

SAMPLE LESSON

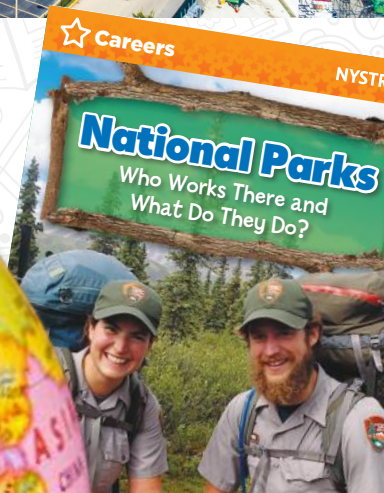
Grade 4 Encounter

Illinois

NYSTROM

4

Young Citizens



Compelling Question

How Did Illinois Develop over Time?

In this chapter, students will examine how different factors have impacted the state in the past.

Time Frame: 6 Weeks

- 1 Students will categorize Illinois into different geographic regions.
- 2 Students will explore the history and influence of Native American people.
- 3 Students will examine the circumstances behind the exploration, settlement, and statehood of Illinois.
- 4 Students will describe how people have exercised their rights throughout history.
- 5 Students will analyze the impact that African Americans and immigrants had in Illinois.
- 6 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Each chapter comes with a Leveled Student Reader and Group Activity Card recommendation. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

Abraham Lincoln

This Leveled Student Reader works well with lessons 2 and 3. The pre- and post-reading activities are on the inside covers of the reader.

GROUP ACTIVITY CARD

The Great Chicago Fire

This Group Activity Card works well with lesson 5. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

People from Illinois's History

The following activity works well with lessons 2, 3, or 4.

1. Have students read pp. 60–61 of the Student Book (People from Illinois's History).
2. Distribute **Activity Sheet 2a** to students. Instruct students to choose one of the people featured on the pages of the Biography Gallery. Explain that they must add details to the image to show the person's accomplishments, goals, or actions.
3. Be sure students write the name of the person they chose on the back of the activity sheet.
4. Hang or post the heads around the classroom. Ask students to circulate and put a sticky note on each sheet with the name of the individual they think it is based on.
5. Review the activity by revealing the name of the person written on the back of each sheet. Have students give a brief presentation explaining their work.

Lesson 3

How Did Illinois Become a State?

Online Activities

- Vocabulary
- Sequencing

Literacy Links

- *Illinois*, by Julie Murray
- *The Illinois Chronicles: The Story of the State of Illinois—From Its Birth to the Present Day*, by Mark Skipworth
- *Illinois*, by Josh Gregory

Activity

Interview with History



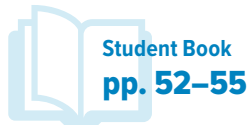
Civics



History



Speaking &
Listening



Vocabulary

Congress
constitution
delegate
veteran

Materials

- Student Book
- Activity Sheet 2b
- Think Book

Objectives

Students will be able to:

- Sequence historical events.
- Describe the settlement of Illinois.
- Explain why Nathaniel Pope was an important figure in Illinois's history.

Getting Started

1. Tell students that they will practice their interviewing skills during today's lesson.
2. Have students think about questions they would ask their classmates to learn more about their lives. Instruct students to write at least three questions in their **Think Books**. 
3. Pair students. Tell them to practice interviewing each other. Have them write down the answers to the questions they asked. 
4. Call on students to tell one detail about their partners that they learned during the interview.
5. Explain to students that they will conduct an interview with an important historical person today.

Reading

Student Book pp. 52–55: Creation of the State of Illinois

As students read, have them write answers to the following in their 

Think Books:

- How did the creation of the Illinois Military Tract bring White settlers to Illinois?
≈ It gave free tracts of land to veterans of the War of 1812.
- What drew White people to settle in what is now Illinois?
≈ rich wildlife for trapping and trading
≈ the Illinois Military Tract, which gave land to veterans
- Why did Illinois's borders change before it became a state?
≈ Delegate Nathaniel Pope demanded that Illinois have access to Fort Dearborn to provide a trade route across the Great Lakes.

Teaching

1. Direct students to p. 55 of the Student Book (Skill: Sequencing). Call on students to read aloud the text and skill box.

- a. Have students answer the three questions in their **Think Books**. 

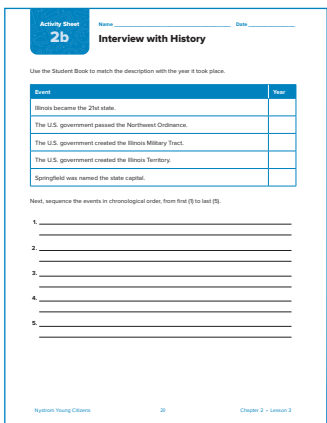
- b. Call on students to read their answers as a way to review the skill.

2. Pair students and distribute **Activity Sheet 2b**. 

- a. Instruct pairs to complete the sequencing skill on the activity sheet.
- b. Call on student pairs to read aloud their answers to the activity sheet.

3. Next, remind student pairs of the interviewing skills they practiced during the Getting Started activity.

- a. Have student pairs reread pp. 52–55 of the Student Book.
- b. Instruct pairs to write at least five details about the process of creating a state in their **Think Books**. 
- c. Then tell students that they will act out a pretend interview with Nathaniel Pope. Explain that one partner will play the role of a journalist and the other will play Pope.



Activity Sheet 2b

Name _____ Date _____

Interview with History

Use the Student Book to match the description with the year it took place.

Event	Year
Illinois became the 21st state.	
The U.S. government passed the Northwest Ordinance.	
The U.S. government created the Illinois Military Tract.	
The U.S. government created the Illinois Territory.	
Springfield was named the state capital.	

Next, sequence the events in chronological order, from first (1) to last (5).

1. _____
2. _____
3. _____
4. _____
5. _____

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Activity Sheet 2b

- d. Have pairs turn the five details they wrote into questions and answers about the creation of the state of Illinois. Have them write the interview script in their **Think Books**. 
- e. Have students rehearse their scripts.
- f. Allow pairs to present their interviews in front of the class.
4. **Summarizing and Assessing:** Have students use **Activity Sheet 2b** and their knowledge of history to decide if each of the statements below is true or false. Explain that one side of the room is for true answers and one side is for false answers. Instruct students to move to the side of the room that they feel represents the best response to each statement.
- The Northwest Ordinance was passed in 1818. (false; it was passed in 1787)
 - The Illinois Territory was created in 1809. (true)
 - The state of Illinois was established in 1818. (true)
 - Springfield was the first state capital of Illinois. (false; Kaskaskia was the first)
 - Illinois's first constitution had eight articles. (true)

Modifications for Differentiation

Above Have these students provide additional questions and answers to the Nathaniel Pope interview. Optionally, students might also add another historical figure to the interview.

Below Provide support for students while they complete **Activity Sheet 2b** by preparing the events and years ahead of time on slips of paper. Then ask students to match them. Pair students with stronger writers during the interview activity.

ELL If students feel less comfortable speaking in front of the class for the interview activity, give them the option of recording their interviews or writing them out. You might also want to provide sentence stems to help students create their interview questions.

Extending

History Ask students to write a diary entry from the perspective of someone (other than Pope) living in Illinois during this time. Have them write about what life would have been like and some of the differences between that time and today.



Lesson 3 Closure

Review Activity: Time Line

Have students work in small groups. Give each group a sheet of paper or mini whiteboard. Instruct students to draw a time line, using 1787 as the beginning year and 1818 as the ending year. You may wish to show students the time lines on pp. 204–207 of the Student Book so that students can see how time lines are structured.

1. Tell the groups to use the Student Book and find three important events from the lesson. Have them put the three events on the time line in the correct chronological order.
2. Have each group present its time line to the class. Ask groups to explain why they chose the events and what makes them important.

Writing Prompt

Have students imagine that the state of Illinois has decided to move the capital city again. Instruct students to write a letter to the committee in charge of the decision. Explain that students must suggest an appropriate place for the new capital and describe why they chose that place.

Interview with History

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1. _____

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5. _____

How Did Illinois Become a State?

Vocabulary

veteran
delegate
Congress
constitution

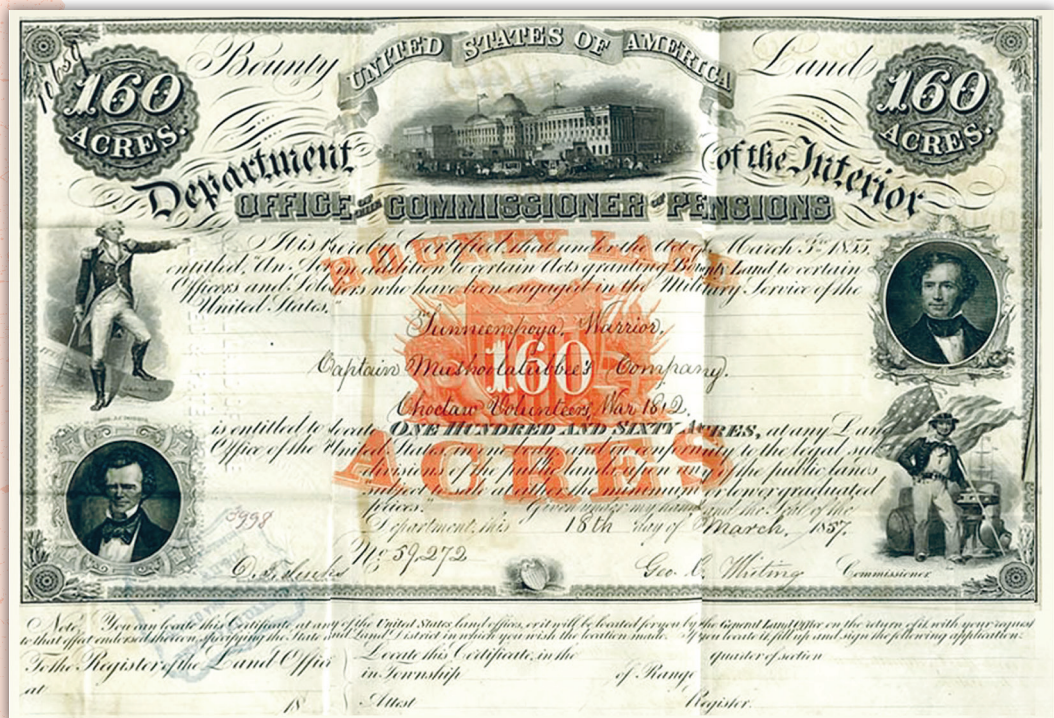
Creation of the State of Illinois

In 1787, the U.S. government passed the Northwest Ordinance. This document created the Northwest Territory, which included the future states of Illinois, Indiana, Ohio, Michigan, Wisconsin, and parts of Minnesota. The ordinance also set up the process for creating new territories and, eventually, states from that land.

In 1809, the U.S. government separated Illinois from the Indiana Territory to create the Illinois Territory. It included what is now Illinois, Wisconsin, the eastern part of Minnesota, and the western part of the Upper Peninsula of Michigan. Kaskaskia was the capital, and Ninian Edwards was the territorial governor.

The Illinois Territory continued to grow. In 1817, the government created the Illinois Military Tract. This land was located in western Illinois between the Illinois and Mississippi Rivers and covered more than five million acres. The land was given to **veterans** who had fought in the War of 1812. More than 17,000 veterans each claimed a 160-acre piece of land in the tract.

▶ This land warrant was issued to a veteran of the War of 1812.





Many place names in our state are based on words from Native American languages. This map shows some of them. **Are there others in your area?**

That same year, the territorial government requested statehood. The territory was short of the minimum 60,000 population required for statehood. But the U.S. government was willing to overlook that problem. The federal government was responsible for governing the territory. It had to provide financial resources and settle disputes. Once the territory became a state, the U.S. government would no longer have that responsibility.

That obstacle to statehood was cleared. Next there was the question of where Illinois's borders should be. The territory bordered Indiana to the east and Kentucky to the south. And its western border was defined by the Mississippi River, so those

“ . . . The utmost good faith shall always be observed towards the Indians; their lands and property shall never be taken from them without their consent.”

—Northwest Ordinance, 1787



▶ The Kaskaskia statehouse was swallowed up in the 1880s when the Mississippi River changed course and gradually washed away the town.

borders were not a problem. The issue was with Illinois's northern border, which at the time did not include the trading port of Fort Dearborn on Lake Michigan (later named Chicago).

Nathaniel Pope was Illinois's territorial **delegate**, or representative, to Congress. **Congress** is the lawmaking body of the U.S. government. Pope claimed the new state had to have access to Fort Dearborn on Lake Michigan in order to connect the Midwest to New England. Pope won, and as a result the northern border was moved about 60 miles north to include Chicago. That decision gave the state its current shape.

There was one more hurdle to clear before Illinois could become a state: Illinois's leaders would first have to draft a state **constitution**, which is a document setting out the basic laws of a state. The document would need to be approved by the U.S. Congress to grant statehood.

On August 3, 1818, a group of 33 men met in Kaskaskia to draft the constitution. That document was accepted by Illinois's government on August 26. The constitution, which was modeled

▶ This is what Chicago looked like in 1820.





after the constitutions of New York, Kentucky, Indiana and Ohio, included eight articles. It limited the powers of the governor and set aside land in every township for schools. And although Illinois was admitted as a free state, the constitution contained additional language that allowed slavery to continue for many years. The delegates then sent the document to the U.S. Congress for approval. On December 3, 1818, Illinois became the 21st state.

At the time, two-thirds of Illinois's population lived along the eastern and western edges of the state. Kaskaskia was the first state capital. In 1820, the capital changed to Vandalia. Then, in 1839, Springfield was named the capital. It remains so today.

▶ This building served as the state capitol in Springfield from 1840 to 1876.



▶ This Vandalia capitol was built in 1836, making it the oldest Illinois state capitol still standing.



READING SKILL

Sequencing

To understand a text, it is important to understand the order, or sequence, of events. Authors may use dates, such as months and years, to show the order in which things happened. They may also use certain words or phrases to explain the order of events.

Examples of words that help show a sequence of events are:

first ▶ later ▶ then ▶ after ▶ next ▶ as a result ▶ finally

Find dates and sequencing words to help you understand the events in the section above.

1. What happened in 1809?
2. What happened next?
3. Can you find at least two sequencing words in the section above?