



Born, Built, Grown

Illinois Learning
Resources from
the Governor's
Mansion



Letter From The First Lady



The history of Illinois is rich with achievement. Our forefathers led us from an agrarian to an industrial economy. They steered us to emancipation and through the Great Depression. They showcased our state on the world stage and helped the country grapple with its international relations after monumental world conflicts.

Home for many of those historic leaders at one time was 410 E. Jackson St. in Springfield, site of the Illinois Governor's Mansion. Built in 1855, the residence has recently undergone a magnificent renovation. Now, more than just a home for the chief executive of the state, it has become a place where you can learn about and experience important facets of Illinois history.

We want everyone in Illinois to visit the People's House, as we now popularly refer to it. It offers a wonderful journey through our past, so wonderful that its lessons should not be confined to a place.

That idea was the inspiration for this curriculum guide. Its creation is an extension of the Mansion's education mission. Like the Mansion itself, the curriculum is intended to inspire students and teachers to look deeper into our state's history as a way to inform the future and define their roles in it.

The guide offers ideas to spark interest among students in grades K-12. The "sparks" occur through toys and crafts, math, geography, trading cards, board games, building projects, and newspaper making. It is a contemporary approach to learning about venerable milestones in Illinois' path to modern times.

We hope you enjoy the journey!

A handwritten signature in black ink, appearing to read "Diana Rauner".

Diana Rauner
First Lady of Illinois



Table of Contents

Mansion Project Overview	1
Purpose of Booklet	2
Tour and Security Policies.....	3
General Activities	4-6
• ■ K-2; ■ 3-5; ■ 6-8; ■ 9-12 Activity ideas	
Civil War: Governors Yates and Oglesby	7-12
• ■ K-2; ■ 3-5; ■ 6-8; ■ 9-12 Activity ideas	
World's Columbian Exposition: John P. Altgeld.....	13-15
• ■ K-2; ■ 3-5; ■ 6-8; ■ 9-12 Activity ideas	
Great Depression: Henry Horner	16-20
• ■ K-2; ■ 3-5; ■ 6-8; ■ 9-12 Activity ideas	
World Stage: Adlai E. Stevenson II	21-24
• ■ K-2; ■ 3-5; ■ 6-8; ■ 9-12 Activity ideas	
Child of the Mansion: Florence Fifer Bohrer	25-27
• ■ K-2; ■ 3-5; ■ 6-8; ■ 9-12 Activity ideas	
Map of GLO Plat – 1821	28
Springfield Map of 1854	29
Springfield Map of 1867	30-31
Civics Book List	32-38
Illinois Learning Standards	39-44

To view this book online, please visit <https://www.isbe.net/bornbuiltgrown>

Mansion Project Overview

The “New” Illinois Governor’s Mansion

Since 1855, the Illinois Governor’s Mansion in Springfield has served as the official home of our chief executive and stood as a symbol of the state’s important role in the history of our nation. For many of its 160+ years, the Mansion stood at the center of Illinois civic life visited by presidents, social reformers, campaigners for human rights, students, and everyday citizens who wished to share a handshake with the governor.

Over the years old traditions faded and citizens began to feel separated from their leaders. Slowly the Governor’s Mansion drifted from its central role in Illinois public life. That change was sometimes reflected in the building’s physical care. In 2016, work began on the first major rehabilitation of the Governor’s Mansion in over 40 years. Architects recreated 1890s exterior features in fine detail; interior spaces were renovated as well.

First Lady Diana Rauner changed the character of the Mansion in a more

Redesign of the interior created a perfect venue for cultural programming, and for the first time spaces in the Mansion are dedicated to encouraging Illinois residents to play an active, positive role in shaping our society through sharing stories of leadership.

important way, determining that it should become a place that inspires participation in our democracy. Redesign of the interior created a perfect venue for cultural



programming, and for the first time, spaces in the Mansion are dedicated to encouraging Illinois residents to play an active, positive role in shaping our society through sharing stories of leadership.

Visits to the first-floor state rooms tell the story of Illinois Gov. Henry Horner,

about Govs. Richard Yates and Richard J. Oglesby, who during the 1860s sought to defend the nation, expand civil rights, and extend justice during difficult times, and of Gov. John P. Altgeld, who ended his political career by standing up for a principle. Here Gov. Adlai E. Stevenson II, defeated in a run for president of the United States, offered his vision for our world and began the work of realizing it. Visitors also learn about Florence Fifer Bohrer, who lived in the Mansion as a child and as an adult provided sterling examples of volunteerism and of public service as Illinois’ first woman state senator.

who struggled against strong opposition to make life better for thousands of Illinoisans during the Great Depression. Second-floor suites tell important stories



Purpose of Booklet



This collection of learning resources provides Illinois' teachers with a variety of activity ideas that correspond to the exhibits and individuals highlighted in the Governor's Mansion. This compilation is intended to inspire educators and be an idea-starter for ways to enhance the content within the classroom.

Born, Built, Grown: Illinois Learning Resources from the Governor's Mansion

was inspired by the desire to support educators across Illinois as they strive to teach their students about our state through the lens of the Governor's Mansion and influential past governors of Illinois. This booklet was a collaborative project with contributions from the Illinois Governor's Mansion Association, the Illinois Department of Natural Resources, the Illinois State Board of Education, Illinois State University and the Curator of the Governor's Mansion.

This collection of learning resources provides Illinois' teachers with a variety of activity ideas that correspond to the exhibits and individuals highlighted in the Governor's Mansion. This compilation is intended to inspire educators and be an idea-starter for ways to enhance the content within the classroom.

Activity ideas are categorized based not only on the individual(s) they target but also on the grade levels best suited for each of the ideas. For each idea included, a connection to the various Illinois Learning Standards has been provided. A complete list of the standards targeted throughout the collection is located at the back of the booklet. Please note, the specific standards addressed from an activity may change depending upon the nuances you adapt to make the activity your own. The ideas and activities included are intended to provide entry points to deeper investigations that fully address the Illinois Learning Standards.

Consider the variety of ways these activities can be incorporated into the classroom. Many of these activities can be used prior to a visit to the Governor's Mansion to create background knowledge about the exhibits students will see. Additionally, many activities can be utilized as follow-up exercises to enhance what students experienced during their Mansion tour.

Not able to physically make it to the Governor's Mansion? Keep in mind these activities can be used in conjunction with a virtual visit or in combination with other units within the classroom. Use this booklet as a launching point to think outside the box and allow students to further investigate the rich variety of topics connected to the Illinois Governor's Mansion!

Tours and Security Policies for the Illinois Governor's Mansion



The Education Center provides an overview of the Mansion and those who have called it home.

Scheduling a Class Experience

School group tours must be scheduled in advance through Visit Springfield.

1-800-545-7300 or <http://www.visitspringfieldillinois.com/>

Students must be accompanied by chaperones, and each group must provide in advance of the visit the total number of guests, as well as the names of students and adults on each tour. Further information may be requested for additional verification. All visitors over 16 years of age must present a government-issued ID, school ID, or passport upon entry. You will receive additional information regarding your arrival time, check-in, and the tour experience upon confirmation of your group tour.

Tour Hours

The Governor's Mansion is open to the public for tours daily from 1:00 PM-4:00 PM. Walk-up tours will be accommodated on a first-come, first-served basis. The last walk up tour will depart at 4:00 PM. The Mansion is closed for tours on state holidays and during certain official functions. Tour length is approximately one hour and may vary depending on age and size of group.

Accessibility

Thanks to our recent renovation, the Governor's Mansion is proud to be fully compliant with the requirements of Title II of the Americans with Disabilities Act of 1990 (ADA). Please inform staff if your group needs any special assistance or accommodations.

Security

All visitors over the age of 16 must bring a government- or school-issued, valid photo ID or passport to gain entry to the Mansion grounds. Please inform one of our team members if your group needs any special assistance or accommodations surrounding this requirement.

Photo Policy

Photography is not allowed in the Governor's Mansion during a tour.

Bag Policy

Visitors may not bring large bags onto the Mansion grounds. The Mansion does not have lockers or storage areas on site. Backpacks are not permitted. Visitors with an unauthorized bag will be advised to store it offsite.

Office of the Curator

The curator of the Governor's Mansion serves as an educational resource for teachers. Please contact the curator with any questions related to educational opportunities.

Justin Blandford

Curator, Governor's Mansion
217-557-7171
Justin.Blandford@illinois.gov

The above policies may be waived with prior written approval at the discretion of the curator on a situational basis, if it is determined to be in the best interest of the Mansion and consistent with its mission.

General Activities

Grades K-2

TOYS AND CRAFTS

Explore toys and/or crafts from the time periods highlighted in the Mansion. How did toys differ in the various time periods? If possible, build or recreate the activities and let students experience what children of different time periods did for fun.

For an engineering twist or extension to this activity, try the “Tinkering with Tops” activity, <http://tryengineering.org/lesson-plans/tinkering-tops>. This activity could easily be adjusted to be appropriate for K-5th grade students.

Standards Connections

SS: SS.H.1.K, SS.H.1.2; **Science:** 2-PS1-2, 3-PS2-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3;

Math: 2.MD.A.1, 2.MD.A.3; **SEL:** 2C



Grades 3-5

MANSION MATH

The newly re-engineered landscaping surrounding the Mansion includes a lot of paving stones. If you find your class outside with time to kill while waiting for transportation or for your tour to begin, use the pavers to pose purposeful math problems. Have your students estimate the number of pavers in different sections of the landscaping. Explore the use of multiple strategies to approximate the number of pavers – length x width, skip counting, sampling and then extrapolating, etc. Compare answers and discuss which are reasonable. Have students consider which strategy(ies) is the most efficient.

Standards Connections

Math: 3.OA.A.1, 3.OA.B.5, 4.MD.A.3

SPRINGFIELD CITY MAP: THEN AND NOW

Compare a current map of Springfield, IL to a map of the same area of when one of our highlighted governors was in office. Have students note the following when looking at both maps:

- What has changed?
- Are most of these changes human-made?
- Are there physical changes that have affected the area? (Explain that human changes are often more visible, although physical changes affect a place over time too.)

Standards Connections

SS: SS.IS.5.3-5, SS.G.3.3, SS.G.1.4, SS.G.2.4; **Math:** 4.MD.A.2, 4.MD.A.3; **SEL:** 3C



TRADING CARDS

Have students create a trading card for one of the governors or influential people they learned about during their visit. Their card can include a picture, birth and death dates, dates in office, a few things they are known for, as well as any other details you'd like to include – feel free to be creative! Trading cards can be made on paper or using one of the many technological resources available such as: <http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html>

Standards Connections

SS: SS.H.2.3, SS.H.2.4; **SEL:** 2B



Grades 6-8

BOARD GAMES

Have students make a board game highlighting one governor's journey or aspects of their journey. They should include triumphs and trials that their governor experienced either during his term or throughout his life. Challenge them to think about how they can adapt what they've learned about a governor into board game components. Encourage them to be creative!

Standards Connections

SS: SS.H.1.6-8.LC; **SEL:** 2C, 2D

FOUNTAIN FUN

The fountain outside the Mansion was relocated as part of the most recent renovations. It is recorded that, as a child, Florence Fifer once kept her pet baby alligator in the fountain. Discuss water fountains and pumps as a class. Observe how a hydraulic pump works. Design, build, test, and redesign water fountains in small groups.

<http://tryengineering.org/lesson-plans/water-fountain>

Technology resources for interactive Hydraulics/Pneumatics – <https://www.wisc-online.com/learn/technical/hydraulics-pneumatics>

Standards Connections

Science: MS-ETS1-1, MS-ETS1-2

LEARNING THROUGH LANDSCAPING

A lot of time was spent carefully planning the beautiful landscaping around the Mansion. Consider these activities compiled by the American Society of Landscape Architects to engage students in the science and math of landscape design. These activities could be appropriate for grades 6-12.

<https://www.asla.org/toolsforteachers.aspx>

Online Interactive garden design tool – <http://bit.ly/2mCDlM5>

(Better Homes and Garden)

Standards Connections

SS: SS.CV.2.6-8.MdC; **SEL:** 3C



MANSION ACCESSIBILITY

The entrance to the Governor's Mansion has been redone to make it accessible for everyone. Discuss Universal Design as a class. Why is it so important? What does it truly mean? Who benefits from it? The Center for Excellence in Universal Design has resources available to support these discussions, <http://universaldesign.ie/What-is-Universal-Design/>. Once you've discussed the why behind Universal Design, have students identify spaces in their everyday lives that are not accessible to some populations. Students can then work in groups to engage in the engineering design process to develop a solution to the accessibility issue. Or try this activity from Teach Engineering, https://www.teachengineering.org/activities/view/wpi_empathy_activity3.

Standards Connections

Science: MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4, **SEL:** 2A

NEWSPAPER

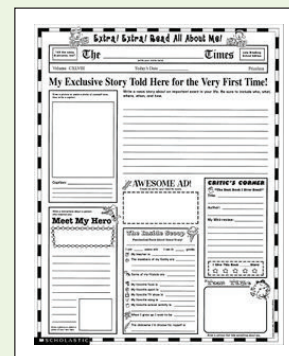
Allow groups of students to create a newspaper or parts of a newspaper (articles, ads, or obituaries) highlighting important events or people from the time period of one of the governors they learned about. They could include items like: what school was like during this time, what toys were like or examples of toys, what communication was like, clothing, hobbies; or music/entertainment. Students should also include connections between the governor they've chosen and what else was happening at that point in history. They should especially consider things that changed the course of the governor's life and/or time in office as well as things that provided continuity during their term.

Google Newspaper Templates:

- Style 1 – <http://bit.ly/2JW3IX6> (Google Slides)
- Style 2 – <http://bit.ly/2y18LZL>
- Style 3 – <http://bit.ly/2JTPLsJ>
- <https://www.canva.com/> and <https://www.lucidpress.com/> also contain templates. (Will support Chromebooks.)

Standards Connections

SS: SS.H.1.6-8.MdC; **SEL:** 2A, 2B; **ELA:** W.6-8.3



General Activities

Grades 6-8

THE STATE GOVERNOR

Allow students to explore the roles of governors using the iCivics lesson plan *The State Governor* <https://www.icivics.org/teachers/lesson-plans/state-governor>. In this lesson, students discover the roles and responsibilities of a governor. Through a reading and board game, the class can identify the source of a governor's power, as well as how that power is best used in a variety of situations.

Standards Connections

SS: SS.CV.2.6-8.MdC; **SEL:** 3C

THE GREAT STATE

Allow students to familiarize themselves with the roles of various portions of state government through the use of the iCivics' *The Great State* lesson <https://www.icivics.org/teachers/lesson-plans/great-state>. In this overview lesson, students learn about state government structure, functions, lawmaking, and relationship with local government.

Standards Connections

SS: SS.CV.2.6-8.MdC; **SEL:** 3C

Grades 9-12

DAILY LIFE

Students can explore how various aspects of life have changed throughout time. For example, allow students to study the various modes of communication that existed under different governors and compare those to communication today. Similar explorations could be conducted about changes in transportation, entertainment, and media throughout time.

Standards Connections

SS: SS.H.2.9-12; **SEL:** 2C



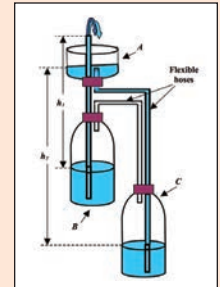
FOUNTAIN FUN

Students can engage in building a fountain as described in the 6-8 Fountain Fun activity above. Challenge students to design a fountain that does not require a pump. Or build a Heron's Fountain as described here, <https://makezine.com/2008/06/08/build-herons-fountain-1/>.

Explore the science that makes this pumpless, perpetual fountain flow; particularly Pascal's and Bernoulli's principles.

Standards Connections

Science: HS-ESS2-5; **SEL:** 3A



STATE EXECUTIVE BRANCH

Have students explore the role of the state executive branch using the iCivics lesson plan *State Executive Branch* (HS) <https://www.icivics.org/teachers/lesson-plans/state-executive-branch-hs>. Students dive into the structure and functions of the executive branches found across state governments. They will learn about the most common executive offices, how the state executive branches regulate actions within the state, and identify the officials in their own state. A spotlight on voter identification laws gives students a chance to take a closer look at state election agencies.

Standards Connections

SS: SS.CV.1.9-12, SS.CV.2.9-12, SS.CV.3.9-12; **SEL:** 3C

Civil War: Govs. Yates and Oglesby

Richard Yates led Illinois through the four years of our Civil War. He provided crucial assistance to the Union war effort, and worked to make certain that the war would bring an end to human slavery in the United States.

Yates' education began as a child in Kentucky and later included study at Illinois College in Jacksonville and Transylvania University in Kentucky. He returned to Jacksonville to practice law and began a political career. In the Illinois legislature he opposed legislation that would make it illegal for African Americans to settle in Illinois. (Such a law was passed four years later, in 1853.) During two terms in Congress he denounced slavery, and supported homestead laws and the creation of land-grant colleges. Yates was elected governor in 1860, standing on the ticket headed by Abraham Lincoln for president.

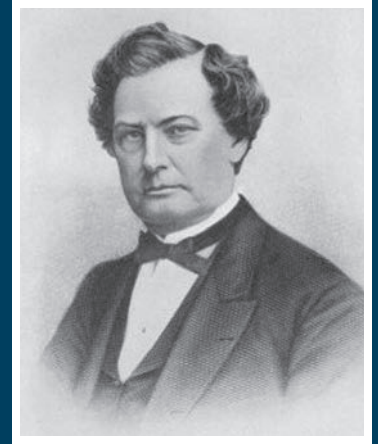
Actual war between sections of the United States began three months after Yates took office. His responsibilities grew quickly. When the U.S. Army needed more troops it was the job of the various states to raise the men, organize them into units, and begin training. During the war the governor and his staff brought about 250,000 men into the U.S. armed forces.

The governor felt a bond with Illinois troops even after they left the state for the battlefield. Beginning in early 1862, on learning of battles in which hundreds of

Illinoisans had been killed and wounded, Yates gathered medical supplies, clothing, bedding, food, ice, doctors, and nurses, then hired steamboats to bring the aid to military hospitals. He also worked to bring Illinois men from hospitals in the South to facilities in Illinois closer to their families. His continuing efforts to organize aid for Illinois troops in the field soon brought Yates a nickname, "the soldiers' friend."

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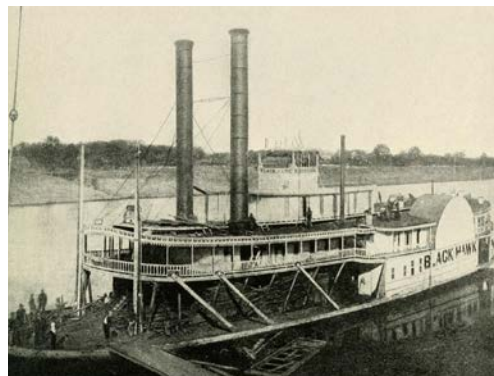
Yates had long opposed slavery. During the war he impatiently criticized President Lincoln as being "too slow" in freeing slaves and enlisting African Americans into the military, and too lenient in dealing with armed rebels in the South. Facing opposition majorities in the legislature, he could do little to help African Americans, whose daily lives were affected by racist state laws. Prevented by the state constitution from running for re-election, in 1864 Yates called for the election of a governor and lawmakers who would support an amendment to the U.S. Constitution to end slavery, and repeal the Illinois Black Laws. He also used his power to pardon black men convicted of violating the 1853 state law that prohibited African Americans from settling in Illinois.



RICHARD YATES

Governor of Illinois
Jan. 14, 1861 – Jan. 16, 1865

- Born 1815 in Kentucky
- Illinois representative 1842-1846 and 1849-1851
- U.S. representative 1851-1855
- U.S. senator 1865-1871
- Died 1873 in St. Louis



Photos from left to right:

Gov. Yates introduced his young son, also named Richard, to wounded war veterans.

The *Black Hawk* was hired by Yates to bring supplies to wounded Illinois soldiers.

Women of the Springfield Soldiers' Aid Society created hospital clothing for soldiers.

Civil War: Govs. Yates and Oglesby



RICHARD J. OGLESBY

Governor of Illinois
Jan. 16, 1865 – Jan. 11, 1869
Jan. 13, 1873–Jan. 23, 1873
Jan. 30, 1885–Jan. 14, 1889

- Born 1824 in Kentucky
- Illinois state senator 1861
- U.S. senator 1873-1879
- Died 1899 in Elkhart, Illinois

Richard J. Oglesby became governor just months before the end of the Civil War, and again 20 years later. Each of his full terms required him to deal with contentious social issues.

His life was an interesting one. Born into a family that owned a slave, he became strongly opposed to slavery. As a young man in Illinois he served during the 1846 war with Mexico, and later went to California in search of gold. Becoming wealthy, he returned to Illinois, and then took an extended tour of Europe and the Middle East. On returning he began to practice law and politics, and in 1860 staged the event that gave Abraham Lincoln the nickname of “the rail splitter.” Oglesby joined the Army when the Civil War opened in 1861 and rose to command a brigade under General Ulysses S. Grant before being gravely wounded in 1862. Two years later he was elected governor.

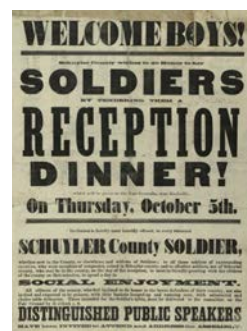
During his first full term (he resigned just days into his second term to be elected U.S. senator), Oglesby dealt with issues of human rights for African Americans. Empowered

Empowered by a majority of legislators, he led Illinois to become the first state to ratify the Thirteenth Amendment to the U.S. Constitution, ending slavery across the nation.

by a majority of legislators, he led Illinois to become the first state to ratify the Thirteenth Amendment to the U.S. Constitution, ending slavery across the nation. Days later lawmakers also repealed most of the Illinois Black Laws, which denied African Americans many basic legal and civil rights. The governor also supported efforts to create government-funded institutions that would aid veterans, children of soldiers killed during the war, and others suffering with unusual need. His term began days after the death of his son; it ended just months after the 1868 death of his wife.

Oglesby’s second full term as governor was most notable for issues related to the state becoming a major industrial power. Laborers’ demands on management for an eight-hour work day, better wages, and better working conditions led to strikes and, in some cases, violence. When a controversial trial sentenced seven men to hang for complicity in a fatal bombing at Chicago’s Haymarket Square, Oglesby was widely called upon to commute the sentences to life in prison. A law-and-order man with a humanitarian side, he offered to spare the lives of those who expressed remorse and sought mercy. Two did so and Oglesby granted commutations “in the interest of humanity and without doing violence to public justice.” Five others refused to ask for mercy and died, four by hanging and one by suicide.

Oglesby worked to maintain the iconic image of Abraham Lincoln. In 1865, weeks after standing at the president’s deathbed, he became president of the association that oversaw the construction and management of the Lincoln tomb in Springfield, and in 1895 he transferred its ownership to the State of Illinois.



Photos from left to right:

Illinois welcomed veterans home from war during Governor Oglesby’s first months in office. Governor Oglesby supported creation of the Illinois Soldiers’ Orphans Home. This drawing shows the governor planting trees at the Mansion on Arbor Day in 1888.

Civil War: Govs. Yates and Oglesby

CLOTHING FOR CIVIL WAR SOLDIERS

Most Civil War soldiers owned just one set of clothing, which was quick to wear out during long marches and bitter fighting. As you can imagine, mending clothes was a must for soldiers. Therefore, most Civil War soldiers carried a “housewife,” or sewing kit. This kit contained the items necessary to darn socks, replace buttons, or fix a hole in a jacket. Made for soldiers by wives, mothers, daughters, and friends, housewives were crafted from scraps of leftover fabric and typically included buttons, needles, thread, and extra fabric. When it was time to replace a button or stitch a tear, a soldier could quickly pull out his *housewife*, and all the necessary supplies would be there.

What You Need:

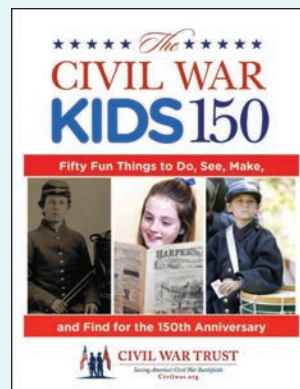
- Construction paper, at least 9" x 13"
- Glue
- Crayons
- Optional: two pieces of fabric (at least 9" x 13" each) needle and thread & sewing-kit supplies

What You Do:

1. Cut a piece of paper into a rectangle using the measurements given below.
2. Fold your rectangle into thirds lengthwise.
3. In the boxes on the side, draw in items that would commonly be found in a sewing kit, like needles, thread, pieces of yarn and buttons.
4. On the other side of the piece of paper, draw and color in a pattern that would typically be found on a piece of scrap fabric. Examples include plaid, floral or stripes.
5. You can also use old clothing or fabric scraps to construct a real, working version. Simply substitute fabric for the paper and lay two pieces 3" x 4" pieces of the fabric on the outer sections. Sew along the sides and bottom of the 3" x 4" pieces to create pockets to keep your sewing supplies in! (Retrieved and adapted from <https://www.education.com/activity/article/civil-war-housewife/> and *The Civil War Kids 150: Fifty Fun Things to Do, See, Make and Find for the 150th Anniversary*.)

Standards Connections

SS: SS.H.1.K, SS.H.3; **SEL:** 2B



Grades
K-2

CIVIL WAR TECH

Civil War Tech lessons from the Abraham Lincoln Presidential Library and Museum offer hands-on activities that let students explore the evolving technologies of Civil War America. These lessons meld science, technology, engineering, and mathematics education with history. Explore such topics as ironclads, railroads, telegraphs, trench warfare and medicine. Activities can be found at www.PresidentLincoln.Illinois.gov under the Education tab.

Standards Connections

SS: SS.IS.1.3-5, SS.IS.2.3-5, SS.IS.4.3-5, SS.IS.5.3-5, SS.IS.6.3-5, SS.IS.7.3-5, SS.IS.8.3-5, SS.CV.1.4, SS.H.1.4, SS.H.3.4, SS.CV.1.5, SS.CV.4.5, SS.G.1.5, SS.G.2.5, SS.G.3.5, SS.H.1.5, SS.H.3.5



Grades
3-5



Did You Know?

Governor Oglesby enjoyed watching his kids and neighborhood children sledding on the Mansion lawn.

Civil War: Govs. Yates and Oglesby

Grades 3-5

CLOTHING FOR CIVIL WAR SOLDIERS

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Standards Connections

SS: SS.H.3.1; **SEL:** 2B

RAILSPLITTER

Explore the role Richard Oglesby played in helping to secure Abraham Lincoln the nomination for president. When/ how did the “rail splitter” nickname come about and what was Oglesby’s role? Why was the “rail splitter” nickname so influential in securing Lincoln the nomination? What aspects of Lincoln’s upbringing were highlighted by the “rail splitting” moniker? Allow students to make campaign posters for Lincoln’s presidential bid highlighting characteristics that may have swayed the delegation to nominate him for president.

Standards Connections

SS: SS.H.2.3, SS.H.2.4; **SEL:** 1B

TABLEAU VIVANT

In 1862, the ladies of Springfield presented a tableau vivant to benefit the Soldiers’ Aid Society to raise money to provide clothing, blankets, food and medical supplies to Civil War soldiers. A tableau vivant, or “living picture” is a silent and motionless group of people arranged to represent a scene or incident. It was a popular form of parlor entertainment among the middle and upper classes in 19th century America. People donned costumes and staged real-life recreations of famous paintings, literary scenes and historical events. One of the depicted scenes was of a Civil War hospital. These scenes could be used to inspire intense emotion. The event raised \$290. Divide your classroom into groups and have each group choose a scene to depict in a tableaux. Tableaux usually lasted for 30 seconds. After each group demonstrates their tableau, have students write their opinion about which tableau evoked emotions for onlookers. Tell students to provide reasons that support their opinion. (Information taken from <http://illinoistimes.com/article-10243-living-pictures-come-to-life-again.html>.)

Standards Connections

ELA: W.3-5.1, W.3-5.1b, **SEL:** 1A, 2A, 2B, 2C

CIVIL WAR TECH

Civil War Tech lessons from the Abraham Lincoln Presidential Library and Museum offer hands-on activities that let students explore the evolving technologies of Civil War America. These lessons meld science, technology, engineering, and mathematics education with history. Explore such topics as ironclads, railroads, telegraphs, trench warfare and medicine. Activities can be found at www.PresidentLincoln.illinois.gov under the Education tab.



Standards Connections

SS: SS.IS.1.6-8, SS.IS.2.6-8, SS.IS.4.6-8.LC, SS.IS.5.6-8.MC, SS.IS.6.6-8.MC, SS.IS.8.6-8.LC, SS.IS.8.6-8.MdC, SS.IS.8.6-8.MC, SS.CV.3.6-8.LC, MdC, MC, SS.CV.5.6-8.MdC, SS.G.1.6-8.LC, SS.G.1.6-8.MdC, SS.G.2.6-8.LC, SS.G.2.6-8.MdC, SS.G.3.6-8.LC, SS.G.3.6-8.MdC, SS.3.6-8.MC, SS.EC.2.6-8.LC, SS.EC.3.6-8.MdC, SS.H.1.6-8.LC, SS.H.1.6-8.MdC, SS.H.1.6-8.MC, SS.H.2.6-8.MdC, SS.H.4.6-8.LC, SS.H.4.6-8.MC; **SEL:** 2B, 3C

FEEDING THE SOLDIERS

Meeting the nutritional needs of the soldiers during the Civil War was a monumental task. Read this article with your students about what the soldiers ate and how their food was preserved, <http://www.pbs.org/food/the-history-kitchen/civil-war-cooking-what-the-union-soldiers-ate/>. Then explore this article about what today's soldiers eat, <https://www.eater.com/2016/11/2/13492144/mre-ready-to-eat-meal-military-science>. Extend the activity by diving into an investigation of food preservation methods. Try a food preservation challenge with your students located here: https://ceas.uc.edu/special_programs/ceems/CEEMS_Pathways/SIT/CEEMS_InstructionalMaterials/ScienceUnits/mouse-trap-mania21.html

Interactive tool to explore the Centers for Disease Control: Solve the Outbreak <https://www.cdc.gov/mobile/applications/sto/web-app.html>

Standards Connections

Science: MS-LS1-7, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4; **Math:** 7.EE.B.4, 7.G.B.6; **SEL:** 3C

PROPERTY TAXES

Richard Oglesby created the State Board of Equalization to manage property taxes. Explore why property taxes came about, what they do, what the State Board of Equalization did, and why taxes might change over time. Students can even come to their own conclusions after reviewing a variety of sources about if they feel property taxes are good or bad – ensure students support their conclusions with information from the sources. As a way to take informed action, students can write a letter to the editor sharing their views on property taxes or a current issue involving property taxes.

Standards Connections

SS: SS.IS.8.6-8.LC, SS.IS.8.6-8.MC, SS.EC.1.6-8.LC; **Math:** 7.RP.A.3; **SEL:** 3C

TABLEAU VIVANT

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Standards Connections

ELA: WHST.6-8.1, WHST.6-8.1b; **SEL:** 1A, 2A, 2B, 2C

Civil War: Govs. Yates and Oglesby

Grades
9-12

CIVIL WAR SANITATION

Many soldiers died during the Civil War, some due to combat injuries, but many due to infections. This article describes the medical and surgical care administered to the soldiers during the Civil War, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4790547/>. Use parts of it to launch and/or support discussions with your students. The tables provide some interesting data that can be analyzed and discussed. Compare the practices from this time period to what are used today. Consider having a medical professional come in as a guest speaker to share their expertise and answer questions about how things have changed and why. Use the interactive tool from the Centers for Disease Control to explore content: <https://www.cdc.gov/mobile/applications/sto/web-app.html>

Standards Connections

Science: HS-LS2-1, HS-LS2-2; **SS:** SS.H.1.9-12; **SEL:** 3B

EMANCIPATION PROCLAMATION

Have students explore the misconceptions about the Emancipation Proclamation. Many people believe that the Emancipation Proclamation freed all the slaves; however the freedom granted was limited to states that had seceded from the Union and only if the Union won the war. Two possible resources to explore the Emancipation Proclamation's purposes are:

- Use Stanford History Education Group's Read Like a Historian materials (<https://sheg.stanford.edu/history-lessons/emancipation-proclamation>) to explore the idea that to attain freedom, slaves still had to escape rebel states and get to the Union. Students consider whether Lincoln freed the slaves, or the slaves freed themselves by comparing excerpts from the *Emancipation Proclamation* and *The Life and Times of Frederick Douglass*.

Standards Connections

SS: SS.IS.6.9-12, SS.CV.9.9-12; **SEL:** 3C

- One commonly unknown but major purpose of the Emancipation Proclamation was that it allowed the recruitment and enlistment of African Americans to the Union Army. Explore these common misconceptions utilizing various resources such as the text of the Emancipation Proclamation and the letters that were written to Governor Yates encouraging him to raise the first black regiment (he later formed the 29th Regiment Infantry, United States Colored Troops which was nationally significant). Students could choose to take informed action upon their learning and perhaps create a campaign to clear up a misconception in their school or community.

Standards Connections

SS: SS.IS.6.9-12, SS.CV.3.9-12, SS.CV.9.9-12; **SEL:** 3A, 3B



MENTAL HEALTH

Explore Richard Oglesby's impact on mental health and children with disabilities in Illinois. What policies were enacted while he was governor? What did they do? How do those policies differ from current ways we help people with mental health issues or disabilities?

Standards Connections

SS: SS.CV.3.9-12; **SEL:** 2A, 3C

TABLEAU VIVANT

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Standards Connections

ELA: WHST.9-12.1, WHST.9-12.1b; **SEL:** 1A, 2A, 2B, 2C

World's Columbian Exposition: Gov. John P. Altgeld

Governor John P. Altgeld took a principled but unpopular stance that effectively ended his political career.

The Altgeld family came to the United States shortly after John's birth. A stern father required much work from his son and cared little about his education. John escaped by joining the Army during the Civil War. During service he caught malaria, and later suffered from ill health.

After settling in Chicago, Altgeld practiced law and began investing in real estate and building development, soon making a fortune. He also deeply studied many social justice issues. His thinking led to speeches and articles that he collected and published in a book called *Live Questions*.

Altgeld hoped to put ideas into action, unsuccessfully seeking election to Congress but winning a judgeship on the Superior Court of Cook County.

On taking the governorship in 1893 Altgeld promoted legislation that gave more funds to the state universities, and opposed compulsory curriculum and teaching of English in parochial schools. He won passage of labor laws meant to improve worker safety. He named several women to important positions on some state boards and at government-managed institutions.

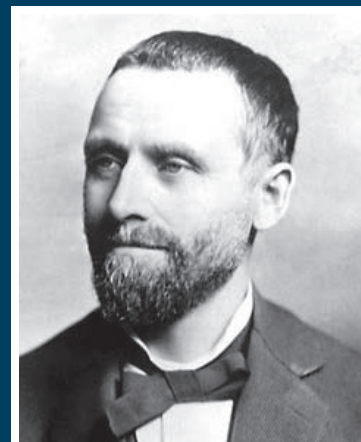
A few months into his term Governor Altgeld joined in opening the World's Columbian Exposition at Chicago. The center of world attention, Chicago welcomed an estimated

20 million people to the great fair and its exhibits of art, culture, and knowledge. Many visitors also enjoyed exotic sights and sounds such as fun new food items like Cracker Jacks and the hamburger sandwich, and the world's first Ferris Wheel.

Weeks after welcoming visitors to the exposition, Altgeld dropped a bombshell by pardoning the three men serving in prison convicted of involvement in the 1886 Haymarket bombing, two of whose lives had been spared by Gov. Oglesby. Altgeld could have quietly pardoned the men. Instead, he issued a long statement that reviewed the trial in detail and declared it to have been a failure of our justice system.

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Shining a light on a failure of the system, rather than quietly letting an injustice pass, required courage and conviction. Altgeld's demonstration of both led to being condemned by many as a dangerous subversive. He was not elected to office again.



JOHN P. ALTGELD

Governor of Illinois
Jan. 10, 1893 – Jan. 11, 1897

- Born 1847 in Germany
- Cook County judge 1886-1892
- Died 1902 in Joliet, Illinois



Photos from left to right:

Gov. Altgeld is shown working at his office in the Governor's Mansion.

The Columbian Exposition's Ferris Wheel was a giant standing over 250 feet tall.

Altgeld supported construction of new buildings at state universities, many in his favored style.

World's Columbian Exposition: Gov. John P. Altgeld

Grades K-2

THE FERRIS WHEEL

Display one or more images of the Ferris Wheel highlighted at World's Columbian Exposition in 1893. Instruct students to write a short story, haiku or other form of poetry to describe the image or their feelings about what they see in the image. Have students share and discuss. Some images are available at <https://chicagology.com/columbiaexpo/fair007/> and <https://illinoischicagohistory.weebly.com/1893-fair.html>.

Standards Connections

ELA: RI.K-2.7, W.K-2.3; **SEL:** 1A, 2A



THE EVOLUTION OF TRANSPORTATION

Have students place pictures of different modes of transportation in order as they were invented. Then allow students to have the opportunity to imagine what's next – draw what they imagine the next advance in transportation will be.

Standards Connections

SS: SS.H.1.1; **Science:** K-2-ETS1-2; **SEL:** 3C



TASTY INVENTIONS

Allow students to explore new foods introduced or highlighted at the World's Columbian Exposition. Students can look into things such as the hamburger, Cracker Jacks, and carbonated soda to discover who invented/introduced them and how these products may have changed over time.

Standards Connections

SS: SS.H.1.K, SS.H.3.1; **SEL:** 1A, 2A

Grades 3-5

THE FERRIS WHEEL

Display the one or more images of the Ferris Wheel highlighted at the World's Columbian Exposition in 1893. Instruct students to write a short story, haiku or other form of poetry to describe the image or their feelings about what they see in the image. Have students share and discuss. Some images are available at <https://chicagology.com/columbiaexpo/fair007/> or <https://illinoischicagohistory.weebly.com/1893-fair.html>.

Standards Connections

ELA: RI.3-5.7, W.3-5.3; **SEL:** 1A, 2A

THE EVOLUTION OF TRANSPORTATION

Have students place pictures of different modes of transportation in order as they were invented. Provide students with time to discuss what they imagine will be the next advancements in transportation. Allow them to draw their vision of transportation for the future.

Standards Connections

SS: SS.H.1.3, SS.H.1.5; **Science:** 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3; **SEL:** 3C



Did You Know?

Governor Altgeld loved “the flags of all nations...speaking the language of peace” at the Columbian Exposition.

World's Columbian Exposition: Gov. John P. Altgeld

EXPLORE THE EVOLUTION OF TRANSPORTATION

- Divide the class into groups of four, asking each group to put the transportation cards in order. Compare how the groups chose to order the cards and decide as a class what the most correct order would be. Transportation cards can be found at <http://www.ilclassroomsinaction.org/uploads/2/6/0/8/26089560/transportationcards.pdf> and an answer key is located at http://www.ilclassroomsinaction.org/uploads/2/6/0/8/26089560/transportationcardsanswer_key.pdf
- Discuss the advances in technology and in civilization that made each shift possible. Research the relative speeds for each mode of transportation.
- Calculate the time it would take to travel from St. Louis to Chicago using different modes of transportation. Assign each group a different mode to calculate and then share out to the groups. Compare the strategies each group used to calculate and the travel times for the different modes of transport. Here is a link to a lesson plan comparing the speed of different modes of transportation, https://www.teachengineering.org/activities/view/cub_airplanes_lesson08_activity1.
- Explore how a steam engine works by building a working model. <https://www.wikihow.com/Make-a-Steam-Engine>



Standards Connections

SS: SS.H.1.6-8.MdC; **SEL:** 3C

Grades
6-8

THE FERRIS WHEEL

Display one or more images of the Ferris Wheel highlighted at the World's Columbian Exposition in 1893. Instruct students to write a short story, haiku or other form of poetry to describe the image or their feelings about what they see in the image. Have students share and discuss. Some images are available at <https://chicagology.com/columbiaexpo/fair007/> or <https://illinoischicagohistory.weebly.com/1893-fair.html>.

Standards Connections

ELA: RI.6-8.7, W.6-8.3; **SEL:** 1A, 2A, 2C

LIGHTING

Have students explore the controversial battle over lighting the World's Fair. Students can look into the various inventors working toward electric lighting and alternating current. Have them explore what was different about each development, how the contract to light the World's Fair was selected, and its impact on lighting in the future.

Standards Connections

SS: SS.H.1.6-8.MdC; **SEL:** 2D

HAYMARKET RIOT

Explore the Haymarket Riot, subsequent trial, and Gov. John P. Altgeld's eventual pardoning of three convicted members of the Haymarket Eight. Students could also explore Gov. Richard Oglesby's connection to the incident. Students might research other topics related to the incident such as what caused the riot; how do differing perspectives/sides report about the riot; what role bias may have played in the decisions at the time; what impact did this event have on the nation and labor groups; what disparities may there be in the trial and subsequent punishments. Resources such as Stanford History Education Group's structured academic controversy lesson plan about Albert Parsons (<https://sheg.stanford.edu/history-lessons/albert-parsons-sac>) could be utilized to allow students to take a stance on this controversial event.

Standards Connections

SS: SS.IS.5.9-12, SS.H.1.9-12, SS.H.7.9-12; **SEL:** 2B, 2D, 3B



Grades
9-12

Great Depression: Gov. Henry Horner



HENRY HORNER

Governor of Illinois
Jan. 9, 1933 – Oct. 6, 1940

- Born 1878 in Chicago
- Cook County probate judge 1914-1932
- Died 1940 in Winnetka, Illinois

Gov. Henry Horner struggled to help others during the Great Depression, a time when thousands of Illinoisans faced economic disaster and little existed in the way of a safety net to aid them.

Horner, born as Henry Levy, was Illinois' first Jewish governor. His name was changed to his mother's following his parents' divorce. He first practiced law with the son of an attorney who had worked with Abraham Lincoln, sparking an interest that would shape Horner's life. In 1914 he won a seat as judge of the Cook County Probate Court. There he used every means available within the law to the advantage of those who appeared before him, especially the children. Horner's quiet effectiveness won the admiration of many and helped to bring his nomination for and election as governor.

Henry Horner came to the Governor's Mansion in a time of crisis – the depth of the Great Depression. He

struggled with how to help the many thousands of Illinoisans who had lost or might lose their jobs, their homes, or farms and businesses. He struggled against strong opposition, some from within his own party, to create a sales tax that would raise money for relief. He worked with the administration of President Franklin Roosevelt to bring federal dollars to finance public works projects that would provide thousands of suffering Illinoisans with at least some employment. Disagreements led some to try to keep Horner from re-election, even within his own political party, but the governor took his cause to the people and prevailed. The stresses of his job led to a stroke, but he refused to resign his office.

Governor Horner was fond of young people and sometimes held special events at the mansion to recognize their achievements and service. Weeks after taking office he held a giant reception for Boy Scouts and Girl Scouts, presenting each with a souvenir card reading, "As citizens of tomorrow you are the hope of the world." School crossing guards were served hot dogs and soda at the mansion before heading to a theater for an afternoon of films.

During his service under difficult circumstances Gov. Horner found comfort and inspiration in the example of leadership and courage provided by Abraham Lincoln. He spent hours in the Governor's Mansion surrounded by his beloved Lincoln collection, rebuilding strength and the determination to renew his struggle for suffering Illinoisans. Months before his death, the critically ill governor bequeathed his collection to the people of the State of Illinois for the use of all, "whether they be the most scholarly researchers or the humblest of school children."

Gov. Horner was fond of young people and sometimes held special events at the mansion to recognize their achievements and service.



Photos from left to right:

Gov. Horner meets in his Governor's Mansion office with young Red Cross volunteers.

The Great Depression pushed many Illinoisans into desperate poverty.

Gov. Horner uses the Lincoln collection he kept in the Governor's Mansion.

Great Depression: Gov. Henry Horner

Grades
K-2

LINCOLN COLLECTION

Henry Horner is known as a great collector of Abraham Lincoln memorabilia which was later donated to the Abraham Lincoln Presidential Library and Museum. After showing students an example of Horner's collection of Lincoln memorabilia (search collection items here: <http://alplm-cdi.com/chroniclingillinois/>), pose a question to students about Lincoln that can be answered by one or more of the sources. Students are to use evidence from a source or sources to provide a reason for their answer. For example, "I believe Abraham Lincoln was a caring man because in the photograph...".

Standards Connections

SS: SS.IS.6.K-2

RESPONSIBILITY

Horner is known for emphasizing fairness and responsibility. Allow students to explore those themes using one of the following children's books:

Grandpa's Corner Store by DyAnne DiSalvo-Ryan

Lucy's Grandpa's store might not make it when the big grocery store comes to town. But Lucy organizes her neighbors and helps to spruce up Grandpa's store. Her action helps him stay in business and raises awareness in the community.



Marvelous Cornelius: Hurricane Katrina and the Spirit of New Orleans by Phil Bildner
Marvelous Cornelius has always picked up trash in the city of New Orleans with joy, but after Hurricane Katrina destroys the city, he realizes he cannot save the city on his own. It takes the actions of the community and thousands of others to bring the city back again.



One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia

In this book, Isatou Ceesay takes action in her small village in the Gambia by taking plastic bags that have littered her villages and weaves them into purses. She and a few other women change the landscape in their village and make a difference.



In connection with any of these stories, be sure to discuss and emphasize to students their ability to be responsible and take action in their classroom or community.

Standards Connections

SS: SS.IS.6.K-2; SEL: 2B, 2C, 3A, 3C

VOLUNTEERING

Henry Horner valued volunteering and even recognized students for their volunteer actions. Allow students to explore volunteering and how they can contribute to their community by exploring one (or more) of the following children's books:

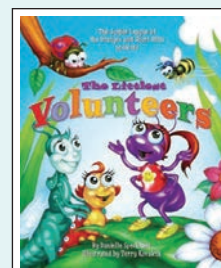
Can We Help?: Kids Volunteering to Help Their Communities by George Ancona

This picture book shows how kids can help with the world/environment and experience the joy of giving back. Some examples include kids of all ages working together knitting hats and scarves for those who could use warm clothes, packing hot meals to deliver to housebound people, and keeping roadways clean.



The Littlest Volunteers by Danielle Speckhart

The Littlest Volunteers reinforces many important values including compassion, empathy and generosity as children follow the exciting adventure of Annie and her friends. They learn that they too can make a difference.



Standards Connection

SS: SS.IS.6.K-2; SEL: 3C

Great Depression: Gov. Henry Horner

Grades 3-5

ROLE OF JUDICIARY

Henry Horner's fairness and kindness as a judge helped him to win the nomination for governor. Utilize the *We the Civics Kids* resources (<https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids>) from the National Constitution Center to allow students to explore what happens in a court of law. Lesson 4 of the "Becoming Active Citizens" curriculum follows a young girl as she tries to recover her stolen bicycle. The narrative provides a context for understanding the process of resolving a conflict from negotiations to trial. In all the lesson activities, students are gaining practice in examining and discussing issues from different viewpoints before rendering a decision. As an extension activity, student groups can develop and perform their own mock trials based on familiar fairy tales or fables.

Standards Connections

SS: SS.CV.3.3, SS.CV.4.4, SS.CV.2.5; **SEL:** 3A, 3B, 3C



COWBOY BOB BUILDS A COMMUNITY

Henry Horner instituted a sales tax as he worked to provide relief for the people of Illinois from the Great Depression. Have students explore taxes and how tax money is used to improve the community. The EconEdLink Activity "Cowboy Bob Builds a Community" located at: <https://www.econedlink.org/resources/cowboy-bob-builds-a-community/> allows students to explore the connection between taxes and some of the services that people need to have in a community. Students will become aware of the difference between wants and needs as well as the goods and services that are found in a community setting.

Standards Connections

SS: SS.EC.2.3, SS.EC.3.5; **SEL:** 3C

Grades 6-8

JUDGES: PLAYING FAIR

Prior to being elected governor, Henry Horner was a well-known probate judge in Cook County. Explore the importance of judges making fair decisions, perhaps using this lesson from iCivics (<https://www.icivics.org/teachers/lesson-plans/judges-playing-fair>). The iCivics mini-lesson takes a look at the role of fair and impartial courts in American life. Students learn how judges are selected and held accountable. It also looks at how judges focus on the facts in order to keep things fair.

Standards Connections

SS: SS.CV.2.6-8.MdC, SS.CV.2.6-8.MC; **SEL:** 3A, 3B, 3C

SALES TAX

Henry Horner instituted a sales tax as he worked to provide relief for the people of Illinois from the Great Depression. Have students explore how Henry Horner's new sales tax affected the cost of different items. How would that increase affect a family's budget? What did the tax do for the state? Compare the law then to tax laws now. How do they differ?

Standards Connections

SS: SS.EC.FL.1.6-8.MdC; **Math:** 7.RP.A.3; **SEL:** 3C



Did You Know?

Gov. Horner enjoyed animals, keeping dogs and even deer as pets at the Governor's Mansion.

Great Depression: Gov. Henry Horner

SONG OF THE GREAT DEPRESSION

In the 1930s, disaster struck the southwestern Great Plains region of the United States. In the heartland of the U.S., poor soil conservation practices and extreme weather conditions exacerbated the existing misery of the Great Depression and instigated the largest migration in American history. April 14, 1935, is still remembered as “Black Sunday.” A day that began with mild warmth and ended with a huge dust cloud traveling at 60 miles per hour and blackening the sky. Eventually millions of people left the Great Plains. Almost one-quarter of the population was forced out when they lost their farms and ranches in bank foreclosures. The need to feed their children and raise them in more healthful surroundings drove many families to pack everything they owned in cars and trucks and head west. California became a popular destination. The journey out west was difficult for many families.

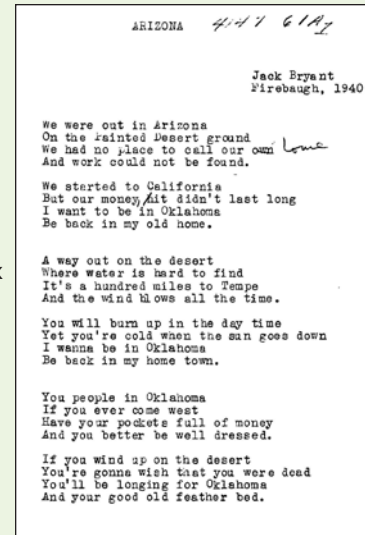
Listen to Jack Bryant’s original song written about the move west. Print off the lyrics so students can follow along. After listening, ask students to think about what they already know about this period in history. How do the lyrics support or contradict their current understanding of this period? How does the song highlight the values or opinions held during this period? How do students think the public reacted to this song? The items below are part of the Library of Congress Primary Source Set about the Dust Bowl found at: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/>

- Audio recording of Jack Bryant’s original song written in 1940. <https://www.loc.gov/item/toddbib000194/>
- PDF of Jack Bryant’s original song written in 1940. <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/pdf/arizona.pdf>

Todd, C. L., Sonkin, R., Bryant, J. & Bryant, J. (1940) Arizona. Firebaugh FSA Camp. [Audio] Retrieved from the Library of Congress, <https://www.loc.gov/item/toddbib000194/>

Standards Connections

SS: SS.H.1.6-8.MdC, SS.H.2.6-8.MdC, SS.H.2.6-8.MC; **SEL:** 1A; **ELA:** RH.6-8.2



Grades
6-8

COURTS WEBQUEST

Prior to being elected governor, Henry Horner was a well-known probate judge in Cook County. Using this WebQuest from iCivics (<https://www.icivics.org/node/618/resource>) students can explore all levels of both the state and federal court systems. They learn about jurisdiction, look up the courts in their own state, find out what federal appellate circuit they live in, and investigate the current U.S. Supreme Court justices. After completing the WebQuest allow students the opportunity to test their knowledge by playing iCivics' Court Quest game: <https://www.icivics.org/node/853/resource>.

Standards Connections

SS: SS.CV.1.9-12, SS.CV.4.9-12; **SEL:** 3A, 3B, 3C



Grades
9-12

Great Depression: Gov. Henry Horner

Grades
9-12

WHO BEARS THE BURDEN?

Henry Horner instituted a sales tax as he worked to provide relief for the people of Illinois from the Great Depression. Using this activity from EconEdLink: <https://www.econedlink.org/resources/who-bears-the-burden-when-a-tax-is-imposed-on-a-good/> have students explore the question: How do we determine whether consumers or producers bear the burden of a tax placed on a good? To explore that question, students watch a video to learn who is impacted by a tax imposed on the producer and/or consumer. They also use an interactive slide show to determine the tax burden on producers and consumers. Students learn how to determine the function values of (x) or y values of simple functions by calculation and inspection and learn to calculate the area under straight line graphs.

Standards Connections

SS: SS.EC.7.9-12; **Math:** 7.RP.A.3, A.SSE.A.1, A.SSE.3; **SEL:** 3A, 3B, 3C



SONG OF THE GREAT DEPRESSION

In the 1930s, disaster struck the southwestern Great Plains region of the United States. In the heartland of the U.S., poor soil conservation practices and extreme weather conditions exacerbated the existing misery of the Great Depression and instigated the largest migration in American history. April 14, 1935, is still remembered as “Black Sunday.” A day that began with mild warmth and ended with a huge dust cloud traveling at 60 miles per hour and blackening the sky. Eventually millions of people left the Great Plains. Almost one-quarter of the population was forced out when they lost their farms and ranches in bank foreclosures. The need to feed their children and raise them in more healthful surroundings drove many families to pack everything they owned in cars and trucks and head west. California became a popular destination. The journey out west was difficult for many families.

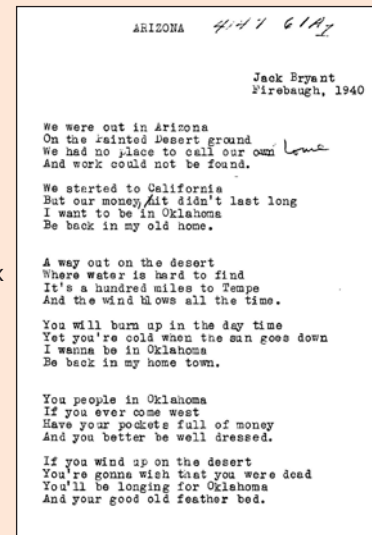
Listen to Jack Bryant’s original song written about the move west. Print off the lyrics so students can follow along. After listening, ask students to think about what they already know about this period in history. How do the lyrics support or contradict their current understanding of this period? How does the song highlight the values or opinions held during this period? How do students think the public reacted to this song? The items below are part of the Library of Congress Primary Source Set about the Dust Bowl found at: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/>

- Audio recording of Jack Bryant’s original song written in 1940. <https://www.loc.gov/item/toddbib000194/>
- PDF of Jack Bryant’s original song written in 1940. <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/pdf/arizona.pdf>

Todd, C. L., Sonkin, R., Bryant, J. & Bryant, J. (1940) Arizona. Firebaugh FSA Camp. [Audio] Retrieved from the Library of Congress, <https://www.loc.gov/item/toddbib000194/>

Standards Connections

SS: SS.H.1.9-12, SS.H.5.9-12; **SEL:** 1A; **ELA:** RH.9-12.2



World Stage: Gov. Adlai E. Stevenson II

For Adlai E. Stevenson II, the Illinois Governor's Mansion was the transition point to a career that would touch the lives of people across our planet.

Born into a family tradition of civic engagement, Stevenson enjoyed extensive travel as a child and young man. Bright but only dutiful about school, he failed in his second year at Harvard Law School, later working diligently to graduate from Northwestern Law.

Interest in foreign affairs led Stevenson to vocally oppose isolationism and support the Allies before U.S. entry into World War II. In 1945, he was charged with building public support for the proposed United Nations organization. Stevenson played an important role in shaping the U.N. and served as advisor to the U.S. delegation.

In 1948 party leaders looked to Stevenson as a "clean" candidate for Illinois governor. Opponents pointed to his diplomatic service and lack of executive experience as liabilities. Stevenson hit the campaign trail, promising to clean up what he declared was corruption across the state, and won.

Making his main office at the Governor's Mansion, Stevenson worked to achieve his reform agenda. He sought to expose ties between politicians, gambling, and organized crime; and brought the Illinois State Police out of politics. He also welcomed foreign students studying in Illinois schools to the Mansion.

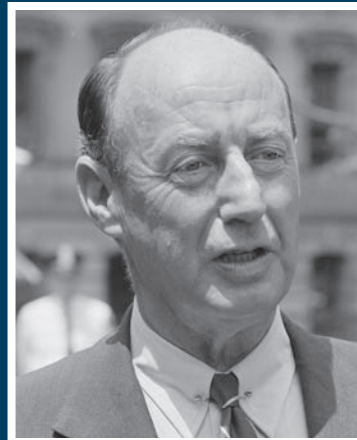
In 1952 his party sought a candidate to succeed President Harry S. Truman. Many observers thought that Stevenson – bright,

articulate, and experienced in foreign affairs – was just the man. Stevenson wanted another term as Illinois governor and his popularity across the state made him an almost certain winner. Pressure by party leaders and the public eventually led him to seek the presidency.

The governor was named for his grandfather, who served as vice president from 1893 to 1897.

During the campaign Stevenson spoke eloquently about the importance of everyone playing a positive role in maintaining our society. "As citizens of this democracy, you are the rulers and the ruled, the lawgivers and the law abiding," he declared. "Democracy is a high privilege, but it is also a heavy responsibility." The November presidential election brought Stevenson defeat by World War II hero Dwight D. Eisenhower.

Gov. Stevenson's concession speech that election night ended by looking forward to a time "when all children grow in freedom and dignity in a world at peace." Helping to bring that about became the work of his remaining years. His speeches on foreign policy established his status as a leader, which grew with time. In 1961, President John F. Kennedy named Stevenson the U.S. ambassador to the United Nations, where he championed aid for newly independent nations in Africa and Asia that struggled with poverty and social and political tensions.



ADLAI E. STEVENSON II

Governor of Illinois
Jan. 10, 1949 – Jan. 12, 1953

- Born 1900 in California
- U.S. ambassador to United Nations 1961-1965
- Died 1965 in London, England



Photos from left to right:

An 1892 campaign print celebrates candidates Grover Cleveland and Adlai Stevenson I. Adlai Stevenson II is shown at age 15, when his father was Illinois Secretary of State. Gov. Stevenson meets student prize winners in his office at the Governor's Mansion.

World Stage: Gov. Adlai E. Stevenson II

Grades K-2

COOPERATION: THE CRAYON BOX THAT TALKED

One of the purposes of the United Nations is to foster cooperation between nations. The children's book ***The Crayon Box that Talked*** by Shane DeRolf is a great book to read at the beginning of the year, and throughout the year as well to emphasize the importance of cooperation. A little girl walks into a toy shop and hears a box of crayons arguing. She takes the box of crayons home, colors a picture with ALL of the crayons, and then the crayons realize that they work well together and start to get along. An activity to try after the book is read, is for the teacher to pick one crayon color (say purple) and ask the students to describe the playground. Draw what they tell you all in purple. As you are drawing the students may get upset – “No, the grass is green” or “The sky is blue.” Ask the students what the picture is lacking at the end and they should point out that the drawing is missing other colors. Use this activity to reiterate the idea that all the colors working together would make a much more vibrant picture.

Standards Connections

SS: SS.CV.1.1; **SEL:** 2B, 2D, 3B

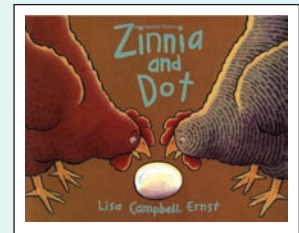


COOPERATION: ZINNIA AND DOT

One of the purposes of the United Nations is to foster cooperation between nations. Read the children's book ***Zinnia and Dot*** by Lisa Campbell Ernst and discuss the importance of cooperation. This book is about two hens who don't like each other and compete to lay the best eggs. They never got along, but when something goes wrong they lose all but one egg. The hens then have to work together to care for the egg despite not liking each other.

Standards Connections

SS: SS.CV.1.1; **SEL:** 1A, 2A, 2B, 2C, 2D



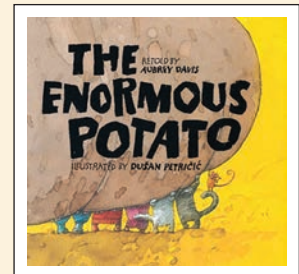
Grades 3-5

COOPERATION: THE ENORMOUS POTATO

One of the purposes of the United Nations is to foster cooperation between nations. Read the children's book ***The Enormous Potato***. The story has been around for generations and is retold by professional storyteller Aubrey Davis. It shows what can be accomplished when everyone lends a hand to solve a problem.

Standards Connections

SS: SS.CV.1.3; **SEL:** 3C



CONFLICT AND COOPERATION

From its charter, the United Nations has four purposes: 1) maintaining worldwide peace and security, 2) developing relations among nations, 3) fostering cooperation between nations in order to solve economic, social, cultural, or humanitarian international problems, and 4) providing a forum for bringing countries together to meet the U.N.'s purposes and goals. Allow students to explore the ways countries work together or fall into conflict using the iCivics lesson *Conflict and Cooperation* (<https://www.icivics.org/teachers/lesson-plans/conflict-and-cooperation>). After learning about motivations and conditions that lead to action (or inaction), students analyze examples of international conflict and cooperation.

Standards Connections

SS: SS.CV.1.6-8.MdC, SS.CV.3.6-8.LC, MdC, MC; **SEL:** 2A, 2B, 2C, 2D, 3C

INTERNATIONAL ORGANIZATIONS

Stevenson was influential in the the United Nations throughout his career. Allow students the opportunity to compare the basic structure of several different international organizations from the iCivics lesson *International Organizations* (<https://www.icivics.org/teachers/lesson-plans/international-organizations>). Students will have the opportunity to categorize their work with various international organization and will also examine the local and global impact of international organizations.

Standards Connections

SS: SS.CV.1.6-8.MdC, SS.CV.2.6-8.MC, SS.CV.3.6-8.LC, MdC, MC; **SEL:** 2B, 2D

QUOTABLES

Adlai E. Stevenson II was known for his eloquent public speaking and promotion of reform. The following are some of his most famous quotes. Using one or more of the following quotes, have students complete any of the following activities:

- Have students rewrite one or more quotes using language an 8-year-old could understand.
- Give students the first part of a quote and have them think of different endings.
- As a twist on the traditional “current events” assignment, have students select a quote that relates to a news story and explain why it is relevant to that current event.
- Assign a group of students a particular quote and have them prepare a one-to-two-minute commercial to “sell.”
- Cut the quotes into strips of paper and have students draw a quote. Assign them the task of expressing the message of the quote in a poster, poem, essay or song.

Quote Options:

- “A hypocrite is the kind of politician who would cut down a redwood tree, then mount the stump and make a speech for conservation.”
- “You can tell the size of a man by the size of the thing that makes him mad.”
- “It will be helpful in our mutual objective to allow every man in America to look his neighbor in the face and see a man-not a color.”
- “The best reason I can think of for not running for President of the United States is that you have to shave twice a day.”
- “The idea that you can merchandise candidates for high office like breakfast cereal – that you can gather votes like box tops – is, I think, the ultimate indignity to the democratic process.”
- “Journalists do not live by words alone, although sometimes they have to eat them.”
- “A free society is one where it is safe to be unpopular.”
- “Flattery is all right as long as you don’t inhale.”

Standards Connections

ELA: RH.6-8.2; **SEL:** 1A, 2A, 2B

World Stage: Gov. Adlai E. Stevenson II

Grades 9-12

ADLAI STEVENSON'S MOST FAMOUS SPEECH

In 1952, Stevenson delivered his presidential nomination acceptance speech. Allow students to watch Stevenson's speech with a copy of the transcript to aid in clarity. Video and written transcript of the speech can be found at: <https://www.americanrhetoric.com/speeches/adlaistevenson1952dnc.html>. Have students analyze the speech in sections and discuss or write what they believe Stevenson had hoped to accomplish with the words he chose to say.

Standards Connections

ELA: RH.9-12.2, RH.9-12.4, RH.9-12.5, WHST.9-12.1, WHST.9-12.2, RI.9-12.2, W.9-12.1, W.9-12.2; **SEL:** 1B

THE UNITED NATIONS AND REFORM

Stevenson was influential in the United Nations throughout his career. Explore the United Nations past, present, and future using a lesson plan from PBS found at: <http://www.pbs.org/newshour/extra/lessons-plans/the-united-nations-and-reform/>. The first part of this activity provides students with a broad overview of the history, structure, and accomplishments of the United Nations. While in the second portion, students review a detailed examination of the structural and operational problems the United Nations have experienced throughout 60 years. Finally, students participate in a focus group forum addressing thought-provoking questions about the future of the United Nations.



Standards Connections

SS: SS.CV.1.912, SS.H.1.9-12; **SEL:** 2B, 2C, 3C

QUOTABLES

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- Have students rewrite one or more quotes using language an 8-year-old could understand.
- Give students the first part of a quote and have them think of different endings.
- As a twist on the traditional "current events" assignment, have students select a quote that relates to a news story and explain why it is relevant to that current event.
- Assign a group of students a particular quote and have them prepare a one-to-two-minute commercial to "sell."
- Cut the quotes into strips of paper and have students draw a quote. Assign them the task of expressing the message of the quote in a poster, poem, essay or song.

Quote Options:

- "A hypocrite is the kind of politician who would cut down a redwood tree, then mount the stump and make a speech for conservation."
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- "Journalists do not live by words alone, although sometimes they have to eat them."
- "A free society is one where it is safe to be unpopular."
- "Flattery is all right as long as you don't inhale."

Standards Connections

SS: SS.CV.1.9-12, SS.CV.5.9-12; **SEL:** 2B, 3C

U.S. DIPLOMACY

In addition to being Governor of Illinois, Stevenson was a well-known diplomat. Using the PBS Learning Media lesson here: <https://illinois.pblearningmedia.org/collection/us-diplomacy/#WyK8eqdKiUk>, have students explore what it means to be a diplomat both historically and today.

Standards Connections

SS: SS.CV.1.9-12, SS.CV.5.9-12; **SEL:** 2B, 3C

Child of the Mansion: Florence Fifer Bohrer

Florence Fifer (later Bohrer) lived in the Governor's Mansion as a youngster. As an adult she devoted much of her life to volunteer work that helped to make other people's lives better.

The 11-year-old daughter of Gov. Joseph W. Fifer, Florence quickly absorbed ideas that, combined with skills and determination, showed her to be a leader. Ambitious to be a circus rider, she trained her pony Dixie to climb the Mansion's steep front stairs into the front hall. Such demonstrations of skill and determination delighted her parents.

Young Florence enjoyed hiding quietly in her father's office while he talked to state leaders. "Perhaps it was here that my interest in government and politics was born," she recalled, and soon came to her father with ideas of her own. While visiting the daughter of the state prison warden at Joliet, young Florence became interested in some of the inmates and on her return home begged the governor to pardon them.

In 1910 Florence, now married and known as Florence Fifer Bohrer, entered public service after her daughter and other students caught tuberculosis from a teacher. She led the formation of a group that traveled McLean County to provide examinations to uncover cases of the disease. She won passage of a law that allowed counties to create special treatment facilities for tuberculosis patients. Her public service as a private citizen continued during World War I as chair of the Red Cross Home Service. The committee looked after the families of local servicemen and helped to staff temporary hospitals created during the 1918 influenza pandemic.

Florence entered politics in 1924, four years after American women received full voting rights. Urged to run for the Illinois Senate, she resisted until encouraged by her mother's confidence "that whatever comes, we always have the power to meet it." In November she

Florence entered politics in 1924, four years after American women received full voting rights.

became the first woman to be elected to the Illinois State Senate. During eight years of service, Senator Bohrer led efforts that created a plan for a system of state

parks and adopted "Illinois" as the state song. She also worked to improve conditions at state facilities for the disabled. Many of the bills that she proposed dealt with social welfare issues and were passed into law. Others were unsuccessful.

Defeated for re-election in 1932 as the Great Depression grew ever worse, Bohrer dove into volunteer work as chair of the McLean County Emergency Relief Office. Over 15,000 residents received at least some assistance. Some who were disappointed threatened violence, but Florence persevered in her service. She took leadership in the League of Women Voters, encouraging all citizens to participate actively in civic life.



FLORENCE FIFER BOHRER

- Born 1877 in Bloomington
- Illinois State Senator 1925-33
- Died 1960 in Bloomington, Illinois



Photos from left to right:

Florence Fifer poses about 1889, when she lived in the Governor's Mansion.

Women parade demanding the right to vote in all elections.

Florence Fifer Bohrer works at her desk in the Illinois Senate.

Child of the Mansion: Florence Fifer Bohrer

Grades K-2

DESIGN A PARK

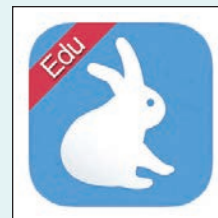
Florence Fifer Bohrer, child of former Illinois Gov. Joseph W. Fifer, was Illinois' first female senator. One of her many accomplishments was to create the state park system. If students were to design a park, what would it look like? What would be included? Ask students to write about and/or draw their park and give it a name.

Talk with students about Universal Design, which is the design of buildings, products or environments to make them accessible to all people, regardless of age, disability or other factors. Why is it important to make parks accessible to everyone? How can parks be made more accessible?

Students can create their playground/park using Shadow Puppet EDU, a free mobile app (iOS) - <https://itunes.apple.com/us/app/shadow-puppet-edu/id888504640?mt=8>

Standards Connections

ELA: SL.K-2.5; **SEL:** 3C



Grades 3-5

DESIGN A PARK

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Students can create their playground/park using Shadow Puppet EDU, a free mobile app (iOS) - <https://itunes.apple.com/us/app/shadow-puppet-edu/id888504640?mt=8>

Standards Connections

ELA: SL.3-5.5; **Math:** 3.MD.D.8, 4.MD.A.3; **SEL:** 3C

ILLINOIS ECOSYSTEMS

The Illinois Department of Natural Resources has published a primer for elementary students to explore Illinois prairies as complex ecosystems: <https://www.dnr.illinois.gov/publications/Documents/00000647.A.pdf>. Their full website on Illinois Prairies is a great resource to support other classroom discussions: <https://www.dnr.illinois.gov/education/pages/ilprairies.aspx>.

Standards Connections

Science: 3-LS4-4, 5-LS2-1

OUR STATE SONG

Listen to and study the lyrics of the Illinois State Song (<https://www2.illinois.gov/Pages/about/StateSong.aspx>) since Florence Fifer Bohrer was the one who introduced the song to the Senate. After listening to the song, take time to read through the lyrics and allow students to discuss the meaning behind the references in the song (for example: "By thy rivers gently flowing, Illinois, Illinois" research what rivers the song is referring to; "From a wilderness of prairies, Illinois, Illinois" discuss what the significance of prairies are to Illinois).

Standards Connections

ELA: RI.3-5.1; **SEL:** 3C

WHAT IS TUBERCULOSIS?

Having contracted tuberculosis as a girl, Florence Fifer Bohrer helped pass legislation that helped to prevent and treat this disease in Illinois. Allow your students to learn more about tuberculosis by using this educator's resource with lots of activity ideas, <https://www.thetruthabouttb.org/wp-content/uploads/2014/10/TB-Educational-Resource-FINAL-lowres.pdf>.

Standards Connections

Science: 5-LS2-1

Child of the Mansion: Florence Fifer Bohrer

AMERICANS ON THE HOMEFRONT

Florence Fifer Bohrer was an influential member of her local Red Cross chapter during WWI. Explore the importance of that contribution and others on the home front during WWI using this lesson: <https://www.docsteach.org/activities/teacher/americans-on-the-homefront-helped-win-world-war-i> from the National Archives' DocsTeach. Students will analyze documents related to home front activities in which Americans were encouraged to engage during World War I. They will compare documents, identify patriotic activities, and reflect on the meaning of American citizenship.

Standards Connections

SS: SS.CV.1.6-8.LC, SS.CV.3.6-8.LC, MdC, MC; **SEL:** 3C



Grades
6-8

STATE SENATORS

Since Florence Fifer Bohrer was the first female elected to the Illinois State Senate, allow students to learn about the roles of state senators through one (or both!) of the following lessons from iCivics:

- **STATE LEGISLATURES** (HS) lesson from iCivics (<https://www.icivics.org/teachers/lesson-plans/state-legislatures-hs>) Students are introduced to the basic structure and function of state legislatures, as well as the variety in those structures. They will also identify elements of their own state legislative body and take a stab at gerrymandering to see the impact of districting on election outcomes. A spotlight on representation models allows students to think about the pros and cons of the delegate and trustee models and where constituents fit into the conversation.
- **STATE LAWMAKING** (HS) lesson from iCivics (<https://www.icivics.org/teachers/lesson-plans/state-lawmaking-hs>) Students track the state lawmaking process while they learn about the people, organizations, and official efforts that help a bill become a law. A spotlight on interest groups and lobbying explains how organizations work to promote the needs of their members in the process.

Standards Connections

SS: SS.CV.1.9-12, SS.CV.2.9-12, SS.CV.8.9-12, SS.CV.10.9-12; **SEL:** 3A, 3C

PRAIRIE RESTORATION

Prairies are a significant ecosystem in Illinois, as reflected by their inclusion in the Illinois State Song. Prairies have also been negatively impacted by the human population and industrialization. Restore an area of land back to native prairie. All of the information needed to facilitate this project with a high school group is compiled on the following site supported by the Fermilab Education Office: https://ed.fnal.gov/help/prairie/Prairie_Res/index.html.

Standards Connections

Science: MS-LS2-1, MS-LS2-3, MS-LS2-4, MS-LS2-5, HS-LS2-2, HS-LS2-4

Grades
9-12



Did You Know?

Women could not vote in all Illinois elections until 1920, when the Nineteenth Amendment to the U.S. Constitution was adopted.

Map of GLO Plat – 1821

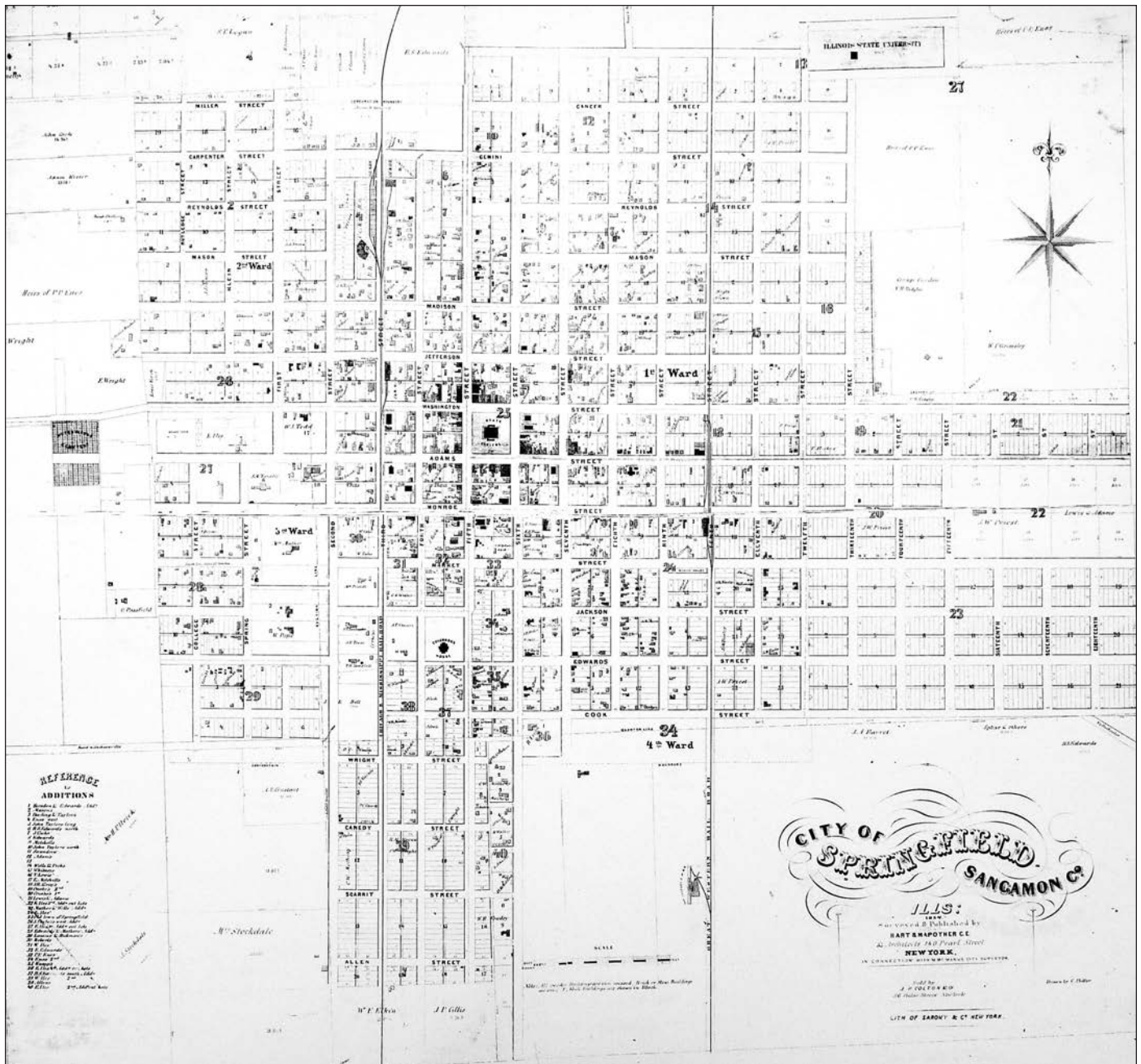


1821 General Land Office map

This map was produced in 1821 by the U.S. General Land Office. Under federal law the public domain had to be surveyed before land sales could begin. The map, based on notes made by surveyors who actually walked the ground making notes about the soils and vegetation they encountered, shows which land was open prairie and which was wooded. The Illinois Governor's Mansion was later built in the northwest corner of Section 34, near where the prairie met timber.

Original in Illinois State Archives.

Springfield Map of 1854



1854 map of Springfield

This map, created in 1854, shows the city of Springfield, its political division into wards, the streets and property lines that had been laid out, and even the structures that had been built on individual lots. The Illinois Governor's Mansion, then under construction, appears as the "Governor's House" just below and left of the center of the map. The home of Abraham Lincoln stands three blocks east of the Mansion, at the northeast corner of Eighth and Jackson.

Original in Abraham Lincoln Presidential Library.

Springfield Map of 1867



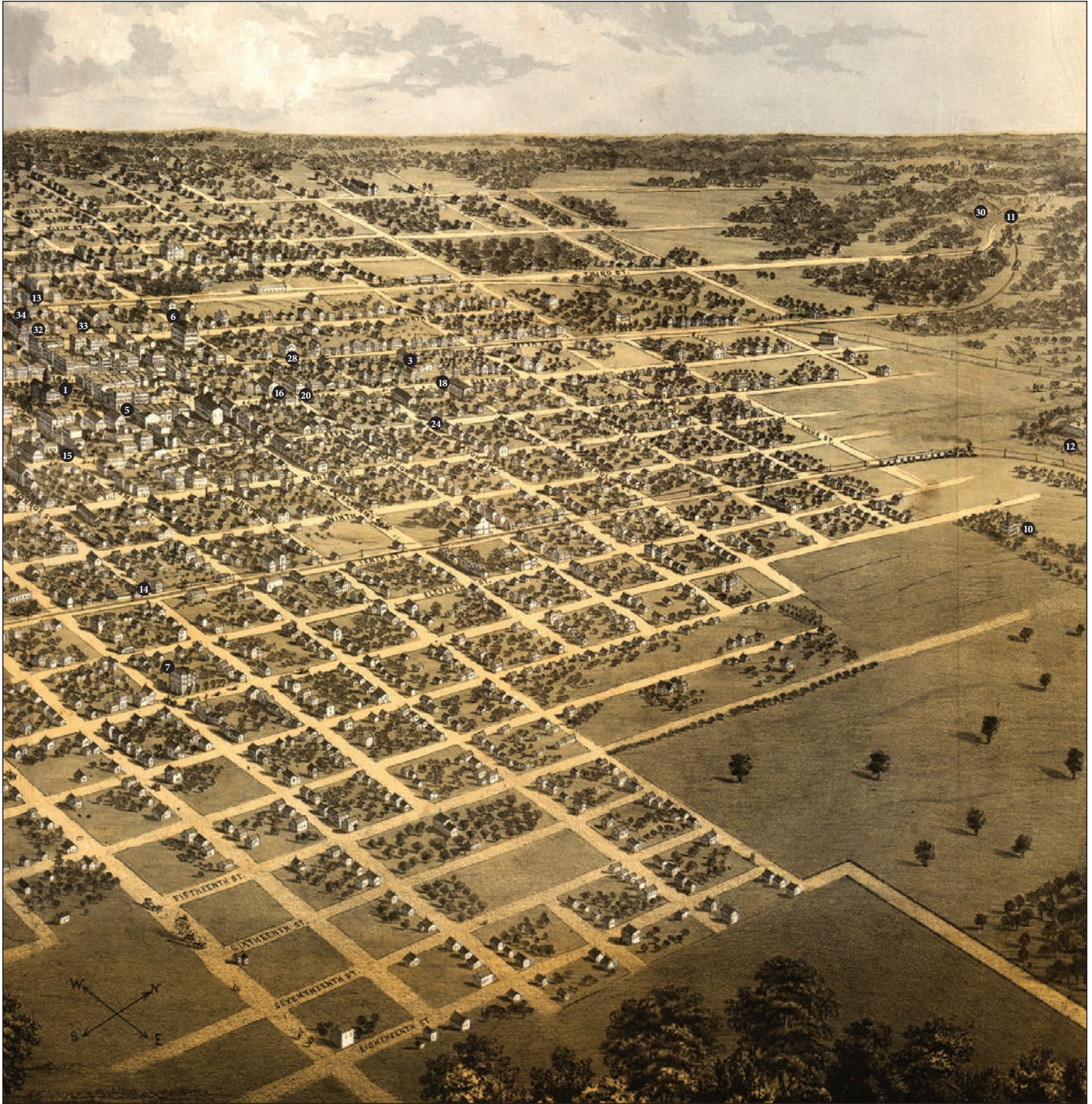
1867 panorama of Springfield

This view of Springfield created in the so-called “birds-eye” or panoramic format, shows the growth of the city’s physical extent since 1854. Though an artwork that includes some license, it also contrasts the natural environment, in the form of woods located at the top border of the image, with the created environment of carefully placed plantings seen in many of the residential lots. At the lower left is a nursery that provided cultivated trees to those wishing to decorate their property.

Original in Library of Congress – <https://www.loc.gov/item/73693374/>.

- A. New Capitol
- 1. Capitol
- 2. Governor’s Residence
- 3. State Arsenal
- 4. Supreme Court & Post Office
- 5. Court House
- 6. High School
- 7. Ward Schools
- 8. Home of the Friendless

Springfield Map of 1867



- | | | |
|----------------------------------------------------|--------------------------------|-------------------------------|
| 9. Market House | 18. St Peter & St Paul Church | 27. Third Presbyterian Church |
| 10. Illinois University | 19. Episcopal Church | 28. Universalist |
| 11. Oak Ridge Cemetery | 20. Lutheran Church | 29. Lincoln's Residence |
| 12. Water Works | 21. German Lutheran Church | 30. Lincoln's Tomb |
| 13. Chicago & St. Louis R.R. Depot | 22. First Methodist Church | 31. Leland Hotel |
| 14. Toledo Wabash & Western R.R. Depot | 23. Second Methodist Church | 32. Chenery Hotel |
| 15. First Baptist Church | 24. German Methodist Church | 33. St Nicholas Hotel |
| 16. Second Baptist Church | 25. First Presbyterian Church | 34. Revere Hotel |
| 17. Church of the Immaculate Conception – Catholic | 26. Second Presbyterian Church | |

Civics Book List

The following provides a list of potential children’s books that may assist teachers with connections to the Illinois Social Science Standards. Of course, just reading a book does not teach a standard. However, they can be used to reinforce the learning standard by:

- introducing a lesson, unit or concept
- supplementing a lesson or unit
- providing additional information for specific topics/standards

Kindergarten Civics Book List

Description	Standards Connection
<p>Look Where We Live by Scot Ritchie Author and illustrator Scot Ritchie has created a rich resource for social studies lessons on places, roles and jobs within a community, and what it takes to be a responsible citizen.</p>	<p>SS.CV.1.K: Describe roles and responsibilities of people in authority.</p> <p>SS.CV.2.K: Explain the need for and purposes of rules in various settings inside and outside of the school.</p>
<p>Whose Hat Is This?, Whose Vehicle Is This?, Whose Tools Are These? by Sharon Katz Cooper Sharon Katz Cooper has written books that help students think of people in authority by looking at their hats, vehicles and tools.</p>	<p>SS.CV.1.K: Describe roles and responsibilities of people in authority.</p>
<p>What If Everybody Did That by Ellen Javernick If you drop just one soda can out the window, it’s no big deal...right? But what if everybody did that? What if everybody broke the rules...and spoke during story time, didn’t wash up, or splashed too much at the pool? Then the world would be a mess. But what if everybody obeyed the rules so that the world would become a better place? Using humorous illustrations rendered in mixed media, these questions are answered in a child-friendly way and show the consequences of thoughtless behavior.</p>	<p>SS.CV.2.K: Explain the need for and purposes of rules in various settings inside and outside of the school.</p>
<p>Know and Follow Rules by Cheri J. Meiners (Available in English & Spanish) This book starts with simple reasons why we have rules: to help us stay safe, learn, be fair, and get along. Then it presents just four basic rules: “Listen,” “Best Work,” “Hands and Body to Myself,” and “Please and Thank You.” The focus throughout is on the positive sense of pride that comes with learning to follow rules. Includes questions and activities adults can use to reinforce the ideas and skills being taught.</p>	<p>SS.CV.2.K: Explain the need for and purposes of rules in various settings inside and outside of the school.</p>

1st Grade Civics Book List

Description	Standards Connection
<p>On the Town: A Community Adventure by Judith Caseley Charlie’s homework was to explore the people and places in his community. Charlie and his mother take a walk that can be taken by anyone with a keen sense of fun -- and open eyes and an inquiring mind.</p>	<p>SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community.</p>
<p>Community Helpers A to Z by Bobbie Kalman An alphabet book introducing occupations oriented to the community, including emergency workers, medical workers, the service industry, and business.</p>	<p>SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community.</p>

(continued on page 33)

1st Grade Civics Book List *(continued)*

Description	Standards Connection
<p>We Live Here Too! Kids Talk about Good Citizenship by Nancy Loewen</p> <p>Using real-life experiences and advice column-style writing, this nonfiction picture book defines citizenship and explains how it can be demonstrated or used in daily situations – “Does it really matter if I throw my gum on the ground?” – through fun, creative, and responsible ways!</p>	<p>SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community.</p> <p>SS.CV.2.1. Identify and explain how rules function in various settings, inside and outside of the school.</p>
<p>Good Citizen Sarah by Virginia L. Kroll</p> <p>When Sarah’s block loses power after a snowstorm, she is sad that she can’t play her new computer game. But then she sees her elderly neighbor, Mrs. Warren, in her home alone looking sad. Should she help Mrs. Warren?</p>	<p>SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community.</p>
<p>People Who Help in My Neighborhood by Janet Preus</p> <p>Introduce learners to some of the different roles community members play in their neighborhood through fun lyrics and positive illustrations. Includes online music access.</p>	<p>SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community.</p>
<p>What If Everybody Did That? by Ellen Javernick</p> <p>What if everybody broke the rules...spoke during story time, didn’t wash up, or splashed too much at the pool? Then the world would be a mess. But what if everybody obeyed the rules so that the world would become a better place?</p>	<p>SS.CV.2.1. Identify and explain how rules function in various settings, inside and outside of the school.</p>
<p>Never Spit On Your Shoes by Denys Cazet</p> <p>Annie the dog describes her own teacher’s efforts to lead a rather wild class in a discussion of the rules. You could use the book to start discussions about how the rules in the book did not really help them learn and enjoy school. Then encourage your class to think about what some more positive and helpful rules would be.</p>	<p>SS.CV.2.1. Identify and explain how rules function in various settings, inside and outside of the school.</p>
<p>Officer Buckle and Gloria by Peggy Rathmann</p> <p>Officer Buckle is dedicated to teaching children about safety rules (“Never stand on a swivel chair,” “Never leave a thumbtack where you can sit on it,” etc.), but his earnest presentations put children to sleep. All that changes when he starts taking his dog Gloria along, and behind his back, Gloria acts out what would happen if children didn’t follow his rules. Children start paying attention and become fully engaged in his talks! Use this book to launch a discussion of why rules are necessary.</p>	<p>SS.CV.2.1. Identify and explain how rules function in various settings, inside and outside of the school.</p>
<p>That Rule Doesn’t Apply to Me! by Julia Cook</p> <p>Noodle is having a rough couple of days. The rules keep getting in the way of his fun! Rules for this and rules for that. There are so many rules – too many rules! Rules stink! And Noodle struggles because he doesn’t think many of them actually apply to HIM! Can’t he just have a rule-free day? Noodle describes the variety of rules he deals with daily. Will Noodle’s mother and teacher convince him that rules are meant to help, not harm, him?</p>	<p>SS.CV.2.1. Identify and explain how rules function in various settings, inside and outside of the school.</p>
<p>Back to School Rules by Laurie B. Friedman</p> <p>When it comes to surviving school, Percy’s at the head of the class. If you can follow his 10 simple rules, making the grade will be a piece of cake (and school will be a lot of fun). But there’s more to school than showing up on time and staying awake in class. If you have any doubts, Percy also shows exactly what not to do.</p>	<p>SS.CV.2.1. Identify and explain how rules function in various settings, inside and outside of the school.</p>

Civics Book List

2nd Grade Civics Book List

Description	Standards Connection
Local Government by Vincent Alexander In this book, readers will learn how local government is organized. Students will learn more about how the various roles and divisions in local government work together to ensure our cities and towns are run effectively.	SS.CV.1.2 Explain what governments are and some of their functions.
What Is Government? by Ann-Marie Kishel This title offers emergent readers an introduction to the levels and duties of government in the United States.	SS.CV.1.2 Explain what governments are and some of their functions.
Our Government: The Three Branches by Teacher Created Materials Once America was free from Great Britain, it needed to decide how to run the new country. The nation's founders split the government into three branches. This ensured that no one person would have too much power.	SS.CV.1.2 Explain what governments are and some of their functions.
You and the U.S. Government by Teacher Created Materials This informative book teaches early readers about the important impact the government has on our lives. Readers will learn about taxes, the three branches of government, voting, and more through bright images and supportive text. A table of contents, glossary, and index are included to aid in helping readers better understand the content.	SS.CV.1.2 Explain what governments are and some of their functions.
Places in My Community by Bobbie Kalman A community has many buildings and outdoor places. Children will be fascinated by this book, which identifies the places where people live, work, learn, and shop. Action-oriented photos also feature places that provide different services to the community such as police and fire stations, hospitals, and museums.	SS.CV.2.2 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
The Berenstain Bears: Jobs Around Town by Stan Berenstain Searching for the perfect job, the Bear siblings learn to celebrate the many talents of others and begin to imagine where their own God-given gifts will take them as they grow.	SS.CV.2.2 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

3rd Grade Civics Book List

Description	Standards Connection
What is Government? by Ann-Marie Kishel This title offers emergent readers an introduction to the levels and duties of government in the United States	SS.CV.1.3. Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefits communities.
Being a Good Citizen: A Kid's Guide to Community Involvement by Rachel Kreisman This book presents ways students can get involved in their communities, from volunteering at an animal shelter to helping out senior citizens.	SS.CV.1.3. Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefits communities.
What Are Community Services? by Lisa Idzikowski Many communities are large and diverse, supporting a lively and interesting mix of people and places that deliver a variety of services. Small and large businesses, shops, public and private organizations, places of learning, health facilities, and more all serve the citizens of a community.	SS.CV.1.3. Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefits communities.

(continued on page 35)

3rd Grade Civics Book List *(continued)*

Description	Standards Connection
<p>Uncle Willie and the Soup Kitchen by Dyanne Disalvo-Ryan</p> <p>A gentle and age-appropriate introduction to two key issues of our time – hunger and homelessness – from a kid’s point of view.</p>	<p>SS.CV.1.3. Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefits communities.</p>
<p>My Grandma The Mayor by Marjorie White Pellegrino</p> <p>Annie’s grandmother used to be lots of fun, but things have changed. Now Grandma is the mayor, and she doesn’t have much time to spend with Annie anymore. With Grandma suddenly very busy and important, Annie feels left out. But late one night, after a terrible fire breaks out in a neighborhood apartment building, Annie comes to feel proud of her capable, caring grandmother and of herself, too!</p>	<p>SS.CV.2.3. Explain how groups of people make rules to create responsibilities and protect freedoms.</p>
<p>Why Do We Have Laws? (Know Your Government)</p> <p>This book is a simple way to introduce laws to primary students who are beginning a unit on government. The simple nonfiction text features make it easy to read and follow.</p>	<p>SS.CV.2.3. Explain how groups of people make rules to create responsibilities and protect freedoms.</p>
<p>Marching with Aunt Susan: Susan B. Anthony and the Fight for Women’s Suffrage by Claire Rudolf Murphy</p> <p>All Bessie wants is to go hiking with her father and brothers...but girls don’t get to go hiking in 1896, so she’s left behind at home. Soon after, however, she gets to meet an intriguing visitor: Susan B. Anthony, in town for a rally in hopes of passing the first referendum on women’s suffrage. Inspired by Anthony’s speech, Bessie recruits a friend to join her as she helps at the suffrage headquarters.</p>	<p>SS.CV.2.3. Explain how groups of people make rules to create responsibilities and protect freedoms.</p>
<p>Brave Girl: Clara and the Shirtwaist Makers’ Strike of 1909 by Michelle Markel</p> <p>Clara Lemlich arrived in the US expecting a better future; she didn’t know that future meant long hours of labor, low pay, and no education. Rather than find the ample opportunities she had dreamed of on her voyage, she found a job at a sweatshop, the best she was told she could expect as an unschooled immigrant who didn’t even speak English well. But she was undeterred, and spent hours taking night classes to pursue the education she had dreamed of. And when she got fed up with how she and her fellow laborers were treated, she organized the largest walkout of female workers in the country’s history, the Uprising of the 20,000.</p>	<p>SS.CV.2.3. Explain how groups of people make rules to create responsibilities and protect freedoms.</p>
<p>We the Kids by David Catrow</p> <p>This book provides an illustrated look at the Preamble. Using the illustrations, students can discuss what these phrases mean and how to interpret them.</p>	<p>SS.CV.2.3. Explain how groups of people make rules to create responsibilities and protect freedoms.</p>
<p>This is the Dream by Diane Shore and Jessica Alexander</p> <p>The United States of America was founded on the declaration that all men are created equal. But nearly two hundred years after that proclamation, America was still deeply segregated. Slowly but surely, powerful leaders as well as everyday citizens spoke up for their dreams and beliefs.</p>	<p>SS.CV.2.3. Explain how groups of people make rules to create responsibilities and protect freedoms.</p>
<p>Making the Grade (Decision is Yours) by Carl W. Bosch</p> <p>The reader must decide what to do when extra soccer practice has resulted in a poor report card.</p>	<p>SS.CV.3.3 Compare procedures for making decisions in the classroom, school, and community.</p>
<p>Bully on the Bus (The Decision Is Yours Series No.2) by Carl W. Bosch</p> <p>Jack is being teased by the fifth-grade bully on the school bus. Readers help Jack decide whether to ignore him, ask an adult for help, or fight back.</p>	<p>SS.CV.3.3 Compare procedures for making decisions in the classroom, school, and community.</p>

(continued on page 36)

Civics Book List

3rd Grade Civics Book List *(continued)*

Description	Standards Connection
Finders, Keepers (A Decision Is Yours Book) by Elizabeth Crary The reader decides what Tyrone should do when he and his friend Jerry find a wallet.	SS.CV.3.3 Compare procedures for making decisions in the classroom, school, and community.
Zoom in on Making Decisions As a Group (Zoom in on Civic Virtues) by Rita Santos The book explores how group decisions, like voting, affect students and their communities. It will show how the government uses group decisions every day to decide everything from laws to spending money. Students will learn the value of compromise and how their actions affect others.	SS.CV.3.3 Compare procedures for making decisions in the classroom, school, and community.
Look Where We Live! by Scot Ritchie Five young friends spend the day traveling around their neighborhood and participating in activities designed to raise money for their local library. Along the way, they learn about the people and places that make up their community and what it means to be a part of one.	SS.CV.4.3 Describe how people have tried to improve their communities over time.
Lillian's Right To Vote: A Celebration of the Voting Rights Act of 1965 by Jonah Winter Today is election day, and nothing — not even the steep hill she has to climb to get to the polling station — will keep 100-year-old Lillian from placing her ballot. As she walks, she remembers the path through history that resulted in her path to the polls.	SS.CV.4.3 Describe how people have tried to improve their communities over time.
One Love by Cedella Marley An exuberant little girl decides to become the catalyst that brings her community together in this charming adaptation of the classic Bob Marley song! She starts with the help of her friends, picking up trash, and eventually enlists all of the adults in the neighborhood to clean, build, fix, and plant; in the end, they all get to enjoy their new "One Love Park."	SS.CV.4.3 Describe how people have tried to improve their communities over time.

4th Grade Civics Book List

Description	Standards Connection
Let's Chat About Democracy: Exploring Forms of Government in a Treehouse by Michelle A Balconi Many communities are large and diverse, supporting a lively and interesting mix of people and places that deliver a variety of services. Small and large businesses, shops, public and private organizations, places of learning, health facilities, and more all serve the citizens of a community.	SS.CV.1.4. Distinguish the responsibilities and powers of government officials at the local, state, and national levels. SS.CV.2.4. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
Constitutional Democracy by Elise Collier What does it mean to be part of a constitutional democracy? Readers will learn about the founding principles of democracy, why and how political authority is limited, and how institutions operate and interact in this form of government.	SS.CV.1.4. Distinguish the responsibilities and powers of government officials at the local, state, and national levels. SS.CV.2.4. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
Active Citizenship by Cathleen Small It's never too early to become an informed, active citizen. Citizens of the United States have certain rights and duties. Readers learn about these freedoms and responsibilities as they are presented with useful facts about U.S. citizenship. This accessible main text delves into what it means to be an active citizen, the importance of learning about the government and political leaders, why voting is crucial, how to get involved in causes that are important, and volunteering.	SS.CV.2.4. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

(continued on page 37)

4th Grade Civics Book List *(continued)*

Description	Standards Connection
<p>Why Does Democracy Matter? by Jessica Pegis</p> <p>This book introduces young readers to democratic principles, including fairness, equality, and respect for legitimate authority and rules. Young readers will also learn the basic concepts of how a democracy works.</p>	<p>SS.CV.3.4. Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation.</p>
<p>This is the Dream by Diane Shore and Jessica Alexander</p> <p>The United States of America was founded on the declaration that all men are created equal. But nearly two hundred years after that proclamation, America was still deeply segregated. Slowly but surely, powerful leaders as well as everyday citizens spoke up for their dreams and beliefs. Soon, a people proud and strong stood up as one for their rights, and a new America came to be.</p>	<p>SS.CV.3.4. Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation.</p> <p>SS.CV.4.4. Explain how rules and laws change society and how people change rules and laws in Illinois.</p>
<p>The Purpose of Rules and Laws by Joshua Turner</p> <p>Rules and laws play a vital role in helping people create societies. Without them, chaos would ensue. This informative book explains how rules and laws provide people with guidelines on how to live in societies and explores how having equal rights and responsibilities makes it easier for society to function well.</p>	<p>SS.CV.4.4. Explain how rules and laws change society and how people change rules and laws in Illinois.</p>
<p>How Rules and Laws Change Society by Joshua Turner</p> <p>For societies to function successfully, they need rules and laws for their members to follow. This book takes an in-depth look at the way laws and rules influence society and how people can have an impact on the laws that govern them. Different types of societies are discussed, and a brief overview of how rules and laws are created in the United States is provided.</p>	<p>SS.CV.4.4. Explain how rules and laws change society and how people change rules and laws in Illinois.</p>
<p>Making a Law by Sarah De Capua</p> <p>Explains what laws are, how local, state, and federal laws are made, and what citizens can do to participate in the lawmaking process.</p>	<p>SS.CV.4.4. Explain how rules and laws change society and how people change rules and laws in Illinois.</p>

5th Grade Civics Book List

Description	Standards Connection
<p>How the U.S. Government Works by Syl Sobel</p> <p>This updated, easy-to-read book explains the federal system as it works in the United States today. It also discusses some ways in which the government has changed since the framers of the Constitution brought it into existence in the 18th century.</p>	<p>SS.CV.1.5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p>
<p>A Kids Guide to America's Bill of Rights by Kathleen Krull</p> <p>Which 462 words are so important that they've changed the course of American history more than once? The Bill of Rights: the first ten amendments to the Constitution, the crucial document that spells out how the United States is to be governed.</p>	<p>SS.CV.2.5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p>
<p>House Mouse, Senate Mouse by Peter W. Barnes and Cheryl Shaw Barnes</p> <p>Explains how our laws are made – in this case, a law establishing a national cheese. Describes researching and drafting a bill, committee hearings and markup, floor action, and presidential action, and covers the idea of compromise.</p>	<p>SS.CV.2.5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p>

(continued on page 38)

Civics Book List

5th Grade Civics Book List *(continued)*

Description	Standards Connection
<p>Constitution Translated for Kids by Cathy Travis</p> <p>This book provides a line-by-line translation of the U.S. Constitution. The text of the original document is laid out on the left-hand side of the page and accompanying explanatory paragraphs are set out on the right-hand side. Also includes historical context, student exercises, a glossary, and “fast facts.” The book was written by a staffer for a U.S. representative.</p>	<p>SS.CV.2.5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p>
<p>We the Kids by David Catrow</p> <p>This book provides an illustrated look at the Preamble. Using the illustrations, students can discuss what these phrases mean.</p>	<p>SS.CV.2.5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p>
<p>National Government (Kids’ Guide to Government) by Ernestine Giesecke</p> <p>National Government is an overview of our government for elementary students.</p>	<p>SS.CV.1.5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>SS.CV.3.5. Compare the origins, functions, and structure of different systems of government.</p>
<p>Government Leaders Then and Now by Teacher Created Materials</p> <p>There are government leaders all over the world that work at the city, state, and national level. This book will allow readers to learn about various jobs in government including politician, statesman, governor, and mayor. A look into the past includes a brief history of the U.S. government and some of the most important offices such as heads of state, Congress, seats in the Senate and House of Representatives, and the president.</p>	<p>SS.CV.1.5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>SS.CV.3.5. Compare the origins, functions, and structure of different systems of government.</p>
<p>This is the Dream by Diane Shore and Jessica Alexander</p> <p>The United States of America was founded on the declaration that all men are created equal. But nearly two hundred years after that proclamation, America was still deeply segregated. Slowly but surely, powerful leaders as well as everyday citizens spoke up for their dreams and beliefs. Soon, a people proud and strong stood up as one for their rights, and a new America came to be.</p>	<p>SS.CV.4.5. Explain how policies are developed to address public problems.</p>
<p>Knowing Your Civil Rights by Christin Ditchfield</p> <p>This approachable nonfiction picture book is the perfect starter book to introduce your elementary schooler to the individual rights guaranteed to each of us by our Constitution. From the original Bill of Rights to amendments that extended protections and rights to women and people of color, Knowing Your Civil Rights provides an excellent overview.</p>	<p>SS.CV.4.5. Explain how policies are developed to address public problems.</p>

Illinois Learning Standards

The following list contains the text of the Illinois Learning Standards noted on activities throughout this booklet. Standards are sorted first by subject area and then further organized by grade level or grade band.

ELA

Grades K-2

- RI.K-2.7 K: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- 1: Use illustrations and details in a story to describe its characters, setting, or events.
 - 2: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- SL.K-2.5 K: Add drawings or other visual displays to descriptions as desired to provide additional detail.
- 1: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - 2: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- W.K-2.3 K: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- 1: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
 - 2: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Grades 3-5

- RI.3-5.1 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 4: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - 5: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.3-5.7 3: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 4: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
 - 5: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- SL.3-5.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- W.3-5.1 3: Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 4 & 5: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.3-5.1b 3: Provide reasons that support the opinion.
- 4: Provide reasons that are supported by facts and details.
 - 5: Provide logically ordered reasons that are supported by facts and details.
- W.3-5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Grades 6-8

- W.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RI.6-8.7 6: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- 7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
 - 8: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- WHST.6-8.1 Write arguments focused on discipline-specific content.

(ELA continued on page 40)

Illinois Learning Standards

ELA (continued)

Grades 9-12

RI.9-12.2	9-10: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 11-12: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RH.9-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.9-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RH.9-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
W.9-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
WHST.9-12.1	Write arguments focused on discipline-specific content.
WHST.9-12.1b	9-10: Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. 11-12: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
WHST.9-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Math

Second Grade

2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.

Third Grade

3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
3.OA.B.5	Apply properties of operations as strategies to multiply and divide. Students need not use formal terms for these properties.

Fourth Grade

4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
4.MD.A.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

Seventh Grade

7.G.A.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
7.G.B.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.

Grades 9-12

A.SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
A.SSE.A.1	Interpret expressions that represent a quantity in terms of its context

Illinois Learning Standards

Science

Grades K-2

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|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2-PS1-2 | Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. |
| K-2-ETS1-2 | Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. |

Grades 3-5

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|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3-LS4-4 | Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. |
| 3-PS2-1 | Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. |
| 5-LS2-1 | Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. |
| 3-5-ETS1-1 | Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. |
| 3-5-ETS1-2 | Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. |
| 3-5-ETS1-3 | Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. |

Grades 6-8

- | | |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MS-LS2-1 | Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. |
| MS-LS2-3 | Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. |
| MS-LS2-4 | Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. |
| MS-LS2-5 | Evaluate competing design solutions for maintaining biodiversity and ecosystem services. |
| MS-ETS1-1 | Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. |
| MS-ETS1-2 | Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. |

Grades 9-12

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|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HS-ESS2-5 | Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. |
| HS-LS2-1 | Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. |
| HS-LS2-2 | Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. |
| HS-LS2-4 | Use a mathematical representation to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. |

Social Science

Kindergarten

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|-------------|-----------------------------------------------------------------------------------------------------------|
| SS.IS.6.K-2 | Use listening, consensus-building and voting procedures to decide on and take action in their classrooms. |
| SS.H.1.K | Compare life in the past to life today. |

First Grade

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|-------------|-----------------------------------------------------------------------------------------------------------|
| SS.IS.6.K-2 | Use listening, consensus-building and voting procedures to decide on and take action in their classrooms. |
| SS.CV.1.1 | Explain how all people, not just official leaders, play important roles in a community. |
| SS.H.1.1 | Create a chronological sequence of multiple events. |
| SS.H.3.1 | Compare perspectives of people in the past to those of people in the present. |

Second Grade

- | | |
|-------------|-----------------------------------------------------------------------------------------------------------|
| SS.IS.6.K-2 | Use listening, consensus-building and voting procedures to decide on and take action in their classrooms. |
| SS.H.1.2 | Summarize changes that have occurred in the local community over time. |

(Social Science continued on page 42)

Illinois Learning Standards

Social Science *(continued)*

Third Grade

SS.IS.1.3-5	Develop essential questions and explain the importance of the questions to self and others.
SS.IS.2.3-5	Create supporting questions to help answer essential questions in an inquiry.
SS.IS.4.3-5	Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
SS.IS.5.3-5	Develop claims using evidence from multiple sources to answer essential questions.
SS.IS.6.3-5	Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
SS.IS.7.3-5	Identify a range of local problems and some ways in which people are trying to address these problems.
SS.IS.8.3-5	Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.
SS.CV.1.3	Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.
SS.CV.3.3	Compare procedures for making decisions in the classroom, school, and community.
SS.G.3.3	Show how the consumption of products connects people to distant places.
SS.EC.2.3	Generate examples of the goods and services that governments provide.
SS.H.1.3	Create and use a chronological sequence of events.
SS.H.2.3	Describe how significant people, events, and developments have shaped their own community and region.

Fourth Grade

SS.IS.1.3-5	Develop essential questions and explain the importance of the questions to self and others.
SS.IS.2.3-5	Create supporting questions to help answer essential questions in an inquiry.
SS.IS.4.3-5	Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
SS.IS.5.3-5	Develop claims using evidence from multiple sources to answer essential questions.
SS.IS.6.3-5	Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
SS.IS.7.3-5	Identify a range of local problems and some ways in which people are trying to address these problems.
SS.IS.8.3-5	Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.
SS.CV.4.4	Explain how rules and laws change society and how people change rules and laws in Illinois.
SS.G.1.4	Construct and interpret maps of Illinois and the United States using various media.
SS.G.2.4	Analyze how the cultural and environmental characteristics of places in Illinois change over time.
SS.H.2.4	Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.

Fifth Grade

SS.IS.1.3-5	Develop essential questions and explain the importance of the questions to self and others.
SS.IS.2.3-5	Create supporting questions to help answer essential questions in an inquiry.
SS.IS.4.3-5	Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
SS.IS.5.3-5	Develop claims using evidence from multiple sources to answer essential questions.
SS.IS.6.3-5	Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
SS.IS.7.3-5	Identify a range of local problems and some ways in which people are trying to address these problems.
SS.IS.8.3-5	Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.
SS.CV.1.5	Distinguish the responsibilities and powers of government official at various levels and branches of government and in different times and places.
SS.CV.2.5	Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.
SS.CV.4.5	Explain how policies are developed to address public problems.
SS.G.1.5	Investigate how the cultural and environmental characteristics of places within the United States change over time.
SS.G.2.5	Describe how humans have utilized natural resources in the United States.
SS.G.3.5	Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.
SS.EC.3.5	Determine the ways in which the government pays for the goods and services it provides.
SS.H.1.5	Create and use a chronological sequence of related events to compare developments that happened at the same time.
SS.H.3.5	Explain probable causes and effects of events and developments in U.S. history.

(Social Science continued on page 43)

Illinois Learning Standards

Social Science (continued)

Grades 6-8

SS.IS.1.6-8	Create essential questions to help guide inquiry about a topic.
SS.IS.2.6-8	Ask essential and focusing questions that will lead to independent research.
SS.IS.4.6-8.LC	Determine the value of sources by evaluating their relevance and intended use.
SS.IS.5.6-8.MC	Develop claims and counterclaims while pointing out the strengths and limitations of both.
SS.IS.6.6-8.MC	Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.
SS.IS.8.6-8.LC	Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.
SS.IS.8.6-8.MdC	Assess individual and collective capacities to take action to address problems and identify potential outcomes, community contexts.
SS.IS.8.6-8.MC	Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.
SS.CV.1.6-8.LC	Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders).
SS.CV.1.6-8.MdC	Describe the roles of political, civil and economic organizations in shaping people's lives.
SS.CV.2.6-8.MdC	Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.
SS.CV.2.6-8.MC	Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
SS.CV.3.6-8.LC, MdC, MC	Compare the means by which individuals and groups change societies, promote the common good, and protect rights.
SS.CV.5.6-8.LC, MdC, MC	Apply civic virtues and democratic principles in school and community settings.
SS.G.1.6-8.LC	Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment.
SS.G.1.6-8.MdC	Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.
SS.G.2.6-8.LC	Explain how humans and their environment affect one another.
SS.G.2.6-8.MdC	Compare and contrast the cultural and environmental characteristics of different places or regions.
SS.G.3.6-8.LC	Explain how environmental characteristics impact human migration and settlement.
SS.G.3.6-8.MdC	Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.
SS.EC.1.6-8.LC	Explain how economic decisions affect the well-being of individuals, businesses and society.
SS.EC.2.6-8.LC	Analyze the role of innovation and entrepreneurship in a market economy.
SS.EC.3.6-8.MdC	Explain barriers to trade and how those barriers influence trade among nations.
SS.EC.FL.1.6-8. MdC	Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.
SS.H.1.6-8.LC	Classify series of historical events and developments as examples of change and/or continuity.
SS.H.1.6-8.MdC	Analyze connections among events and developments in broader historical contexts.
SS.H.1.6-8.MC	Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant.
SS.H.2.6-8.MdC	Analyze multiple factors that influenced the perspectives of people during different historical eras.
SS.H.2.6-8.MC	Analyze how people's perspectives influenced what information is available in the historical sources they created.
SS.H.4.6-8.LC	Explain multiple causes and effects of historical events.
SS.H.4.6-8.MC	Organize applicable evidence into a coherent argument about the past.

Grades 9-12

SS.IS.5.9-12	Identify evidence that draws information from multiple sources to revise or strengthen claims.
SS.IS.6.9-12	Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
SS.CV.1.9-12	Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.
SS.CV.2.9-12	Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.
SS.CV.3.9-12	Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
SS.CV.4.9-12	Explain how the U.S. Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.
SS.CV.5.9-12	Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights and human rights.
SS.CV.8.9-12	Analyze how individuals use and challenge laws to address a variety of public issues.

(Social Science continued on page 44)

Illinois Learning Standards

Social Science *(continued)*

Grades 9-12

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| SS.CV.9.9-12 | Evaluate public policies in terms of intended and unintended outcomes and related consequences. |
| SS.CV.10.9-12 | Explain the role of compromise and deliberation in the legislative process. |
| SS.EC.7.9-12 | Describe how government policies are influenced by and impact a variety of stakeholders. |
| SS.H.1.9-12 | Evaluate how historical developments were shaped by time and place as well as broader historical contexts. |
| SS.H.2.9-12 | Analyze change and continuity within and across historical eras. |
| SS.H.4.9-12 | Analyze how people and institutions have reacted to environmental, scientific, and technological challenges. |
| SS.H.5.9-12 | Analyze the factors and historical context that influenced the perspectives of people during different historical eras. |
| SS.H.7.9-12 | Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice. |

Social Emotional Learning

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|----|------------------------------------------------------------------------------------------------------|
| 1A | Identify And Manage One's Emotions And Behavior. |
| 1B | Recognize personal qualities and external supports. |
| 1C | Demonstrate skills related to achieving personal and academic goals. |
| 2A | Recognize The Feelings And Perspectives Of Others. |
| 2B | Recognize Individual And Group Similarities And Differences. |
| 2C | Use Communication And Social Skills To Interact Effectively With Others. |
| 2D | Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways. |
| 3A | Consider Ethical, Safety, And Societal Factors In Making Decisions. |
| 3B | Apply Decision-Making Skills To Deal Responsibly With Daily Academic And Social Situations. |



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Educational Initiatives

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