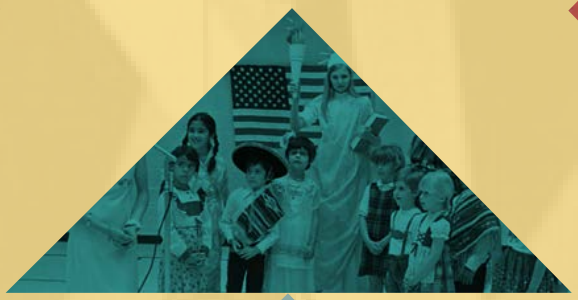
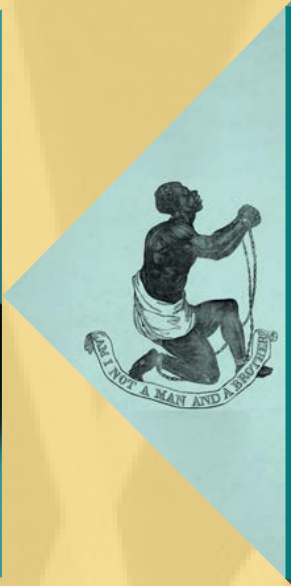
Illinois Humanities

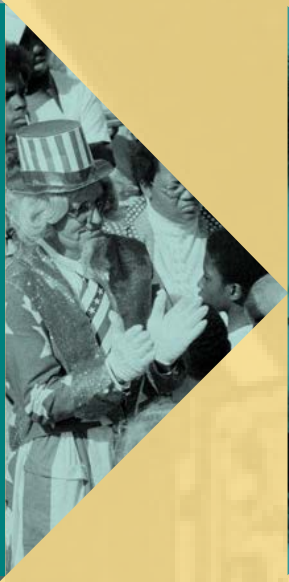


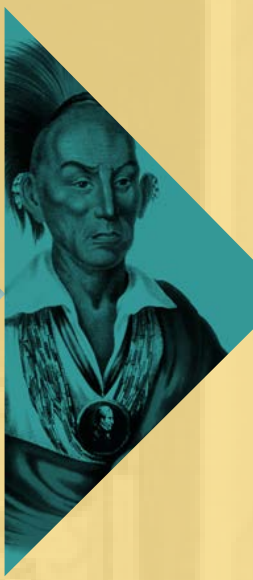
Community Conversations

EDUCATOR TOOLKIT

History Belongs to All of Us







***Illinois Humanities** is a statewide nonprofit organization that activates the humanities through free public programs, grants, and educational opportunities that spark conversation, foster reflection, build community, and strengthen civic engagement for everyone in Illinois.*

We provide free, high-quality humanities experience throughout Illinois, particularly for communities of color, individuals living on low incomes, counties and towns in rural areas, small arts and cultural organizations, and communities highly impacted by mass incarceration. Founded in 1974, we are the state partner for the National Endowment for the Humanities and supported by state, federal, and private funds.

Learn more at ilhumanities.org or find us on Facebook, Instagram, YouTube and LinkedIn @ILHumanities.

Illinois Humanities

NATIONAL ENDOWMENT FOR THE HUMANITIES

DCASE Department of Cultural Affairs and Special Events

WALDER FOUNDATION

Healing Illinois

Illinois ARTS Council

Welcome!

This guide is designed for educators who want to bring the work of Community Conversations: History Belongs to All of Us to high school students in the classroom and beyond.

Community Conversations: History Belongs to All of Us supports Illinois-based communities in creating space for shared conversation, activity, learning, and connection.

These community conversations:

- Center curiosity and active listening;
- Encourage us to embrace fresh perspectives, de-familiarize the familiar, and re-discover each other in a new context;
- Invite us to remember and retell our own stories and the stories of our communities; and,
- Remind us of the wealth we have and gain from remaining connected.

This guide weaves together youth, community conversations, Illinois history, and local history.

Our history is much deeper, wider, and more complex than the stories we think we know about Illinois. Phrases like *Northwest Territory*, *free state*, and *Land of Lincoln* gloss over the texture and nuance of people's experiences in our state. Using the resources in this guide, students can dig into the history of a Black woman who sued for her freedom in 1828 in Randolph County, analyze the "Declaration of Indian Purpose" written in 1961 in Chicago, examine the complex reasons for migration in Illinois, and figure out why the Illinois Constitution of 1818 had an entire section about salt mining. Then, they can inquire about their home community. What stories are currently being told? How might they expand those narratives to tell a fuller story?

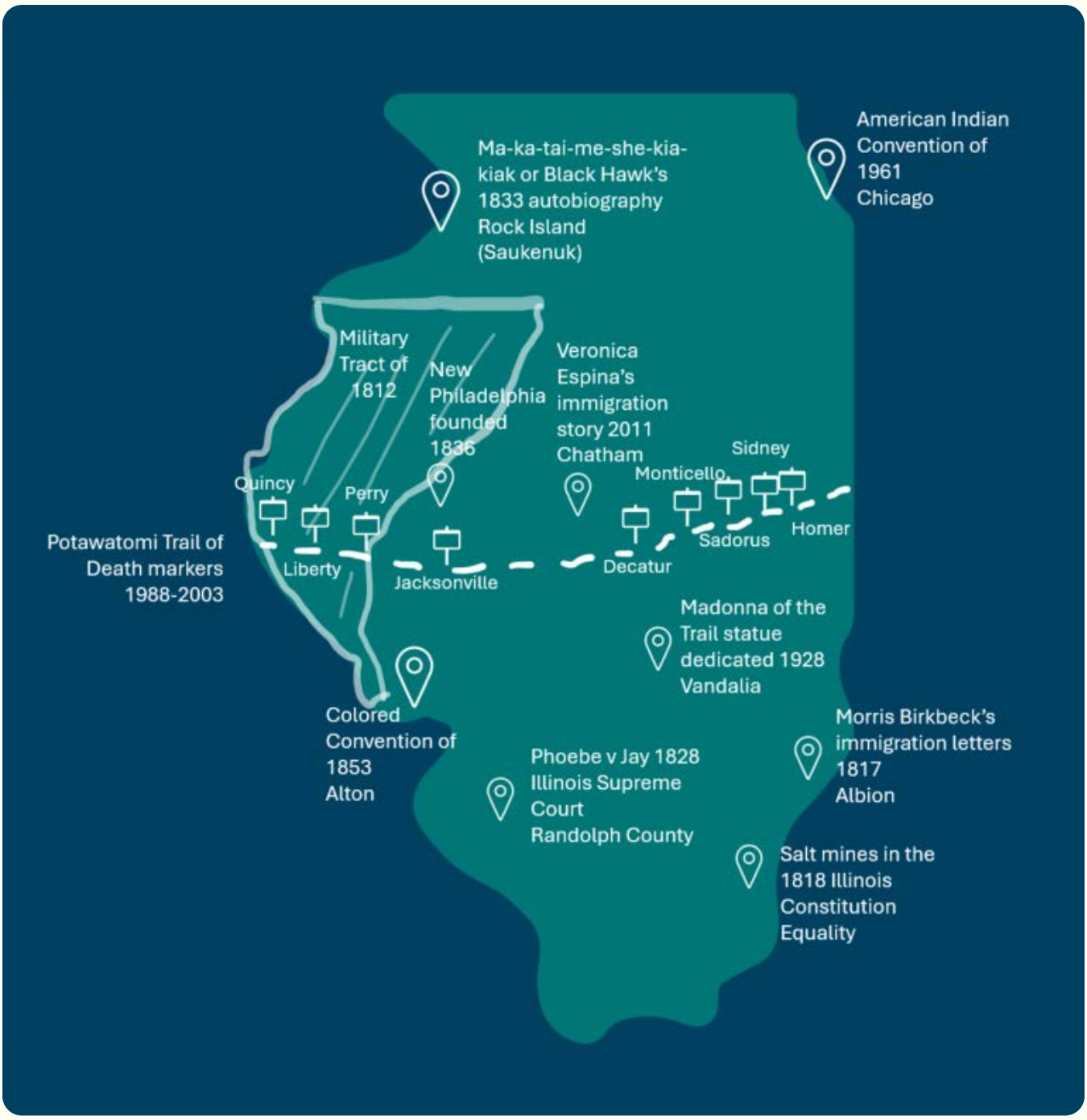
Table of Contents

Getting Started

This guide contains **seven lessons** about Illinois's history over the past 250 years and a **culminating inquiry project** that supports students doing their own research on a local history topic.

All lessons, resources, and the culminating inquiry project are built with a few goals in mind:

- **Students should be able to wrestle with different perspectives on Illinois history – in all their complexity.** Lessons include sources from multiple perspectives on a single event or concept. We have tagged lessons with the Illinois Standards for Social Science and Inclusive History Mandated Units of Study so you can track multiple perspectives.
- **Students should get tools to dig into primary sources and come to their own conclusions.** Every lesson is built from one or more primary sources, and support is provided for students to engage directly with the primary texts, maps, and audio. The culminating inquiry project provides a framework for students to dig into local sources to better tell their community's history.
- **Students should be able to understand the big ideas of United States history in each lesson without losing the nuance of individual people and locations in Illinois.** The lesson rationale and learning goals situate the content in the context of U.S. history while also calling out what makes this document, place, or situation unique.
- **Students should have opportunities to develop their own lines of inquiry.** At the end of each lesson, there is an extension idea that could be the focus of the culminating inquiry project. The culminating inquiry project takes students through the full inquiry sequence defined in the Illinois Social Studies Standards.
- **Students should have time to reflect on what meaning these stories have for their own lives.** Each lesson has some time for reflection, either in conversation with peers or in writing. We strongly encourage you to ensure that this time is preserved so that students can make their own meaning.
- **Students should grapple with big questions in response to the country's 250th anniversary.** What stories do we tell about our first 250 years? How might we expand those narratives by revisiting our history? And how might we envision our next 250 years together?



Map indicating the locations of sources used in the lessons.

Lesson Plans

These seven lessons about Illinois's history over the past 250 years contribute to a fuller understanding of our shared Illinois stories.

Declarations of Independence

Grades: 9-12

Class: American History, Civics, Government, or other Social Science course

Days: 3

Class Structure: 3 60-minute class periods (adaptable)

LESSON PLAN

Lesson Rationale & Learning Goals: In this lesson, students investigate two gatherings that drew inspiration from the Declaration of Independence: The Colored Convention of 1856 in Alton, Illinois and the American Indian Chicago Conference in 1961 in Chicago, Illinois. On day 1, students analyze the "Declaration of Sentiment and Plan of Action" to determine how Black Illinoisans in 1856 viewed the Declaration of Independence and then used its structure and language to advocate for their interests. On day 2, students analyze the "Declaration of Indian Purpose" to determine how Native Americans in 1961 viewed the Declaration of Independence and then used its structure and language to advocate for their interests. On day 3, students examine discussion from the Colored Convention in Alton in 1856 and explain how compromise and deliberation helped the team of authors come to consensus about the final language of the document.

Lesson Objective(s):

- Students will be able to analyze the "Declaration of Independence," Philadelphia, 1776 through the lens of Black Illinoisans in 1856 and Native Americans in 1961.
- Students will be able to explain how the final language of the "Declaration of Sentiment and Plan of Action," Colored Convention, Alton, 1856 reflects compromise and deliberation among the authors.

Illinois State Learning Standard(s) Addressed:

- SS.9-12.CV.10. Explain the role of compromise and deliberation in the legislative process.
- SS.9-12.H.8. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

Inclusive History ISBE Mandated Unit(s) of Study: Native American History, Black History

Essential Questions:

- How did Black Illinoisans in 1856 and Native Americans in 1961 use the structure and language of the Declaration of Independence to advocate for their own rights?
- How did participants in the Colored Convention in Alton in 1856 use compromise and deliberation to create the final language in their declaration?

Social-Emotional Learning Considerations: This lesson invites students to compare language from the 1776 Declaration of Independence, the Alton Declaration of 1856, and the 1961 "Declaration of Indian Purpose." In the Alton Declaration, students will encounter the word "colored" as a descriptor for Black people. That term was used in the 1850s, but it is considered disrespectful today. Instruct students to use terms considered respectful today, such as Black or African American. In the "Declaration of Indian Purpose," American Indian is used to describe the collective of all Native nations represented at the gathering. Instruct students to use the names of specific Native nations, including spelling and pronunciation in their language, when referring to individual Native nations. Explain that all people have a right to be described by language they deem respectful.

MATERIALS NEEDED

Day 1:

- Copies of "Declaration of Independence," Philadelphia, 1776
  - Image
  - Transcript
- Copies of P6-7 of "Declaration of Sentiment and Plan of Action," Colored Convention, Alton, 1856
- Copies of 1776 Declaration and Alton Declaration Analysis Tool
- Display: Declarations of Independence Essential Questions, Exit Tickets, and Pair Reflection Questions

Day 2:

- Copies of the Creed from P7 and the Conclusion from P21-22 of "Declaration of Indian Purpose," 1961
- Copies of 1776 Declaration and "Declaration of Indian" Purpose Analysis Tool
- Display: Declarations of Independence Essential Questions, Exit Tickets, and Pair Reflection Questions

Day 3:

- Copies of P8 of "Declaration of Sentiment and Plan of Action," Colored Convention, Alton, 1856
- Display: Declarations of Independence Essential Questions, Exit Tickets, and Pair Reflection Questions

LESSON OUTLINE

Day 1:

- Invite students to share any words or phrases that they know from the Declaration of Independence. Students might remember "we hold these truths to be self-evident," "all men are created equal," or another famous phrase.
- Explain that the Declaration of Independence was used to claim freedom in 1776 and is still invoked by people who want to affirm the equality of people, express grievances with existing regimes, and forge a path toward a democratic ideal, which is why the language might sound familiar. The Declaration held a particular power for people who were explicitly and implicitly excluded from its statements asserting equality and rights.
- Explain to students that over the next few days they will learn about two other declarations, the "Declaration of Sentiment and Plan of Action," Colored Convention, Alton, 1856 and the "Declaration of Indian Purpose," 1961. Both of these documents use language and structure from the Declaration of Independence to advocate for the rights of the people who wrote them.
- Inform students that they will encounter the word "colored" in one of the primary sources as a descriptor for Black people. That term was used in the 1850s, but it is considered disrespectful today. Instruct students to use terms considered respectful today, such as Black or African American. Inform students that they will encounter the descriptor American Indian in the "Declaration of Indian Purpose." In 1961, American Indian was used to describe the collective of all Native nations represented at the gathering. Instruct students to use the names of specific Native nations, including spelling and pronunciation in their language, when referring to individual Native nations. Explain that all people have a right to be described by language they deem respectful.
- Display the Essential Questions on the board, and invite a student to read them aloud:
  - How did Black Illinoisans in 1856 and Native Americans in 1961 use the structure and language of the Declaration of Independence to advocate for their own rights?
  - How did participants in the Colored Convention in Alton in 1856 use compromise and deliberation to create the final language in their declaration?

- Tell students they will work to answer these questions by the end of this lesson by examining and discussing these declarations.
- Distribute copies of The Declaration of Independence, 1776 and pages 6-7 of the "Declaration of Sentiment and Plan of Action," Colored Convention, Alton, 1856.
- Explain a bit about the context of the Colored Convention of 1856 in Alton. Just eight years before the beginning of the Civil War, Black Americans were enslaved in the South and, in places like Illinois, "slave codes" essentially prohibited the migration of Black Americans to Northern states. Free Blacks were under increasing threat after the passage of the 1850 Fugitive Slave Act, which required little evidence to accuse someone of being a fugitive slave and removed Blacks' right to a jury trial. In response, Black Americans across the nation risked their safety to convene Colored Conventions, developing a unified set of demands and a national organizing strategy.
- Read each of the declarations aloud, having students underline or highlight portions that sound similar between the two texts.
- Arrange students into groups of three. Distribute the 1776 Declaration and Alton Declaration Analysis Tool. Instruct students to revisit what they highlighted with their group, confirming examples of similar language. When they find language that is similar, instruct them to record it in the first two columns of their analysis tool. Groups should then discuss why the authors of the Alton Declaration used this common language. If students struggle with this question, ask them to read a sentence or two before and after the phrase. As needed, help them determine if the Alton declaration *agrees* with the 1776 declaration, *critiques* the 1776 declaration, *draws a contrast* between the words of the 1776 declaration and the reality of how Black people have been treated, or has some other purpose.
- Display the Exit Ticket Day 1, and read the question aloud:
    1. How strongly do you think members of the Colored Convention of 1856 believed in the 1776 Declaration of Independence? What evidence from the Alton Declaration supports your reasoning?
- Instruct students to answer the questions. Collect the exit tickets.
- Instruct students to save their sources and notes for day 2.

Day 2:

- Remind students that yesterday they compared language in the 1776 Declaration and the Alton Declaration of 1856. Explain that today they will take their analysis a step further by examining the 1961 "Declaration of Indian Purpose."
- Arrange students into the same groups of three they worked with yesterday. Instruct students to retrieve their copy of The Declaration of Independence. Explain to students that there are 5 main components of the 1776 Declaration that unfold in this order:
    1. an explanation of the context
    2. a list of rights
    3. a list of grievances
    4. an explanation of how they tried to fix the problem
    5. the action they will take
- Post these components on the board so that students can refer to them.
- Instruct groups to label each paragraph with the component it belongs to, discussing where each of the 5 components of the declaration begins and ends. When groups have reached consensus, invite them to share their determination with the class. As necessary, discuss disagreements, and come to a shared understanding.
- Distribute copies of "Declaration of Indian Purpose," 1961.
- Explain to students that during the 1830s, Native Americans whose ancestors had lived in Illinois for generations were forcibly removed to locations east of the Mississippi river as a result of Andrew Jackson's Indian Removal Act of 1830. They lived for over a century on reservations that were not their homelands. While Native Americans were forced to migrate away from their Illinois homelands in the 1830s, many Native people from tribes across the country were pressured to migrate to Chicago and other cities in the 1950s when the government terminated their rights to federal land and support services. Without land and a social safety net, many Native peoples moved to Chicago and began building systems of mutual aid. The 1961 "Declaration of Indian Purpose" that they will read today was the result of discussions by more than 5,000 people in local groups and more than 450 Native delegates from 90 different tribes at the 1961 American Indian Convention in Chicago.
- Distribute copies of 1776 Declaration and "Declaration of Indian Purpose" Analysis Tool. Instruct students to spend 25 minutes using the analysis tool determine how the "Creed" and the "Concluding Statement" in the "Declaration of Indian Purpose" used some of the structure of the 1776 Declaration to address their needs in 1961.

- Gather students' attention. Ask students to share which of the components of the 1776 Declaration they thought were used in the 1961 "Declaration of Indian Purpose" and which were not used. Ask students why they think Native nations made the choices they did.
- Display the Exit Ticket Day 2, and read the questions aloud:
    1. How did Native Americans in 1961 use the structure of the Declaration of Independence to advocate for their own rights?
    2. Why do you think both Native Americans and Black Americans used the 1776 Declaration as a model for their declarations?
- Instruct students to answer the questions. Collect the exit tickets.
- Instruct students to save their sources and notes for Day 3.

Day 3:

- Remind students that over the last few days, they have investigated the 1776 Declaration, the Alton Declaration of 1856, and the 1961 "Declaration of Indian Purpose."
- Explain that though they read each of the declarations in their final form, the declarations were created by groups of people who did not agree on every point, though they had the same goals. The authors went through many rounds of disagreement, compromise, and deliberation to come to this final text.
- A record exists of one of the disagreements at the Colored Convention of 1856.
- Distribute copies of page 8 of the "Declaration of Sentiment and Plan of Action," and display the Exit Ticket Day 3. Read the questions aloud:
    1. What was the disagreement between Mr. Robinson and Mr. King?
    2. What was at stake -- and at risk -- for the delegates and those they represented, particularly in the years before the Emancipation Proclamation?
    3. How did the delegates decide on the final language?
- Instruct students to read the disagreement in the Alton Declaration and answer the exit ticket questions.
- Collect the exit tickets.
- Display the Pair Reflection Questions. Invite students to use the questions to talk with a partner about power and compromise:
    - What are the benefits of deliberation and compromise?
    - How does power shape compromise? Who often must give up more in deliberation, those with a lot of power or those with less power? Why?
    - How might more equitable power distribution improve civic conversations?

EXTENSIONS

- Consider using this lesson in tandem with the lesson **Suing for Freedom in "Free" Illinois** on page 32 of this guide. That lesson focuses on an enslaved woman who sued for her freedom in Illinois in 1828 and explores another way that Black people worked to expand Illinois's definition of freedom.
- The Declaration of Independence was born out of deliberation and compromise. Explore the tensions and disagreements that existed between the framers, beginning with a discussion of the Declaration's compromises from Monticello.
- The Colored Convention of 1856 in Alton, Illinois was one of over 600 such conventions organized by Black communities from 1830 to 1900. Explore the scope of these conventions and how they built Black political power, beginning with the resources provided at the Colored Conventions Project.
- The American Indian Convention of 1961 was a weeklong gathering that built on decades of organizing and brought together more than 450 Native delegates from 90 different Native nations. Explore how these perspectives were gathered and woven together, beginning with this post from the Indigenous Chicago project.
- **Consider a culminating inquiry project that investigates conventions or other community gatherings meant to expand democratic rights in your local community.** Research past or present gatherings of groups left out of the original Declaration of Independence, including women, Black people, Native people, and people who did not own property (often working-class people). Consider a public event, exhibit, or oral history project to share what students learned about the history of civic gatherings.

Illinois Maps and Little White Lies

Grades: 9-12

Class: American History, Geography, Civics, or other Social Science course

Days: 2

Class Structure: 2 60-minute class periods (adaptable)

LESSON PLAN

Lesson Rationale & Learning Goals: In this lesson, students investigate three maps from the beginning of Illinois's history as a state to explain how mapping is used to claim political sovereignty and to obscure disagreements over space, place, and power. In the lesson opening on day 1, students encounter the idea that a map tells just one version of reality. They use a tool to analyze each of the three maps and notice its specific features. On day 2, they read about each mapmaker and that map's purpose. Finally, they explain how the features of the map claim space for a specific perspective.

Lesson Objective(s):

- Students will be able to analyze three different historical maps of Illinois to determine the point of view of the mapmaker and how the map claims space for their purposes.
- Students will be able to better understand any map they encounter by considering a variety of perspectives.

Illinois State Learning Standard(s) Addressed:

- SS.9-12.G.2. Explain how mapping is used to claim political sovereignty and to obscure disagreements over the nature of space, human relationship with place, and power to determine how humans interact with landscapes, animals, and plants.
- SS.9-12.G.5. Analyze different ways of representing geographic information in order to compare cartographers' perspectives, biases, and goals.

Inclusive History ISBE Mandated Unit(s) of Study: Native American History

Essential Question:

- How does the point of view of a mapmaker influence the choices they make when drawing a map?

Social-Emotional Learning Considerations: This lesson invites students to analyze maps created for a variety of purposes. Students may respond strongly to maps that facilitated the theft of land from Indigenous peoples. Students may need to take a moment to breathe or write down their thoughts and feelings before entering into a reflective discussion.

MATERIALS NEEDED

Day 1:

- Display: National Atlas Illinois
- Display: Thomas Jefferson's Conception
- Display: Illinois Maps and Little White Lies Essential Questions, Exit Tickets, and Pair Reflection Questions
- Display: Native Land Digital
- Online maps to be accessed for group work:
  - "Le cours du Missisipi ou de St. Louis fameuse riviere d'Amerique Septentrionale [The Course of the Mississippi, or the St. Louis, the famous river of North America]."
  - "Chicago Treaty Map"
  - "A new map of the western parts of Virginia, Pennsylvania...."
- Copies of Map Analysis Tool

Day 2:

- Copies of Context for Map A
- Copies of Context for Map B
- Copies of Context for Map C
- Display: Illinois Maps and Little White Lies Essential Questions, Exit Tickets, and Pair Reflection Questions

LESSON OUTLINE

Day 1:

- Display the digital map of the National Atlas Illinois. Ask students to share what they notice. Answers may include state boundaries, counties, highways, rivers, cities, and towns. Help students locate Lake Michigan, in the northeast corner of the state. Explain that as they look at maps today, they can use Lake Michigan to help orient them.
- Display the digital map of Thomas Jefferson's Conception. Ask students to share their reactions. Hopefully, one or more students will find the map funny or absurd. Invite students to share what exactly strikes them as funny. Students may share that it looks like arbitrary lines were drawn with a ruler to create states and that several state names sound nothing like the names we use today.
- Explain to students that this map is a drawing of a proposal that Thomas Jefferson wrote for the expansion of the United States into what we now call the Midwest (then, the Northwest Territory). Jefferson's idea did not gather the support needed to become a reality, which is why we do not live in Assenisipia or Polypotania.
- Ask, "Do you think a map can lie?" Students will give a variety of responses.
- Display the quote from geographer Mark Monmonier: "A good map tells a multitude of little white lies; it suppresses truth to help the user see what needs to be seen. Reality is three-dimensional, rich in detail, and far too factual to allow a complete yet uncluttered two-dimensional graphic scale model."
- Clarify for students that maps are not devoid of information, but that they tell a specific story of space and place, created by a particular group of people, at a particular moment in time. Ask students to turn and talk to a neighbor:
    - What do you think the geographer wants us to think about when we look at a map? (Reread the quote to help you.)
- Redisplay the digital map of the National Atlas Illinois, and draw students' attention to the state boundary lines. Explain that these state lines that we now take for granted are the result of disagreements between states and private companies, treaties with Native peoples, and Congressional actions that gave states power over specific places. These lines could have been placed somewhere else. And for Native peoples, who see the migration of people and animals as part of a nuanced relationship with the land, borders themselves look different.
- Display the Native Land Digital map and search for the state of Illinois. Ask students what they notice. Students may note that there are overlapping areas where multiple Native nations occupied the same area or that the boundaries they noticed on the state map are not shown. Explain that every map tells a story and reveals specific goals. We will investigate the different stories and purposes of maps throughout this lesson.

- Display the Essential Question on the board and read it aloud:
  - How does the point of view of a mapmaker influence the choices they make when drawing a map?
- Tell students they will work to answer these questions by the end of this lesson by digging into three historical maps.
- Arrange students into groups of three. Give each group three copies of the Map Analysis Tool. Help them access the digital maps of the "Le cours du Missisipi," the "Chicago Treaty Map", and "A new map of the western parts..."
- Invite each student to choose one map to investigate individually. Instruct them to spend 15 minutes filling out the Map Analysis Tool as completely as they can.
- After 15 minutes, invite students to take turns sharing with their group. Once the sharer has talked through what they have found with their group, invite the rest of the group to look at the map carefully and see if they can add anything else to the Map Analysis Tool.
- Display the Exit Ticket Day 1, and read the questions aloud:
  1. What is the same about these three maps?
  2. What is different?
  3. Why do you think these maps have differences even though they show the same areas?
- Instruct students to answer the questions. Collect the exit tickets.
- Instruct students to save their sources and Map Analysis Tools for use on day 2.

Day 2:

- Remind students that yesterday they started investigating some historical maps of Illinois and thinking about maps a little more critically.
- Invite students to share some of the differences they noticed between the maps.
- Explain that we know a little about each of the mapmakers and why they created the map the way they did.
- Arrange students into the same groups of three they worked with yesterday. Give each group a copy of Context for Map A, Context for Map B, and Context for Map C.
  - Read each context document and answer: In your own words, why did the mapmaker make this map?
- Help them again access the digital maps of the "Le cours du Missisipi," the "Chicago Treaty Map", and "A new map of the western parts..."
- Invite them to determine which map matches which context. After 5 minutes of discussion in their small groups, invite volunteers to share. Ask them to give evidence to support their determination.

- Display the Exit Ticket Day 2, and read the questions aloud:
  - Choose one map. How does this map use its features (including boundaries and the presence or absence of people and places) to claim space for their perspective? Use details from your Map Analysis Tool and the Context document about that map as evidence.
  - How might another mapmaker take issue with the choices they made?
  - What disagreements are buried when we only look at one map?
- Instruct students to answer the questions. Collect the exit tickets.
- Invite students to use the Pair Reflection Questions to talk with a partner:
  - How did this lesson help you think differently about maps?
  - What new questions can you ask when you encounter a map?

EXTENSIONS

- Consider using this lesson in tandem with the lesson **From Indigenous Places to Land Grants** on page 20 of this guide. That lesson focuses on how land changed hands from Native nations to white settlers in western Illinois in the early 1800s.
- Maps are not the only way that people claim space. Explore depictions of Indigenous peoples in non-Native spaces and how those depictions can erase Native history. One example is the crowd-sourced Chicago-area Iconography Map compiled by the *Indigenous Chicago* project.
- **Consider a culminating inquiry project that investigates an under-told story in your community and fills in that knowledge-gap with a map.** Maps can take many different forms. Tonika Lewis-Johnson's Folded Map project helps people connect personally with segregation in Chicago. Native Land Digital's map of Turtle Island (North America) supports our understanding of Illinois as a Native place. The National Votes for Women Trail marks sites important to women's suffrage. Consider creating a marker or a trail on Clio focused on a specific under-told story.

From Indigenous Places to Land Grants

Grades: 9-12

Class: American History, Civics, Government, Law, or other Social Science course

Days: 3

Class Structure: 3 60-minute class periods (adaptable)

LESSON PLAN

Lesson Rationale & Learning Goals: In this lesson, students investigate primary documents to construct an argument about land transfer in western Illinois and evaluate how land grants reinforced or ignored differing cultural beliefs about land. On days 1 and 2, students analyze six primary source documents to construct an argument in response to the inquiry question, "How did land in western Illinois change hands from Native nations to white settlers in the early 1800s?" including limitations of their arguments. On day 3, students return to two of the primary sources, *Autobiography of Ma-ka-tai-me-she-kia-kiak or Black Hawk* by Black Hawk and Nicholas Welch's 1817 Land Grant, to evaluate how land grants reinforced or ignored differing cultural beliefs about land from the perspective of the Thâkîwaki (Sauk or Sac) and white settlers.

Lesson Objective(s):

- Students will be able to construct an argument that answers the inquiry question, "How did land in western Illinois change hands from Native nations to white settlers in the early 1800s?" from an analysis of primary sources.
- Students will be able to evaluate how land grants reinforced or ignored differing cultural beliefs about land from the perspective of the Thâkîwaki (Sauk or Sac) people and white settlers.

Illinois State Learning Standard(s) Addressed:

- SS.9-12.IS.7. Construct arguments using precise and knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.
- SS.9-12.CV.9. Evaluate public policies in terms of intended and unintended outcomes and related consequences on different communities, including the marginalization of multiple groups.
- SS.9-12.G.9. Explain how landscape, land and resource use, and means of interacting with land, animals, and plants each reflect cultural beliefs and identities.

Inclusive History Mandated Unit(s) of Study: Native American History

Essential Questions:

- How did land in western Illinois change hands from Native nations to white settlers in the early 1800s?
- How did land grants reinforce or ignore the Thâkîwaki (Sauk or Sac) people's cultural beliefs about land?
- How did land grants reinforce or ignore the white settlers' cultural beliefs about land?

Social-Emotional Learning Considerations: This lesson invites students to analyze primary sources related to theft of land from Native nations in western Illinois, including the Thâkîwaki (Sauk or Sac) nation. Students may respond strongly to primary sources presented on day 1 that reconstruct exactly how the theft of Indigenous land occurred and how white settlers benefited in its aftermath. Students may need to take a moment to breathe or write down their thoughts and feelings before entering into a reflective discussion. On day 3, students may need support in understanding different cultural beliefs about land, including ones they have absorbed without realizing it. Provide students with time and space to be curious about their own beliefs about land as well as beliefs that might differ from their own.

MATERIALS NEEDED

Day 1:

- Display: From Indigenous Places to Land Grants Essential Questions, Exit Tickets, and Pair Reflection Questions
- Copies of the Research Log
- Primary Sources Set 1:
  - Website: The Military Tract in Illinois
  - Copies of Nicholas Welch's Land Grant, 1817
    - Image
    - Transcript
  - Copies of Excerpt from an "Act for designating, surveying, and granting the Miliary Bounty Lands"
- Primary Sources Set 2:
  - Copies of Excerpt 1 from *Autobiography of Ma-ka-tai-me-she-kia-kiak or Black Hawk by Black Hawk*
  - Copies of Excerpt 2 from *Autobiography of Ma-ka-tai-me-she-kia-kiak or Black Hawk by Black Hawk*

Day 2:

- Chart paper
- Markers

Day 3:

- Display: From Indigenous Places to Land Grants Essential Questions, Exit Tickets, and Pair Reflection Questions

LESSON OUTLINE

Day 1:

- Explain to students that they will use primary sources to construct an argument about an inquiry question.
- Display the first essential question on the board and read it aloud:
  - How did land in western Illinois change hands from Native nations to white settlers in the early 1800s?
- Keep this essential question visible throughout the lesson so that students can refer to it.
- Arrange students into groups of three. Help them access the first set of primary sources they will examine: the digital map of the Military Tract in Illinois, Nicholas Welch's 1817 Land Grant (image and transcript), and the "Excerpt from an Act for designating, surveying, and granting the Miliary Bounty Lands."
- Distribute copies of the Research Log to each student. Invite groups to examine each of the primary sources and record information on their logs that helps answer the inquiry question, "How did land in western Illinois change hands from Native nations to white settlers in the early 1800s?" Give students about 20 minutes to investigate. As needed, ask students these prompting questions:
  - Who is Nicholas Welch?
  - Why was he given land?
  - What are "Military Bounty Lands"?
  - What did Congress hope to achieve by giving plots of land to soldiers?
  - What does the digital map of the Military Tract in Illinois show?

- After about 20 minutes, help students access an additional set of two primary sources: Excerpt 1 from *Autobiography of Ma-ka-tai-me-she-kia-kiak or Black Hawk by Black Hawk* and Excerpt 2 from *Autobiography of Ma-ka-tai-me-she-kia-kiak or Black Hawk by Black Hawk*. Invite groups to examine each of the primary sources and record information on their Research Logs that helps answer the inquiry question, "How did land in western Illinois change hands from Native nations to white settlers in the early 1800s?" Give students 20 more minutes to investigate. As needed, ask students these prompting questions:
  - Who was Ma-ka-tai-me-she-kia-kiak (Black Hawk)? (this may require a quick web search)
  - What was different between the Thâkîwaki (Sauk or Sac) people's understanding of the land and the actions of Congress, the U.S. military, and white settlers?
- Display the Exit Ticket Day 1, and read the questions aloud:
  1. What did you learn from primary sources today?
  2. How do they fit together to help you answer the question "How did land in western Illinois change hands from Native nations to white settlers in the early 1800s?"
- Instruct students to answer the questions. Collect the exit tickets.
- Instruct students to save their sources and Research Log for use on day 2.

Day 2:

- Remind students that yesterday they investigated six primary sources to gather information about the inquiry question, "How did land in western Illinois change hands from Native nations to white settlers in the early 1800s?"
- Explain that their goal for today is to construct a paragraph that makes an argument using evidence from those primary sources. They will also ask critical questions to assess the limitations of their argument.
- Invite students to return to their groups of three. Distribute one piece of chart paper and a marker to each group. On the chart paper, students should construct an argumentative paragraph that answers the inquiry question. Students should use evidence from each primary source in their argumentative paragraph. Give students 15 minutes to work.
- Arrange the chart papers around the room. Instruct students to participate in a gallery walk in which they question the arguments their peers have made.
- Give students 15 minutes to circulate and write at least one critical question on three chart papers. Ensure that each paper has at least two questions.

- As needed, model a critical question that might be missing from the argument such as, “Does the location where Ma-ka-tai-me-she-kia-kiak (Black Hawk) lived match up with the Miliary Tract in Illinois?” or “Congress and Ma-ka-tai-me-she-kia-kiak (Black Hawk) have different views on who has authority to own, live on, or give away land. Whose account should we trust and why?”
- Invite students to return to their chart paper and read the questions left by their peers. Invite them to code each question:
  - “gap in argument” (the evidence is available in the primary sources, but the written argument isn’t clear)
  - “research needed” (more research is needed beyond the information available in the primary sources)
  - “conflict in perspectives” (two primary sources disagree)
- Invite students to refine their argument by adding additional information from research, clarifying their written argument, or adding an explanation of the limitations of their argument.
- Collect chart papers as evidence of student understanding.

Day 3:

- Remind students that in the past two days they constructed arguments to answer the question, “How did land in western Illinois change hands from Native nations to white settlers in the early 1800s?”
- Explain that today students will evaluate how land grants reinforced or ignored differing cultural beliefs about land from the perspective of the Thâkîwaki (Sauk or Sac) people and white settlers through a discussion.
- Display the Class Reflection Questions on the board. Invite students to use the questions to write individually for 10 minutes, discuss in pairs for 10 minutes, and then contribute to a class discussion for 20 minutes:
  - How did Ma-ka-tai-me-she-kia-kiak (Black Hawk) describe the Thâkîwaki (Sauk or Sac) people’s cultural beliefs about land?
  - How did the “Act for designating, surveying, and granting the Miliary Bounty Lands “and Nicholas Welch’s 1817 land grant reveal white settlers’ cultural beliefs about land?
  - Whose cultural beliefs did the land grants in Illinois reinforce? Whose beliefs did they ignore?
  - Whose cultural beliefs about land are reinforced or ignored by laws today?

- Display the Exit Ticket Day 3, and read the questions aloud:
    1. How did land grants reinforce or ignore the Thâkîwaki (Sauk or Sac) people's cultural beliefs about land?
    2. How did land grants reinforce or ignore the white settlers' cultural beliefs about land?
- Instruct students to answer the questions. Collect the exit tickets.
- To close, invite students to journal about how it felt to encounter differing cultural beliefs about land.

EXTENSIONS

- Consider using this lesson in tandem with the lesson **Illinois Maps and Little White Lies** on page 15 of this guide. That lesson investigates how maps are used to claim space and obscure disagreements.
- Many land grants were given to people who never moved to Illinois; they were resold for profit. Explore land speculation and how it amplified the cultural perspective of white settlers.
- Ma-Ka-Tai-Me-She-Kia-Kiak's memoir was ghost written by a translator, Antoine LeClair, and then edited by newspaper editor John B. Patterson. While most historians agree that the memoir's critique of American values and treatment of Native people, as well as the stories of Thâkîwaki (Sauk or Sac) life, are accurate, there were likely some changes to his message. Explore how authorship impacts the historical record.
- **Consider a culminating inquiry project that investigates the origins of your community.** Research the stories of Indigenous people who originally call(ed) your community home (starting with Native Land Digital), stories shared about the "founding" of your community (including on websites or visitor's guides), and how land changed hands. Local historical societies and museums can be particularly helpful with research. Consider a public event, exhibit, or update to the founding story to share what students learned about the fuller history.

Slavery, Freedom, and Salt Mines in the Illinois Constitution

Grades: 9-12

Class: American History, Civics, Government, Law, or other Social Science course

Days: 3

Class Structure: 3 60-minute class periods (adaptable)

LESSON PLAN

Lesson Rationale & Learning Goals: In this lesson, students investigate the connection between the Illinois Constitution of 1818 and the Illinois salt mines to determine the extent to which the Illinois Constitution achieved justice, equality, and liberty. On day 1, students begin by exploring the list of rights in Article VIII of the Illinois Constitution and considering the extent of justice, equality, and liberty based on this list. On day 2, there is a reveal. Article VII, Section 2 of the Illinois Constitution of 1818 creates a provision for the salt works near Shawneetown to continue slavery. Students then re-evaluate the 1818 Constitution of the "free state" of Illinois with a new lens, evaluating how the constitution was influenced by the wealth-creation of salt mining. On day 3, students look at images of salt kettles, listen to descriptions of enslavement during this time, and read about the wealth created by the mines to better understand the impact of the salt mines on the lives of enslaved Black laborers and mine owners like John Crenshaw.

Lesson Objective(s):

- Students will be able to analyze the Illinois Constitution of 1818 to determine the degree to which it achieved justice, equality, and liberty.
- Students will be able to evaluate how the Illinois Constitution of 1818 was influenced by the wealth-creation of salt mining and the impact on the freedom of Black people in Illinois.

Illinois State Learning Standard(s) Addressed:

- SS.9-12.CV.3. Analyze constitutions, laws, and agreements to determine the degree to which they achieve justice, equality, and liberty.
- SS.9-12.EC.10. Evaluate how government policies are influenced by and impact a variety of stakeholders.
- SS.9-12.H.11. Analyze primary and secondary historical sources from multiple vantage points and perspectives to identify and explain dominant narratives and counternarratives of historical events.

Inclusive History Mandated Unit(s) of Study: Black History

Essential Questions:

- To what degree did the Illinois Constitution of 1818 create a state with justice, equality, and liberty?
- Why did the Illinois Constitution of 1818 allow slavery "within the tract reserved for the salt works near Shawneetown" when Illinois was a free state?

Social-Emotional Learning Considerations: This lesson invites students to read excerpts from the Illinois Constitution of 1818, including provisions to continue slavery. Students also listen to and read about the physical toll of salt mining on enslaved people. In particular, teachers should review the video clip "Slaves in the Illinois salt mines" in advance of the lesson because it describes how one salt mine owner coerced enslaved people to reproduce for his profit. Reading about and listening to sources that reveal the distance between ideals of freedom and the lived experience of enslaved people can invoke strong emotions. Students may need to take a moment to breathe or write down their thoughts and feelings before entering into a reflective discussion.

MATERIALS NEEDED

Day 1:

- Display: Slavery, Freedom, and Salt Mines Essential Questions, Exit Tickets, and Pair Reflection Questions
- Copies of Article VIII of the Illinois Constitution of 1818

Day 2:

- Copies of Excerpt from Article VI of the Illinois Constitution of 1818
- Display: Slavery, Freedom, and Salt Mines Essential Questions, Exit Tickets, and Pair Reflection Questions

Day 3:

- Copies of Salt Mining Sources Analysis Tool, with embedded links:
  - Radio Story: This Week In Illinois History: Salt In Our State's Wounds (March 3, 1803)
  - Website: Historical Marker Database: Salt Kettle
  - Video Clip: Slaves in the Illinois salt mines
  - Website: Salt kettles found and preserved at the Old Slave House in Equality, Gallatin County, Illinois
- Display: Slavery, Freedom, and Salt Mines Essential Questions, Exit Tickets, and Pair Reflection Questions

LESSON OUTLINE

Day 1:

- Explain to students that a constitution sets up the relationship between people and a government. A constitution is often the first document created by a new nation.
- Ask students to turn and talk to a neighbor:
  - How much do you think the U.S. Constitution impacts your everyday life?
- Take a poll:
  - How many of you know that Illinois has its own constitution, created when Illinois first became a state?
- Explain that constitutions set up the relationship and then are revised as new challenges arise for a country or state. Illinois's most recent constitution was ratified in 1970.
- Display the Essential Questions on the board, and invite a student to read the first question aloud:
  - To what degree did the Illinois Constitution of 1818 create a state with justice, equality, and liberty?
- Tell students they will work to answer this question by the end of today's class.
- Distribute copies of Article VIII of the Illinois Constitution of 1818. Arrange students into groups of three. Assign each group a few of the rights to focus on, so that the class covers the entirety of the list. Instruct students to condense each of their assigned rights into as few words as possible (ideally between 2 and 6 words).
- After 10 minutes of work time, invite each group to contribute their words or phrase to a shared "short version" of the rights, compiling these into a list visible to the class.
- Ask students to use this "short version" to talk with their groups:
  - What do you notice about these rights?
  - What rights might be missing?
  - Give these rights a score, A-F, that corresponds to how well you think they create a state with justice, equality, and liberty.
- Take a poll of students, collecting the number of students that chose each letter grade and recording the votes where all students can see. Invite a few volunteers to explain their thinking.
- Instruct students to save their sources and notes for day 2. Save the letter grade data for use in day 2.

Day 2:

- Remind students that yesterday they investigated the rights guaranteed to Illinoisans in the Constitution of 1818. Explain to students that the list of rights they explored yesterday is only part of the document. They will now dig into another part of the constitution and see how this new information confirms or shifts their thinking about how just, equal, and free Illinois was at the time of its founding.
- Distribute copies of the Excerpt from Article VI of the Illinois Constitution of 1818.
- Read the text aloud, and help the class unpack the language as you go, using these questions:
  - Look at the article's first phrase, "Neither slavery or involuntary servitude shall hereafter be introduced into this state." What does this part of the constitution say about slavery?
  - Look at this phrase from the next section of the article, "No person bound to labor in any other state, shall be hired to labor in this state." What does this part of the constitution say about people who are enslaved in another state? Can they remain enslaved if they are moved to Illinois?
  - Look at this next phrase, "except within the tract reserved for the salt works near Shawneetown." Invite students to turn and talk: What does this phrase mean?
  - How does this part of the text change your assessment of the constitutional rights we learned about yesterday?
- Retake the same poll from yesterday, with students grading Illinois in 1818 for justice, equality, and liberty. Gather the votes for each grade and post it next to yesterday's poll results.
- Display the Exit Ticket Day 2, and read the questions aloud:
  - What was your original score for the constitution when you graded it for justice, equality, and liberty?
  - Did your score change after reading Article VI? If so, how?
  - Make a prediction: Why do you think this part about salt mining exists in the constitution?
- Instruct students to answer the questions. Collect the exit tickets.
- Instruct students to save their sources and notes for day 3.

Day 3:

- Remind students that over the last two days they analyzed the Illinois Constitution of 1818. Today, they are going to investigate the second essential question: "Why did the Illinois Constitution of 1818 allow slavery 'within the tract reserved for the salt works near Shawneetown' when Illinois was a free state?"
- Arrange students into the same groups of three they worked with yesterday. Distribute copies of the Salt Mining Sources Analysis Tool. Invite them to access each of the four sources embedded in the links on the tool.
- Instruct each group to spend 25 minutes doing three things:
  - Read, view, or listen to each source.
  - Record evidence from the source about who was harmed by salt mining (and how) and who benefitted from it (and how).
  - Answer: Some of these sources provide information that is incomplete or that contradicts another source. Which sources do you put the most faith in? Why?
- Display the Exit Ticket Day 3, and read the questions aloud:
  1. Why did the Illinois Constitution of 1818 allow slavery "within the tract reserved for the salt works near Shawneetown" when Illinois was a free state? Use evidence from the sources you analyzed.
  2. Revisit the Historical Marker Database: Salt Kettle website that you investigated in your Salt Mining Sources Analysis Tool. This historical marker is highlighted on the Danville Area Visitor's Bureau website, and it might be the only story that some people learn about Illinois's salt mines. Given what you learned in this lesson, how do you feel about the text on this historical marker?
  3. If you could change the marker to tell a fuller history, what would your inscription say?
- Instruct students to answer the questions. Collect the exit tickets.
- Invite students to use the Pair Reflection Questions to talk with a partner about how we tell our history in Illinois:
  - How does this lesson make you think differently about the history of Illinois?
  - What questions might you ask or research might you do when you encounter a historical marker?

EXTENSIONS

- Consider using this lesson in tandem with the lesson **Suing for Freedom in "Free" Illinois** on page 32 of this guide. That lesson focuses on an enslaved woman who sued for her freedom in Illinois in 1828 and explores the complexities of indentured servitude that are described in Article VI, Section 1 of the Illinois Constitution of 1818.
- Conrad Will from Jackson County was one of the signers of the Illinois Constitution of 1818 and the owner of the kettle pictured in the public radio photo. Explore how individuals' self-interest impacts documents created by a group of people.
- **Consider a culminating inquiry project that investigates a local historical marker.** To get started, you can view a list of historical markers in your county at the History Illinois website, which is sorted by county. Invite students to choose one to research deeply, learning as much as they can about the person, event, or object that is portrayed. Support them in investigating additional perspectives if only one is provided. Local historical societies and museums can be particularly helpful with research and fact-checking. Consider a public event, exhibit, or update to the marker to share what they learned about the fuller history.

Suing for Freedom in "Free" Illinois

Grades: 9-12

Class: American History, Civics, Government, Law, or other Social Science course

Days: 2

Class Structure: 2 60-minute class periods (adaptable)

LESSON PLAN

Lesson Rationale & Learning Goals: Illinois has often been described as a "free state" in the years before the Civil War, meaning that slavery was not allowed. However, in 1828, a Black woman named Phoebe sued for her freedom before the Illinois Supreme Court. How could this be? On day 1, students analyze primary sources from the case of Phoebe v. Jay to understand arguments about slavery and indentured servitude at this time. On day 2, students explain the outcome of the case and reflect on Phoebe's impact on the larger movement for freedom in the U.S.

Lesson Objective(s):

- Students will be able to analyze the text of Phoebe v. Jay and related laws to explain the outcome of Phoebe's case.
- Students will be able to reflect on Phoebe's impact on the larger movement for freedom in the U.S.

Illinois State Learning Standard(s) Addressed:

- SS.CV.3.9-12. Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
- SS.CV.8.9-12: Analyze how individuals use and challenge laws to address a variety of public issues.
- SS.H.7.9-12. Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.

Inclusive History ISBE Mandated Unit(s) of Study: Black History, Women's History

Essential Questions:

- Why did Phoebe need to sue for her freedom if Illinois was a free state in 1828?
- What is the role of individuals like Phoebe in people's struggle for safety, freedom, equality, and justice?

Social-Emotional Learning Considerations: This lesson invites students to read primary sources from a court case about slavery and indentured servitude. Reading court proceedings about these topics can invoke strong emotions. Students may need to take a moment to breathe or write down their thoughts and feelings before entering into a reflective discussion.

MATERIALS NEEDED

Day 1:

- Copies of Context and Key Terms
- Display: Suing for Freedom in "Free" Illinois Essential Questions, Exit Ticket, and Pair Reflection Questions
- Copies of Excerpt 1 from the Case of Phoebe, a Woman of Color v. William Jay, 1828
- Copies of Excerpt from the Northwest Ordinance of 1787
- Copies of Excerpt from the Illinois Constitution of 1818

Day 2:

- Copies of Excerpt 2 from the Case of Phoebe, a Woman of Color v. William Jay, 1828
- Display: Suing for Freedom in "Free" Illinois Essential Questions, Exit Ticket, and Pair Reflection Questions

LESSON OUTLINE

Day 1:

- Distribute copies of the Context and Key Terms to each student. Read the Context section aloud. Solicit volunteers to read each of the key terms aloud.
- Display the Essential Questions on the board, and invite a student to read them aloud:
  - Why did Phoebe need to sue for her freedom if Illinois was a free state in 1828?
  - What is the role of individuals like Phoebe in people's struggle for safety, freedom, equality, and justice?
- Tell students they will work to answer these questions by the end of this lesson by examining and discussing these documents.

- Ask students to turn and talk to a neighbor and make a prediction:
  - Do you think the judge will agree with Phoebe that she should be freed? Or do you think the judge will agree with William Jay that she must continue her indenture with him after his father's death?
  - Use details from the Context and Key Terms to explain your reasoning.
- Tell students they are going to dig into the documents from the case to better understand the arguments about slavery and indenture in Illinois in 1828.
- Arrange students into groups of three. Give each group one of the primary source texts, ensuring that a roughly equal number of groups engage with each source: Excerpt 1 from the Case of Phoebe v. Jay, Excerpt from the Northwest Ordinance of 1787, and Excerpt from the Illinois Constitution of 1818. *Note: Not all texts are of equal length. Think about strategically placing students in groups to give them an opportunity to dig into complex texts with enough think-time*.
- Instruct each group to spend 25 minutes doing three things with their primary source:
  1. Read each section of the text and answer: What does this part of the text say about slavery and/or indenture?
  2. Code the document using 2 colors: In one color, highlight portions that suggest Phoebe should be free. In a second color, highlight portions that suggest Phoebe should continue her indenture.
  3. Answer: Overall, does this document suggest that Phoebe should be free or should continue her indenture?
- As students work in groups, circulate. As needed, focus their attention on key words and phrases to help them make meaning.
- After 25 minutes, bring students back together to collect their findings on the board. Addressing groups in this order, invite a representative from each group to share a few of the most important things that their primary source says about slavery and/or indenture:
  - Excerpt 1 from the Case of Phoebe v. Jay
  - Excerpt from the Northwest Ordinance of 1787
  - Excerpt from the Illinois Constitution of 1818
- Instruct students to save their sources and notes for day 2.

Day 2:

- Remind students that yesterday they learned about Phoebe v. Jay, and they dug into primary sources from the case in groups.
- Invite students to summarize what each of the primary sources said about slavery and/or indenture.
- Distribute copies of Excerpt 2 from the Case of Phoebe v. Jay. Explain that this final document comes from the judge's final decision on the case. In pairs, instruct all students to use this protocol again to learn if Phoebe won her freedom:
    1. Read each section of the text and answer: What does this part of the text say about slavery and/or indenture?
    2. Code the document using 2 colors: In one color, highlight portions that suggest Phoebe should be free. In a second color, highlight portions that suggest Phoebe should continue her indenture.
    3. Answer: Overall, does this document suggest that Phoebe should be free or should continue her indenture?
- Display the Exit Ticket Day 2, and read the questions aloud:
    1. Why did Phoebe need to sue for her freedom if Illinois was a free state?
    2. What was the outcome of her case?
- Instruct students to answer the questions. Collect the exit tickets.
- To close, share about Phoebe's long-term impact: Phoebe's decision to sue for her freedom meant that her case was entered into the historical record. In 1864, lawmakers crafted the 13th Amendment to the Constitution, which outlawed slavery and involuntary servitude. Phoebe's case helped demonstrate that, in a nation that still upheld slavery in much of its territory, there was no meaningful difference between slavery and indenture for a Black laborer. Though Phoebe did not get her freedom in 1828, her actions helped the writers of the 13th Amendment end slavery and involuntary servitude across the entire country in 1864.
- Display the Pair Reflection Questions. Invite students to use the questions to talk in pairs about Phoebe's impact:
    - While we only know Phoebe from this moment in her life, what else might we imagine about her?
    - What kind of person do you think she was?
    - Does she tell us something about what it means to be American?
    - What do you think happened after the case was decided?
    - How do you imagine her descendants might remember her?

EXTENSIONS

- Consider using this lesson in tandem with the lesson **Slavery, Freedom, and Salt Mines in the Illinois Constitution** on page 26 of this guide. That lesson focuses on several key portions of the Illinois Constitution of 1818, including a list of rights for Illinois citizens, as well as a section that allows slavery in salt mines.
- Each of the primary source documents excerpted in this lesson is a window into an expanding nation that made provision for both slavery and freedom in the early 1800s. Individuals like Phoebe had to navigate these dueling realities. Explore the original manuscript and full transcript of Phoebe v Jay from the Illinois State Archives, the Illinois Constitution of 1818, and the Northwest Ordinance of 1787 to better understand this moment. The lesson on Slavery, Freedom, and Salt Mines in the Illinois Constitution also provides sources that illuminate the lived experiences of people who endured slavery in Illinois.
- **Consider a culminating inquiry project that investigates local people who took a risk for something they believed in.** Invite students to choose one person to research deeply, collecting oral histories, photos, documents, and court records. Local historical societies and museums can be particularly helpful with research and fact-checking. Consider working with a local government official to enter an individual's story into the congressional record during a legislative session or share their story directly with the community in a method of their choosing.

Revisiting Westward Expansion

Grades: 9-12

Class: American History, Geography, Civics, or other Social Science course

Days: 2

Class Structure: 2 60-minute class periods (adaptable)

LESSON PLAN

Lesson Rationale & Learning Goals: In this lesson, students investigate the dominant narrative of westward expansion, examine the dedication of an Illinois statue to determine to what extent it reflects this dominant narrative, and learn about several counternarratives. On day 1, students sort a series of images that typify the dominant narrative of westward expansion to varying degrees. Then, students examine the story of the Madonna of the Trail statue in Vandalia, IL, and the accompanying dedication to determine to what extent it fits into the dominant narrative of westward expansion. On day 2, students learn about several examples of counternarratives about this time period: historical markers that mark the Potawatomi Trail of Death, a map that shows the removal routes of Native peoples, and the story of a free Black settlement in Illinois. Finally, students reflect on the importance of multiple perspectives in history.

Lesson Objective(s):

- Students will be able to analyze a primary source to determine to what extent it reflects the dominant narrative of westward expansion.
- Students will be able to explain how counternarratives support a more complete understanding of history.

Illinois State Learning Standard(s) Addressed:

- SS.9-12.H.11. Analyze primary and secondary historical sources from multiple vantage points and perspectives to identify and explain dominant narratives and counternarratives of historical events.

Inclusive History ISBE Mandated Unit(s) of Study: Native American History, Women's History, Black History

Essential Questions:

- How do dominant narratives and counternarratives differ in their accounts of westward expansion in Illinois?
- How can we tell a narrative about this time period in Illinois history that includes multiple perspectives?

Social-Emotional Learning Considerations: This lesson invites students to reflect on dominant narratives and counternarratives about westward expansion. Exploration of power dynamics can cause strong responses from multiple perspectives – from students whose history is marginalized and students whose history is positioned as dominant. This lesson also includes sources about the Potawatomi Trail of Death and other routes of Native removals. Students may need to take a moment to breathe or write down their thoughts and feelings before entering into a reflective discussion. Students may also need support listening to one another across identities and lived experiences as they discuss ideas.

MATERIALS NEEDED

Day 1:

- Display: Revisiting Westward Expansion Essential Questions, Exit Tickets, and Pair Reflection Questions
- 1 copy of each image per trio of students:
  - American Progress by George A. Crofutt, 1873
  - Across the Continent: "Westward the Course of Empire Takes Its Way" by Frances Flora Bond Palmer, 1868
  - Nicodemus Historic District, Nicodemus, Graham County, KS, Documentation compiled after 1933
  - Villa of Brule, John C. H. Grabill, 1891
  - Rock Creek Crossing, Velma Armstrong, 2016
- Copies of Excerpts from the "Statue of the Madonna of the Trail Unveiled at Vandalia by Daughters of the American Revolution" by Mrs. Bess D. Moss, 1929

Day 2:

- Website: Potawatomi Trail of Death Historical Markers
- Video: New Philadelphia
- Map: Indigenous Chicago Removal Map
- Copies of Counternarrative Analysis Tool
- Display: Revisiting Westward Expansion Essential Questions, Exit Tickets, and Pair Reflection Questions

LESSON OUTLINE

Day 1:

- Ask students what people, places, words, and images come to mind when they hear the phrase “westward expansion.” Jot their ideas on the board.
- Display this definition of “dominant historical narrative:”
  - A dominant narrative gives an account of historical events that shows a dominant group’s perspective, often justifying that group’s dominance.
- Arrange students into groups of three and give each group a copy of all five images depicting westward expansion:
  - American Progress by George A. Crofutt, 1873
  - Across the Continent: “Westward the Course of Empire Takes Its Way” by Frances Flora Bond Palmer, 1868
  - Nicodemus Historic District, Nicodemus, Graham County, KS, Documentation compiled after 1933
  - Villa of Brule, John C. H. Grabill, 1891
  - Rock Creek Crossing, Velma Armstrong, 2016
- Invite groups to discuss the images and arrange them from the most dominant narrative to the least dominant. This will require students to make some assumptions, and that is okay. The goal is not to be right; it is to think through what narratives are told repeatedly about this era in American history.
- After about 10 minutes, ask students to share:
  - What are some of the reasons you placed an image on the more dominant side?
  - What are some of the reasons you placed an image on the less dominant side?
- Display the Essential Questions on the board and read them aloud:
  - How do dominant narratives and counternarratives differ in their accounts of westward expansion in Illinois?
  - How can we tell a fuller narrative about this time period in Illinois history that includes multiple perspectives?
- Tell students they will work to answer these questions by the end of this lesson.
- Explain that the dominant narrative about western expansion is a national narrative about the United States, but it is also specifically grounded in Illinois. Illinois was part of the Northwest Territory before it became a state in 1818. A large wave of settlers moved westward into Illinois in the early 1800s, pushing Native people off their lands with the support of the military and the federal government.

- Invite students to return to their trios. Explain that students will now dig into a primary source from Illinois's history to better understand the story it tells. Distribute copies of the Excerpts from the "Statue of the Madonna of the Trail Unveiled at Vandalia by Daughters of the American Revolution" by Mrs. Bess D. Moss.
- Instruct trios to spend 15 minutes reading Excerpt 1 from the primary source and answering the questions. Circulate to support students in their analysis.
- Highlight the time period as part of the context for this primary source. Explain that this event dedicates a statue called the "Madonna of the Trail" in Vandalia, IL in 1929, decades after the end of westward expansion. Invite students to view the statue and read the opening lines of the summary of the event in Excerpt 2 with that lens.
- Display the Exit Ticket Day 1, and read the questions aloud:
  - To what extent does this primary source reflect the dominant narrative of westward expansion?
  - What evidence from the text supports your assessment? Include evidence from both excerpts.
  - Is it important that this primary source is a commemoration of westward expansion? (The statue was unveiled in 1929, decades after westward expansion ended.) Why or why not?
- Instruct students to answer the questions. Collect the exit tickets.
- Instruct students to save their sources and notes for day 2.

Day 2:

- Remind students that yesterday they analyzed a primary source about how westward expansion was memorialized through the Madonna of the Trail statue in Vandalia, IL in 1929.
- Explain to students that they will now investigate some alternatives to that narrative, known as counternarratives.
- Preview each of the three sources student can choose to investigate: a website with a list of the Potawatomi Trail of Death Historical Markers in Illinois (students can choose one marker to focus on, and this map includes locations), a video about the town of New Philadelphia which was founded by a free Black man named Frank McWorter, or Indigenous Chicago Removal Map of Native nations which can be zoomed in to find students' home community.
- Invite each student to choose one source to investigate individually. Instruct them to spend 15 minutes filling out the Counternarrative Analysis Tool as completely as they can.

- After 15 minutes, invite students to share what they learned about these counternarratives with the class.
- Display the Exit Ticket Day 2, and read the questions aloud:
  - How do the dominant narratives you learned about yesterday and the counternarratives you learned about today differ in their account of this period in history?
  - When viewed together, what do you understand about this time period that might have been invisible to you if you learned about these sources separately?
- Instruct students to answer the questions. Collect the exit tickets.
- Display the Pair Reflection Questions on the board. Invite students to use the questions to talk in pairs about how gender adds another layer to dominant narratives and counternarratives:
  - Are men or women more often the main characters in dominant narratives about U.S. history?
  - In the dominant narratives of westward expansion, white women feature prominently. Why might that be?
  - What questions do you have about the lives of Frank McWorter's female family members and the experiences of women on the Potawatomi Trail of death?

EXTENSIONS

- Consider using this lesson in tandem with the lesson **Illinois Maps and Little White Lies** on page 15 of this guide. That lesson investigates how maps lay claim to space, a parallel to the way that dominant narratives lay claim to historical stories.
- The Madonna of the Trail statue in Vandalia is one of twelve identical monuments constructed by the Daughters of the American Revolution across the country. Membership in this organization is restricted to women with a genealogical connection to soldiers or other pro-American helpers who aided the Patriot cause in the American Revolution. Explore how membership based on ancestry functions in historical organizations, the impact of the DAR's leadership in crafting narratives of American history and the Illinois Chapter's current initiatives.
- The Potawatomi Trail of Death markers have been created by a variety of people and organizations in Illinois, including communities along the removal route and individuals such as Boy Scouts seeking their Eagle Scout Awards. Explore how communities have wrestled with the history of removal, including the Trail of Death caravan organized by Potawatomi people, a road sign in Decatur covered by the local news, a web post by the Sangamon County Historical Society, and the return of Potawatomi land in Dekalb.

- **Consider a culminating inquiry project that investigates how your community's history interacts with national narratives.** Does your community tell the story of westward expansion, the Civil War, industrialization, or the World Wars in museums, historical markers, or through the visitors' bureau? Which people are highlighted from these time periods? Are they part of dominant narratives or counternarratives? Consider a public event, exhibit, or update to the story to share what they learned about the fuller history.
- **Consider a culminating inquiry project that investigates who is remembered publicly in your community.** Collect every name you can find on streets, buildings, counties, statues, historical markers, and museums. Research the names and code your data by race, class, gender, age, religion, occupation, and sexual orientation. Consider interviewing people from communities whose histories are not represented about this absence and, if they are willing, sharing their perspectives in an Op-Ed or at a storytelling event in your community.

Immigration Stories

Grades: 9-12

Class: American History, Civics, or other Social Science course

Days: 2

Class Structure: 2 60-minute class periods (adaptable)

LESSON PLAN

Lesson Rationale & Learning Goals: In this lesson, students compare two stories of immigration to Illinois: the story of Morris Birkbeck who immigrated from England in 1817 and the story of Veronica Espina who immigrated from Chile in 1999. On day 1, students analyze either Morris Birkbeck's story or Veronica Espina's story, with a focus on their reasons for immigration. Students then work in groups to compare the economic, political, and personal reasons in each story of immigration. On day 2, students choose one source and dig deeper into the immigration story to understand the complex causes and effects of an individual's immigration to Illinois.

Lesson Objective(s):

- Students will be able to compare the complex causes of immigration to Illinois in two immigration stories.
- Students will be able to evaluate how economics and politics impacted immigration to Illinois from two different places and times.

Illinois State Learning Standard(s) Addressed:

- SS. 9-12.G.11. Evaluate how economic activities and political decisions impact spatial patterns at various scales.
- SS.9-12.H.13. Analyze multiple and complex causes and effects of events in the past.

Inclusive History ISBE Mandated Unit(s) of Study: Latina, Latino, and Latine History, Women's History

Essential Questions:

- What are the complex causes of immigration?
- How do economics and politics play a role in the immigration stories of people in Illinois?

Social-Emotional Learning Considerations: This lesson begins with a journal exercise that asks students to reflect on their family's immigration story. Indigenous students may write what they know about their lineage. Some students may not know their family's story, due to histories of enslavement or assimilation. Reflecting on family stories may be challenging. Reflection via journal allows students to examine their family history without making it public.

MATERIALS NEEDED

Day 1:

- Display: Immigration Stories Essential Questions, Exit Tickets, and Personal Reflection Questions
- Copies of Excerpts from "Letters from Illinois" by Morris Birkbeck (Letter VII)
- Copies of Excerpt 1 from "Veronica Espina: Immigration Stories"

Day 2:

- Copies of Excerpts from "Letters from Illinois" by Morris Birkbeck (Letter XXII)
- Copies of Excerpt 2 from "Veronica Espina: Immigration Stories"
- Display: Immigration Stories Essential Questions, Exit Tickets, and Personal Reflection Questions

LESSON OUTLINE

Day 1:

- Ask students to journal briefly about their family's immigration story, if they know about it. If they do not know about it, they can briefly write about why they might not have this information.
- Explain that each individual has their own reasons for immigration, and they are unique. Explain that there are also some similar themes in immigration stories that link individuals and communities across time and space.
- Display the Essential Questions and read them aloud:
  - What are the complex causes of immigration?
  - How do economics and politics play a role in the immigration stories of people in Illinois?
- Tell students they will work to answer these questions by the end of this lesson.

- Arrange students into groups of four, made up of two pairs. Give each pair one of the primary sources: Excerpts from "Letters from Illinois" by Morris Birkbeck (Letter VII) and Excerpt 1 from "Veronica Espina: Immigration Stories." *Note: The texts are not of equal length or equal complexity. Think about strategically placing students in groups to give them an opportunity to dig into these texts with enough think-time.*
- Invite each group to spend 25 minutes doing three things with their primary source:
  - Read each section of the text and answer: What does this part of the text say about the author's reasons for migrating?
  - Code the document using 3 colors: In one color, highlight portions that suggest **economic** reasons for immigration. In a second color, highlight portions that suggest **political** reasons for immigration. In a third color, highlight portions that suggest **personal** reasons for immigration.
  - Answer: What do these two immigration stories have in common? What is different?
- Circulate to support students in their analysis.
- After 25 minutes, invite the pairs to take turns sharing in their group of four. As a group, discuss the final questions at the bottom of the tool and record their answers.
- Invite students to share what they learned about these two immigration narratives.
- Display the Exit Ticket Day 1, and read the questions aloud:
  1. What caused Morris Birkbeck to immigrate to Illinois? Do you think economics, politics, or personal reasons played the largest role?
  2. What caused Veronica Espina to immigrate to Illinois? Do you think economics, politics, or personal reasons played the largest role?
- Instruct students to answer the questions. Collect the exit tickets.
- Instruct students to save their sources and notes for day 2.

Day 2:

- Remind students that yesterday, they analyzed two immigration stories — one from Morris Birkbeck, an English immigrant who came to Illinois in 1817 and the other from Veronica Espina, a Chilean immigrant who came to Illinois in 1999. Explain that students will think more about these stories to better understand the causes and effects of immigration in Illinois.
- Explain that today's lesson will be choice-based — they can read more of Morris Birkbeck's immigration story or read more of Veronica Espina's immigration story.
- Distribute copies based on each student's choice of immigration story: Excerpts from "Letters from Illinois" by Morris Birkbeck (Letter XXII) or Excerpt 2 from "Veronica Espina: Immigration Stories"
- Students may work individually or in pairs for 20 minutes. The goal of this work is to help students learn more about the complexity of immigration stories.
- Display the Exit Ticket Day 2, and read the question aloud:
  - What new perspectives did the stories of Morris Birkbeck and Veronica Espina give you about the causes and effects of immigration in Illinois? Use information from today's narrative as well as yesterday's learning in your answer.
- Instruct students to answer the questions. Collect the exit tickets.
- Display the Personal Reflection Questions on the board. Invite students to use the questions to journal:
  - What struck you most about these immigration stories?
  - Return to your journal from day 1, about your family's story. How is your family's story similar to or different from the stories of Morris Birkbeck and Veronica Espina?

EXTENSIONS

- Consider using this lesson in tandem with the lesson **Suing for Freedom in "Free" Illinois** on page 32 of this guide. That lesson investigates the story of Phoebe, a woman of Color who sued for her freedom in 1828. Invite students to think deeply about the personal choices Phoebe and Veronica made.
- There are many stories of immigration to Illinois, of which this lesson just scratches the surface. Veronica's story comes from the Abraham Lincoln Presidential Library Oral History Program, which also includes 22 other immigration narratives. The Haitian American Museum of Chicago has collected Haitian American immigration narratives on their website. The Federal Writers' Project: Slave Narrative Project collected the stories of formerly enslaved Black people. Searching for "Illinois" in this archive (hosted by the Library of Congress) will turn up stories of people who moved to Illinois, including Robert Glenn. The South Asia Institute has collected stories of South Asian immigrants to Illinois and compiled them into a secondary source, "Our Immigrant Story: South Asians in Illinois, 1945-1965."
- **Consider a culminating inquiry project that investigates the stories of immigrants in your community across time.** Some community members have immigrants far back in their family trees, while others may have immigrated recently themselves. Some immigrants may have intentionally chosen the community, while others may have been brought in bondage. Consider a public event, exhibit, or storytelling event to share what students learned about the immigration stories in your community.

Culminating Inquiry Project on Local History

This project plan supports students doing their own research on a local history topic.

Culminating Inquiry Project on Local History

Grades: 9-12

Class: American History, Civics, or other Social Science course

Days: 10+

Class Structure: 10+ 60-minute class periods (adaptable)

INQUIRY PROJECT PLAN

Inquiry Project Rationale & Learning Goals: This inquiry project plan is designed to provide a structure for a classroom inquiry project that will widen the community's understanding of their local history. It is designed to be a culminating project that builds upon one or more of the preceding lessons in *History Belongs to All of Us*. **This inquiry project plan is designed to help the class address all 15 of the Inquiry Skills Standards through one student-directed project.** Ideas for inquiry projects are listed in the "Extensions" section in each of the other lessons and reprinted in the "Inquiry Ideas" section of this inquiry project plan for ease of access. Because each inquiry project will be unique, the timeframe and tools provided should be used **flexibly**.

In this inquiry project, students first define a research question about a local history topic of their choosing. They create supporting questions that will help them dig into a current historical narrative and research additional perspective(s). Students then compile their findings and decide on the desired outcome of their local history project. They solicit feedback and revise. Finally, they implement their project.

Inquiry Project Objective(s):

- Students will be able to co-create a research question and supporting questions to sustain their inquiry.
- Students will be able to research their topic using appropriate sources.
- Students will be able to compile their findings and create a plan for sharing their work with the community.
- Students will be able to refine their plan with feedback from stakeholders.
- Students will be able to implement their plan and evaluate its impact.

Illinois State Learning Standard(s) Addressed: See the Inquiry Guide table below for more information about how each standard is addressed:

- SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
- SS.9-12.IS.2. Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
- SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
- SS.9-12.IS.4. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- SS.9-12.IS.5. Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.
- SS.9-12.IS.6. Analyze evidence and identify counter perspectives to revise or strengthen claims.
- SS.9-12.IS.7. Construct arguments using precise and knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.
- SS.9-12.IS.8. Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.
- SS.9-12.IS.9. Develop and prepare communication by identifying stakeholders (or audiences) and evaluate what messages and media are likely to result in stakeholder support or opposition.
- SS.9-12.IS.10. Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.
- SS.9-12.IS.11. Use interdisciplinary lenses to identify local, regional, state, natural, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.
- S.9-12.IS.12. Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.
- SS.9-12.IS.13. Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, or global concerns, and take action in or out of school.

- SS.9-12.IS.14. Take measurable action to effect changes that bring about equity, inclusion, and the community and civic good.
- SS.9-12.IS.15. Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.

Inclusive History ISBE Mandated Unit(s) of Study: Depending on content of the inquiry project chosen, any of the following: Black History, Indigenous History, Latina, Latino, and Latine History, Women's History

Essential Questions:

- What does your community currently communicate about its history?
- What public event, exhibit, or update to an existing depiction of history could contribute to a fuller understanding of your community's history?

Social-Emotional Learning Considerations: This inquiry project plan invites students and their community to reflect on the stories the community currently tells about its past and invites them to expand that narrative in some way. Deep reflection on historical narratives can be uncomfortable for the people and institutions involved. Consider the genesis of the Chicago History Museum's *Aquí en Chicago* exhibit as an example of meaningful student investigation of local history and the bravery of an institution willing to revisit historical narratives to tell a fuller history.

INQUIRY IDEAS

1. Consider a culminating inquiry project that investigates the origins of your community. Research the stories of Indigenous people who originally call(ed) your community home (starting with Native Land Digital), stories shared about the "founding" of your community (including on websites or visitor's guides), and how land changed hands. Local historical societies and museums can be particularly helpful with research. Consider a public event, exhibit, or update to the founding story to share what students learned about the fuller history.
2. Consider a culminating inquiry project that investigates conventions or other community gatherings meant to expand democratic rights in your local community. Research past or present gatherings of groups left out of the original U.S. Constitution, including women, Black people, Native people, and working-class people (often represented by labor unions). Consider a public event, exhibit, or oral history project to share what students learned about the history of civic gatherings.
3. Consider a culminating inquiry project that investigates local people who took a risk for something they believed in. Invite students to choose one person to research deeply, collecting oral histories, photos, documents, and court records. Local historical societies and museums can be particularly helpful with research

and fact-checking. Consider working with a local government official to enter an individual's story into the congressional record during a legislative session or share their story directly with the community in a method of their choosing.

4. Consider a culminating inquiry project that investigates a local historical marker. To get started, you can view a list of historical markers in your county at the History Illinois website, which is sorted by county. Invite students to choose one to research deeply, learning about as much as they can about the person, event, or object that is portrayed. Support them in investigating additional perspectives if only one is provided. Local historical societies and museums can be particularly helpful with research and fact-checking. Consider a public event, exhibit, or update to the marker to share what they learned about the fuller history.
5. Consider a culminating inquiry project that investigates an under-told story in your community and fills in that knowledge-gap with a map. Maps can take many different forms. Tonika Lewis-Johnson's Folded Map project helps people connect personally with segregation in Chicago. Native Land Digital's map of Turtle Island (North America) supports our understanding of Illinois as a Native place. The National Votes for Women Trail marks sites important to women's suffrage. Consider creating a marker or a trail on Clio focused on a specific under-told story.
6. Consider a culminating inquiry project that investigates how your community's history interacts with national narratives. Does your community tell the story of westward expansion, the Civil War, industrialization, or the World Wars in museums, historical markers, or through the visitors' bureau? Which people are highlighted from these time periods? Are they part of dominant narratives or counternarratives? Consider a public event, exhibit, or update to the story to share what they learned about the fuller history.
7. Consider a culminating inquiry project that investigates who is remembered publicly in your community. Collect every name you can find on streets, buildings, counties, statues, historical markers, and museums. Research the names and code your data by race, class, gender, age, religion, occupation, and sexual orientation. Consider interviewing people from communities whose histories are not represented about this absence and, if they are willing, sharing their perspectives in an Op-Ed or at a storytelling event in your community.
8. Consider a culminating inquiry project that investigates the stories of immigrants in your community across time. Some community members have immigrants far back in their family trees, while others may have immigrated recently themselves. Some immigrants may have intentionally chosen the community, while others may have been brought in bondage. Consider a public event, exhibit, or storytelling event to share what students learned about the immigration stories in your community.

Helpful Tools:

- QFT from the Right Question Institute
- The Chicago History Museum's *Aquí en Chicago* exhibit story
- Research Log
- Teachers Guide's for Primary Sources and Primary Source Analysis Tool from the Library of Congress
- Illinois Resource Map from the University of Illinois, Urbana-Champaign's Social Studies Network

INQUIRY GUIDE

Time Needed	Standard(s)	Goal	Notes and Suggested Tools
1-3 days	SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.	**Co-create a research question** that guides inquiry about the way your community talks about its history.	Students may be interested in the content of one of the preceding lessons and want to pursue the extension noted at the end of the lesson. Or, the class may want to vote from the full list of inquiry ideas provided. If choosing from provided ideas, work as a class to turn the inquiry idea into a question about their home community. If students want to create their own research question, consider utilizing the QFT from the Right Question Institute. Post the research question in the classroom to guide the entire inquiry process.
1 day	SS.9-12.IS.2. Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process. SS.9-12.IS.3. Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).	**Co-create supporting questions** that 1) dig into the current history told in their community and 2) help students identify how they could learn about additional perspective(s).	Create two types of supporting questions: 1. Questions that examine the history currently told in their community (ex. Who and what are included in our current history? What might be missing?) 2. Questions that will help them research additional perspectives or narratives (ex. What was this time period like for ___ group of people? What resources could help us figure it out?) Post the supporting questions in the classroom and revisit them throughout the research process.

INQUIRY GUIDE

Time Needed	Standard(s)	Goal	Notes and Suggested Tools
3-7 days	SS.9-12.IS.4. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. SS.9-12.IS.5. Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.	**Research** by working with local experts, historical societies, archives, and online databases.	Build a relationship with an individual or institution that is willing to help your students go on this journey. The Social Studies Network's Illinois Resource Map can provide some ideas. The Chicago History Museum's *Aquí en Chicago* exhibit story helps institutions see how engagement with students (even on difficult issues) can be beneficial for both a school and the institution. Preview the students' research question and supporting questions with the individual or institution so that they can gather helpful documents in advance of your visit. As students research, encourage them to use a Research Log to capture their findings. Ensure that organizations representing minoritized groups are consulted if they are included in your class's research question.
2-5 days	SS.9-12.IS.6. Analyze evidence and identify counter perspectives to revise or strengthen claims. SS.9-12.IS.7. Construct arguments using precise and knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases. SS.9-12.IS.8. Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.	**Compile findings** using discussion, informal writing prompts that explain the evidence, and a formal long-form answer to the research question.	Engage students in a discussion to "first-draft" the answer to the research question. The goal of this discussion is to build shared understanding of how different parts of their research help answer the research question. It can be done either in small groups or as a whole group. Next, have students write up the answers to their supporting questions, including images and text from their sources, on chart paper. Post these around the room, and use a gallery walk with red, yellow, and green post-its to help students assess the strength of their peers' claims. Post-its should include reasoning: included/missing perspectives, strong/weak sources, or jumps in logic between evidence and conclusions. Students should revise their work based on this feedback. Finally, all students should write a formal long-form answer to the research question, drawing on all available evidence.

INQUIRY GUIDE

Time Needed	Standard(s)	Goal	Notes and Suggested Tools
1-2 days	SS.9-12.IS.11. Use interdisciplinary lenses to identify local, regional, state, natural, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities. S.9-12.IS.12. Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good. SS.9-12.IS.13. Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, or global concerns, and take action in or out of school.	**Make a plan** for how you will share the research findings with the community.	Engage students in a whole-class discussion. What do you hope your project will do for the community? What form will your project take (an event, exhibit, resolution in local government)? Who is your audience that you need to make the change? Who else do you need support from in order to convince that audience? What risks may the project have for the communities discussed in your inquiry? Role play to consider how various people, groups, and institutions might respond. Create materials that will help your community understand your project. For example, create sketches and draft text for a new historical marker, or prepare a slideshow of your research that explains why a local mascot should be changed from a Native caricature.
1-3 days	SS.9-12.IS.9. Develop and prepare communication by identifying stakeholders (or audiences) and evaluate what messages and media are likely to result in stakeholder support or opposition. SS.9-12.IS.10. Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.	**Solicit feedback from stakeholders** to increase the chances your work will have the intended impact.	Break students into groups to write up the findings for the different audiences they seek to influence. For example, one group can write a request to the local museum for revised exhibit text with detailed summaries of primary source findings, a second group can write to a local politician asking for support of the project, and a third group can write an impassioned letter to the editor that explains to the community the need for a fuller history. Once groups have written their different pieces, ask experts in each field to provide feedback. The Social Studies Network's Illinois Resource Map can provide some ideas.

INQUIRY GUIDE

Time Needed	Standard(s)	Goal	Notes and Suggested Tools
1-2 days	SS.9-12.IS.14. Take measurable action to effect changes that bring about equity, inclusion, and the community and civic good. SS.9-12.IS.15. Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.	**Take action and evaluate** how well your project helped your community tell a fuller history.	Help students take their planned action to tell a fuller history in their community. Define roles in advance of the event, presentation, or gathering so that students can take ownership. Decide as a class what would make the action a success. Work your plan. Gather feedback to reflect on successes and failures.

Further Reading

Interested in reading more about any of these topics? All lessons in this guide build on the **Community Conversations: History Belongs to All of Us Toolkit**. Additionally, we consulted these rich resources:

- Abraham Lincoln Presidential Library and Museum. “Abraham Lincoln Presidential Library Oral History Program,” February 20, 2026. https://presidentlincoln.illinois.gov/oral-history
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