

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**Social Studies**

<p><b><i>Mission Statement</i></b></p>	<p>It is our belief that Social Studies education is ultimately to prepare students to assume the responsibilities of active citizenship. From this belief stems the following guidelines for the Social Studies Department of Geneva High School.</p> <p><b><i>Social Studies education should:</i></b></p> <ol style="list-style-type: none"> <li>1. both utilize and promote a global perspective</li> <li>2. emphasize democratic values</li> <li>3. allow students opportunities to interact</li> <li>4. reflect a consciousness of current world events</li> <li>5. promote interdisciplinary study</li> <li>6. incorporate all of the social sciences, but be firmly rooted in history and geography</li> <li>7. include knowledge and content, democratic ideals and civic values and skill development and social participation</li> </ol>
<p><b><i>Courses</i></b> (Grades 9-12)</p>	<ul style="list-style-type: none"> <li>• Modern World History</li> <li>• Modern World History Honors</li> <li>• World Studies</li> <li>• American Studies</li> <li>• AP European History</li> <li>• US History</li> <li>• AP US History</li> <li>• Sociology</li> <li>• Contemporary Issues</li> <li>• Economics</li> <li>• Urban History</li> <li>• Psychology I</li> <li>• Psychology II</li> <li>• US Government</li> <li>• AP US Government</li> </ul>

## *Course Framework*

<b>Course Title</b> <b>Grade Level</b> <b>Semesters</b> <b>Prerequisites</b>	<b>Urban History</b> 11, 12 1 None
<b>Course Description</b>	This elective introduces students to the cultural, geographic, political and social history of Chicago. Students will understand the role of the preceding elements in the formation of the Chicago metropolitan area and how they relate to the development of the country as a whole.
<b>District-approved materials/resources</b>	Robert G. Spinney, <i>The City of Big Shoulders</i> . NIU Press, 1995.

## Urban History Course Framework

Unit of Study	<i>Chicagou to Chicago[Unit 1]</i>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>❖ <b>16.A.4a</b> Analyze and report historical events to determine cause-and-effect relationships.</li> <li>❖ <b>16.A.4b</b> Compare competing historical interpretations of an event.</li> <li>❖ <b>16.A.5a</b> Analyze historical and contemporary developments using methods of historical inquiry (<i>pose questions, collect and analyze data, make and support inferences with evidence, report findings</i>).</li> <li>❖ <b>16.A.5b</b> Explain the tentative nature of historical interpretations.</li> <li>❖ <b>16.B.4 (US)</b> Identify political ideas that have dominated United States historical eras (<i>e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative</i>).</li> <li>❖ <b>16.B.5a (US)</b> Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (<i>e.g., political parties' positions on government intervention in the economy</i>).</li> <li>❖ <b>16.B.5b (US)</b> Analyze how United States political history has been influenced by the nation's economic, social and environmental history.</li> <li>❖ <b>16.D.4b (US)</b> Describe unintended social consequences of political events in United States history (<i>e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity</i>).</li> <li>❖ <b>16.D.4 (W)</b> Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements.</li> <li>❖ <b>16.D.5 (US)</b> Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</li> </ul>
<b>Objectives</b>	<p><b><i>Knowledge and Understanding</i></b></p> <ul style="list-style-type: none"> <li>❖ Recognize and understand patterns of Native American settlement in the region</li> <li>❖ Describe the state of “Chicagou” and how it affected settlement</li> <li>❖ Identify who first recognized value in the location and why</li> <li>❖ Describe how control over the region changed in the 18<sup>th</sup> century</li> <li>❖ Discuss settlement conflicts (<i>e.g., Black Hawk War, Potawatomi expulsion</i>)</li> <li>❖ Analyze the early development of “Chicago” as a European-</li> </ul>

	<p>style town</p> <ul style="list-style-type: none"> <li>❖ Recognize and understand the difficulties inherent to Chicago’s development</li> <li>❖ Explain how Chicago persevered through initial economic hardship</li> <li>❖ Articulate the key contributions of individuals who proved vital to the city’s settlement and development</li> </ul> <p><b><i>Democratic Understanding and Civic Values</i></b></p> <ul style="list-style-type: none"> <li>❖ Analyze the role of government in Chicago’s settlement</li> <li>❖ Recognize the importance of state/national loyalty in key figures who settled the region</li> <li>❖ Understand how various global powers viewed Chicago and its potential</li> <li>❖ Explain how Chicago’s settlers viewed the government’s that ruled them</li> <li>❖ Gain an initial understanding of the office of the mayor’s influence and historical importance to the city</li> </ul> <p><b><i>Skill Attainment</i></b></p> <ul style="list-style-type: none"> <li>❖ Analyze key primary sources</li> <li>❖ Read and write effectively on course content</li> <li>❖ Compose historical arguments based on key evidence</li> <li>❖ Utilize prior knowledge along with course material to frame well-rounded perspectives on the various subjects of the course</li> <li>❖ Articulate what makes Chicago a city that was vital to the progress of our nation</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>❖ Tests, Quizzes</li> <li>❖ Class discussion</li> <li>❖ Daily assignments</li> <li>❖ Daily activities <ul style="list-style-type: none"> <li>○ Group-based</li> <li>○ Individual</li> </ul> </li> </ul>

<b>Unit of Study</b>	<b><i>Chicago's Rise [Unit 2]</i></b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>❖ <b>16.A.4a</b> Analyze and report historical events to determine cause-and-effect relationships.</li> <li>❖ <b>16.A.4b</b> Compare competing historical interpretations of an event.</li> <li>❖ <b>16.A.5a</b> Analyze historical and contemporary developments using methods of historical inquiry (<i>pose questions, collect and analyze data, make and support inferences with evidence, report findings</i>).</li> <li>❖ <b>16.A.5b</b> Explain the tentative nature of historical interpretations.</li> <li>❖ <b>16.B.4 (US)</b> Identify political ideas that have dominated United States historical eras (<i>e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative</i>).</li> <li>❖ <b>16.B.5a (US)</b> Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (<i>e.g., political parties' positions on government intervention in the economy</i>).</li> <li>❖ <b>16.B.5b (US)</b> Analyze how United States political history has been influenced by the nation's economic, social and environmental history.</li> <li>❖ <b>16.D.4b (US)</b> Describe unintended social consequences of political events in United States history (<i>e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity</i>).</li> <li>❖ <b>16.D.4 (W)</b> Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements.</li> <li>❖ <b>16.D.5 (US)</b> Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</li> </ul>
<b>Objectives</b>	<p><b><i>Knowledge and Understanding</i></b></p> <ul style="list-style-type: none"> <li>❖ Describe the manner in which Chicago came to dominate the following industries: <ul style="list-style-type: none"> <li>○ Meatpacking</li> <li>○ Lumber</li> <li>○ Grain</li> <li>○ Mail-order Catalogs</li> </ul> </li> <li>❖ Identify who first proposed railroads through the city and how they were instrumental to Chicago's industrial and commercial rise</li> <li>❖ Understand what key innovations in addition to the railroad</li> </ul>

	<p>helped Chicago dominate the Midwest</p> <ul style="list-style-type: none"> <li>❖ Articulate key developmental struggles faced by the city, notably: <ul style="list-style-type: none"> <li>○ Waste disposal/sanitation</li> <li>○ Public health</li> <li>○ Population boom</li> <li>○ Unfettered capitalism → Economic inequality</li> </ul> </li> <li>❖ Describe the contributions of key Chicago personalities, including but not limited to: <ul style="list-style-type: none"> <li>○ Marshall Field</li> <li>○ George Pullman</li> <li>○ Myra Bradwell</li> <li>○ William Butler Ogden</li> <li>○ Dwight Moody</li> <li>○ Theodore Dreiser</li> <li>○ Albert Spalding</li> </ul> </li> <li>❖ Recognize the conditions that led to the Great Fire of 1871</li> <li>❖ Identify how the fire spread and what fueled its progress</li> <li>❖ Describe the scale of destruction from the fire</li> <li>❖ Articulate improvements that arose following the fire</li> <li>❖ Explain how relief became a controversial issue for city leaders and fire victims</li> <li>❖ Analyze the city's troubled labor history and how it came to a head with the Haymarket incident</li> <li>❖ Describe the influence of anarchists and the perception of them in the context of the organized labor movement</li> <li>❖ Understand the controversial nature of the Haymarket trial and sentencing</li> <li>❖ Explain who Chicago earned the World's Columbian Exposition of 1893</li> <li>❖ Recognize the importance the Fair held in making Chicago an internationally-renowned city</li> <li>❖ Understand the difficulties inherent to developing the Fair, and the key figures who made it happen</li> <li>❖ Describe the exhibits, controversies, and other key elements associated with the Fair</li> <li>❖ Articulate the social significance of the Fire, the Bomb, and the Fair</li> </ul> <p><b><i>Democratic Understanding and Civic Values</i></b></p> <ul style="list-style-type: none"> <li>❖ Recognize the key impact of local government on Chicago's rise</li> <li>❖ Identify difficulties handled by the local government in mid-19<sup>th</sup> century Chicago</li> <li>❖ Articulate how Chicagoans came to take pride in their city and how this pride was reflected in the achievements of the era</li> </ul>
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	<ul style="list-style-type: none"> <li>❖ Explain how the city handled growing pains</li> <li>❖ Describe how the city leadership planned its improvement following the Fire</li> <li>❖ Describe the role of city leadership in the events associated with the Bomb</li> <li>❖ Describe how the city elevated itself to earn the Fair</li> </ul> <p><i>Skill Attainment</i></p> <ul style="list-style-type: none"> <li>❖ Analyze key primary sources</li> <li>❖ Read and write effectively on course content</li> <li>❖ Compose historical arguments based on key evidence</li> <li>❖ Utilize prior knowledge along with course material to frame well-rounded perspectives on the various subjects of the course</li> <li>❖ Articulate what makes Chicago a city that was vital to the progress of our nation</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>❖ Tests, Quizzes</li> <li>❖ Class discussion</li> <li>❖ Daily assignments</li> <li>❖ Daily activities <ul style="list-style-type: none"> <li>○ Group-based</li> <li>○ Individual</li> </ul> </li> </ul>

<b>Unit of Study</b>	<b><i>Immigration and Progressivism[Unit 3]</i></b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>❖ <b>16.A.4a</b> Analyze and report historical events to determine cause-and-effect relationships.</li> <li>❖ <b>16.A.4b</b> Compare competing historical interpretations of an event.</li> <li>❖ <b>16.A.5a</b> Analyze historical and contemporary developments using methods of historical inquiry (<i>pose questions, collect and analyze data, make and support inferences with evidence, report findings</i>).</li> <li>❖ <b>16.A.5b</b> Explain the tentative nature of historical interpretations.</li> <li>❖ <b>16.B.4 (US)</b> Identify political ideas that have dominated United States historical eras (<i>e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative</i>).</li> <li>❖ <b>16.B.5a (US)</b> Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (<i>e.g., political parties' positions on government intervention in the economy</i>).</li> <li>❖ <b>16.B.5b (US)</b> Analyze how United States political history has been influenced by the nation's economic, social and environmental history.</li> <li>❖ <b>16.D.4b (US)</b> Describe unintended social consequences of political events in United States history (<i>e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity</i>).</li> <li>❖ <b>16.D.4 (W)</b> Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements.</li> <li>❖ <b>16.D.5 (US)</b> Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</li> </ul>
<b>Objectives</b>	<p><b><i>Knowledge and Understanding</i></b></p> <ul style="list-style-type: none"> <li>❖ Be able to articulate the primary reasons for expanded immigration to Chicago in the late 1800s and early 1900s</li> <li>❖ Distinguish between key characteristics of the following immigrant groups: <ul style="list-style-type: none"> <li>○ Polish</li> <li>○ Italians</li> <li>○ Eastern European Jews</li> <li>○ Bohemians (Czechs)</li> <li>○ Greeks</li> <li>○ Swedes</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>❖ Discuss the motivating factors behind the relocation of each key group to Chicago</li> <li>❖ Recognize that immigration during this time is a national phenomenon</li> <li>❖ Define progressivism</li> <li>❖ Articulate key commonalities between proponents of progressive movements</li> <li>❖ Recognize the key goals of the following progressive reform movements: <ul style="list-style-type: none"> <li>○ Moral Reform</li> <li>○ Civic Reform</li> <li>○ Political Reform</li> <li>○ Social Reform</li> <li>○ Broad Urban Reform</li> </ul> </li> <li>❖ Associate influential historical figures with the appropriate reform movements</li> <li>❖ Discuss the impact of each movement</li> <li>❖ Understand prostitution as a target of reformers</li> <li>❖ Describe the strategy for governing employed by Mayor Carter Harrison II as a microcosm of the complexities of the era</li> <li>❖ Explain the popularity and success level of the Municipal Voters' League</li> <li>❖ List the contributions of Jane Addams and the services of Hull House</li> <li>❖ Describe the lasting impacts of Daniel Burnham's Plan of Chicago (1909)</li> </ul> <p><b><i>Democratic Understanding and Civic Values</i></b></p> <ul style="list-style-type: none"> <li>❖ Observe and comment on the origins of Chicago's ethnic diversity</li> <li>❖ Reflect on the importance of immigration to the city's economic success as well as its reputation as a cultural institution</li> <li>❖ Recognize the subtleties, as well as the more obvious characteristics, that distinguish prominent immigrant groups from one another</li> <li>❖ Elaborate on the multifaceted nature of the Progressive Era</li> <li>❖ Understand the observations of various reformers and the goals that they sought as a result of those observations</li> <li>❖ Discuss the actual impact of individuals as well as overall movements</li> <li>❖ Analyze literature from the era to more directly comprehend the manner in which muckrakers sought change</li> </ul> <p><b><i>Skill Attainment</i></b></p> <ul style="list-style-type: none"> <li>❖ Analyze key primary sources</li> <li>❖ Read and write effectively on course content</li> </ul>
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	<ul style="list-style-type: none"> <li>❖ Compose historical arguments based on key evidence</li> <li>❖ Utilize prior knowledge along with course material to frame well-rounded perspectives on the various subjects of the course</li> <li>❖ Articulate what makes Chicago a city that was vital to the progress of our nation</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>❖ Tests, Quizzes</li> <li>❖ Class discussion</li> <li>❖ Daily assignments</li> <li>❖ Daily activities <ul style="list-style-type: none"> <li>○ Group-based</li> <li>○ Individual</li> </ul> </li> </ul>

<b>Unit of Study</b>	<b><i>Chicago Through the World Wars [Unit 4]</i></b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>❖ <b>16.A.4a</b> Analyze and report historical events to determine cause-and-effect relationships.</li> <li>❖ <b>16.A.4b</b> Compare competing historical interpretations of an event.</li> <li>❖ <b>16.A.5a</b> Analyze historical and contemporary developments using methods of historical inquiry (<i>pose questions, collect and analyze data, make and support inferences with evidence, report findings</i>).</li> <li>❖ <b>16.A.5b</b> Explain the tentative nature of historical interpretations.</li> <li>❖ <b>16.B.4 (US)</b> Identify political ideas that have dominated United States historical eras (<i>e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative</i>).</li> <li>❖ <b>16.B.5a (US)</b> Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (<i>e.g., political parties' positions on government intervention in the economy</i>).</li> <li>❖ <b>16.B.5b (US)</b> Analyze how United States political history has been influenced by the nation's economic, social and environmental history.</li> <li>❖ <b>16.D.4b (US)</b> Describe unintended social consequences of political events in United States history (<i>e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity</i>).</li> <li>❖ <b>16.D.4 (W)</b> Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements.</li> <li>❖ <b>16.D.5 (US)</b> Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</li> </ul>
<b>Objectives</b>	<p><b><i>Knowledge and Understanding</i></b></p> <ul style="list-style-type: none"> <li>❖ Completely understand the following demographic impacts of WWI [with an emphasis on causes and effects of each]: <ul style="list-style-type: none"> <li>○ Anti-German sentiment</li> <li>○ The Great Migration [push/pull factors]</li> <li>○ Politics of ethnicity ["Big Bill" Thompson]</li> </ul> </li> <li>❖ Articulate the impact of the <i>Chicago Defender</i></li> <li>❖ Discuss the context of developing racial tension in the city <ul style="list-style-type: none"> <li>○ List causes and effects of the riot of 1919</li> </ul> </li> <li>❖ Recognize and comprehend the reasons for a shift in strategy for city politicians</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Analyze the mayoral tenure of William “Big Bill” Thompson</li> <li>❖ Understand the “gangster code of ethics”</li> <li>❖ Describe the goals of prohibitionists and the ultimate effects of the 18<sup>th</sup> Amendment</li> <li>❖ Describe the contributions of Al Capone to Chicago’s crime legacy</li> <li>❖ Understand the broad impact of the St. Valentine’s Day Massacre of 1929</li> <li>❖ Understand the workings of the Democratic Machine in Chicago</li> <li>❖ Recognize the contributions of key founding members <ul style="list-style-type: none"> <li>○ Anton Cermak</li> <li>○ Ed Kelly</li> <li>○ Martin Kennelly</li> </ul> </li> <li>❖ Discuss how machine mayors sustained their power and influence</li> <li>❖ Be able to discuss Chicago through the Great Depression/New Deal era</li> <li>❖ Articulate how WWII mobilization moved Chicago back into prosperity</li> <li>❖ List the demographic effects of WWII on Chicago’s citizens <ul style="list-style-type: none"> <li>○ Italians</li> <li>○ Japanese-Americans</li> </ul> </li> <li>❖ Recognize the manner in which mayors of the era dealt with race relations and a developing housing crisis in the racially-segregated “Black Belt”</li> <li>❖ Discuss the development of the “white suburb”</li> </ul> <p><b><i>Democratic Understanding and Civic Values</i></b></p> <ul style="list-style-type: none"> <li>❖ Track demographic changes in Chicago that resulted from the resounding effects of the two World Wars</li> <li>❖ Recognize patterns of conflict in the city that arose in the midst of its increasing diversity</li> <li>❖ Understand the complexities of Chicago’s growing population and how its machine-era mayors handled this issue differently</li> <li>❖ Discuss the flourishing cultural scene in areas such as Bronzeville</li> <li>❖ Analyze the economic impact that Prohibition, the New Deal, and the World Wars had on citizens of Chicago</li> <li>❖ Scrutinize the ever-changing political tactics of the city’s elected leaders</li> </ul> <p><b><i>Skill Attainment</i></b></p> <ul style="list-style-type: none"> <li>❖ Analyze key primary sources</li> <li>❖ Read and write effectively on course content</li> <li>❖ Compose historical arguments based on key evidence</li> <li>❖ Utilize prior knowledge along with course material to frame</li> </ul>
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	<p>well-rounded perspectives on the various subjects of the course</p> <ul style="list-style-type: none"><li>❖ Articulate what makes Chicago a city that was vital to the progress of our nation</li></ul>
<b>Assessments</b>	<ul style="list-style-type: none"><li>❖ Tests, Quizzes</li><li>❖ Class discussion</li><li>❖ Daily assignments</li><li>❖ Daily activities<ul style="list-style-type: none"><li>○ Group-based</li><li>○ Individual</li></ul></li></ul>