DOCUMENT RESUME

ED 048 039 SO 000 588

TITLE	Fourth Grade Social Studies Units and Student Readings.
INSTITUTION	Park Forest Public Schools District 163, Ill.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	15 Jul 70
NOTE	68p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Acculturation, Biculturalism, Community Study, Concept Teaching, Cultural Awareness, Elementary Grades, Ethnic Relations, *Ethnic Studies, Grade 4, *Immigrants, Inductive Methods, Instructional Materials, Intergroup Education, *Metropolitan Areas, Multimedia Instruction, Reading Materials, Sequential Programs, *Social Studies Units, *Teaching Guides
IDENTIFIERS	Chicago

ABSTRACT

This unit centers about the idea that people of different backgrounds interchange ideas and interact freely when there is open contact among groups within a city. Using Chicago as an example, the subgeneralizations which support this idea deal with immigrant groups, their traditions, cultural identity, and acculturation. Like other units in this series, detailed suggestions for learning activities and cognitive tasks are given, along with references to appropriate multimedia instructional materials. Suggestions for Chicago fieldtrips to supplement this unit are included. Several student readings cited in the guide form a part of this document. See SO 000 584 for a listing of related documents. (JLB)

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Title III - ESEA
School District #163
Park Forest, Illinois

FOURTH GRADE SOCIAL STUDIES UNIT

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Final Revision:
July 15, 1970

SUGGESTIONS FOR CHICAGO FIELDTRIPS

Chicago is rich in opportunities for student field trips related to the content of the social studies units. Many places fill their available appointment times early in the year. Teachers are advised to make field trip arrangements several months in advance of the desired date.

Chicago Historical Society
In Lincoln Park at North and Clark
MI 2-4600 9:30 - 4:30
Guided tours arranged in advance. $2.00 for a guide for each 20 students or less. History of Chicago - settlement and growth.

*DuSable Museum of African American History
3806 South Michigan
536-9012
Cost: $.25 for students, $.50 for adults.
Guided tour and lecture - 1 hour. No lunch available. History of Negro in America. African exhibit.

John Hancock Building
875 North Michigan
Main Office - 751-0900
Cost: $1.00 for adults, $.50 for children. Tickets must be purchased in advance. Make checks payable to: Sudler and Company
Suite 3250
875 North Michigan
Chicago, Ill. 60611 ATTN. Mrs. Miller

*Johnson's Publications
1820 South Michigan
CA 5-1000
Twenty minute free tour. Limited to forty persons.

*Ling Long Museum
2238 South Wentworth
CA 5-6181 Open 12 noon to 12 p.m.
Call day ahead for reservation. Museum of Chinese history.

Prudential Building
Main Office - 822-3456
Group Rates (10 or more) - $.15 for children, $.30 for adults.
Collect before going up. Reservations not necessary

Recommended field trips for CES unit on ethnic groups in Chicago.

Main Idea: People of different backgrounds interchange ideas and interact freely when there is open contact among groups within a city.

CONTENT	LEARNING EXPERIENCES
1. People and groups that came to Chicago brought their own traditions and values and learned new ways of doing things. 2. Institutions developed to help groups maintain their cultural identity and adjust to life in Chicago. 3. As immigrant groups prospered and adjusted to new ways, they moved freely into the society at large. 4. Barriers to open contact among groups exist today that limit opportunities for change. Materials Books Abingdon - Armed With Courage Children's Press - Illinois, Land of Lincoln Follett - Exploring Chicago Follett - Exploring Illinois Hastings - Chicago In Color Sadlier - The Young Citizen and Chicago	Opener/ Have children locate Europe on a wall map of the world and name the countries that they know. Discuss the language that would be spoken in each country. Ask them to pretend that they have moved with their families to a country in Europe. Have them list all the ways that their life would be different as a result of this move. What would they have to leave behind? What new things would they have to learn? Place this information on a two column chart under the headings: What We Would Have to Leave Behind and What We Would Have to Learn. This chart will be used in Activities 1 and 3. Note to Teacher: the opener provides students with practice in the listing activity of Thinking Task I - Concept Formation. Thinking Tasks throughout the unit are identified in the margin for the convenience of the teacher.

CONTENT	LEARNING EXPERIENCES

Films - IMC

EBF - Chicago-Midland Metropolis
McGraw - Our Immigrant Heritage

Maps

Areas of Negro Residence in Chicago
Chicago Grows
Chicagoland Panoramic Map

Student Readings

1. Off to Illinois
2. Irish Famine Song
3. Chicago Grows
4. Letters from Immigrants
5. Four Stories from Hull House
6. A Voice from the Past
7. Four Chicago Churches
8. Changing Neighborhoods
9. The Kaminski Family
10. Operation Breadbasket

Study Materials - IMC

Foreign language newspapers
Pictures of Robert Abbott, John H. Johnson

Tapes - IMC

A Voice From the Past
Robert Abbott

Development/

1. Have students read 'Off to Illinois' (student readings).

   a. Discuss these questions:

      1) Why did Michael's family decide to to leave Ireland?

      2) Why did his father come to Chicago?

      3) What did his family bring to Chicago with them?

      4) What new things did they have to learn in Chicago?

      5) What problems did they have here?

Note to teacher: Michael is called 'greenhorn' in the story. You may wish to point out to students that this term was commonly applied to all immigrants. This would also be an appropriate time to discuss 'name calling'. Encourage students to see that negative verbal remarks can cause much pain to others.

CONTENT	LEARNING EXPERIENCES
	b. Some students may wish to find information about the Irish potato famine in the 1840's and to report on this to the class. Students may also learn the "Irish Famine Song" (student readings). 2. Refer to the chart made in Opener. Compare this information with the experience of Michael and his family. a. Ask the students: 1) When people move to a new place, what things do they take with them that cannot be seen? 2) If you moved to a different country, what ideas or ways of doing things would you take with you? 3) Do you think the ideas people take with them or the possessions they take are more important? Note to teacher: Help students understand that Michael did not have to learn a new language in coming to Chicago. b. Develop with students the idea that people carry "cultural baggage" with them when

CONTENT	LEARNING EXPERIENCES
	they move. Cultural baggage includes the customs, tastes, habits and special ways of thinking that all of us begin to learn the minute we are born. c. Optional: Students can draw and cut out suitcases. On their suitcase they can write the 'cultural baggage they would carry with them if they moved elsewhere: foods they like, games they play, family ways of doing things, etc. 3. Ask the children to study the map Chicago Grows to discover two ways the city of Chicago changed between 1835 and 1960. a. Go over the map key with children to help them understand how the different colors show the size of the city at different times. Let volunteers use a pointer to show the size of Chicago in 1835, in 1837, in 1870, in 1890, and in 1950. b. Have the students look at the population information on the map to find another way Chicago grew. 1) Where did all the people come from? 2) Did some of the people come from other countries? 3) Why do you think so many people settled in Chicago instead of some other city in Illinois?

CONTENT	LEARNING EXPERIENCES
Thinking Task IV - Interpretation of Attitudes and Feelings	c. Optional: Students can color the map "Chicago Grows" (student readings) to make their own picture of the growth of the city. d. If children need more information about groups that settled in Chicago have them read one of these references: Exploring Chicago, pp. 61-64, 83-88 The Young Citizen and Chicago, pp. 18-24; 42-55; 62-63 4. Have volunteers read aloud the two "Letters from Immigrants." (Student Reading) a. Have children list what they found out from the letters. From their list, focus on the statements that reflect attitudes and feelings: 1) How do you think these newcomers felt? Why? 2) Has anything like this ever happened to you? How did you feel about it? 3) Why do people have these feelings about new experiences? 4) From all that we have said, how do you think people feel when they come to a new place? b. Have the children pretend to be newcomers to Chicago. Ask them to write an ima

CONTENT	LEARNING EXPERIENCES
	letter home telling about Chicago and the way they felt during their first days here. Give volunteers an opportunity to read their letters to the class.
	5. Show the film Our Immigrant Heritage (FC-47)
	a. Ask students:
	1) What did you see in the film?
	2) Do people still come to America to settle?
	3) What problems do they have?
	4) Did people who came here long ago have these same problems?
	5) How have people from many lands helped our country?
	b. Invite a member of the community who came to the United States as an immigrant to visit the class and tell about his or her experiences in moving to a new land. Work with the children before the visit to drew up a set of interview questions. Select individual children to be responsible for asking each question on the list.

CONTENT	LEARNING EXPERIENCES
	6. Have children read the short article on Jane Addams in Exploring Illinois (p. 140) or the section on Jane Addams and Hull House in Exploring Chicago (pp. 92-93). a. Read to the class the story about Jane Addams from Armed for Courage by McNeer and Ward (pp. 53-68). b. Discuss these questions: 1) What were some of the problems that people faced? 2) Why did Jane Addams buy a house in a poor neighborhood? 3) How do you think the neighbors felt about Jane Addams and her friends? (Mixed feelings.) 4) Do you think there may have been some neighbors who were afraid to visit the house? 5) Why do you think Jane Addams was asked to speak to many organizations about her work? 6) Many important people helped at Hull House. Explain why? 7) What were some of the different activities carried on at Hull House?

CONTENT	LEARNING EXPERIENCES
Thinking Task 1 - Concept Formation	8) What activity would the older people like best and why? 9) How did Hull House help children understand their parents? 10) Why do you think boys and girls today should learn about Jane Addams. 7. Have the class list the ways that Hull House helped the people of the community. Ask them to group those items and give each group a name. a. Let each child illustrate one activity from the list and write a short story about it. Put the stories and pictues in a class booklet about Jane Addams. b. Divide the class into four groups, each group to read one of "Four Stories About Hull House." (Student Reading) Have each group plan and present a short dramatization of their story.

CONTENT	LEARNING EXPERIENCES

8. Start a retrieval chart and have children enter the appropriate information on the settlement house.

	Settlement House
How was it started?	
What kind of help did it give people?	
What kind of people did it help?	
How did people feel about the help?	
How did people help this organization?	

Note to Teacher: The completed retrieval chart for Activites . will look somewhat like the one on the following page.

RETRIEVAL CHART

	Settlement House	Church	Newspaper
How was it started?	By Jane Addams and her friends.	By people who wanted a church like their old church.	By people of that group.
What kind of help did it give people?	Taught them English. Taught cooking and sewing. Helped them make friends. Helped them remember their former country. Helped older people. Helped younger people appreciate their parents. Took care of children for working mothers.	Held familiar church services in their own language. Fed people. Helped people get jobs.	Gave information in their language about jobs and group concerns. Kept people in contact with each other.
What kinds of people did it help?	Newcomers. Poor people Lonely people. People of different ages.	Members of that religious group.	People who spoke that language or were a part of that group.
How did people feel about the help?	Good. Some were afraid at first.	Comfortable. Happy to remember familiar ways.	Good. Happy to know what was going on.
How did people help this organization or place?	Took care of children. Gave programs. Demonstrated skills.	Gave to the church. Attended services. Helped other new people.	Bought the paper. Some wrote for the paper.

CONTENT	LEARNING EXPERIENCES
	9. Students may wish to find out about the programs that settlement houses and other social agencies carry on today with individuals and groups. The yellow pages of the Chicago telephone book may be used for a list of these agencies. (These will be found under the heading Social Settlements.) Individual students can write letters to one or more of the places to get information about their work. 10. Tell children that settlement houses like Hull House were one kind of place that helped people new to Chicago but that there were also other places or organizations that helped these people. a. Play the tape "A Voice From the Past", the story of one church that helped newcomers. (The text of the tape is included in the student readings.) b. Discuss what this church did to help people new to Chicago. 11. Have children read "Four Stories of Churches". (Student Reading) The class may be divided into four groups, one group to read and report on each church and how it helped a particular family. a. Use the questions on the retrieval chart as a basis for discussion of these churches. b. Enter the information about churches on the retrieval chart.

CONTENT	LEARNING EXPERIENCES
	12. Ask individual student volunteers to report on their own church and what it does to help families in the community. Encourage them to tell about famil friendships that stem from church memberships, group activities, their church sponsors. Ask the cla's: Why do people join groups like these? How does belonging to a group make people feel more secure?
	13. Ask the children: How many of you have read a newspaper? Why do people read newspapers? What are the sections of a newspaper?
	a. Hold up a copy of a foreign language newspaper. Ask the students:
	1) Who could read this paper?
	2) How could everyone in this room know what's in the paper? (Someone could translate the information verbally.)
	3) How could everyone in our community know what's in the paper? (Someone would have to translate the information and print it in English.)
	b. Distribute the other foreign language newspapers and let students examine them. Have them find such sections as news, entertainment, sports, and want ads.
	c. Ask the class: Why would people in Chicago want a paper printed in their own language?

CONTENT	LEARNING EXPERIENCES
Note: Activity 14 is the halfway point of the unit. You may wish to check arrangements for scheduling the Dolls for Democracy presentation by the program representative from Menorah B'nai B'rith. Two weeks advance notice is usually required. This activity is the suggested conclusion for the unit. (page 25)	14. Play the tape "Robert Abbott" and carry on the activities suggested in the tape. Let children examine copies of the Chicago Defender, Ebony, Black World, to find out how these publications serve black readers. a. Discuss these questions: 1) Why would people in black communities want their own papers and magazines? 2) Are these papers printed in a foreign language? 3) What would they find out from these papers that would not be printed in the large city newspapers? 4) Are these papers and foreign language newspapers alike in any way? (Did they serve the same purpose?) 5) Are there any differences? b. Show students the pictures of Robert Abbott, founder of the Chicago Defender, and John H. Johnson, publisher of Ebony and Black World. Short biographical sketches of these two men are included in the teacher appendix. Chicago in Color, pages 46-47, has a brief story about Bud Billiken Day, started by Abbott.

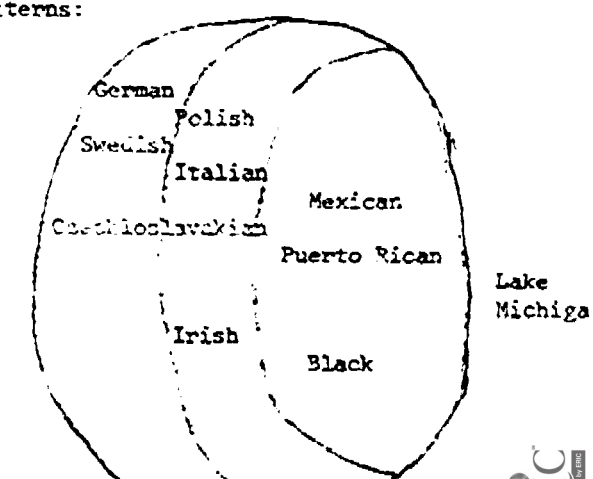
CONTENT	LEARNING EXPERIENCES
	c. Optional: Children may wish to make a class newspaper to tell things important to their class that would not be printed in a regular newspaper. This can be done on a bulletin board by having children put hand-written news items in columns.
	15. Add the information on foreign language and black newspapers to the retrieval chart.
Cognitive Task II - Interpretation of Data	16. Help the children summarize the information on the chart and form generalizations about different institutions that helped new groups adjust to life in Chicago.
	a. Discuss these questions:
	1) Were all of these places or organizations formed for the same reason?
	2) Did they all help people in the same way?
	3) Did they all help the same kind of people?
	4) How did the people who were helped feel about the help they received?
	5) Did they all feel the same way?
	6) Did people help the places or organizations in any way?
	7) Was everyone who was helped able to help in return?

CONTENT	LEARNING EXPERIENCES
In developing role playing situations, these steps should be followed: 1. Presenting and discussing the situation. 2. Discussing one way to solve the problem. 3. Inviting initial participation by taking a role yourself or by assigning roles to verbal children. 4. Discussing the initial enactment. 5. Posing other alternatives. 6. Acting out alternatives. 7. Exploring alternatives for consequences. 8. Making a decision as to the best consequence.	8) What do you think might have happened to people if these groups had not helped them? b. Let volunteers suggest generalizations that can be formed in response to the question: What can we say about how newcomers to Chicago were helped to learn new ways? 17. Select <u>one</u> of these situations for role playing: a. Carl, his mother and father recently moved from Oregon to Chicago. They had been busy unpacking and getting their rooms in order. There had been no time to get acquainted with neighbors. Carl's father got a job working nights in a factory and was away at work. That night Carl was awakened by a terrified call from his mother. She was very sick. What could Carl do to get help for his mother? b. The Robinson family moved to Chicago because Mr. Robinson was offered a job with a new company here. Jane, Andy and their parents are now settled in their new home in the city and are enjoying city life. One day Mr. Robinson came home early and said, "The company has closed down. I've lost my job." Jane looked at her father and began to cry. "Oh, daddy," she says. "Do we have to move again? I want to stay in Chicago." What could Mr. Robinson do?

CONTENT	LEARNING EXPERIENCES
	c. Steve and Betty moved to Chicago from a farm in Iowa. They do not like the city and miss the green fields and open spaces of their farm home. They live in a tall apartment building and there are no children their age in the building. Both Steve and Betty are lonely. They have nothing to do and no one to play with. How can Steve and Betty make new friends? Note to Teacher: In their role playing, children may suggest institutions other than the three studied. This would be an appropriate time to point out that many different kinds of institutions offer help to people and that these three institutions are still helping people today. 18. Show the film Chicago, Midwest Metropolis (DC-15). a. Ask the students: 1) What did you see in the film? 2) Are new people still coming into Chicago? 3) What problems might they have? b. You may also wish to show students pictures of Chicago from Chicago In Color by Robert Cromie and Archie Lieberman. Pages 44-45, 46-47, 50-51, 52-53 show activities of ethnic or religious groups in the city. 19. Refer back to the map "Chicago Grows" and have a

CONTENT	LEARNING EXPERIENCES
	child outline with a pointer the area of Chicago in 1890. Tell children that in 1890 when Chicago was this size, there were about one million people who lived in Chicago. Have the children decide how large an area Chicago covered in 1910. Note to Teacher: The area of the city was almost exactly the same in 1910 as in 1890. Ask a child to look at the population figures on the map and find out about how many people lived in Chicago in 1910. (Two million people.) Have the children draw inferences by completing this statement. If two million people live in the same space that one million people used to live in, then..... Save children's inferences for use with Activity 18. 20. To give children personal experience in existing under crowded conditions, have them move all desks to one half of the room and carry on regular classroom activities for a period of time. a. At the end of this period of time, ask them to list the problems this overcrowding caused. b. Ask: If space opened up in another classroom, how many would choose to move away from the group? How many would stay with friends in this crowded situation? 21. Have children read "Changing Neighborhoods".

CONTENT	LEARNING EXPERIENCES
	(Student Readings) Note to Teacher. Pages 29-32 and 110-116 of The Young Citizen and Chicago may also be used as reference here. a. Use these questions to guide their reading: 1) How did Chicago change as more and more people moved in? 2) Why were new neighborhoods built? 3) Who moved into the new neighborhoods? 4) Why did new people who came to the city crowd into the older neighborhoods? 5) Did people in all neighborhoods have enough space to live? 6) Was Chicago a good place to live for people in all neighborhoods? 22. Have students read "The Kaminski Family" (Student Readings). a. Discuss the following questions: 1) What problems did Casimir Kaminski and his family face when they first came to Chicago from Poland? 2) Why did Stanley move to a new neighborhood of Chicago?

CONTENT	LEARNING EXPERIENCES
	3) Why did Carl decide to move to a suburb? 4) How was their life different in their new neighborhoods? 5) How do you think people felt about them in their new neighborhoods? b. Let individual children tell how Carl's and Stanley's children could make friends in their new homes. c. Make sure that students understand the typical pattern of residential movement of white immigrant groups within the city upon arrival, movement to outer rings of the city once economic advances have been made. Chicago today has these general ethnic residential patterns: 

CONTENT	LEARNING EXPERIENCES
	23. Look at the map "Areas of Negro Residence in Chicago". Tell the children that they will use the map to see where black people in Chicago live today. a. Direct the children's attention to the color key. Go over the key with them. b. Discuss these questions: 1) Did Negro communities grow from 1950-1960? 2) Why did Negro communities get larger? 3) Why are Negro communities concentrated in certain areas? 4) Were Carl and Stanley Kaminski and their families allowed to live in only one area? Why or why not? 5) How is the situation of Negro families different from that of families of other groups? Note to Teacher: "Chicago's Big Problem", a summary about residential segregation in Chicago, is included in the teacher appendix. You may wish to read this to students if you feel they need more information on this topic. 24. Read the story "The New Apartment" to the children. This story may be found in the appendix.

CONTENT	LEARNING EXPERIENCES
	a. Discuss the following questions: 1) Why did Peter's family want to move? 2) How did Peter feel about moving? 3) Why did the manager of the new apartment building hesitate in showing the apartment to Peter's family? 4) How do you think the manager felt? 5) How do you think the member's of Peter's family felt? 6) In what ways were the feelings of Peter's family and the manager alike? In what ways were they different? 7) How do you explain why some of the feelings were alike and some were different? 8) What do you think will happen to Peter's family? List the possibilities on the chalkboard. b. Discuss the list of possible endings for the story "The New Apartment". Ask students to do one or more of the following activities: 1) Write an ending to the story. 2) Draw a picture illustrating the ending to the story.

CONTENT	LEARNING EXPERIENCES
	3) Work in small groups to create short dramatic skits illustrating the ending of the story. c. Review student endings to "The New Apartment". How many different ways did the students suggest to solve this housing problem? Can these ideas be used to solve the more general problem of residential segregation in Chicago? 25. Select one of these activities to help students see what happens when one group in a city is isolated from other groups: a. Separate 5-6 children from the rest of the class by setting up a "segregated classroom" in the cloakroom or in the hall. Conduct a lesson with the larger group. Ask students: 1) How were those in the hall (cloakroom) harmed by being separated from the rest of the class? 2) How were the rest of us harmed? 3) Did anyone benefit from this arrangement? How? 4) What would happen if this arrangement were a permanent one? b. Ask students to suggest ways they would suffer if an invisible wall were put around their neighborhood and they had little or no contact

CONTENT	LEARNING EXPERIENCES
	with those in the rest of the community. Would people in the larger community also suffer? How?
Thinking Task III - Application of Generalization	26. Write these incomplete sentences on the chalkboard: When people in a city are segregated from each other then... When people in a city have many chances for contact then... Let children suggest ways to complete the sentences. This may be done through discussion or in writing.
	27. Have students read "Operation Breadbasket" (Student Readings). a. Discuss these questions: 1) Who is Reverend Jesse Jackson? 2) What organization does he head? 3) Why was Operation Breadbasket founded? 4) What are some of the things that Operation Breadbasket does? 5) Why do people support this group? 6) Why does Reverend Jackson want each person to believe that he is "somebody"?

CONTENT	LEARNING EXPERIENCES
Little Song Carmencita loves Patrick, Patrick loves Si Lan Chen, Xenophon loves Mary Jane, Hildegrarde loves Ben. Lucienne loves Eric, Giovanni loves Emma Lee, Natasha loves Miguelito, And Miguelito loves me. Ring around the Maypole! Ring around we go - Weaving our bright ribbons Into a rainbow. - Langston Hughes	b. Ask students to look through newspapers to find pictures or articles about other people who are working to make Chicago a better city. Why is it important for everyone in a city or community to work together? Can students their age do anything to make their community a better place? Can they do anything to help people feel happier about living there? 28. Use the poem "Little Song" by Langston Hughes to make up a values sheet for the class: a. Have the students write out answers to these questions: 1) How are the children in the poem alike? 2) How are they different? 3) Is it good to be different? 4) Have you ever teased anyone because he is different? 5) How would you help someone who is teased by other people because he is different? 6) Have you done anything to help a classmate this week? b. Discuss these questions. This may be done in small groups and then followed by class discussion. Do not collect student papers.

CONTENT	LEARNING EXPERIENCES
	Note to Teacher: Value sheets are a useful device for helping students think through an issue. A value sheet consists of a controversial statement and a series of questions duplicated on a sheet of paper and distributed to the class. Each student completes the value sheet by himself, preferably setting down answers in writing. Later students may share their answers through small or large group discussion.
	Conclusion/
	Arrange for a presentation of "Dolls for Democracy." Appropriate dolls would be Jane Addams, Albert Einstein and Martin Luther King, Jr.
	As an alternative, plan a class tasting party featuring foods brought on Chicago by the groups that settled her . Possible menu items would be liver sausage (German), coffee cake (Scandinavia), kolachis (Poland), pizza (Italy), and tamales (Mexico). Many foods of ethnic origin can be purchased at local supermarkets. Students can plan a shopping trip to note such items available on the grocery shelves and to make purchases for their class party. Mothers from the class may also be willing to make foods of ethnic origin for the party.

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Films

Encyclopaedia Brittanica
Chicago: Midland Metropolis

McGraw - Hill
Our Immigrant Heritage

Maps

Areas of Negro Residence in Chicago (Urban League)
Chicago Grows (Center for Ethnic Studies)
Chicagoland Panoramic Map (Chicago Chamber of Commerce)

Student Readings

1. Off to Illinois
2. Irish Famine Song
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7. Four Chicago Churches
8. Changing Neighborhoods
9. The Kaminski Family
10. Operation Breadbasket

Tapes

A Voice From the Past (CES)
Robert Abbott (Minisystems)

Teacher Appendix

1. Comparing the Questioning Sequences of the Tasks
2. Robert Abbott
3. John H. Johnston
4. Chicago's Big Problem
5. The New Apartment

COMPARING THE QUESTIONING SEQUENCES OF THE TASKS

Concept Formation	Interpretation of Data	Application of Generalizations	Interpretation of Attitudes and Feelings
LABELLING What name can we give to each group?	GENERALIZING From all that we've been saying, what can you say about _____?	GENERALIZING From all that we've been saying, what can you state?	GENERALIZING From all that we've said, what can you say about people and their behavior?
GROUPING What things to together? Why?	INFERENCING Compare, contrast, search for relationships; then ask--Why do you think that?	SUPPORTING What might be some further consequences of that happening? Why do you think that may happen?	INFERENCING AND RELATING Why do people do things like this? Has anything like this ever happened to you? How did you feel about it? How do you think that person felt? Why? Why did such & such happen?
LISTING What did you read, see, hear or note?	LISTING or DIFFERENTIATING What did you read, see, hear or note?	PREDICTING What might happen if .....?	LISTING What happened here?

ROBERT ABBOTT

Robert Abbott was born on a small island off the coast of Georgia. His father, an ex-slave, died when Robert was very young. Life was hard for Robert and his mother after his father's death. Robert's mother remarried and his step-father helped him get an education. While attending college, Robert Abbott learned the printing trade and worked as a printer to earn money.

Robert Abbott came to Chicago in 1893. He went to law school at night and worked as a printer during the day time. Abbott saw that black people in Chicago were having many problems. Often they were not able to get good jobs or decent places to live. He saw that their problems were not discussed in the Chicago newspapers and that even in the black community people did not have informaiton about these problems.

Abbott decided to start a newspaper for the black community. Only one sheet at first, the paper was called The Chicago Defender, and sold for 5¢ a copy. People began to read the Defender because it kept them informed about life within the black community. Best of all, the paper spoke out against racial injustice.

The circulation of the Chicago Defender grew and grew until Robert Abbott became a national leader. By building the most widely read newspaper in the black community, Abbott became a millionaire. Today, the Chicago Defender is published by Robert Abbott's nephew. The paper continues to print both news about black people and information about racial problems.

JOHN H. JOHNSON

John H. Johnson was raised by his mother who worked hard to support him after the death of his father. When he was nine years old, his mother remarried. Then Johnson and his mother moved to Chicago and he attended school there.

Johnson loved books and spent much of his time in the public library. He also became editor of his school paper and president of the student council.

After his graduation from high school, Johnson worked for an insurance company to earn his way through the University of Chicago. In 1942, he borrowed $500 on his mother's furniture and used the money to begin his first magazine, the Negro Digest. The Digest printed articles on issues of special interest to black people.

Johnson saw that many people in the country were subscribers to Life Magazine. He wondered why Life did not print more pictures and news about Negroes. So, in 1945, Johnson began to publish Ebony magazine which looks very much like Life. Once Ebony became successful, Johnson started Tan and Jet and also began to publish books.

Today, the Johnson Publishing Company is one of the world's biggest publishing houses. Its magazines and books are read by black and white people alike.

CHICAGO'S BIG PROBLEM

In Chicago in the early 1900's Negro neighborhoods were scattered throughout the city. Black people lived across the street from Italian families and around the corner from Polish families. All the children of these families went to the same school. Black families, like other families, could move into better neighborhoods when they had more money.

This changed during World War I when large numbers of black people moved into the city from the southern part of the United States. Many white people who did not know black people began to dislike them. They did not want black people to move into their neighborhoods. On a street in Chicago a huge banner was displayed. It said "They Shall Not Pass". This sign placed on the street of an American city was supposed to be a warning to black Americans. Richard B. Harrison, an actor, ignored the warning. When he moved into that neighborhood, a bomb splintered his porch and shattered his front windows. Three bombs later, the Harrisons were still living there. They had no other place to go.

During this time, white property owners began to sign agreements in which they promised not to see or rent to "colored tenants." When black families moved nearby, the property owners often broke their agreements. In a panic, white people sold their homes and moved elsewhere.

Real estate dealers, including some black men, did everything they could to cause this kind of panic among white families. Then the dealers could buy buildings at a low price and charge high rates to black people.

Neighborhoods where black people lived became more and more crowded. Apartments and houses were in great demand. Some landlords discovered they could make more money by dividing a large apartment into several smaller ones or into separate rooms. A Mr. Smith, for example, owned a building with several

apartments. Each apartment had five rooms, a kitchen and a bath. Each apartment rented for forty dollars a month. When Mr. Smith sub-divided the apartment and rented each room, he charged twenty dollars a month per room. He then collected a hundred dollars a month for the apartment.

Meanwhile, the families shared one kitchen and bath. Five times as much garbage was put out at night. Five times as many children ran up and down the stairs and went to the neighborhood school.

As houses overflowed with people, landlords stopped taking care of them. Pipes leaked, plaster fell from ceilings, light bulbs burned out in halls. Rats and roaches began to invade these overcrowded buildings.

If a black person tried to move away from these overcrowded neighborhoods into white areas, he faced hatred and danger. At least 58 homes belonging to black families in Chicago were bombed between 1917 and 1921. Two people were killed, many were injured, but no one was punished for the bombings.

This housing problem has ixisted in Chicago for many years. It has caused many other problems. Black and white people were not used to living together. They did not get to know each other. They did not have opportunities to learn from each other.

As white people became more suspicious of the black people, black men had difficulty in obtaining good jobs. Black children in overcrowded schools often did not receive as good an education as white children.

Concerned people in Chicago tried to bring these problems to the attention of the city, but they found this was not an easy task. They wondered what they could do to solve Chicago's big problem. What are some of the things that could be done to make Chicago a city where people can find good homes? How do you think Chicago's big problem can be solved?

THE NEW APARTMENT

Peter's father lowered the newspaper, took a gulp of coffee, and said anxiously to his wife, "What do you think about these? How do they sound to you?"

Peter's mother placed the baby in the high chair and scanned the three "Apartment for Rent"ads that Mr. Jones had checked in the morning newspaper.

"Not this one!" she quickly exclaimed. "That apartment is on Calumet Avenue and that neighborhood is as crowded as this one. Hmmm. This three bedroom apartment sounds good," she continued. "But isn't this rent too high for us?"

"You are probably right," answered Peter's father. "I don't think we can afford that amount of money each month. What about this one? It looks like it's situated in a good neighborhood and the apartment certainly sounds big enough."

"Yes," agreed Mrs. Jones. "This ad describes the kind of apartment we need. Why don't you telephone and arrange an appointment for us to see it?"

As Mr. Jones dialed the number listed in the advertisement, Peter walked slowly to the kitchen window. The sounds of honking horns, the shouts of playing children, and the voices of many people mixed in a confusion of noises that filtered through the curtained windows. Peter pulled the curtain aside and looked at the street below. People seemed to be everywhere. Several children were playing ball but their game was frequently interrupted by passing pedestrians and traffic heavier than usual.

"Gee," thought Peter, "wouldn't it be great to live in a bigger place? I might even have my own bedroom with a special closet to keep my toys. Maybe our new apartment will be near a playground with a baseball diamond and-----"

Peter's day dreaming was suddenly interrupted by his father's voice. Mr. Jones sounded excited.

"Yes--yes--yes!" he said. "That is the kind of apartment we are looking for. You say it has three bedrooms and large closets? It's near a school? Good! We will be over at 11:30 to see it."

Mrs. Jones quickly dressed the baby. She hummed happily to herself as she washed the breakfast dishes.

Peter tried to help the family get ready. He put away the newspaper. He made his bed. This was a difficult task to do because the bedroom was so small and the beds were so close to each other.

Mr. Jones quickly shaved and put on his blue shirt. He then checked Peter to see that his shoes were shined properly.

At last! The family was ready to go. They went down a small dark corridor, down two flights of narrow steps to the street below. Mrs. Jones gave Peter's hand a happy squeeze as they crossed the busy street to the family automobile.

As Mr. Jones began driving to the northern end of the city, Peter watched the passing parade of people on the streets. He saw many buildings similar to the one he lived in. He saw crowded streets and children playing in littered alleys. After a while the streets began to change. Something seemed strange to him.

"Mother," he asked, "where are all the people?"

Mrs. Jones laughed. "There are many people here, Peter, but this neighborhood is not as crowded as ours. There is more room and more places for the people."

Peter turned again to the window and sighed. "When will we get there?" he asked impatiently.

"Soon," responded Mr. Jones. "We should be there within the next few minutes."

Peter pressed his nose against the car window. He looked at the large apartment buildings with interest. The streets seemed wider and cleaner than those in his own neighborhood. He wondered about the children.

"Mother, Dad, look!" called Peter suddenly. "I think I see a park. "Yes," answered his father. "That certainly is a nice large park. There is the playground too. I think you would enjoy playing there."

"And I would enjoy taking the baby to the park on nice days," said Mrs. Jones. "Oh," she continued, "look at that supermarket. It certainly helps to have good shopping areas close by."

On the next block they passed an elementary school and several small shops. Finally, Mr. Jones brought the car to a stop. He glanced at the address of an attractive grey apartment building and then at the numbers written on a slip of paper in his hand.

"We're here," he announced. "This is it."

Peter could hardly wait to get out of the car. He was so excited that he found it difficult to swallow. Mr. and Mrs. Jones smiled warly at him. Even the baby seemed to feel the excitement and she began to babble happily.

Mr. Jones pressed the buzzer outside of the apartment labeled "Building Manager." The door soon opened and a grey-haired man appeared.

"Yes," he said questioningly.

"I am Mr. Jones and this is my family. We had an appointment to see the apartment for rent."

"A-an apartment for rent?" stammered the manager. "I'm sorry. There must be some mistake."

"I don't understand," said Mr. Jones. "I called and asked about the advertisement in this morning's paper. We were told that the apartment was still available and that we could see it at 11:30. We came right over."

"Well," answered the manager. "I really don't know what to say. I guess you talked to me this morning, but--but--"

"Is the apartment rented?" demanded Mr. Jones.

The manager looked uncomfortable, cleared his throat several times and said, "Now don't take this the wrong way. I have nothing against you personally. You look like a nice family but we just don't have any black people in this building."

Peter looked at the manager. He then looked at his mother and father's faces and _____

4th Grade Readings

Student Reading #1

OFF TO ILLINOIS

Michael McCarthy awoke in the middle of the night with a strange feeling in the pit of his stomach. For a minute he didn't know what was wrong. Then he remembered. There had been so little food for supper that night. He had eaten only a half of a potato and a small crust of bread. "Oh, I'm so hungry," thought Michael. "If only I could have a really good meal."

As Michael lay in bed, he heard the sound of voices from the side of the room near the fire.

"The children are hungry, Patrick," he heard his mother say.

"Yes, Mary, I know. It tears me apart to see my own children starving. The blight has ruined most of our potato crop. We don't have enough potatoes to eat or to trade. All over Ireland children are hungry. Everyone is having a hard time."

"I hear that some of our neighbors are leaving Ireland for America. People say there's food and work for everyone there."

"What do you think, Mary?" Patrick asked. "Could you and the children get by if I went to America? Maybe I could find work there. Then I could send for all of you."

Michael thought about that conversation a few weeks later when he saw his father start down the road from their house. Patrick McCarthy had decided to try his luck in America. Three months later, after a long and difficult ocean voyage, Patrick landed in New York City. The sights and the sounds of the big city confused him. Fortunately a fellow villager who had come to America a year ago was there to meet him.

"Patrick," exclaimed Tim Murphy, "it's good to see you. What do you plan to do? They say there's land out west for those who want to farm. And just

this morning I heard that a man from Illinois is here to sign up workers to build a big canal out in his state."

"No farm land for me," said Patrick. "I've had enough of starving on the land. I want a job where I can earn some money to send for my family. A canal--that sounds like a good idea. Where do I go to sign up to work on this canal?"

That afternoon Patrick McCarthy and a crowd of men gathered by a doorway waiting for the work agent from Illinois to speak to them.

"Boys," said the agent, "Illinois is growing. We need workers to help build the Illinois and Michigan Canal. A good job and an honest day's pay for any man who'll come with me to Chicago."

"Hooray!" shouted the crowd. "Off to Illinois! Off to Illinois to build the canal."

Like Patrick McCarthy many Irishmen came to Illinois to work on the Illinois-Michigan Canal while Chicago was a small city. When the canal had been built, they found jobs in this busy frontier town. They sent for their families and soon many people from Ireland lived in Chicago. By 1850, one out of every five people in Chicago had been born in Ireland.

Back in Ireland, Mary McCarthy and her children waited anxiously for news from Illinois. One day, as Michael stood before their cottage, he saw a figure in the distance. As the figure drew nearer, he discovered that it was a man with a letter. "Come quick," Michael called to his mother. "A letter from father has come."

Mrs. McCarthy quickly opened the letter. "Father has sent us boat tickets to America. The boat leaves next week. We must hurry if we are to be ready on time."

The next few days were busy ones for Michael and his family. They had to decide which of their things to take to America with them. Many of the

family valuables had already been sold to buy food. The furniture and heavy items had to be left behind. Mrs. McCarthy packed their extra clothing and some warm blankets in a small trunk. Among the blankets she placed the few family treasures that were left--the family Bible, a small golden broach given to her by her mother and an old teapot that had once belonged to her grandmother. Just before the trunk lid was closed, Michael's sister Bridgit put her tattered rag doll inside.

The evening before their departure, all their friends and relatives came to visit. It was a sad evening because everyone knew they might never meet again. Michael's uncle, a priest in the village church, took him aside. "Here, Michael," he said. "I have something for you. Wear it always to protect you and to remind you of the loved ones you leave behind." He placed a silver St. Christopher medal in Michael's hand.

Michael wore the medal throughout his journey. He held it tight as he first stood in the streets of Chicago. Patrick McCarthy welcomed his family and led them from the train station to the crowded section of the city that was to be their new home. As Michael walked along, he looked about him in amazement. People seemed to be everywhere. Loaded wagons pulled by horses rushed along the streets. He had never seen such crowds before.

Soon they were inside the small room where they would live together. Mrs. McCarthy sat down on a low bench. "I'm so tired," she said. "A cup of tea would certainly taste good."

"Come, Michael," Patrick McCarthy said. "Here's a shiny coin. Go to the store on the corner and buy a little tea for your mother." Michael looked at the coin. He had never used money before.

Michael's father noticed his surprised look. "Everything here is done with money," he said. "People in the city have no crops to trade. Each week I

get paid money for the work I do. This money must be used to pay for all the things we need. We must all learn to use our money carefully if we are to manage from week to week.'

Michael hurried down the street to the store. He looked in the windows of the places he passed. In many windows he saw the same sign in big letters: NO IRISH NEED APPLY. I must ask father what that means, Michael thought.

He was almost afraid to go inside the store. He stood in the doorway a long time before he entered. "Speak up," the storekeeper said in a gruff voice. "What do you want, boy?"

"Please sir - some tea," Michael said. He held out the coin. The storekeeper laughed and called out, "Some tea for the little greenhorn. We must keep these Irish tea drinkers happy."

Michael ran back down the street. His heart was pounding as he ran up the stairs to the safety of his new home. "Mother! Father!" he cried. 'Oh, this is a frightening place. They have signs about the Irish in their windows and the man in the store laughed at me."

Patrick McCarthy put his arm around his son. "I guess you have learned that some people in Chicago don't like the Irish. They think we're uneducated and poor. They only want to give us the hardest jobs. And they laugh at our way of talking. They've never heard English spoken with an Irish brogue."

Michael's eyes filled with tears. He tightened his hand around his St. Christopher medal. Suddenly he missed his home and friends in Ireland. Everyone had liked him there. No one had laughed at his way of talking or called him a greenhorn. And there were no crowded streets or runaway horses to frighten him. Oh, Michael asked himself, why did we ever leave Ireland?

'Life in Chicago can be hard for a newcomer," Patrick McCarthy agreed, "on't get discouraged, Michael. We work hard here but we have enough to eat.

People sometimes laugh at us but we have each other. Best of all, we have a chance for a new life. Tomorrow I'll take you to the parish priest and tell him to start you in school. You'll learn to read and write. Soon you'll be big enough to get a job. Wait and see, Michael, Chicago will be good for all of us.'

That night, as Michael fell asleep, he thought about his old life in Ireland. He wondered what his new life in Chicago would be like. Some day, Michael said to himself, I'll be a real American - and no one will laugh at me then.

Student Reading #2

Irish Famine Song

Ireland is a land of small farms and pastures. Years ago most farmers depended upon potatoes to provide food for their families. Then in the 1840's a disease called the potato blight destroyed their crops. Thousands of people died during this terrible potato famine. Other thousands left Ireland to seek a better life in the United States.

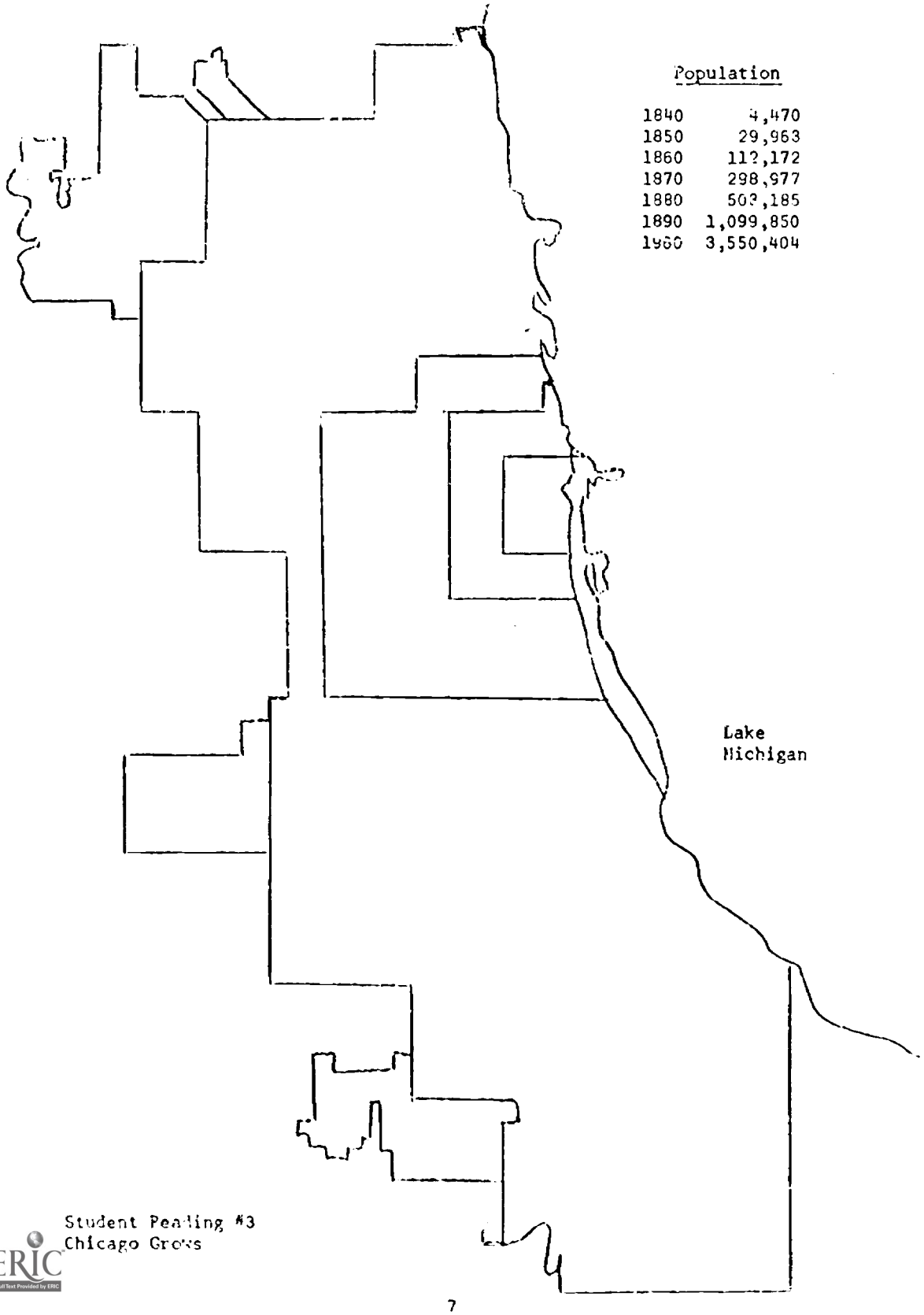
This song was brought to America by the Irish. It is still sung today as a reminder of the hard conditions that forced so many Irish people to leave their native land.

Oh, the praties* they grow small over here, over here,
Yes the praties they grow small over here,
Oh, the praties they grow small but we eat them coats and all,
Yes, we eat them coats and all over here.

Now I wish that we were geese, night and morn, night and morn,
Yes, I wish that we were geese, night and morn,
Oh, I wish that we were geese, who can fly and take their ease,
And can die and take their place, eating corn, eating corn.

Oh, the praties they grow small over here, over here,
Yes the praties they grow small over here,
Oh, the praties they grow small but we eat them coats and all,
Yes, we eat them coats and all over here.

*praties (prā-tēs) -
potatoes



Student Reading #3
Chicago Grows

Student Reading #2

LETTERS FROM IMMIGRANTS

1. A Russian Girl Comes to Chicago

In the early 1900's two young sisters, Ida and Luba Rostov, decided to leave their home in Russia and come to America. At that time, it was very hard to leave the country. They had to pack in secrecy and sneak across the countryside. They lay in the grass near the border for hours without food or water. Then a man who was paid to help them came and took them across the border into Germany.

The sisters took a ship from Germany to the United States. It took more than six weeks for them to cross the Atlantic. When they arrived in New York, they found friends from Russia to stay with. Ida decided to remain in New York but Luba came to Chicago to work in a garment factory here.

After she had been in Chicago a few months, she wrote this letter to her sister:

Dear Ida,

It was cold when I arrived in Chicago and I was alone. I had no place to stay. As there was no one to help me, I started looking in the papers for a job. They offered me a job in a factory, but said that I must first work three weeks for nothing until I learned the trade. I told the boss I did not have even one dollar to buy food for myself. He gave me a dollar and told me I would have to work it off later.

I found a place to stay with a man and his wife. They have two rooms. I share one room with the three children of the family. They are kind to me, but I miss you and our beloved family in Russia. Chicago is a big town, full of strangers. How I long to see a friendly face.

I worked for three weeks for no pay and learned to run a sewing machine. Every day I walked forty-five blocks to my job for I did not have money to spare for carfare. I had little money for food. For my meals I bought a herring for one cent and some old bread for two cents. I could hardly wait for my first pay check.

I work in the factory from 7:30 in the morning until 9:00 at night. When I finish at night, I am so tired I can hardly walk home. Now I am earning three dollars a week. I can buy a little more food and I sometimes take the streetcar home from work. Life is a little easier.

Oh, how I long to see you. Be well, Ida.

Your loving sister,

Luba

2. An Indian Girl Comes to Chicago

Belle Jean Francis is a member of the Athabascan tribe of northwest California. Her tribe is very poor so that she decided to come to Chicago to find work. She arrived in Chicago in 1960 and wrote this letter to her mother:

Dear Mother,

Here I am in a big city, right in the middle of Chicago. I don't know anybody. I am so lonesome and I have that urge to go home. I don't know which direction to go--south, north, east or west. I can't just take any direction because I don't know my way around yet.

I see strange faces around me and I keep wondering how I will live in this strange place. I keep wondering how I can get

over this loneliness. I know I have to start somewhere and overcome the fear I am holding inside me.

Before I can be happy here, I need friends who will help me overcome my urge to go home. I hope someone will help me in this big world.

Love,

Belle Jean

-- Material for letters taken from: "An Immigrant's Success Story," Illinois History Magazine, March, 1969, page 149, and "A New Arrival," American Indian Festival Booklet, 1968, page 8

Student Reading #3

FOUR STORIES ABOUT HULL HOUSE

I. Child Labor

When Jane Addams learned that some of the children, ten years old and younger, were working in a nearby factory to help earn money for the family, she was very upset and unhappy. "The idea of young children working fourteen hours a day in a candy factory makes me sick. Why doesn't someone do something" exclaimed Jane to one of the mothers.

"How can it be stopped?" the woman answered sadly, "the few pennies the children bring home can often mean the difference between starving and living. Often the little ones can get jobs more easily than their fathers."

Hearing this, Miss Addams decided many things needed to be done. Men needed to make money enough for their families so that the children would not need to work. Alaw also was needed to keep factory owners from hiring children.

Miss Addams began to work. She sought the aid of two friends and together they worked. They visited businessmen, politicians and labor leaders. They explained the problem of child labor to these men and asked for their help in getting a new law.

Finally, a law was passed that prevented children under thirteen from working in stores, shops and factories, Miss Addams felt an important step had been taken to improve the lives of children.

CAN YOU USE THIS STORY TO CREATE A SKIT?

Scene One: Jane Addams talks to mothers and fathers in the community about young children working in factories.

Scene Two: Miss Addams and friends ask businessmen, politicians, and labor leaders to work for a law that will prevent young children from working in stores, shops or factories.

II. The Loom

Theresa's grandmother was quietly humming a little tune as she went about her work. "Gee, Grandma," said Theresa, "why are you so happy today?"

Grandmother Schultz smiled and replied, "This is the day I'll go to Hull House to finish the tablecloth I've been making on the big loom. If everything goes well, I'll finish this afternoon. You see, I'd like to have it ready to give to your mother for her birthday."

"Why do you like to work at that old loom?" said Theresa. "You keep moving the shuttle up and back and it seems so boring."

Grandmother explained to Theresa that when she was young the women of the German town she lived in always made the cloth for their clothing on looms just like the one at Hull House. "We enjoy making things with our hands," said Grandmother. "And the finished item is a keepsake for us for many, many years. Sometimes our children can use these things we made."

Thoughtfully, Theresa said, "Grandma, may I watch you work the loom today? Maybe I can learn how to use it. Wouldn't it be fun if you could teach our club to use the loom? I think it would be exciting for all of us to make our own cloth."

CAN YOU USE THIS STORY TO CREATE A SKIT?

Scene One: Grandmother talks to Theresa. They discuss the loom and the feeling of making something by yourself.

Scene Two: Grandmother talks to the club members and teaches them to use the loom. They plan a surprise for their parents.

III. Who Will Take Care of John?

Mrs. Pulaski sighed. What would she do? Where would she leave four year old John when she went to work?

Mrs. Pulaski had a new job at a nearby factory. Her husband worked in a factory too but he did not make enough money to buy good and clothing for the large family. She hoped she wouldn't have to keep one of the older children out of school to care for John.

When Mrs. Pulaski discussed the problem with her neighbors, they told her about the kindergarten class at Hull House. They told her about some of the rich American women who came to take care of the children so that their mothers could go to work.

The next day, Mrs. Pulaski brought John to Hull House. She looked at the kindergarten room. She saw the welcoming faces of the teachers. She spoke to Miss Addams about her little son.

Miss Addams explained that John would have the opportunity to learn many things. He would have the chance to play games. He would hear stories and sing different songs. John would play with many children. The teacher would care for John and try to keep him happy while his mother worked.

CAN YOU USE THIS STORY TO CREATE A SKIT?

Scene One: Mrs. Pulaski discusses the problem of day care for four year old John first with her husband and then with her neighbors.

Scene Two: Mrs. Pulaski brings John to Hull House. She visits the kindergarten and talks to the teachers and Miss Addams.

IV. Tony Capezzi's Thursday Night

Tony Capezzi was happily singing in the bathtub as he got ready to go to Hull House. The song he sang with his beautiful, clear tenor voice was an aria from a famous opera, The Barber of Seville. Mr. Capezzi loved music and especially Italian opera. In this country, it was not easy for a working man to see and hear his favorite singers because tickets to the opera were very expensive and the money earned on the job must go for food and clothing for the children.

Every Thursday night was Italian night at Hull House. Mr. Capezzi never missed an opportunity to go. He could listen to his favorite songs on recordings and afterwards take part in the heated discussion about how good or bad the singers were.

Sometimes the Italian opera stars singing in the magnificent Opera House in the city would visit their group. This caused the most wonderful excitement because these stars would sing and talk until the wee hours of the morning. Besides singing the beautiful music, the stars would bring tid-bits of information from Italy. No wonder that the Thursday evening sessions for the Italians were so popular.

CAN YOU USE THIS STORY TO CREATE A SKIT?

Scene One: Mr. Capezzi discusses the Thursday night sessions with his family.

Scene Two: Mr. Capezzi brings a friend who has recently arrived from Italy to Hull House for Italian night.

Student Reading #4

A VOICE FROM THE PAST

St. Stanislaus Kostka was the first Polish Roman Catholic Church in Chicago. Started in 1867, it became important in the lives of many Polish people. If this church could speak to us, it would probably tell us many things. Let us listen as the church tells its story:

"I am one hundred years old now, and I have many memories, During these years, thousands of people have walked in my halls and worshipped at my altars.

I remember the large number of families that came from Poland in the last part of the nineteenth century. Looking for a better way of life, they came to Chicago with much hope and some fear. So many things were new to these people: the language, the city, the people, the jobs.

Whenever they visited me, they felt comfortable. I reminded them of their home and the church they knew in Poland. People here spoke Polish. The church services were just like they were in Poland. Friends and relatives greeted each other before and after services.

The priests knew each family. Very often one of our priests was called upon to give advice or help the family in some way.

Sometimes I think I can still hear the laughter and voices of the children of the early newcomers. Many of the children of the neighborhood attended the school run by the church. They studied religion and school subjects. They studied Polish history. Most of their classes were conducted in the Polish language.

Several Polish clubs were organized and they met in my rooms. Some of these clubs held festivals and neighborhood parties. Those were the happy days. The people would wear their Polish costumes. They would enjoy the

music and dances of the old country. The women of the neighborhood would bring platters heaped with good foods. While the children played, the grownups would discuss the problems and activities of the week. No matter what trouble you had, it was easier to bear when you could share it with friends.

Other clubs met to help Polish newcomers. Life in the city was very different from life on a farm. Many of the immigrants needed help in finding a place to live and finding a job. These clubs also collected money to help people in times of trouble. When a man lost his job and there was no food for his family, people in the club would share their food. When a mother got sick and couldn't care for her children, other mothers would feed and care for them. There were always friends in the club to turn to. No one was alone.

Most of all I remember the faces of the people: Leonard Puszynski, Joseph Sawa, Mary Kusper, Frank Sulski, Rosa Jusibab and all the others. I remember their hard work and their faith. They look to us for help and we tried to help them. Today I am still visited by the grandchildren and the great grandchildren of these early newcomers."

Other churches in Chicago could tell stories much like that of St. Stanislaus Kostka. When people came to Chicago, they looked to the churches to help them solve some of their problems. Their church made them feel important. In the church, they could worship in the way they had learned in the old country. They could worship God in a language they understood and with people who came from the same country. This made living in a new place much easier.

Student Reading #7

Four Chicago Churches: Quinn Chapel (1)

William Jefferson hurried along the darkened street. The basket of food he carried was wrapped in an old tablecloth. He hoped none of the passersby would notice what he had with him. He looked over his shoulder and then quickly darted through the door of Quinn Chapel.

Jefferson went down the stairs into the basement of the church. There in the dim light he saw a little group of people. "Welcome to Chicago," he said. "Too bad you can't stay here--but I know you want to move on to Canada and freedom."

The weary travellers gathered around Jefferson. As they ate the food he had brought, they told of their flight from slavery.

"We walked at night," their leader said. "The North Star was our compass. We knew that it would lead us to freedom. When morning came, we hid inside the homes of friends along the way--brave people who risked their own safety by taking us in."

The story these people told was a common adventure of slaves who attempted to gain freedom. Many groups of Negroes followed the Underground Railway to the north. The railway was the name given to the escape routes that led from plantations of the south to freedom in the northern states or Canada.

Members of Quinn Chapel, the first Negro church to be founded in Chicago, were proud of their part in helping their fellow blacks escape from slavery. Quinn Chapel, an African Methodist Episcopal Church, was founded in 1847, only fourteen years after the city of Chicago began. Early in its history, the church served as a stop on the Underground Railway. It also provided many other services to its members.

By 1902, Quinn Chapel operated a kindergarten, reading room and

library, savings bank and employment office. People could go to their church -- familiar, friendly and close to home -- and get help when they needed it.

The church is standing today at 24th Street and Wabash Avenue. A large congregation attends services each Sunday. The church still helps people but it no longer provides such a wide variety of services. People now can go to city offices for some of the help they need.

The black community in Chicago has grown so large today that hundreds of churches serve the people. Some of these churches are large and others are small. Some are Catholic and some are Protestant. Among the Protestant churches are Baptist, Methodist, Episcopal, Congregational, Presbyterian and Lutheran.

Information taken from
Black Chicago by
Allan H. Spear

Four Chicago Churches: Swedish Lutheran Church (2)

"Gustav has almost forgotten how to speak Swedish," Mrs. Lindstrom complained. "Soon he will be so much like an American boy that he will not remember anything about his Swedish background."

"Mama," Mr. Lindstrom said, "He was only three years old when we came to Chicago. How can a three year old remember what life in the old country was like?"

"If only we had a church of our own, Papa," little Ingrid suggested. I miss our friends at home. I miss Sunday services in our little village church. We could see our friends and talk together after the services."

"A church," mama agreed. "Then Gustav could learn about Sweden. He would make friends with the sons of other Swedish families. He could learn about the country where he was born."

"Someday soon," Mr. Lindstrom said, "there may be enough Swedish families in Chicago so we can start our own church."

Mr. Lindstrom was right. Although there were few Swedish families in Chicago when the city started, more and more families came here. The first Swedish Lutheran Church was started and was soon too small for the many families who wish to belong. By 1910 there were five Swedish Lutheran churches in Chicago with hundreds of members.

During these early days, the Swedish Lutheran churches held their services in the Swedish language. Through their churches, people formed other groups to help Swedish newcomers to the city. Among these groups were orphanages to care for children whose parents were ill or disabled, singing societies where Swedish songs were sung, sick aid and burial groups. Churches sponsored concerts and plays in Swedish and put on exhibits of Swedish-American art.

Before 1920, almost all services in the Swedish Lutheran churches were conducted in Swedish. After 1920, more and more churches began to hold some of their services in English. A common practice was to hold two Sunday services, one in English and one in Swedish. Church members could then attend the services of their choice.

Today, few Swedish Lutheran churches still conduct services in Swedish. People who originally came from Sweden have now moved all over the city of Chicago and attend many different churches. Children of these immigrants no longer speak Swedish and wish to attend churches where only English is spoken. In their churches, however, they sometimes hold Swedish festivals or exhibit Swedish folk art to remind people of the country from which their ancestors came.

Four Chicago Churches: Church of the Assumption (3)

Mrs. Natale smiled as she opened the door. The man standing there held out an envelope. He spoke to Mrs. Natale but in a language she did not understand. She could only smile and take the letter from his hand.

"Sophia, Antonio," she called in Italian. "Come here, a letter has come from Italy."

"Open it! Open it!" the children begged.

"No," Mrs. Natale said. "Maybe it's bad news. A letter -- no one sends a letter unless something bad has happened. Maybe a death in the family. Oh, what can I do?"

"Go to see the priest, mama," Antonio suggested. "He will open the letter. If it's bad news, he will know what to do."

"Yes," Mrs. Natale said," we'll go to the church. They will help us there. They will open the letter and tell us what it says."

Mrs. Natale and the two children hurried down the street to the Church of the Assumption. Soon the letter had been opened and its contents read. "Good news, Mrs. Natale, good news," the priest said. "Your brother Joseph and his family are coming to America. You will see your brother again."

Many families like the Natales depended upon their neighborhood church to help them when they were confused by events in their new homes in Chicago.

In 1881 the first Italian Catholic Church, the Church of the Assumption, was opened on the near north side of Chicago. The church was first housed in a temporary structure but was replaced by a permanent building in 1886.

By 1889, there were enough Italian Catholics in Chicago to form an Italian Catholic parish. Churches like the Church of the Assumption worked

together in this parish to help Italian immigrants to the city maintain their religion.

The Church of the Assumption not only conducted services for its members but also ran a parochial school attended by children of the church. In this school, boys and girls learned to read and write in English but also learned about their religion and their Italian background.

People in the church formed a mutual benefit society to help Italians in Chicago. This society served two purposes. First, it helped people get jobs and provided families with money in the event of illness, unemployment or death. Second, it organized an annual celebration in honor of the patron saint of the church.

Other groups for men and women members were also formed through the church. Women could join sodalities (or societies) where they could make new friends and learn new skills. Men could join lodges or groups where they could meet after work to enjoy each other's company.

In their church, immigrants from Italy had a place where they could remember their former homes and receive help in learning how to live in the city. Whenever a family had a problem or needed help, the priest of the church was available. Without this help, life in Chicago would have been lonely indeed for Italian-Americans.

Four Chicago Churches: Congregation K A M (4)

"Hurry children, we have much to do to get ready for the holidays, " Mrs. Schwartz called.

Esther and Avram came to help their mother. They knew that the family must prepare for the Jewish New Year services. The house must be cleaned, food cooked and clothes washed and pressed.

Later that evening the children's father returned from the synagogue. He had been at a meeting of the synagogue leaders to plan for the services. Avram came to sit beside his father.

"The holiday services will be special this year, "Mr. Schwartz remarked. "We have several new members. It will be a good feeling to worship with so many of our friends."

"Tell me the story about our synagogue, father. Have we always had such a place to worship in Chicago?"

Mr. Schwartz laughed. "No, Avram, when Jews first came to Chicago, there were no synagogues for them to attend. In 1845, ten Jewish men held holiday services in a private home on 5th Street. The next year there were still only a few Jews in Chicago and again they had the services in a private home. Then in 1847, our congregation was formed -- Congregation Kehillath Anshe Ma'arab, the Congregation of Men of the West. At first this new group had only 14 members. They met in a room above a store at Wells and Lake Streets. Two years later the congregation built the first synagogue in Chicago, a frame building at the corner of Clark and Quincy Streets."

"Now we have a larger building," Avram reminded his father.

"Yes," Mr. Schwartz agreed. "Many Jews have come to Chicago since 1847. When your mother and I came in 1890, there were hundreds of other families already here. More families are coming every day. The West Side of Chicago

has become a new home for t se Jews."

Avram decided to find out more about how his synagogue had helped Jews during early days in Chicago. He discovered that Jews who started west to seek their fortune in the gold fields of California often stopped at Chicago. They liked the city and many of them decided to settle there. The Jewish community became a close knit one. Weddings and funerals were community affairs. Every Sabbath and holiday brought Jews from neighboring regions together to celebrate. As newcomers came into the community, they were introduced to the older settlers and the homes of families already here were thrown open to them.

In 1852, a second congregation was organized in Chicago -- Congregation Kehillah B'nai Sholom, Congregation of the Men of Peace. Members of this congregation organized a Hebrew Benevolent Society. The society helped people who were sick or who needed food or shelter. It also purchased a cemetery and conducted burial services.

Soon other congregations and groups were organized. Societies for Jewish young men, young women, and women were set up and held programs and meetings for people of different ages. During the Civil War, the Jews in Chicago were numerous enough to organize a company of men to fight in the war and to purchase uniforms and weapons for these men.

The Chicago fire marked a turning point in the life of Chicago Jews. A large area around the Loop where many Jews lived and worked was destroyed. Hundreds were left homeless and helpless. The Jewish societies and congregations set up relief centers for these people. They helped them find new homes in other parts of the city.

Today, many Jewish families live in Chicago and its suburbs. There are presently more than 180 synagogues in this area.

Student Reading #6

CHANGING NEIGHBORHOODS

Chicago was not always the big city we know today. In the 1860's, when only 100,000 lived here, the center of the city looked very different. There were stores, banks and office buildings then but they were smaller and not as close together. The marble-fronted stores on State Street displayed goods on the streets for shoppers. Small wooden cottages and rooming houses for workers were located just west of these stores. Homes and businesses were mixed together in the center of the city.

Almost all of this part of the city burned down in the Great Fire of 1871. Old buildings and new stores went up in flames together. The fire also destroyed the homes of more than 28,000 people. After the fire, the leaders of Chicago decided to rebuild only the stores and office buildings. Some of the old houses that were not burned were turned into boarding houses or hotels. Homes for people were not rebuilt. Everyone who had lived here had to move to another part of the city.

Other parts of the city also changed rapidly. In 1889, the community of Hyde Park was added to the city. Many lovely mansions had been built there. The wealthiest families of the city lived in this neighborhood. Large carriages with drivers and footmen rushed along the boulevard carrying women to teas and parties in these lovely houses.

Many of the people who lived here decided they wanted even larger and more elegant homes. Family by family they moved to the north side of Chicago where they could buy bigger plots of land. The old houses were turned into rooms and apartments for city workers. New apartments and houses were built and families who had lived closer to the center of the city moved south to Hyde Park. The homes they left behind were soon filled by immigrants coming to Chicago to

By 1900 Chicago was growing in all directions. People moved north, south and west to build on land that had formerly stood empty. Swamps were filled in and sewers were laid so that more new homes could be built. Most of these new homes were occupied by groups who had been in the city for many years -- native born Americans from other states, Irish, Germans and Scandinavians. As people from Italy, Poland and Russia came to Chicago, they could afford space only in the older neighborhoods. These older neighborhoods became very crowded, but people new to the city were happy to find any place to live.

Student Reading #7

THE KAMINSKI FAMILY

Casimir Kaminski came to Chicago from Poland. He wanted to find a good job so that he could send money for his family to come to Chicago too.

Mr. Kaminski found a job in the stockyards in Chicago. He helped cut up the meat that was shipped all over the country. He did not make much money but he saved carefully. Within one year he sent for his wife and two children, Carl and Stanley.

The Kaminski's found a small apartment near the stockyards. The neighborhood was very crowded and the streets were dirty. As the boys grew older, the family found that their three rooms were much too crowded. Mr. Kaminski did not make enough money for the family to move somewhere else. Instead, a bed had to be placed in the living room.

Mr. Kaminski thought about getting a better job, but it was very difficult for him to do this. He did not speak English, and he did not have the skills for other jobs.

Carl and Stanley spoke Polish at home. They often spoke Polish with their friends at play or at church. But all day long they spoke English in school. There they learned to read and write and they learned how to be Americans.

When the Kaminski children grew up, they left the stockyards area. Carl began to do construction work outside of Chicago. Soon he formed his own small company. Stanley bought a grocery store and moved to an apartment in a new neighborhood of Chicago. Many other Polish people lived in this neighborhood.

Carl and Stanley both married and had children. They needed more space and decided to move to new homes. Stanley rented a large apartment in one of the new buildings overlooking Lake Michigan. Carl decided to leave the city

and move to a suburb.

Carl and Stanley's children go to schools that are different from those attended by their parents. Children of many different backgrounds go to these schools. In their neighborhoods, they play with children whose families came from many different places. They learn about different family customs and celebrations from their friends.

These grandchildren of Casimir Kaminski speak English at home and with their friends. When they visit their grandparents, they hear them speak Polish. They also walk along the Polish neighborhood in the city to see Polish newspapers sold on street corners and to smell the good foods from Polish restaurants and bakeries. At the end of the day, they return to their own neighborhoods and friends with happy memories of the older way of life of their grandparents.

Student Reading #10

Operation Breadbasket

Each Saturday morning more than 5,000 people come together in Chicago to attend the weekly meeting of Operation Breadbasket. Meetings get underway at 8 a.m. at the Mt. Pisgah Baptist Church on Martin Luther King, Jr. Drive. By 8:20 every seat is filled and people often stand throughout the four hour long services. Everyone wants to hear the dynamic young national director of Operation Breadbasket, the Reverend Jesse L. Jackson.

Operation Breadbasket is an arm of the Southern Christian Leadership Conference, the civil rights organization founded by Dr. Martin Luther King, Jr. In 1965 Dr. King decided to combine several economic programs run by SCLC under one wing. He named the new group Operation Breadbasket and selected Jesse Jackson as its leader.

Reverend Jackson speaks each Saturday morning about the programs and activities of this group. Operation Breadbasket is concerned with helping black people get better jobs so they can earn a better living. The organization asks business owners in Chicago to give a fair share of jobs to black people. It works with labor union leaders to see that black workers have a chance to become carpenters, bricklayers and skilled craftsmen. It arranges for banks to give loans to black people who wish to start businesses of their own.

Operation Breadbasket also carries on programs to advertise the products and services of black people. Last year a Black Trade Fair was held in Chicago to show the many things sold by black

businesses. Each year the organization sponsors "Black Christmas" and "Black Easter" observances to encourage people to buy from stores that employ black workers. These celebrations also help black people develop pride in themselves and in the contributions of their group to our city.

Operation Breadbasket also works for all people in the city who are poor and in need of help. Members of the organization under Reverend Jackson's leadership met with Mayor Daley to request the city to set up food centers that serve daily hot meals. The group has also met with Governor Ogilvie and other state officials to see that programs are started to help people on welfare live better.

Many people support the Operation Breadbasket program because they feel it is a way for black people and poor people to gain economic advances. They sympathize with Reverend Jackson's idea that all of us should support businesses that hire people who need to get ahead. They agree with Reverend Jackson that we should refuse to buy from companies that hire only white people. They feel that many of our problems will be solved when people work together to see that every family has a chance for an adequate income.

Reverend Jackson wants people to have pride in their own background. He believes each person is important and should be proud of what he is. He wants everyone to be able to say "I am somebody". He urges his supporters to stand up and work for what they believe is right. In this way, Reverend Jackson says that people can work together to make Chicago a better city.