BACKWARD

As Chicago grew and became an industrial giant, the Chicago River grew more polluted with wastes from factories and homes. Water for the city was pumped in from pumping stations in Lake Michigan through tunnels under the lake and discharged into the river after use. The city grew so fast that the Chicago River became a health hazard.

#### The Great Project

In order to solve this problem, Chicago planners proposed a great engineering project to reverse the flow of the Chicago River. Wastes in the river would then be carried away from Chicago and flushed down the Illinois River, after being diluted enough to be at a safe level. How would it be done? The answer lay in the geography of the Chicago River and the Des Plaines River valleys. These rivers ran roughly parallel to each other and were separated by a few miles of land. The Des Plaines River was lower than either the Chicago River or Lake Michigan. If a canal were dug between the two rivers, water from the Chicago River would flow into the Des Plaines. From there the water would follow its natural course into the Illinois River and on down the Mississippi to the Gulf of Mexico.

Construction began in 1892. The canal was designed to become narrower and deeper as it moved southwest from Chicago. This type of construction would encourage the flow of water. The Chicago Sanitary and Ship Canal, as it was called, began near the Union Stockyards at Robey Street on the South Branch of the Chicago River. The canal ran alongside the Des Plaines River until the two were linked just west of Lockport, Illinois. Part of the canal had earthen sides, part was of masonry construction, and part used the natural rock layers in the earth as walls.

From the time the first shovel of dirt was dug, the canal was a big tourist attraction. Visitors from Chicago's Columbian Exposition of 1893 came to the site on special trains to watch the work. Representatives of foreign governments also came to inspect the new canal.

One reason people were so interested in the canal was that

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new construction methods and machines were being used. Channeling machines dug out the sides and bottom of the canal and cantilever hoists excavated rock. The channeling machines made the rock sides of the canal so smooth that the capacity of the canal was greater than had been originally predicted. Engineers developed a hydraulic dredging technique using air pressure to dredge the channel.

#### A Conflict Among Neighbors

As might be expected, some people objected to the Sanitary and Ship Canal. Cities on the Great Lakes and on the St. Lawrence River in Canada feared that taking water from Lake Michigan would seriously affect the water levels of all the lakes. Over a period of time, Chicago increased its intake of water from Lake Michigan. Other cities on the Great Lakes finally started court action to prevent Chicago from increasing the intake. The dispute dragged on until the early 1960's when the level of the Great Lakes reached the lowest point in history. A series of conferences was held. Canadian representatives indicated they blamed natural causes for the decline in water level rather than Chicago. In the end, the city and the state of Illinois received permission to continue to divert Lake Michigan water under a carefully controlled formula.

The Chicago Sanitary and Ship Canal, which cost over \$100 million, was finished in 1900. Since that time, this waterway has been tied into the "Illinois Waterway," providing a deepened channel all the way from Chicago to the Mississippi River. The completion of the St. Lawrence Seaway in 1959 opened new commercial opportunities for the "Windy City," and made the Great Lakes our country's "fourth seacoast." All this began with the creation of Chicago's "river that flows backward."

#### SUGGESTED READING

Cooley, Lyman E. *The Diversion of the Waters of the Great Lakes by Way of The Sanitary and Ship Canal of Chicago*. Chicago, 1913.

Waller, Robert A. "The Illinois Waterway from Conception to Completion, 1908-1933." *Journal of the Illinois State Historical Society*, Summer, 1972.

Illinois History

The River that Flows Backwards Handout

1. What happened to the Chicago River because of the city's fast growth?
2. In Chicago, where is water pumped in from?
3. What did Chicago planners propose to solve this problem?
4. Where would waste go under this new plan?
5. Why did planners want waste to go into the Des Plains River instead of the Chicago River?
6. What had to be built before the water from the Chicago River would flow into the Des Plains River?
  - a. What was its name?
7. Where did the canal start?



8. Why were people interested in the canal that was being built?

9. What did cities on the Great Lakes fear about the Canal?

10. When did the Great Lakes reach their lowest point?

11. How much did the new canal cost?

12. When was the new canal finished?

## STORM CLOUDS OVER THE PRAIRIE:

### *Race Riots in Illinois*

Since the end of the Civil War, Illinois has had an adequate record of civil rights legislation. But whereas legislation is one thing, racial inequality, deep prejudice and broad discrimination are difficult matters with which to deal. The "Land of Lincoln" has been the scene of a number of violent race riots. The first of these occurred in the state's capital, Springfield, in 1908. The wife of a streetcar conductor claimed that a black man had broken into her home and assaulted her. He was immediately arrested and jailed. Later, the woman admitted that he was not guilty. Her statement of truth came too late. Feelings against the black man were running high.

Springfield police, fearful that a riot would erupt, held the accused man in protective custody and transferred him to Bloomington. The police evaluation of the situation had been correct. An angry mob formed, and upon learning that their target had escaped their clutches, turned their wrath on the innocent black community.

Stores selling guns, axes, and other weapons were broken into. The objective of the mob was to drive the blacks from Springfield. A black owned barber shop was burned to the ground, and the barber was lynched. Militiamen arrived and dispersed the mob by firing into it.

[The following night the mob again formed and lynched another innocent black man.] By this time, some 5,000 militiamen had been brought into the city to restore law and order. At the riot's end, 2 black men had been lynched, 4 white men had been killed and over 70 persons had been injured.

#### **Founding of the NAACP**

The Springfield riot prompted an outcry from all citizens, white as well as black. White people began to realize the terrible inequalities that existed between the races in both the North and the South. The National Association for the Advancement of Colored People (the NAACP) was formed the following year (1909). Its aim was to use peaceful and legal means to right the racial wrongs of American society.

### An Incident Leads to Violence

In 1919 riots broke out across the nation, and one of the worst took place in Chicago. This was only two years after a terrible riot had ravaged East St. Louis. Job opportunities during World War I had caused mass migration of black people to the north. In Chicago, Negroes had been confined to an established area, but between 1917 and 1919 some 50,000 southern blacks had moved into the city. The more established Chicago black families began to leave the traditional area of their residence and move into white areas. The situation was tense.

Whites were using violence to keep blacks from living in white areas, and the failure of the police to arrest those responsible for the violence naturally angered the blacks. On Sunday, July 27, when a young Negro swimming in Lake Michigan crossed from the section set aside for blacks into the "white" swimming area, irate white swimmers threw rocks and stones at him, and the boy drowned. The riot had begun.

Unlike the blacks of Springfield in 1908, those of Chicago did not cower in their homes. Negro soldiers who had served in World War I were prepared to fight back regardless of the consequences. Gangs, both black and white, took to the streets, and that Sunday was a violent day in Chicago's history.

Trouble started again on Monday when young whites began dragging blacks off streetcars and beating them. Black gangs in turn attacked whites. Before the day was over eight young men, four white and four black, were dead.

On Tuesday the rioting continued out of control. On Wednesday Chicago's Mayor William Hale Thompson called in 6,000 state infantrymen to aid the exhausted police department. Chicago's police and the infantrymen enforced the law impartially, arresting both black persons and white. By Friday the rioting was under control and order restored. Fifteen whites and twenty-three blacks were dead, one hundred seventy-eight whites and three hundred forty-two blacks had been injured, and over one thousand homes had been burned.

### The Civil Rights Movement

Illinois was spared any serious race riots during the years of

the depression and World War II. The 1960's brought with them the civil rights movement and, again, growing discontent with the inequalities in American society. The nation was changing. Chicago was no exception.

Riots broke out twice in the Windy City during the 1960's. The first occasion came in 1966, during an oppressively hot summer. Trouble began when black youths illegally opened a fire hydrant so that children could play in the cool water. The police moved in to turn off the hydrant, and in the process two black youths were struck with billy clubs. Immediately an angry crowd gathered. Everyone was short-tempered and irritable, and tension quickly built up. Soon windows were being smashed, stores looted and fires set. Again the National Guard had to be called in to restore order.

**The Death of Martin Luther King, Jr.**

Chicago exploded for a second time when the non-violent leader of the movement against racial inequality, Dr. Martin Luther King, Jr., was assassinated in Memphis, Tennessee. Following King's death in April 1968, mobs formed in the streets, snipers fired at Chicago's police, tenement buildings were burned to the ground and stores were looted. Order was restored only after National Guardsmen were called. In all cases, the riots themselves solved little, although after each riot there was a public outcry against both violence and racial injustice.

**SUGGESTED READING**

Chicago Commission on Race Relations. *The Negro in Chicago*. Chicago, 1922.  
Rudwick, Elliott M. *Race Riot at East St. Louis, July 2, 1917*. Carbondale, 1964.

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## Illinois History

### Storm Clouds Over the Prairie: Race Riots in Illinois

1. Explain the events that led to the first race riot in Illinois.
  - a. Was the accused person guilty?
  - b. Why did police move the accused person to Bloomington?
2. Where did the mob turn its wrath when their target moved to Bloomington?
3. What types of stores were broken into?
4. What was done to restore law and order?
5. How many people were killed and injured during this riot?
6. What does NAACP stand for? When was it formed?

7. What was the NAACP's goal?
  
  
  
  
  
  
  
  
  
  
8. What happened between 1917 and 1919 that caused tension?
  
  
  
  
  
  
  
  
  
  
9. What happened on Lake Michigan to start another riot?
  
  
  
  
  
  
  
  
  
  
10. How many riots broke out in Chicago in the 1960's
  
  
  
  
  
  
  
  
  
  
11. What caused the first of these riots?
  
  
  
  
  
  
  
  
  
  
12. What caused the second of these riots?

# Illinois

