

The Growth of Cities Along the Illinois & Michigan Canal Corridor

OVERVIEW: The growth in the population of towns in the northeastern part of Illinois was dramatic before, during, and after the opening of the Illinois & Michigan Canal. This lesson explores the reasons for the growth in population through the analysis of a variety of maps.

GRADE LEVEL 4-10

DURATION 2 class periods

ILLINOIS LEARNING STANDARDS

Social Science: 14,16,17

Language Arts: 4

GEOGRAPHY THEMES

Location: Position on Earth | s Surface

Place: Physical Characteristics

Regions: How They Form and Change

Movement: Humans Interacting on the Earth

NATIONAL GEOGRAPHY STANDARDS

Element: Seeing the World in Spatial Terms

Standard 1. The geographically informed person knows and understands how to use maps, globes, and other graphic tools and technologies to acquire, process, and report information from a spatial perspective.

Standard 3. The geographically informed person knows and understand show to analyze the spatial organization of Earth | s surface.

Element: Human Systems

Standard 9. The geographically informed person knows and understands the characteristics, distribution, and migrations of human populations on Earth | s surface.

Standard 12. The geographically informed person knows and understands the processes, patterns, and functions of human settlement.

Element: Applying Geography to Interpret the Past and Present and to Plan for the Future

Standard 17. The geographically informed person knows and understands how to apply geography to interpret the past.

CROSS CURRICULAR CONNECTIONS

History Language Arts

OBJECTIVES

Students are expected to:

1. predict patterns of settlement.
2. analyze a map to determine the theme and important information.
3. use a variety of maps to recognize spatial interaction and relationships in the development of northeastern Illinois.

SUGGESTED TEACHING PROCEDURE

ADVANCED PREPARATION FOR THE LESSON

1. Make one copy per student of Maps A.1, A.2, A.3 and (Report on the Growth of Northeastern Illinois.÷

2. Make one transparency each of B.1-B.7 so that every 3/4 students will have one of the maps. These will be for student use.
3. For your own use, make transparencies of A.1-A.3 and C.1 and C.2.
4. Make sure you have any wall maps of the U.S. covered or removed. Have extra sheets of plain white paper to back the transparencies, transparency markers, and an overhead projector available.

OPENING THE LESSON

1. Explain to students that they are going to try to figure out as a class how the northeastern section of Illinois was settled after the Revolutionary War. Ask them where they think the first families that settled Illinois came from. Try to solicit as many different responses as possible. Tell students that they will be using maps to try to make some predictions.
2. Pass out Map A.1-Rivers and Lakes of a Portion of the Interior of North America. First, have the students look at the map and describe some of the geographic features they recognize.
3. Then, have each student mark where they think people may have settled in the section of the United States shown on the map. Then discuss some of the predictions they made and why they made them. You can put the transparency of Map A.1 on the overhead and have students mark where they think cities developed.
4. Pass out the Map A.2, Population of Major Cities -1840. Have students compare their predictions on Map A.1 to the data on Map A.2. How accurate were their predictions? By examining where people actually settled, they should begin to see that what almost all of the settlements had in common was water--lakes/rivers. It should also be clear that the larger population centers were next to a lake or river. Discuss why this would be true. What are all of the ways people would have used the water? (They needed the water for transportation, food source, for water power to operate mills, cleaning, bathing, etc.).
5. Discuss the legend at the bottom of Map A.2 and the number of people each black dot represents. Compare the number of

people living in St. Louis with the number of people living in Chicago in 1840.

6. Have students predict what might have happened over the next 50 years. On map A.2, have students indicate which five cities they think will grow to be the largest by 1890. They can indicate the size of the populations of those cities by the size of the dots they use.

7. Pass out Map A.3-Population of Major Cities-1890. Have students compare their predictions on Map A.2 with the data on Map A.3. How accurate were their predictions? What were the largest cities in 1890? What reasons can students suggest for the growth of these cities? (Note their proximity to water.) Chicago was the largest city in 1890 and it is still the largest city in the Midwest today, (Bock) An additional reason that most early settlements were located along waterways in northeastern Illinois, at least, was that early settlers believed that prairies were not suitable for farming and largely uninhabitable. (Spector, 1993)

DEVELOPMENT OF LESSON

1. Students will be using different maps to analyze why northeastern Illinois developed so rapidly in the 1800's, especially from 1840-1890.

2. Give each student a copy of the Report on the Growth of Northeastern Illinois. Go over the instructions and the questions to make sure they know the kind of information they will be gathering from their map.

3. Tell them that during the next class period they will be putting their map on the overhead projector and describing what they learned. Everyone in the group should participate in the analysis and the discussion as well as the presentation to the class.

4. Assign the students to groups of 3/4. Pass out the map transparencies B.1-B.7 to the groups so that every 3/4 students will have one of the maps. Give them the rest of the class period (approximately 15 minutes) to analyze the map and answer *only* questions 1-5 on the report sheet. If they do not finish, allow extra time at the start of the next class period.

CONCLUDING THE LESSON

1. For the following class, have each group put their maps on the overhead and explain what they learned about northeastern Illinois. They can use questions 1-5 on their reporting sheets for a discussion aid. Groups should come up to the overhead in the chronological order of their maps.
2. Besides a change in settlement patterns, students should see a change in the types of travel routes that settlers used to get to the undeveloped Illinois Territory. They should note that as the years passed the travel routes became more sophisticated going from rivers to trails to roads and finally to human-made waterways. The change in the position of Illinois' northern border should also raise some questions. Assure them that you will help them discover the answer to those questions.
3. Have students tape a sheet of plain white paper to their transparency so that the map can be seen more easily.
4. Have one student from each group come to the front of the room with their map transparency. Have them hold the maps so that everyone can see them. Have the rest of the students arrange the maps into those that show relationships/connections/interactions. They should be able to rearrange the maps into many different groupings, ie: modes of travel, boundary issues, reasons for the settlement of southern Illinois, reasons for the settlement of northeastern Illinois, etc.).
5. Collect all of the maps and use them as you present the following material giving further historical information on each map. You may choose to use Map C.1, and C.2 to extend discussion further.

Marquette, Joliet, La Salle, and Tonti were some of the first European explorers of the northeastern region of Illinois that was then populated by American Indians. Fur traders were the next non-natives to travel the region. They paved the way for the later settlement of families from the east.

Contrary to what might seem logical from what we know of population centers in Illinois today, Illinois was not settled from north to south.

After the Revolutionary War, pioneers began to venture further and further west in search of inexpensive land where they could prosper and raise families. Since there were as yet no roads or wagon trails, the first influx of settlers came by way of the rivers. Many of them literally tore apart their flat boats (rafts) and used the lumber to build their houses along the river.

The Ohio River became the route used by most of the early settlers in Illinois. Those settlers came mostly from Virginia, Kentucky, and Tennessee. The National Road or Cumberland Path, was another main route settlers used to reach the west. By following the National Road they moved into the southern part of what is now the state of Illinois. (Spector 1993, 26) From these early southern Illinois settlements, people gradually migrated north along the Illinois River Valley. Since the prairies which covered most of the region to the north were considered unsuitable for farming as well as uninhabitable, they settled along the rivers. In time, settlers migrated even further up the Illinois and its tributary streams following the wooded river valleys.

After the War of 1812, events occurred that would set the stage for the realization of the dreams of Father Marquette, Joliet and many of the other European explorers of northeastern Illinois. Illinois Territorial Governor, Ninian Edwards, negotiated a treaty in 1816 with the local Indians transferring to the Territory of Illinois a strip of land 20 miles wide from the mouth of the Chicago River to the confluence of the Kankakee and Des Plaines Rivers and continuing along the Illinois River 10 miles wide to the mouth of the Fox River. (US Army Corps of Engineers unpublished, 2) The land included the portage area between the Chicago River, "Mud Lake," and the Des Plaines River. The treaty was referred to as the (Indian Boundary Treaty÷ and the lands contained therein as the (Indian Boundary÷ lands. The winners in the negotiations were the federal government and the Territory of Illinois; the losers, the United Tribes (Sauk, Fox, and Potawatomi).

This was not a peaceful time but it was a time of growth especially in northeastern Illinois! Events would set the stage for gradual expansion in some parts of northeastern Illinois and a population explosion in what would become the town of Chicago. The article, (Illinois Becomes a State:1818 Compromise, Late Conflict,÷ by Breen, Danzer and Lueby in Illinois History Teacher, does an excellent job of recounting the

events that led up to statehood for Illinois. In 1818 on the eve of Illinois admittance to the Union, the dispute over Illinois' northern boundary was caught in the middle of hot debate on the issue of slavery. Since Mississippi had just been admitted to the Union as a slave state in 1817, and Alabama also would become a slave state in 1819, it was deemed necessary for Illinois to enter the Union as a free state. Illinois' boundaries to the east and south were the states of Indiana and Kentucky;

to the west, the Mississippi River was a natural boundary. The only problem was the location of the northern dividing line.

National concerns and geographic errors created a very interesting set of circumstances that would allow (creative÷ local political solutions. If the northern boundary was set as specified in the Northwest Ordinance, the east-west line was supposed to touch the southern tip of Lake Michigan. Unfortunately, or fortunately, the map used by Congress to set the boundaries of Ohio, Indiana, and Illinois had mistakenly shown the southern tip of Lake Michigan to be several miles further north than it actually was. Therefore, when Ohio became a state, its northern boundary was set too far north.

When Indiana applied for statehood, it chose to push its boundary even further north than Ohio's so that it would have land on Lake Michigan where the state could develop harbors. Congress agreed and Indiana entered the Union with its northern limit ten miles north of the original boundary as set forth by the Northwest Ordinance.

When the Illinois Territorial legislature met to request statehood, it did not have the required population of 60,000 (maybe there were 36,000). (Breen, Danzer, and Lueby 1995, 2) So the official request to Congress requesting statehood skirted around the issues of population and boundaries. Nathaniel Pope was the Illinois Territory's delegate to Congress. Pope recommended that the northern boundary be set at the parallel of 42° 30'. (Breen, Danzer, and Lueby 1995, 2) This would push the border about 31 miles north of the specifications in the Northwest Ordinance. Pope's rationale was that a port at Chicago would be in the best financial interests of New York and New England. Especially if a canal was built to connect Lake Michigan with the Illinois River and thereby with the Mississippi River and the port of New Orleans. This was all to be done, according to Pope, to help keep

the Union together. Breen, Danzer, and Lueby's article and excellent map depictions of the evolution of the boundaries of Ohio, Indiana, and Illinois graphically explains the process. So out of the tangled politics of the early 1800s, came the events that would allow Illinois to expand its northern border to include the area that now encompasses Chicago and its millions of inhabitants!

Once northeastern Illinois became more heavily settled, it became obvious to those in power that the land that was commonly known as the Chicago Portage would make a valuable transportation route if, as visualized by many in the past, a canal could be built. However, there was a long road to be traveled before a trade route from the east coast of the United States with a final destination of New Orleans became a reality when the Illinois & Michigan Canal was opened in 1848.

4. As an alternative, tape the maps to the chalkboard. As you go through the background information, have students tell you when you are going over background information that they think matches a map.

5. After students complete question 6 individually on their report sheets have them hand them in to you for grades.

GRADE LEVEL ADAPTATIONS

5th grade

You may have to give them more help in making connections between the different maps. You can arrange the students holding the maps in different ways and then have students try to figure out the connections/similarities. Simplify the lecture material in Concluding the Lesson.

ASSESSMENT

Collect and grade their report sheets taking into account the map used and whether their answer to question 6 agrees with that map.

EXTENSIONS

The article, (Illinois Becomes a State:1818 Compromise, Late Conflict,÷ by Breen, Danzer and Lueby in the magazine, Illinois History Teacher, is excellent for upper grades if you want to go into more detail on the Northwest Ordinance or the Old Northwest. It involves role play, decision making, and debate to get students to try to see different perspectives on where the Illinois state boundary could have been located and the rationale behind the decisions made at that time.

SOURCES

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Maps

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Sublett, Michael D., and Walk, Fredrick H., "Location," Illinois History Teacher, Illinois Historic Preservation Agency, Volume 1, 1994.

Wilcockson, Tom, Measuring a Vision the Mapping of Chicago's Waterways, Chicago, Illinois, 1988

MATERIALS

Students and Teacher

Group's Names _____

Which maps was your group using? Map B.____ -

Report on the Growth of Northeastern Illinois

Instructions: Put your map on the overhead projector and explain it to the class by answering the questions that follow.

1. The title of your map is

2. Which direction is north, south, east, and west on your map?

3. The theme of your map is

4. Important information that you learned from your map is

5. How does the information on this map help you understand the growth of northeastern Illinois?

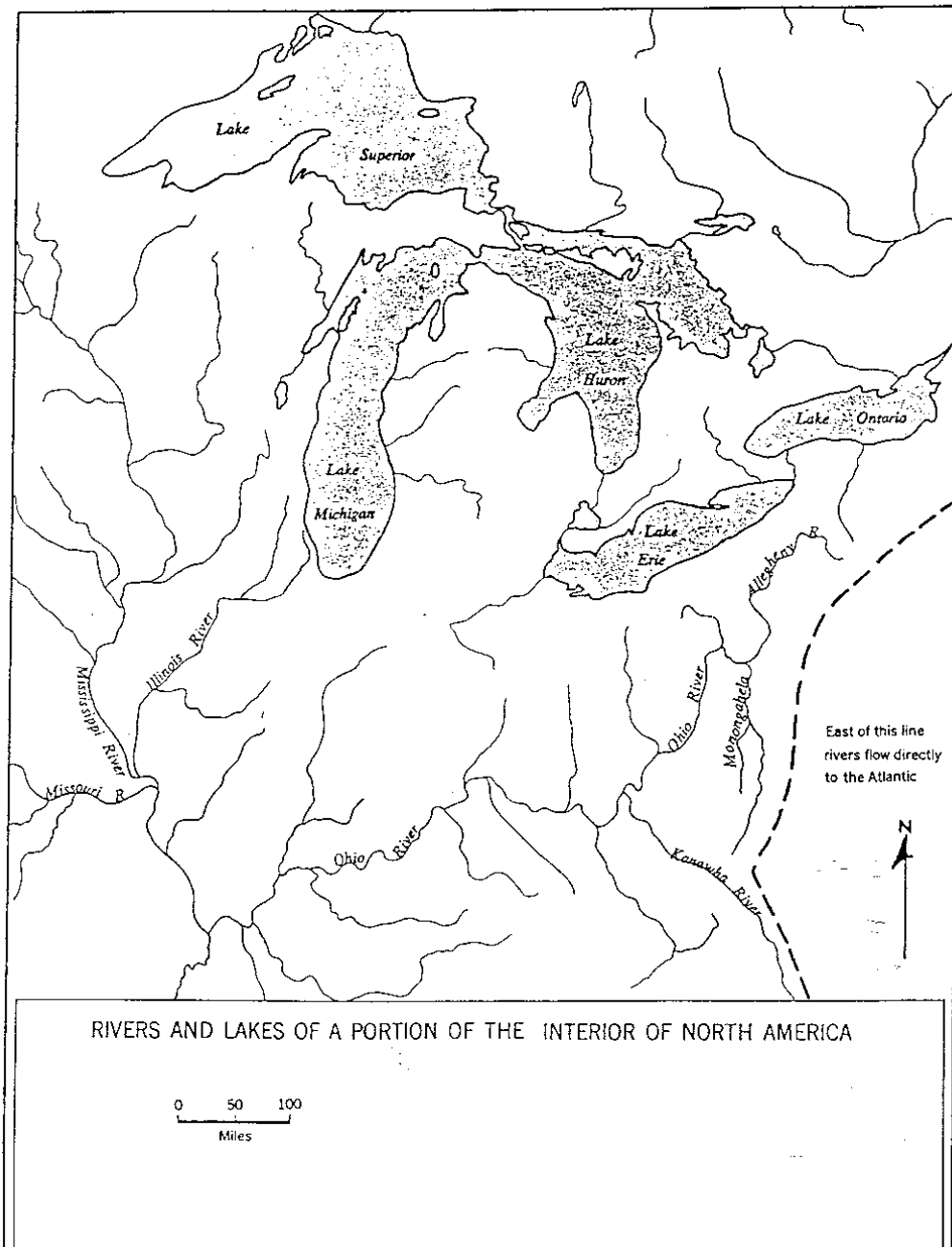
6. How does the map point out the need for a canal in northeastern Illinois?

Make sure everyone takes part in explaining the map to the class.

Map A. 1 - Rivers and lakes of a Portion of the Interior of North America

Map A.1-Rivers and Lakes of a Portion of the Interior of North America

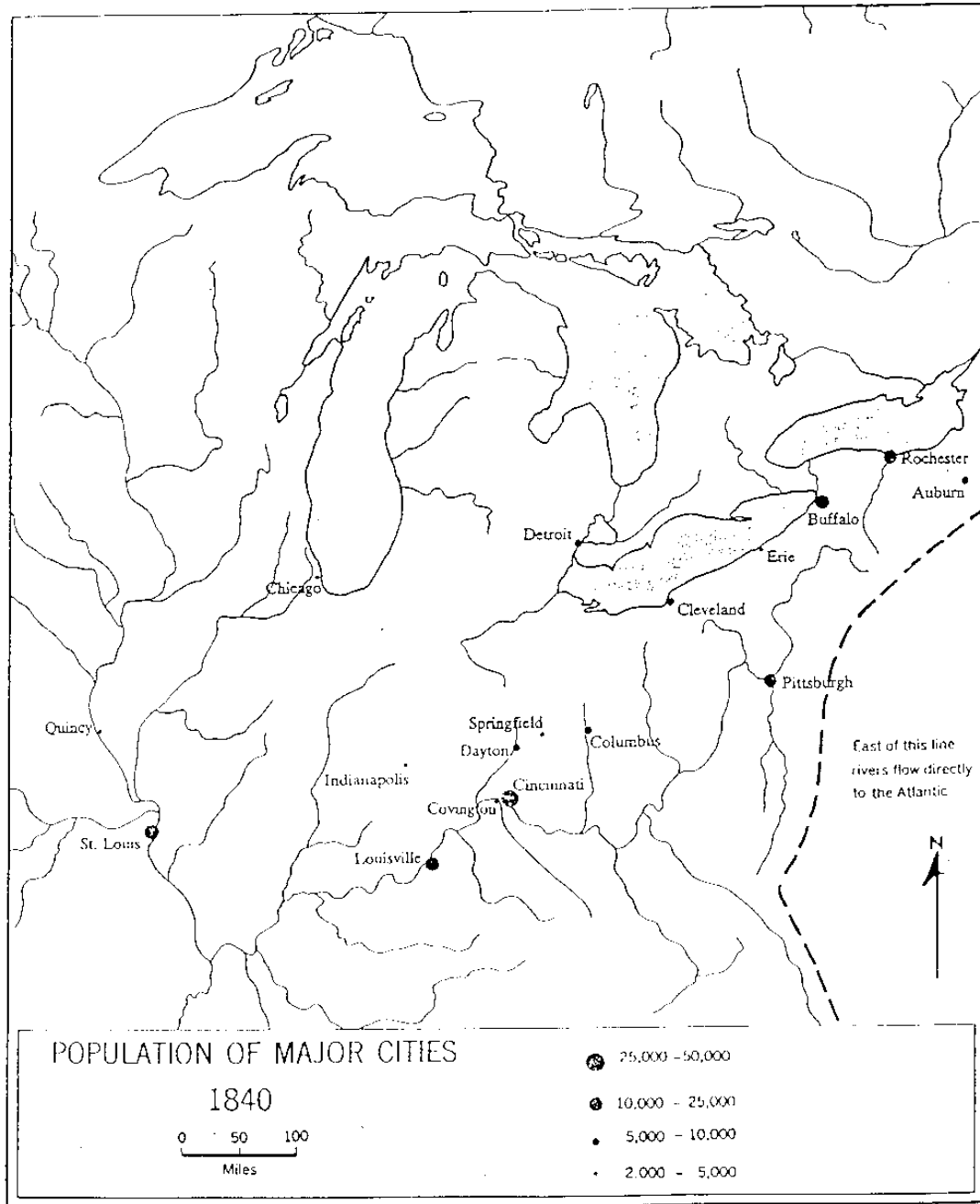
(Breen, Danzer and Lueby 1995, 9)



Map A. 2 - Population of Major Cities - 1840

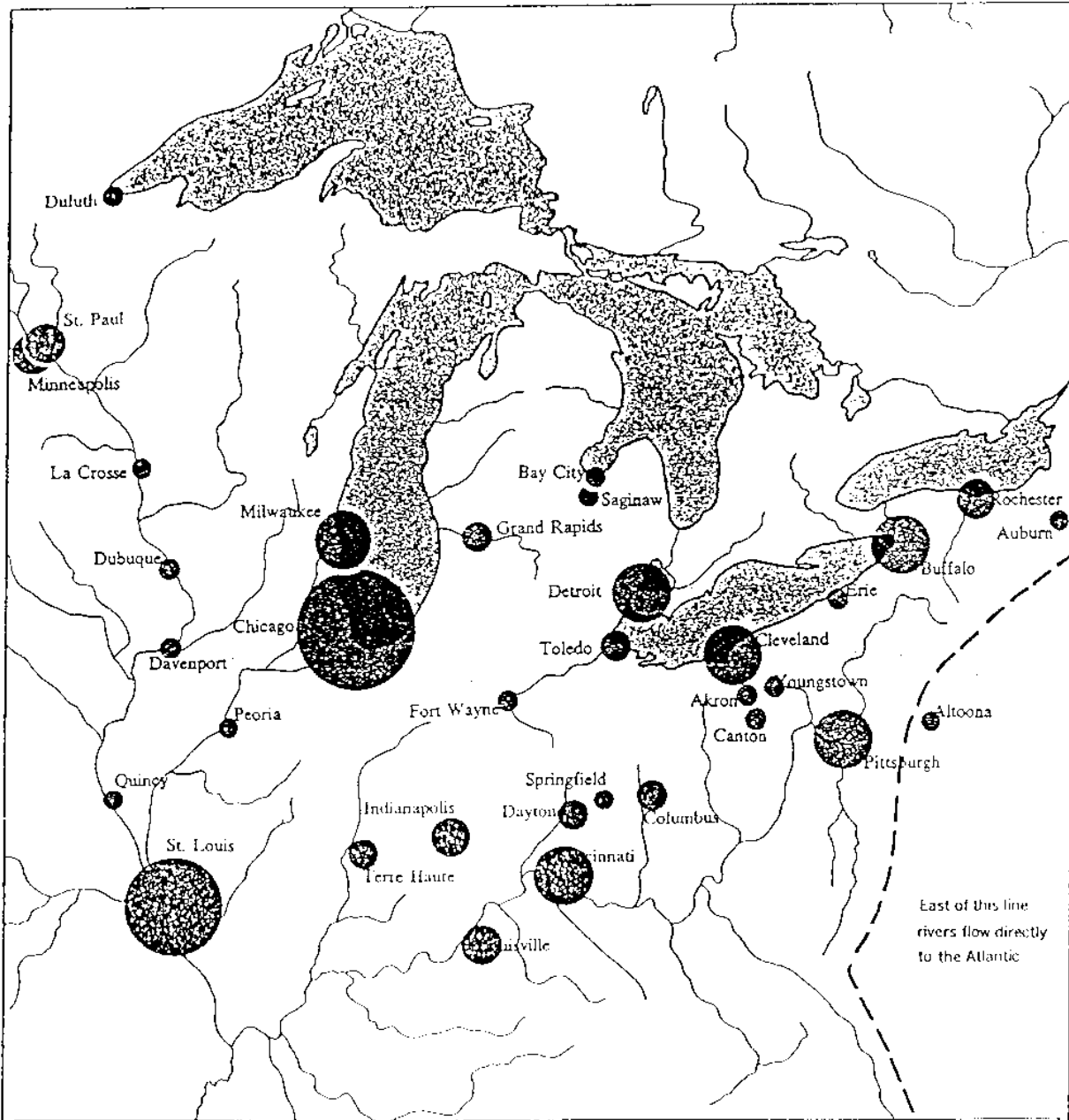
Map A.2-Population of Major Cities-1840

(Breen, Danzer and Lueby 1995, 10)



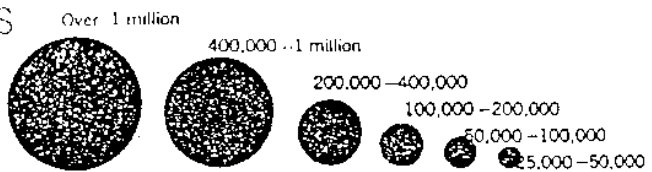
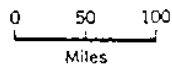
Map A.3-Population of Major Cities-1890

(Breen, Danzer and Lueby 1995, 11)



POPULATION OF MAJOR CITIES

1890



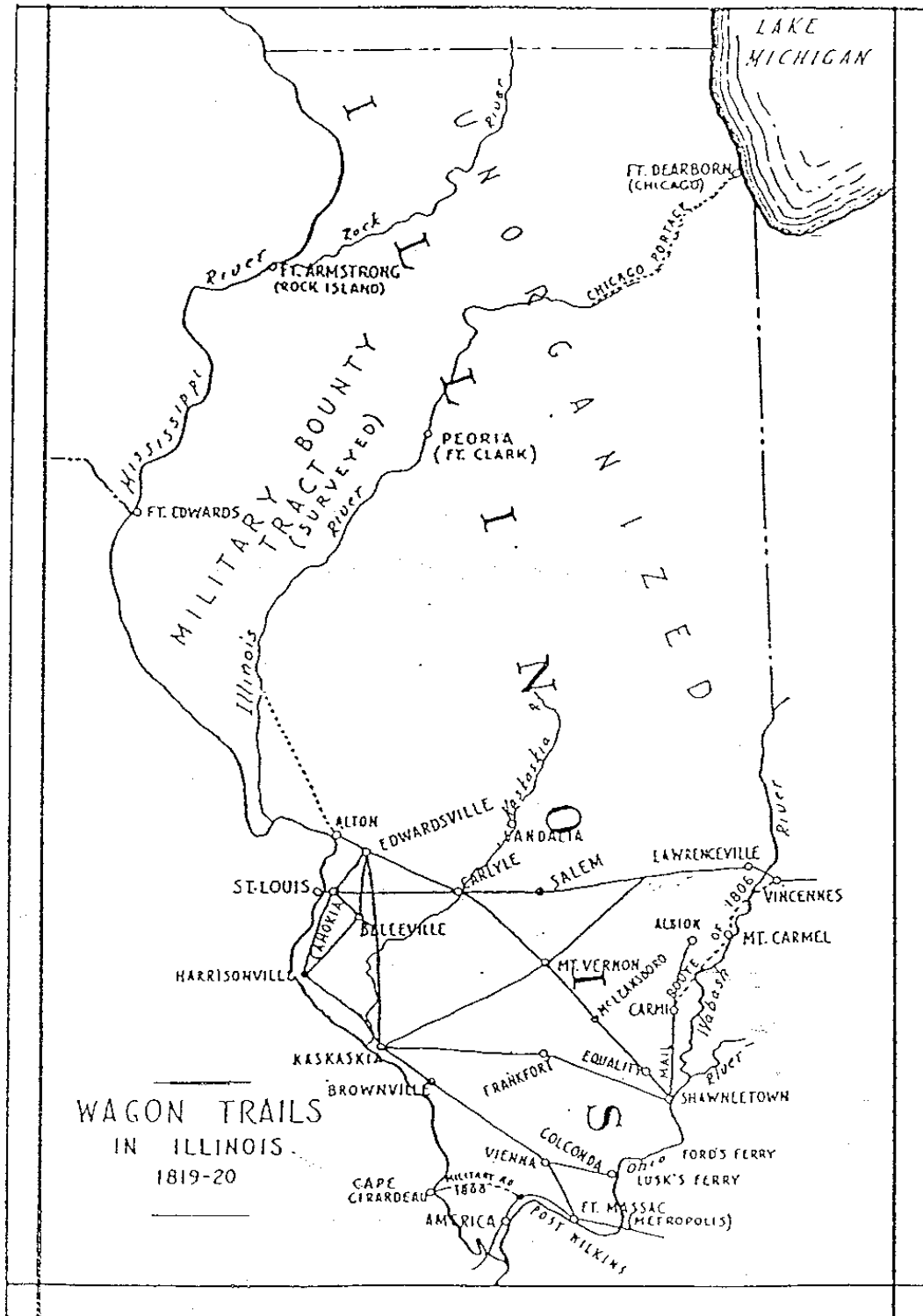
Map B. 1: Route of Early Pioneers into Illinois

Map B.1: Routes of Early Pioneers Into Illinois
(Pygman and Prater 1955, 15)



Map B.2: Wagon Trails In Illinois

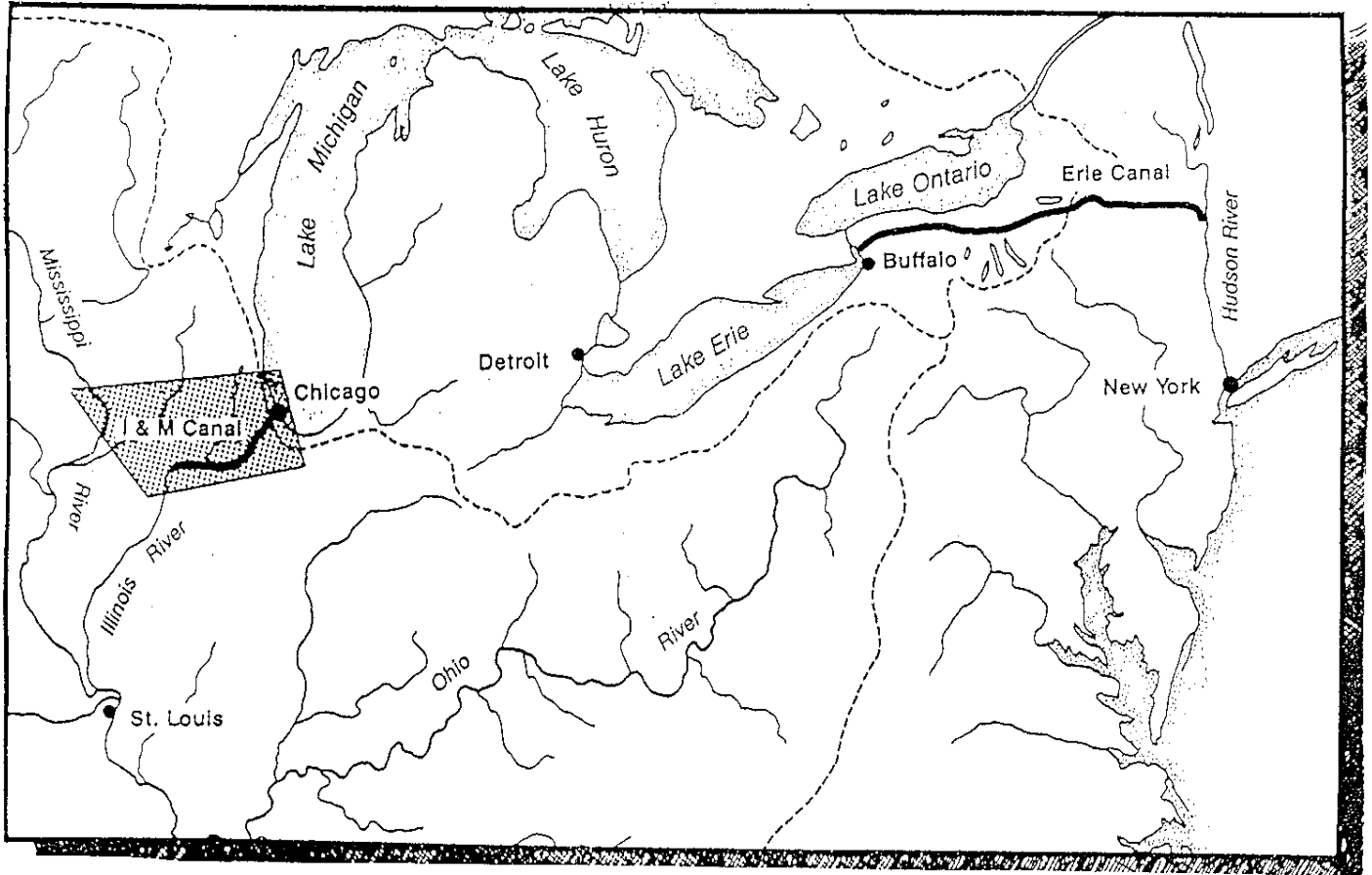
(Corliss 1934, 9)



Map B.2: Wagon Trails in Illinois

Map B. 3: Illinois & Michigan and Erie Canals

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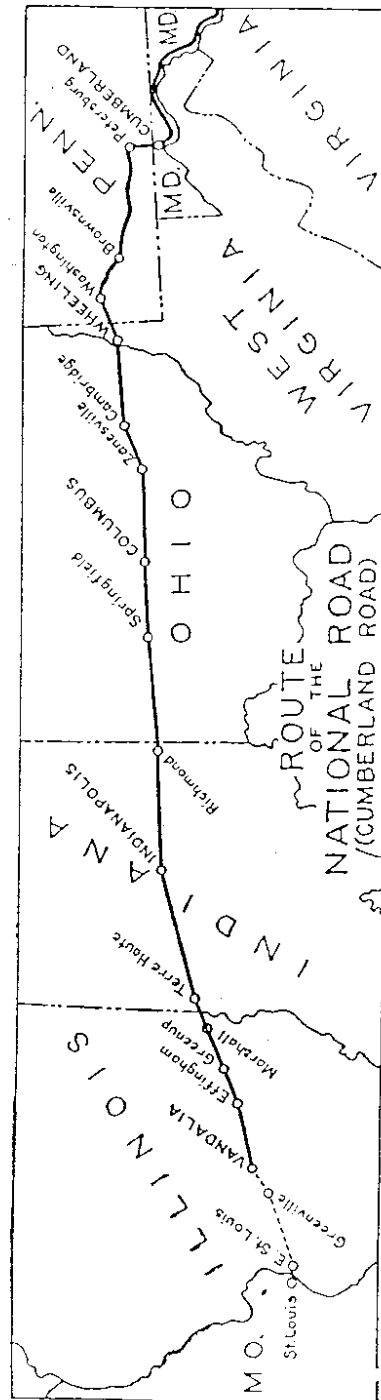


(Wilcockson, Tom, 1988)

Map B. 4: Route of the National Road (Cumberland Road)

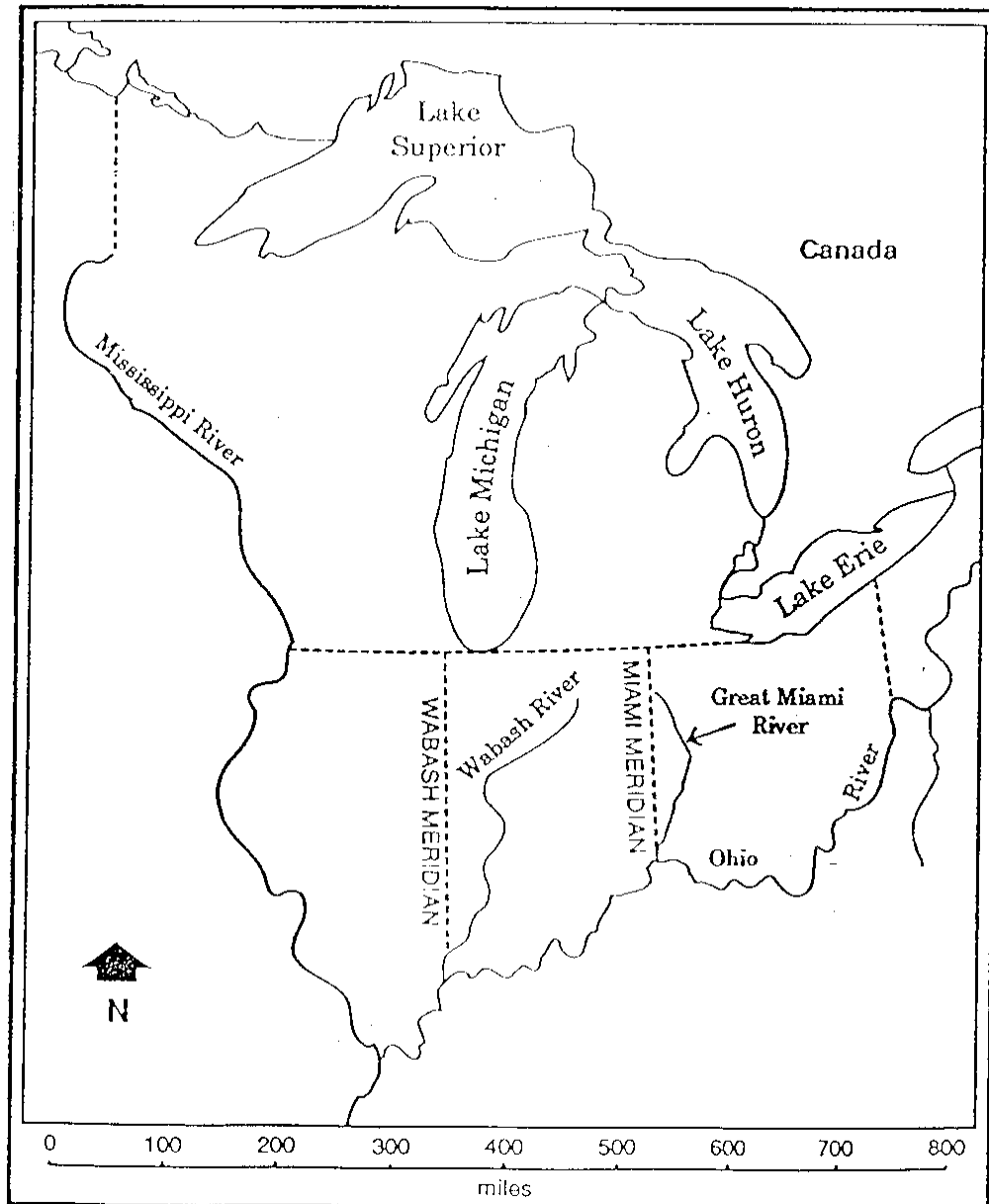
Map B.4-Route of the National Road (Cumberland Road)

(Corliss 1934, 10)



Map B. 5: Future State Boundaries as Provided in the Northwest Ordinance of 1787

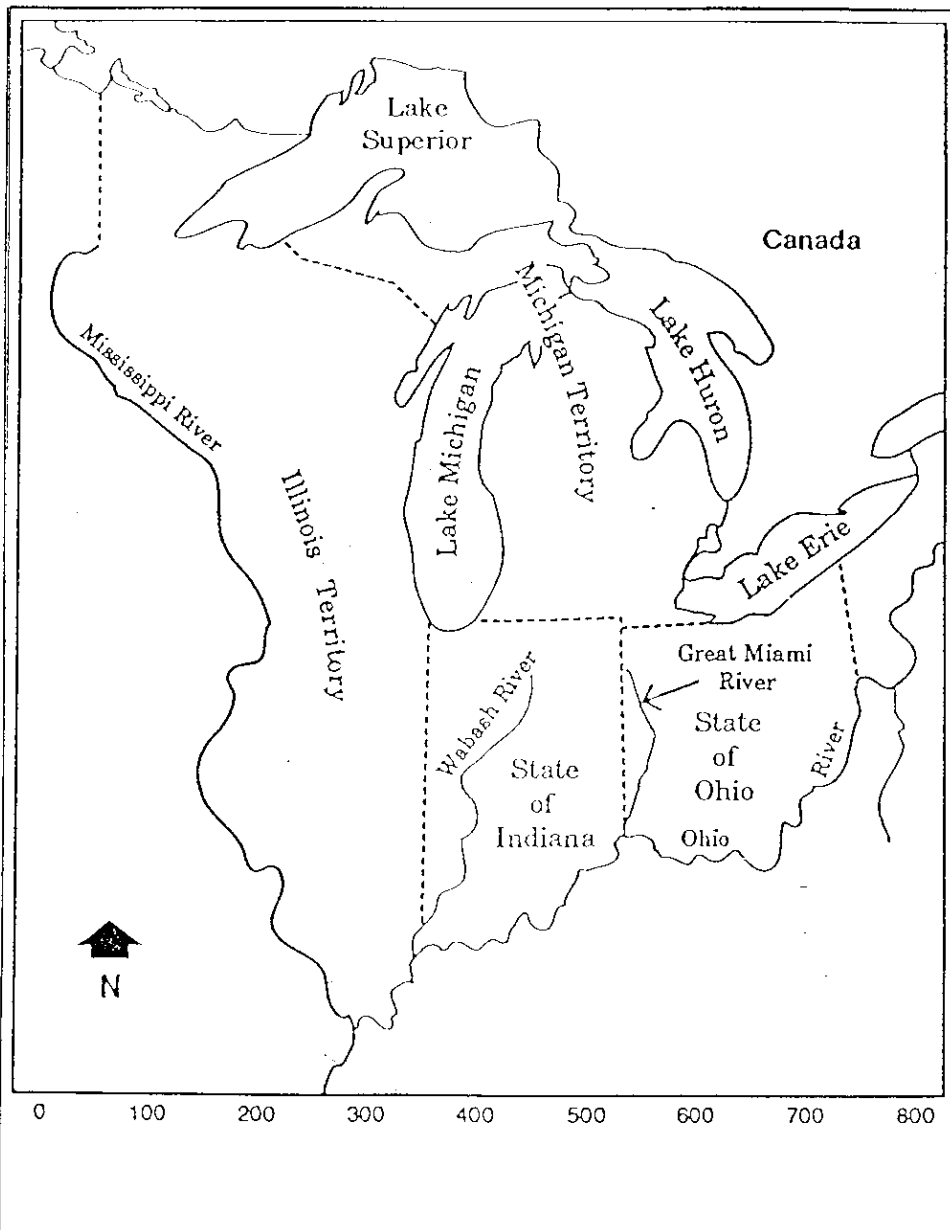
Map B.5-Future State Boundaries as Provided in the Northwest Ordinance of 1787
(Cartography Laboratory, Department of Geography, University of Illinois at Chicago, 1995)



Map B. 6: State and Territorial Boundaries in the Old Northwest Territory, 1816

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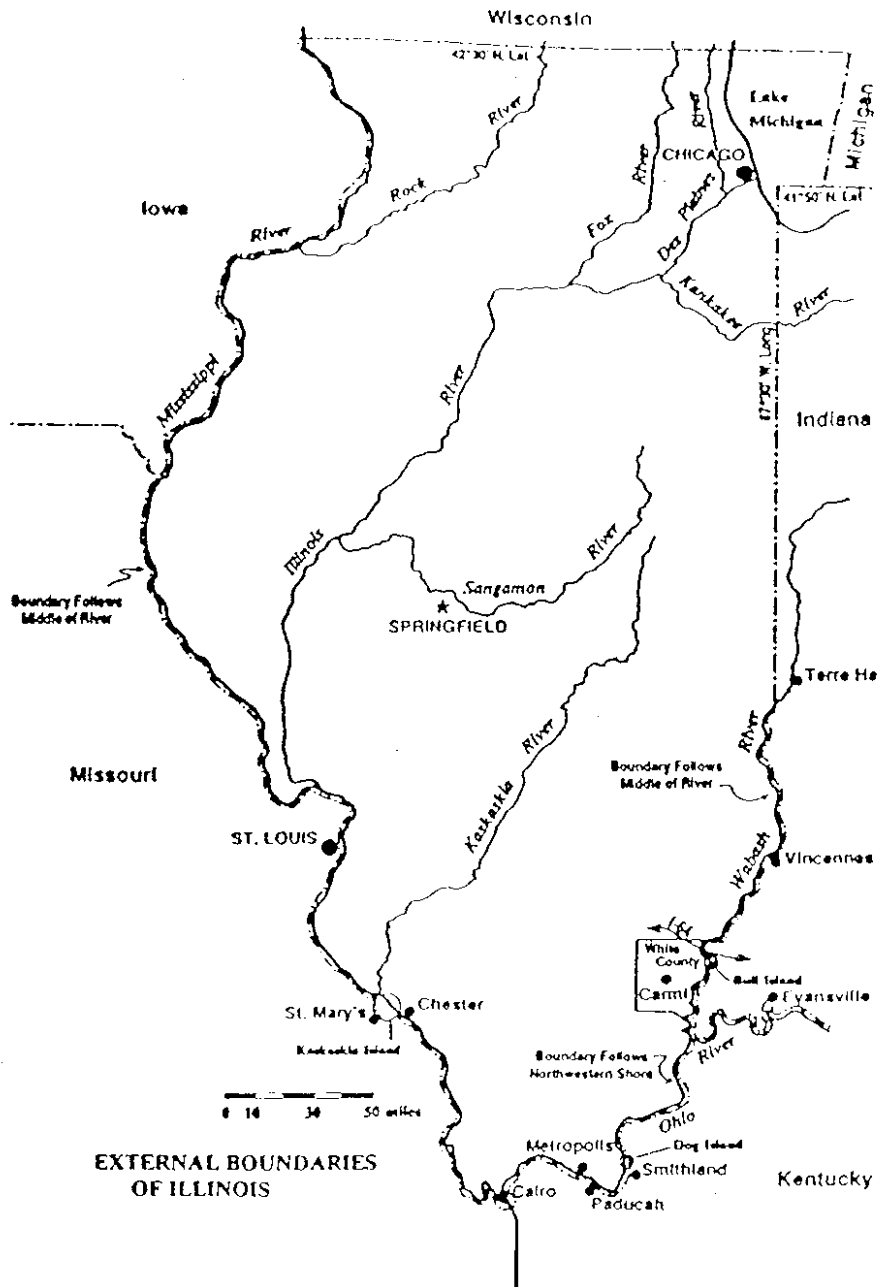
(Cartography Laboratory, Department of Geography,
University of Illinois at Chicago, 1995)



Map B. 7: External Boundaries of Illinois

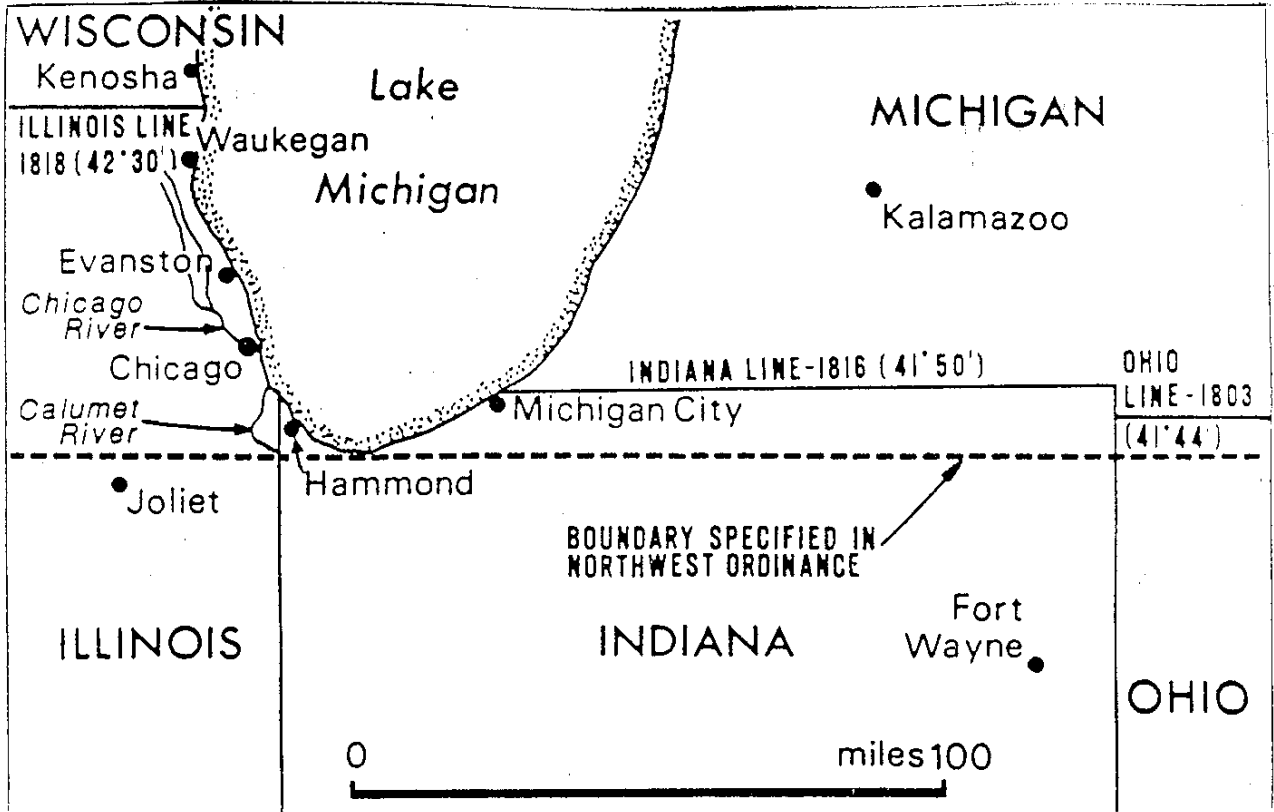
Map B.7-External Boundaries of Illinois

(Sublett and Walk, 1994)



Map B. 8: Close-up: Actual and Proposed State Lines

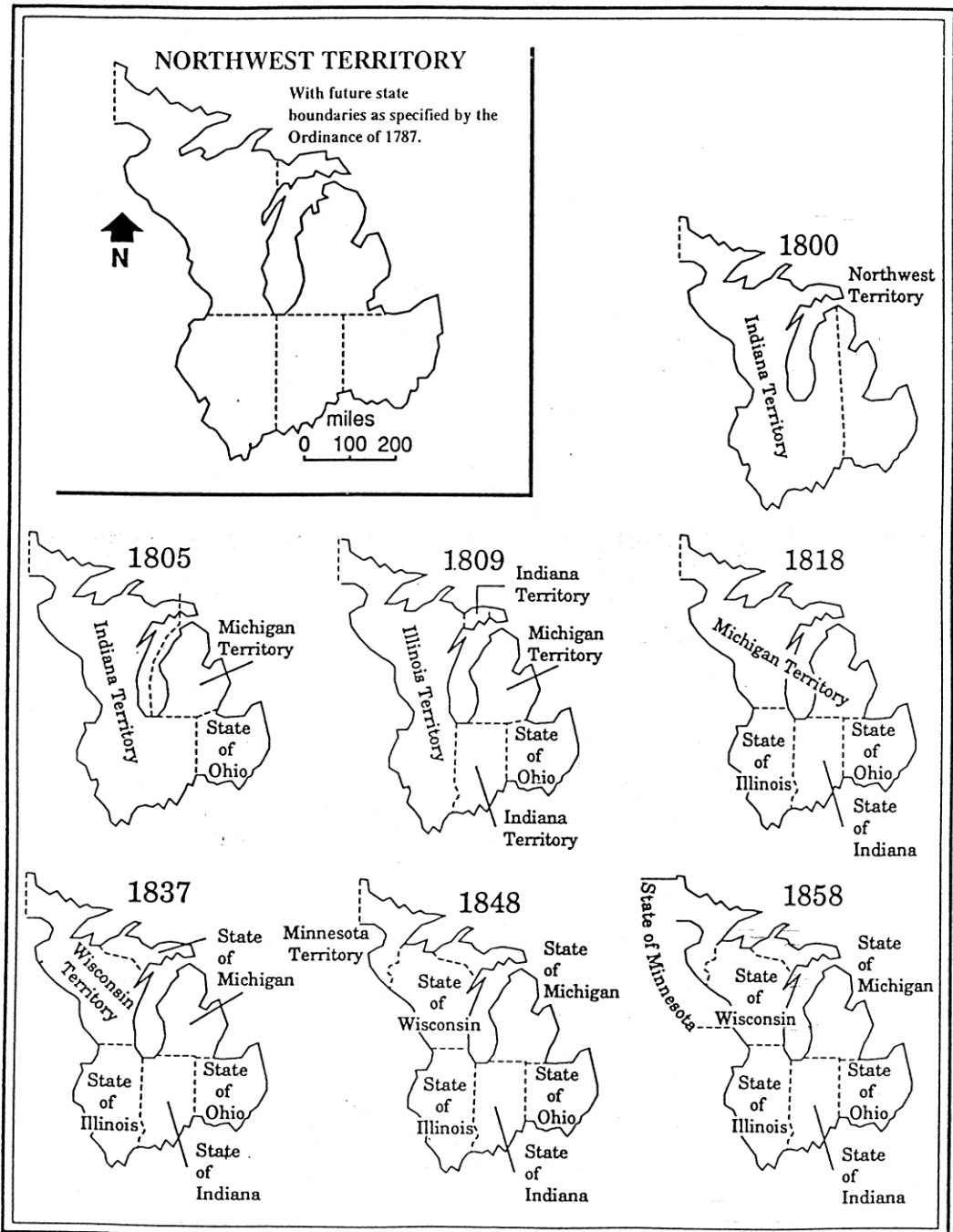
Map B.8-Close-up: Actual and Proposed State Lines



(Nelson Ron, Editor, 1978).

Map C. 1: The Evolution of State Boundaries in the Northwest Territory

Map C.1-The Evolution of State Boundaries in the Northwest Territory



Cartography Laboratory, Department of Geography, University of Illinois at Chicago

Map C.3

Map 4
Illinois: Original Suggested Boundary and Final Result
with 1990 Population of Each Area

