

# "Did industrialization make life better for everyone in Illinois?"



This inquiry leads students through an investigation of the Industrial Revolution in the United States by examining the manufacturing industry as a proxy for industrialization. In weighing the opportunities and costs afforded to citizens of Illinois, and more specifically Chicago, as a result of the shift from an agrarian society to an industrial one, students will be able to develop an argument with evidence to answer the compelling question “How did industrialization change the way of life for everyone in Illinois?” Subsequent inquiries could be developed around other topics related to industrialism, such as transportation and communication.

## Supporting Questions

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1. What changes were made in manufacturing during the 1800s?
2. How can changes in the way things are made affect where people live?

3. What were the challenges of industrialization?

## "Did industrialization make life better for everyone in Illinois?"

Inquiry Standard	Human-Environment Interaction: Place, Regions, and Culture SS.G.2.4: Analyze how the cultural and environmental characteristics of places in Illinois change over time. Perspectives SS.H.1.4: Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period. Causation and Argumentation SS.H.3.4: Explain probable causes and effects of events and developments in Illinois history.
Staging the Compelling Question	Students brainstorm where they think items they use everyday come from.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What changes were made in manufacturing during the 1800s?	How can changes in the way things are made affect where people live?	What were the challenges of industrialization?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Complete a graphic organizer of the changes in manufacturing that resulted from industrialization.	Persuasive letter on the advantages or disadvantages of moving to an Illinois urban center.	Photostory - Students create a photostory or photo diary of a day in the life of a child growing up in Chicago.
Featured Sources	Featured Sources	Featured Sources
Source A: Industrialization Video Bank	Source A: Impact of Industrialization on Illinois Population Source B: Chicago Before and After the Fire Source C: Buildings of Illinois Cities Post-Industrial Revolutions Source D: Early 20th Century Chicago	Source A: Early 20th Century Chicago Source B: Industrialization and Chicago

Summative Performance Task	<p><b>ARGUMENT</b> Did industrialization make life better for everyone in Illinois? Construct an argument supported with evidence that addresses the question.</p> <p><b>EXTENSION</b> Write a letter from the perspective of an immigrant child to a friend back home that talks about the experience of coming to the Chicago.</p>
Taking Informed Action	<p><b>UNDERSTAND</b> Research clothing producers located in Illinois.</p> <p><b>ASSESS</b> Collect data about where students' clothing is manufactured.</p> <p><b>ACTION</b> Debate whether people should "buy American" when purchasing clothing.</p>

## Inquiry Description

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This inquiry leads students through an investigation of the Industrial Revolution in the United States by examining the manufacturing industry as a proxy for industrialization. In weighing the opportunities and costs afforded to citizens of Illinois, and more specifically Chicago, as a result of the shift from an agrarian society to an industrial one, students will be able to develop an argument with evidence to answer the compelling question “Did industrialization make life better for everyone in Illinois?” Subsequent inquiries could be developed around other topics related to industrialism, such as transportation and communication.

## Structure

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In addressing the compelling question “Did industrialization make life better for everyone in Illinois?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence while acknowledging competing perspectives.

## Staging the Compelling Question

Compelling  
Question

"Did industrialization make life better for everyone in Illinois?"

### Staging the compelling question

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Show pictures or actual items that students interact with or use everyday such as a pencil, a desk, a pair of jeans and a hamburger. In groups, students brainstorm how they think each item was made, what materials were used and how they were put together or assembled. Then , teachers might begin by asking students to brainstorm the types of things they believe would improve the quality of life in their local communities. Students discuss how their inventions or changes might impact they way people live. For example, flying cars would affect not only traffic patterns but potential new kinds of laws, accidents and pollution.

Teachers should chart the initial thoughts shared by students and draw attention to economic and social suggestions. These will be referred to throughout the unit. Teachers and students can also revisit the list upon completion of the inquiry to reflect on possible shifts in thinking. If teachers want to have students create the compelling question and supporting question, the students could view the photograph of Chicago's Union Stockyard in order to begin questioning how industrialization changed Illinois.

## Supporting Question 1

Supporting Question	What changes were made in manufacturing during the 1800s?
Formative Performance Task	Complete a graphic organizer of the changes in manufacturing that resulted from industrialization.
Featured Sources	<ul style="list-style-type: none"><li>● <b>Source A:</b> Industrialization Video Bank</li></ul>

The first supporting question—“What changes were made in manufacturing during the 1800s?”—helps students explore the ways in which manufacturing in Illinois and Chicago grew as a result of innovations including the assembly line.

### Formative Performance Task

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The formative performance task calls on students to complete a graphic organizer in which they identify the changes in manufacturing that resulted from industrialization in general and the assembly line in particular. The featured source—a video bank on the development of the assembly line—offers students one example of an innovation that led to the growth of manufacturing in the industrial period.

## Supporting Question 1

Featured Source A

Industrialization Video Bank



### Origin of the Moving Assembly Line

*NOTE: This screenshot is of Brian Casey, Curator of Transportation at the Henry Ford museum explaining the development of the assembly line. Teachers and their students can view this video by clicking on the following link:*

<http://www.oninnovation.com/videos/detail.aspx?vid...>



*NOTE: This screenshot is of the opening to a video about the link between the agricultural revolution and the industrial revolution. The video is best viewed by copying the following link into a computer browser:*

[https://youtu.be/6QKIts2\\_yJ0](https://youtu.be/6QKIts2_yJ0)



### **The Assembly Line and Mass Production**

*NOTE: This screenshot is of an early Ford car automobile. Teachers and their students can view this video describing the development of the assembly line and the process of mass production. The video is best viewed by copying the following link into a computer browser and downloading the file: [http://www.c3teachers.org/files/G4\\_Industrializati..](http://www.c3teachers.org/files/G4_Industrializati..)*



**The Model T and the Assembly Line**

*NOTE: This screenshot is of workers assembling a Model T. Teachers and their students can view this video describing the development of the Model T and the assembly line. The video is best viewed by copying the following link into a computer browser: [http://www.c3teachers.org/files/G4\\_Industrializati..](http://www.c3teachers.org/files/G4_Industrializati..)*

## Supporting Question 2

Supporting Question	How can changes in the way things are made affect where people live?
Formative Performance Task	Persuasive letter on the advantages or disadvantages of moving to an Illinois urban center.
Featured Sources	<ul style="list-style-type: none"><li>● <b>Source A:</b> Impact of Industrialization on Illinois Population</li><li>● <b>Source B:</b> Chicago Before and After the Fire</li><li>● <b>Source C:</b> Buildings of Illinois Cities Post-Industrial Revolutions</li><li>● <b>Source D:</b> Early 20th Century Chicago</li></ul>

Students build on their understandings of the effects of manufacturing by analyzing the opportunities afforded to Illinois citizens as a result of these advancements. The formative performance task for this supporting question challenges students to make one or more claims with evidence about how Illinois residents benefited from industrialization. The featured sources—image banks related to the growth of cities and urbanization—support this task by presenting information about one of the effects of industrialization on Illinois during the early 20th century.

### Formative Performance Task

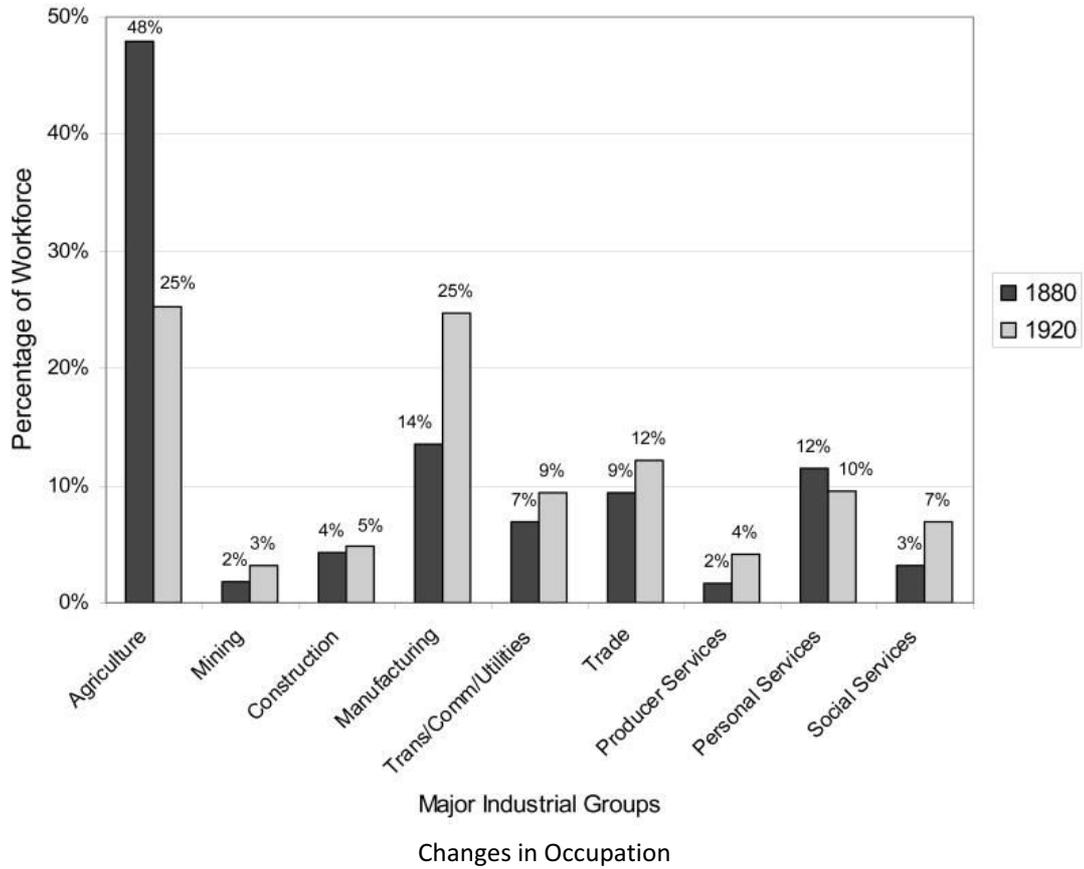
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Students compose a letter either as a young person who is telling their parents why they are moving to an Illinois urban center and how it will benefit them or as a parent to their young child warning them why moving to a city might be a poor decision. Students will use the graphs to choose a city and decade for moving as well as the pictures as a jumping off point to research the industries that caused their chosen city to grow. Students should also research what geographical advantage their chosen city had to add to the urbanization of that area.

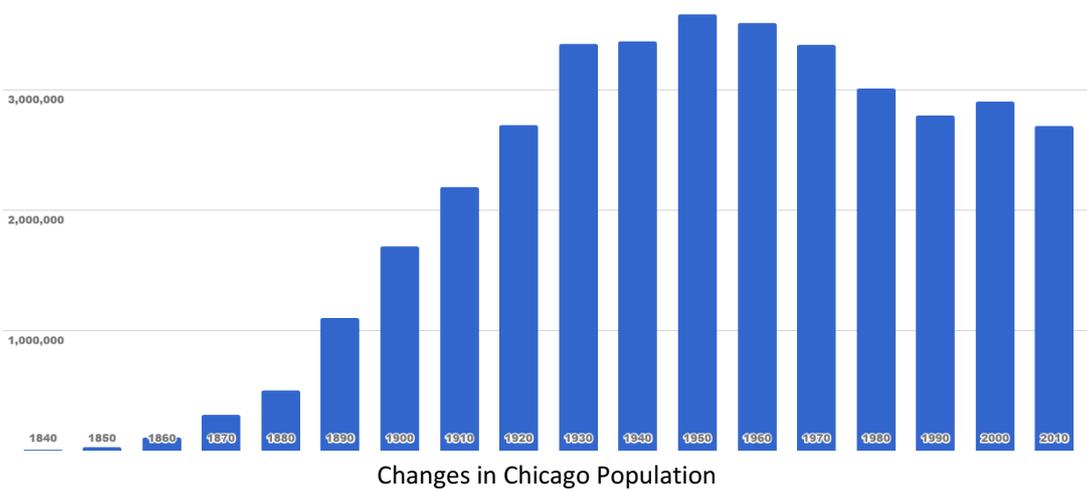
# Supporting Question 2

Featured Source A

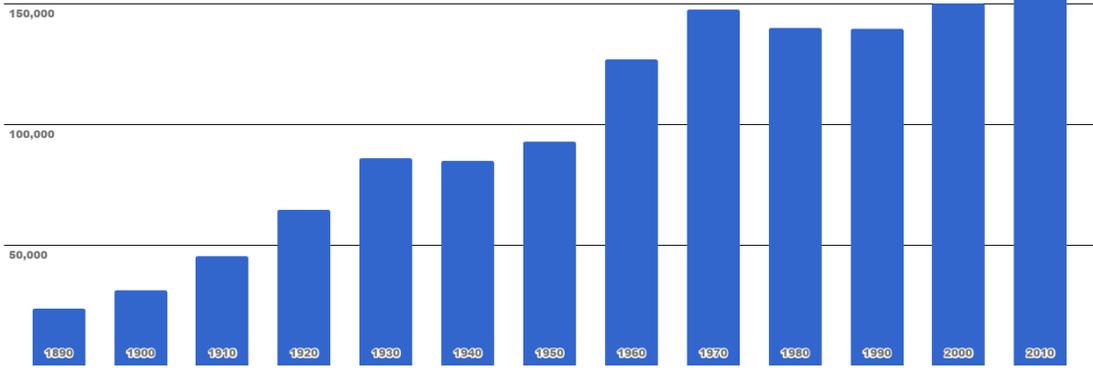
Impact of Industrialization on Illinois Population



Population Growth for Chicago from 1850-2010

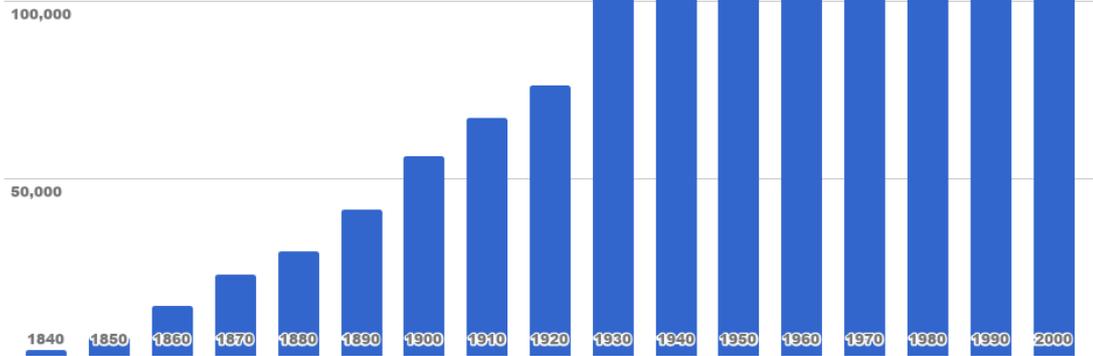


**Population Growth for Rockford from 1840-2010**



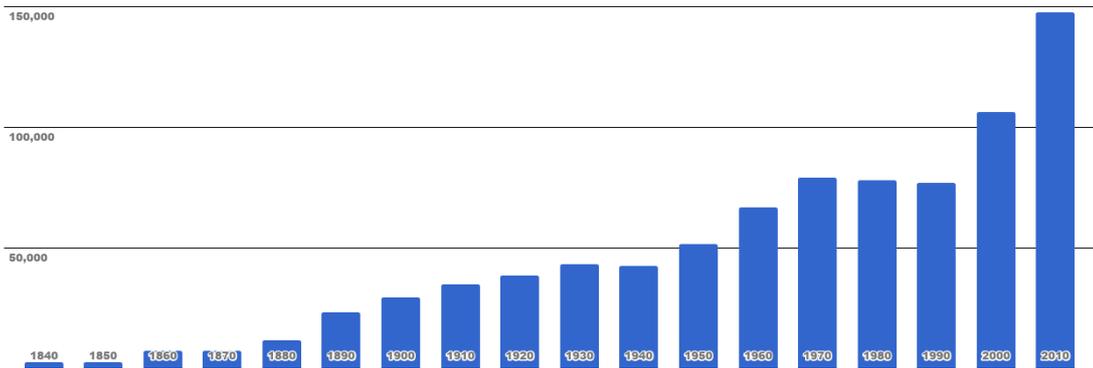
Changes in Rockford Population

**Population Growth for Peoria from 1840-2010**



Changes in Peoria Population

**Population Growth for Joliet from 1840-2010**



Changes in Joliet Population

1840		1850		1860		1870		1880	
4,470	Chicago	29,963	Chicago	112,172	Chicago	298,977	Chicago	503,185	Chicago
2,579	Springfield	6,902	Quincy	14,045	Peoria	24,052	Quincy	29,259	Peoria
2,558	Joliet	6,004	Galena	13,718	Quincy	22,849	Peoria	27,268	Quincy
2,340	Alton	5,095	Peoria	9,320	Springfield	17,364	Springfield	19,743	Springfield
2,319	Quincy	4,533	Springfield	8,196	Galena	14,590	Bloomington	17,180	Bloomington
1,467	Peoria	3,585	Alton	7,520	Belleville	11,162	Aurora	13,129	Rockford
762	Canton	3,219	Ottawa	7,104	Joliet	11,049	Rockford	11,873	Aurora
491	Freeport	2,941	Belleville	7,075	Bloomington	10,158	Galesburg	11,659	Rock Island
		2,745	Jacksonville	6,979	Rockford	9,203	Jacksonville	11,657	Joliet
		2,659	Joliet	6,541	Ottawa	8,665	Alton	11,437	Galesburg
1890		1900		1910		1920		1930	
1,099,850	Chicago	1,698,575	Chicago	2,185,283	Chicago	2,701,705	Chicago	3,376,438	Chicago
41,024	Peoria	56,100	Peoria	66,950	Peoria	76,121	Peoria	104,969	Peoria
31,494	Quincy	36,252	Quincy	58,547	East St. Louis	66,767	East St. Louis	85,864	Rockford
24,963	Springfield	34,159	Springfield	51,678	Springfield	65,651	Rockford	74,347	East St. Louis
23,584	Rockford	31,051	Rockford	45,401	Rockford	59,183	Springfield	71,864	Springfield
23,264	Joliet	29,655	East St. Louis	36,587	Quincy	44,995	Cicero	66,602	Cicero
20,484	Bloomington	29,353	Joliet	34,670	Joliet	43,818	Decatur	63,982	Oak Park
19,688	Aurora	24,147	Aurora	31,140	Decatur	39,858	Oak Park	63,338	Evanston
17,823	Elgin	23,286	Bloomington	29,807	Aurora	38,442	Joliet	57,510	Decatur
16,481	Decatur	22,433	Elgin	27,871	Danville	37,234	Evanston	47,027	Berwyn
1940		1950		1960		1970		1980	
3,396,808	Chicago	3,620,962	Chicago	3,550,404	Chicago	3,366,957	Chicago	3,005,072	Chicago
105,087	Peoria	111,856	Peoria	126,706	Rockford	147,370	Rockford	139,712	Rockford
84,637	Rockford	92,927	Rockford	103,162	Peoria	126,963	Peoria	124,160	Peoria
75,609	East St. Louis	82,295	East St. Louis	83,271	Springfield	91,753	Springfield	99,637	Springfield
75,503	Springfield	81,628	Springfield	81,712	East St. Louis	90,397	Decatur	94,081	Decatur
66,015	Oak Park	73,641	Evanston	79,283	Evanston	80,113	Evanston	81,293	Aurora
65,389	Evanston	67,544	Cicero	78,004	Decatur	78,827	Joliet	77,956	Joliet
64,712	Cicero	66,269	Decatur	69,130	Cicero	74,389	Aurora	73,706	Evanston
59,305	Decatur	63,529	Oak Park	66,780	Joliet	70,169	East St. Louis	67,653	Elgin
48,451	Berwyn	51,601	Joliet	63,715	Aurora	68,322	Skokie	66,116	Arlington Heights
1990		2000		2010					
2,783,726	Chicago	2,896,016	Chicago	2,695,598	Chicago				
139,426	Rockford	151,815	Rockford	197,899	Aurora				
113,504	Peoria	143,325	Aurora	152,871	Rockford				
105,227	Springfield	128,517	Naperville	147,433	Joliet				
99,581	Aurora	112,936	Peoria	141,853	Naperville				
85,351	Naperville	111,454	Springfield	116,250	Springfield				
83,885	Decatur	107,165	Joliet	115,007	Peoria				
76,836	Joliet	94,814	Elgin	108,188	Elgin				
77,010	Elgin	88,002	Waukegan	89,078	Waukegan				
75,460	Arlington Heights	85,616	Cicero	83,891	Cicero				

Illinois Most Populated Cities Each Decade

## Supporting Question 2

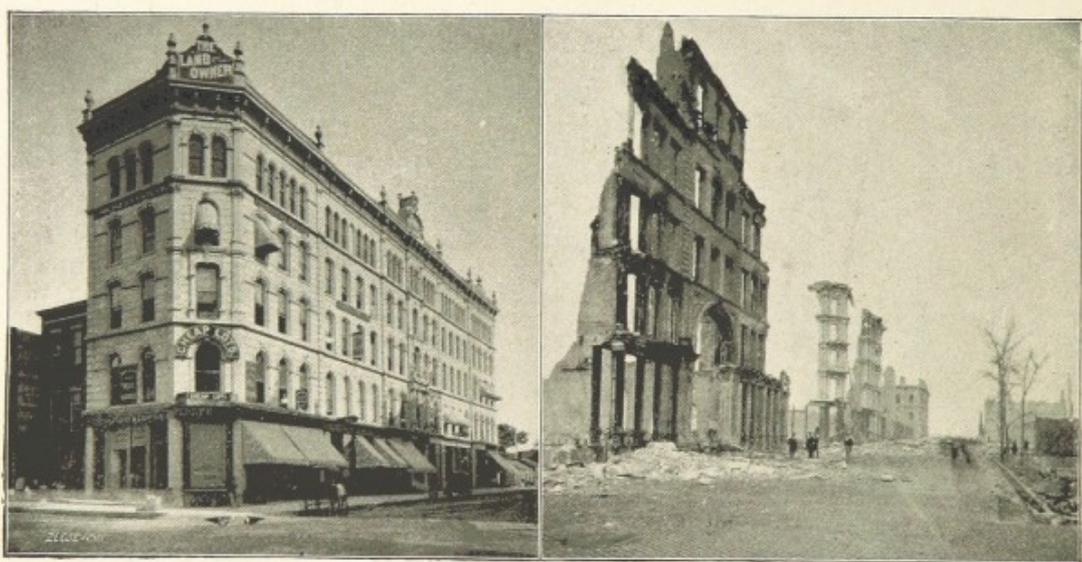
Featured Source B

Chicago Before and After the Fire



MICHIGAN AVE. NORTH FROM MADISON ST., BEFORE AND AFTER THE FIRE OF 1871.

Chicago Before and After the Fire - Madison and Michigan Ave.

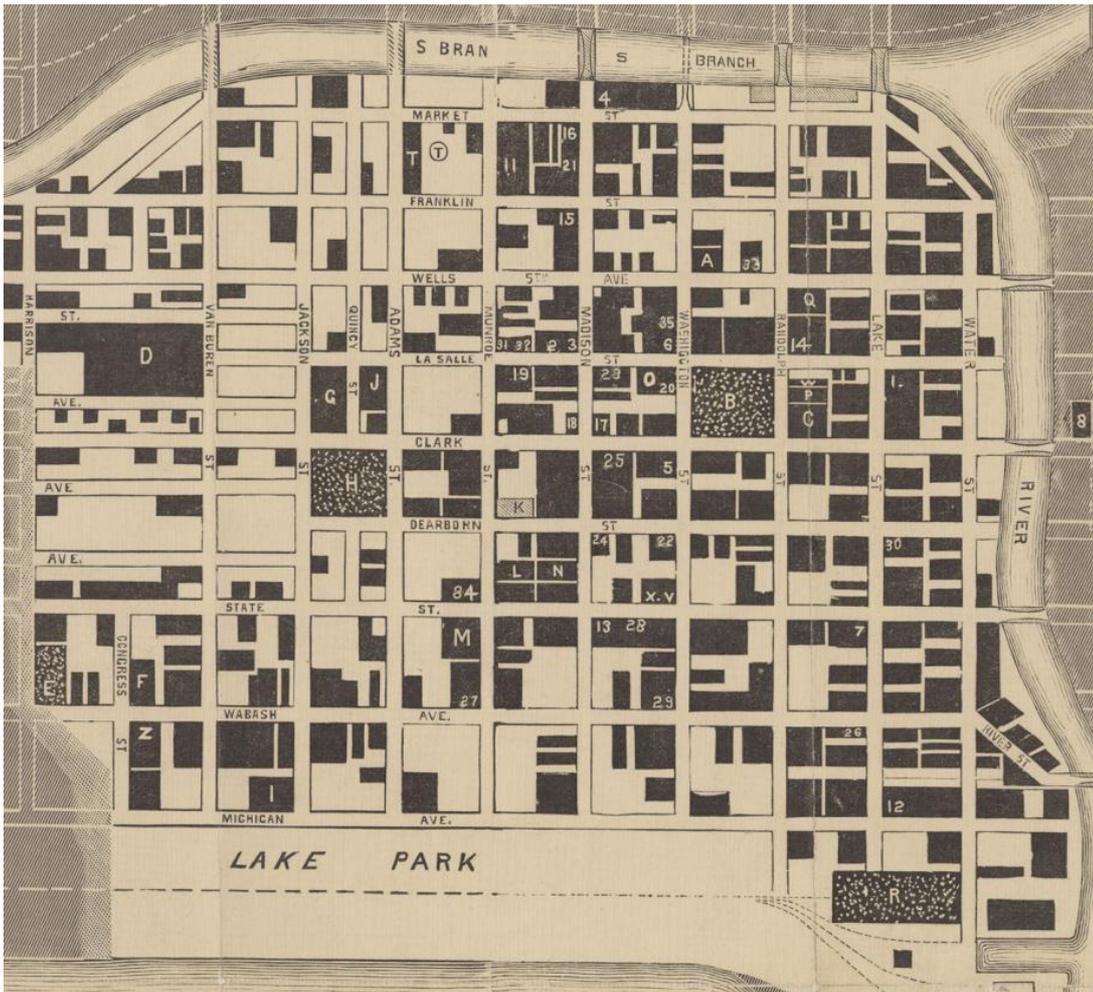


SHEPARD'S BUILDING, DEARBORN AND MONROE STS., BEFORE AND AFTER THE FIRE OF 1871.

Chicago Before and After the Fire - Dearborn and Monroe



Chicago Before and After the Fire - Washington and State St.



Map of Rebuilt New Chicago

## Supporting Question 2

Featured Source C

Buildings of Illinois Cities Post-Industrial Revolutions



Aurora - Paramount Theater (1941)



Joliet - Joliet Iron Works 1901



Joliet - Joliet Iron Works (ruins)



Joliet - Joliet Township High School 1901



Aurora - Paramount Theater 1931



Rockford - Jackson Piano Building

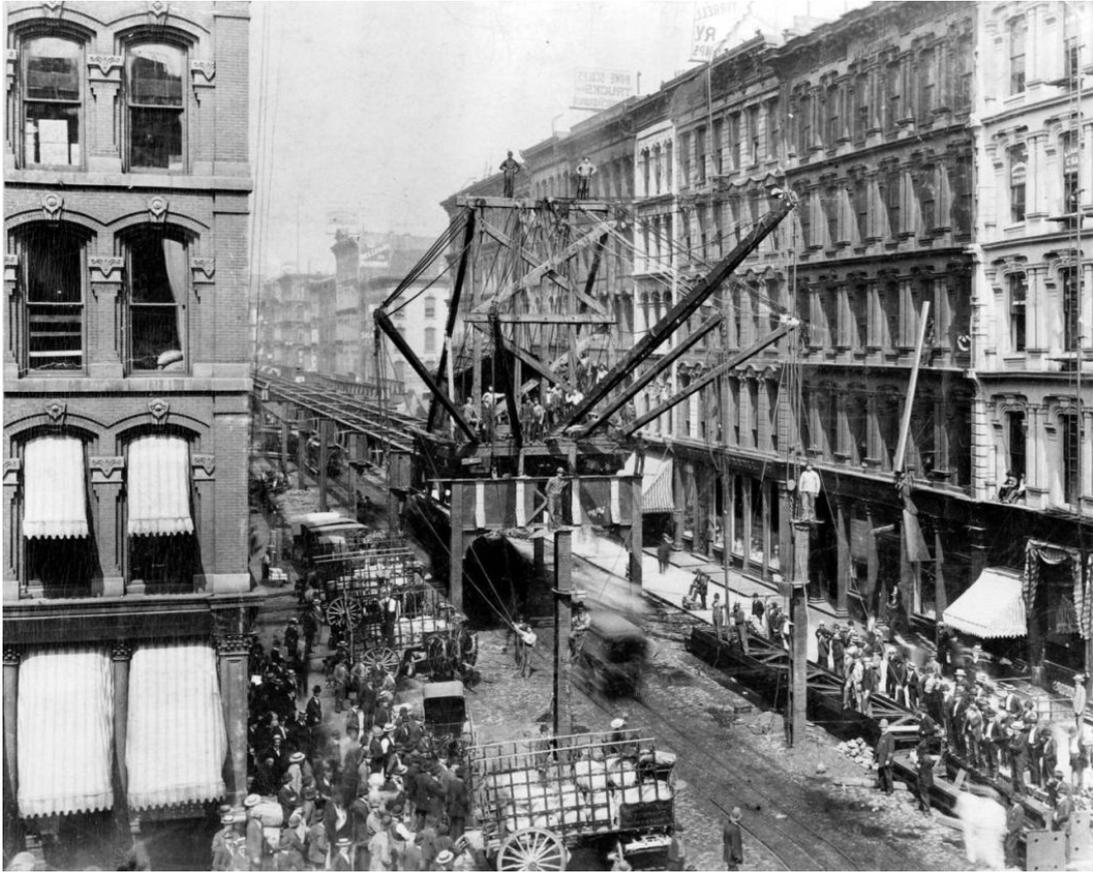
## Supporting Question 2

Featured Source D

Early 20th Century Chicago



Chicago 1900s



Chicago 1900s 'L' Train



Chicago 1910



Chicago 1920



Chicago 1930

## Supporting Question 3

Supporting Question	What were the challenges of industrialization?
Formative Performance Task	Photostory - Students create a photostory or photo diary of a day in the life of a child growing up in Chicago.
Featured Sources	<ul style="list-style-type: none"><li>• <b>Source A:</b> Early 20th Century Chicago</li><li>• <b>Source B:</b> Industrialization and Chicago</li></ul>

In answering the third supporting question—“What were the challenges of industrialization?”—students further their exploration of industrialization by directing their attention to the working, living, and environmental conditions faced by many Chicagoans during the industrial age. The formative performance task asks students to make one or more claims with evidence about the costs associated with the rise of an industrial manufacturing economy. Supporting the task is an image bank of photographs of Chicagoans during this period and a videos of the Union Stockyards. Additionally teachers and students can use the following websites to explore some of the major events in Chicago during this time.

<https://interactive.wttw.com/chicago-river-tour/hi..>

<http://dcc.newberry.org/collections/the-jungle-and..>

### Formative Performance Task

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After learning about several of the different industries and labor created during and after the industrial revolution, students will choose an occupation associated with Chicago industry and create a photo story or diary of a day in the life of that child and their family.

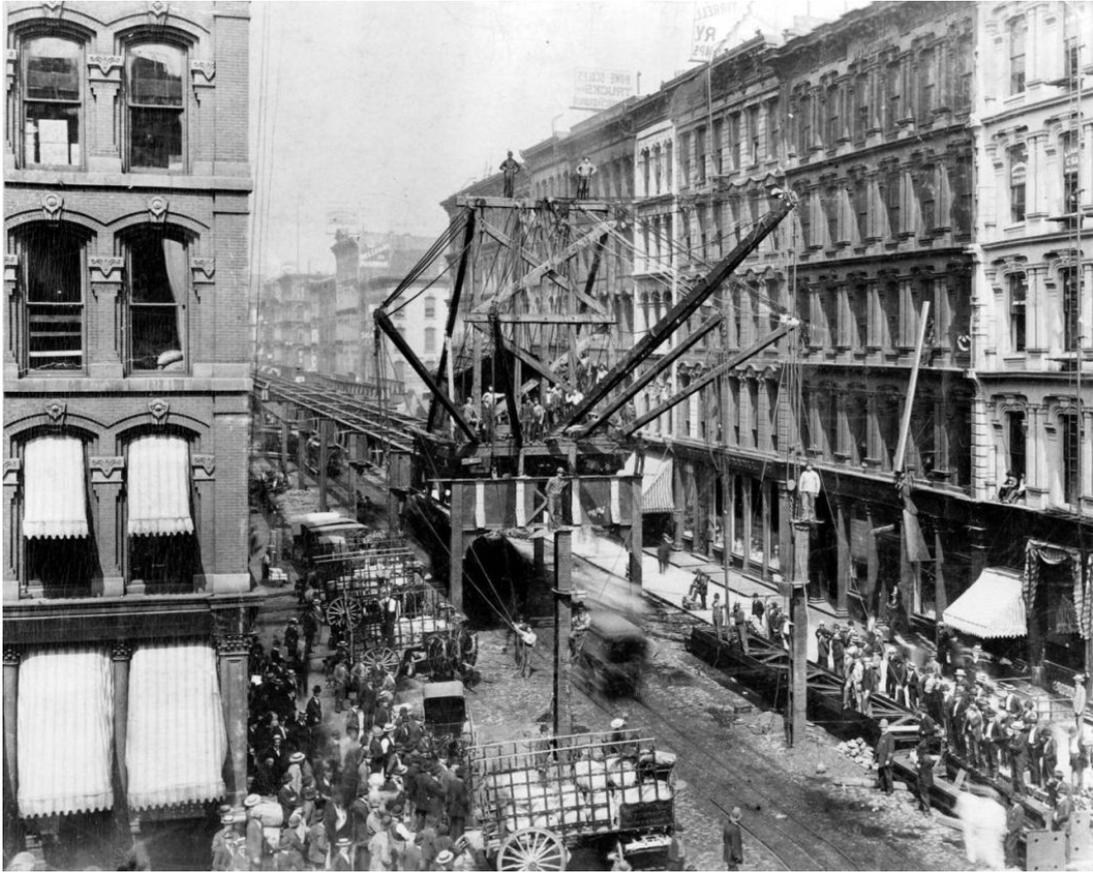
## Supporting Question 3

Featured Source A

Early 20th Century Chicago



Chicago 1900s



Chicago 1900s 'L' Train



Chicago 1910



Chicago 1920



Chicago 1930

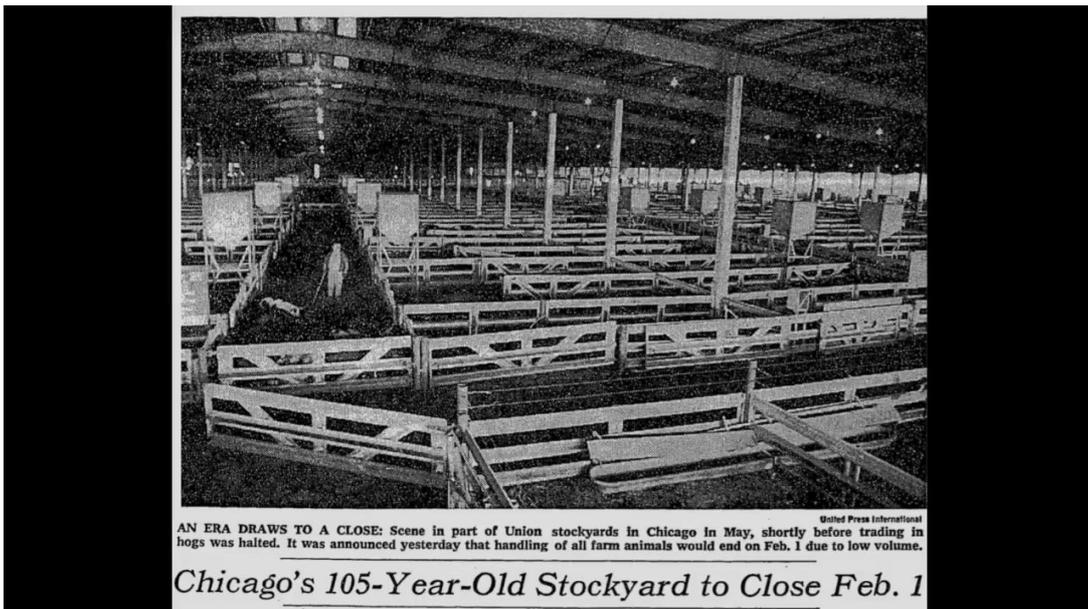
## Supporting Question 3

Featured Source B

Industrialization and Chicago



Late 19th Century Meatpacking Worker



Newspaper clipping on closing of Stockyards.

# THE Handsomest Brick Cottages in Chicago

Price, Only \$1650 to \$1800 each.

EXTRAORDINARY EASY PAYMENTS

Very Small Cash Payments---

BALANCE \$15 MONTHLY!

SAME AS RENT AND YOU GET A HOME OF YOUR OWN.

NEAR COR. DIVISION ST. BOULEVARD & WESTERN AVE. SIX ROOM COTTAGES WITH LAKE WATER. GO AND SEE THEM.

See the Height.

Second Story 8 Feet High.

First Story 10 Ft. High.

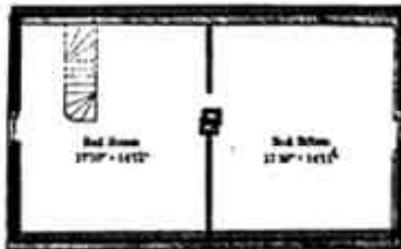
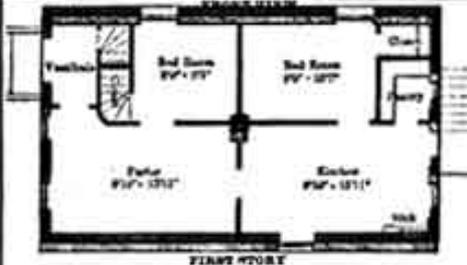
Basement 3 Ft. ABOVE GROUND

LOOK AT THE ROOMS.

FIRST STORY.

- 1 Vestibule.
- 1 Parlor.
- 2 Bedrooms.
- 2 Closets.
- 1 Kitchen.
- 1 Pantry.

Second Story.  
2 Large Rooms



Siehe : Höhe

Zweiter Stock 8 Fuß hoch.

Erster Stock 10 Fuß hoch.

Basement 3 Fuß über der Erde.

Siehe Zimmer an!

- 1 Gang.
- 1 Border-Zimmer.
- 2 Bett-Zimmer.
- 2 Kleine Zimmer.
- 1 Küche.
- 1 Kleines Verschluss Zimmer.

Zweiter Stock.  
2 Große Zimmer.

S. E. GROSS & CO.,

126 CLARK STREET, CORNER OF MADISON STREET.

Particular Notice. Go to Branch Office, Corner Division Street and Western Avenue. It is Open Every Day--Work Days and Sundays--and our Agent will show you the House. Take the Chicago Transfer Car on Randolph Street.

The bungalow was a direct descendant of the nineteenth-century worker's cottage. This 1883 roadside shows a floor plan typical of those used in constructing cottages throughout the Chicago area. CHS, ICHI-06577.

Late 19th Century Newspaper Ad Chicago Home



Image of Tenement Interiors in Chicago



Hunter\_Tenement-Conditions\_buildings-photo\_p28.jpg



**CHILDREN OF THE DISTRICT GATHERING CHRISTMAS TROPHIES FROM THE DUMP.**

Chicago Children Gathering Christmas Trophies at Dump



Inside Chicago Meat Packing Plant

## Summative Performance Task

Compelling Question	<b>"Did industrialization make life better for everyone in Illinois?"</b>
Argument	Did industrialization make life better for everyone in Illinois? Construct an argument supported with evidence that addresses the question.
Extension	Write a letter from the perspective of an immigrant child to a friend back home that talks about the experience of coming to the Chicago.

### Argument

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At this point in the inquiry, students have examined the changes, benefits, and challenges attributed to industrialization in Illinois. Students should be able to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument responding to the compelling question "Did industrialization make life better for everyone in Illinois?" It is important to note that students' arguments could take a variety of forms, including a presentation, poster, essay, or a combination of drawing and writing.

Student arguments will likely vary, but could include any of the following:

- Industrialization made life better for everyone because people got to buy more goods at lower costs.
- Industrialization made life better because people had jobs and used their money to do more things.
- Industrialization did not make life better because kids had to work instead of going to school and getting an education.
- Industrialization did not make life better because, even though they had jobs, many people worked long hours and did not get paid a fair wage.
- Industrialization was a mixed blessing for Illinois citizens.

### Extension

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To extend this inquiry, teachers might have students do a perspective-taking exercise. From the point of view of an immigrant child, students should write a letter to a friend back home that talks about the experience of coming to the United States.

## Taking Informed Action

Understand	Research clothing producers located in Illinois.
Assess	Collect data about where students' clothing is manufactured.
Action	Debate whether people should "buy American" when purchasing clothing.

Students have the opportunity to Take Informed Action by drawing on their understanding of how the manufacturing of goods has influenced economic life in Illinois. Students demonstrate that they *understand* this construct by researching clothing producers located in Illinois. They *assess* their understanding by collecting data about where their clothing is manufactured. Finally, they *act* when they debate whether people should "buy American" when purchasing clothing.

- [Urbanization and the Industrial Revolution.mp4](https://s3.amazonaws.com/idm-dev/u/0/2/d/3/5317/02d3e16e593a15a51e8bc371378a26dda417c954.mp4) (https://s3.amazonaws.com/idm-dev/u/0/2/d/3/5317/02d3e16e593a15a51e8bc371378a26dda417c954.mp4)
- [The Industrial Revolution \(18-19th Century\).mp4](https://s3.amazonaws.com/idm-dev/u/7/8/e/6/5317/78e6ef3cf15128e3a9fb0687f84613e4718f6cc3.mp4) (https://s3.amazonaws.com/idm-dev/u/7/8/e/6/5317/78e6ef3cf15128e3a9fb0687f84613e4718f6cc3.mp4)
- [DOcJ-FxaFrRg4gtDEwOjM3MjowODE7YH.mp4](https://s3.amazonaws.com/idm-dev/u/1/7/d/6/5317/17d6e70054a89587ca46a362666009f5352ff5ce.mp4) (https://s3.amazonaws.com/idm-dev/u/1/7/d/6/5317/17d6e70054a89587ca46a362666009f5352ff5ce.mp4)
- [Causes of the Industrial Revolution The Agricultural Revolution.mp4](https://s3.amazonaws.com/idm-dev/u/1/7/d/1/5317/17d1964bb15087cd0dfc69d554dd0151629f4898.mp4) (https://s3.amazonaws.com/idm-dev/u/1/7/d/1/5317/17d1964bb15087cd0dfc69d554dd0151629f4898.mp4)
- [G4 Industrialization 02.mov](https://s3.amazonaws.com/idm-dev/u/f/0/e/f/5317/f0efc9d513ade56e0545e85fae87170904b9a86f.mov) (https://s3.amazonaws.com/idm-dev/u/f/0/e/f/5317/f0efc9d513ade56e0545e85fae87170904b9a86f.mov)
- [Growth, Cities, and Immigration Crash Course US History .mp4](https://s3.amazonaws.com/idm-dev/u/6/b/f/d/5317/6bfd1ab2b8655062ed06f06f3bb50c19bd972978.mp4) (https://s3.amazonaws.com/idm-dev/u/6/b/f/d/5317/6bfd1ab2b8655062ed06f06f3bb50c19bd972978.mp4)
- [Chicago Population Growth.mp4](https://s3.amazonaws.com/idm-dev/u/9/e/0/6/5317/9e06e5af01e05a1911cab176075c99827dc8270e.mp4) (https://s3.amazonaws.com/idm-dev/u/9/e/0/6/5317/9e06e5af01e05a1911cab176075c99827dc8270e.mp4)
- [Chicago History - Stockyards.mp4](https://s3.amazonaws.com/idm-dev/u/c/7/e/a/5317/c7eae860e77c957fb2e5d4db6e5301cb5a4b6849.mp4) (https://s3.amazonaws.com/idm-dev/u/c/7/e/a/5317/c7eae860e77c957fb2e5d4db6e5301cb5a4b6849.mp4)
- [Oldest footage of Chicago ever.mp4](https://s3.amazonaws.com/idm-dev/u/5/f/d/7/5317/5fd77f48dcba10c06355b9424d6356c9a250aac9.mp4) (https://s3.amazonaws.com/idm-dev/u/5/f/d/7/5317/5fd77f48dcba10c06355b9424d6356c9a250aac9.mp4)
- [Union Stockyards 4th Grade.mp4](https://s3.amazonaws.com/idm-dev/u/7/0/f/0/5317/70f068d3c815b98485c8c3181f7c77db8328480e.mp4) (https://s3.amazonaws.com/idm-dev/u/7/0/f/0/5317/70f068d3c815b98485c8c3181f7c77db8328480e.mp4)
- [Industrial Revolution Supporting Question #1 Graphic Organizer.pdf](https://s3.amazonaws.com/idm-dev/u/1/9/b/1/5317/19b190ed76c5c91d2275bedf90a06b5c2dc765d6.pdf) (https://s3.amazonaws.com/idm-dev/u/1/9/b/1/5317/19b190ed76c5c91d2275bedf90a06b5c2dc765d6.pdf)
- [Chicago History Museum Resource List.pdf](https://s3.amazonaws.com/idm-dev/u/6/e/0/9/5317/6e098b0ad11bcf9c16c0722e1d3350779f6e4d8b.pdf) (https://s3.amazonaws.com/idm-dev/u/6/e/0/9/5317/6e098b0ad11bcf9c16c0722e1d3350779f6e4d8b.pdf)
- [Teacher's Guide to Primary Sources for US Industrialization.pdf](https://s3.amazonaws.com/idm-dev/u/0/e/0/2/5317/0e02cdbeb8d747b7fc462f1fb0747c918433fc6c.pdf) (https://s3.amazonaws.com/idm-dev/u/0/e/0/2/5317/0e02cdbeb8d747b7fc462f1fb0747c918433fc6c.pdf)

