

DUSABLE MUSEUM FIELD EXPERIENCE LESSON

Objective: To learn about Chicago's first non-Native American settler, Jean Baptiste Pointe DuSable
Related galleries: *Founder's Hall, Washington in Office, Ames Auditorium*
Grades: 4th – high school

PRE-VISIT ACTIVITY

- ▶ Ask your students to examine the reproduction of an authentic campaign button for Harold Washington designed by an artist after Mayor Washington's political victory. (See attached resource)
- ▶ Ask your students to identify the various scenes and people pictured on the button. Some of the responses should include the representation of Jean Baptiste Pointe DuSable on the left, the Chicago skyline on the right, Mayor Washington in the middle, the date of 1983 and the wording of 'Chicago's First.'
- ▶ Discuss with your students whether or not this can be considered an artifact, document, primary source or secondary source. Your students can complete the *Student Investigation Worksheet for Artifacts* as a group assignment. The following questions can be used to guide an inquiry discussion: What ideas do the images on the button represent? Why are these images important to the year 1983? What do you think happened in 1983? To whom was this object important? Is it being used today? What similar objects are used today?

PRE-VISIT RESEARCH AND DISCUSSION

- ▶ Ask your students to determine why these two men are depicted on the button?
- ▶ Ask your students to research other Chicagoans who were/are first achievers.
- ▶ Allow your students to read the biographical notes on Mr. DuSable. Then ask them to write a description of the settlement of Eschicagou.
- ▶ Ask students to research using the Internet, interviews and newspapers, the political career of Harold Washington.

DURING MUSEUM VISIT

- ▶ Ask students to gather facts from documents and artifacts in order to provide responses to these questions:
 - o What Black newspaper encouraged Blacks to migrate North?
 - o What achievements are these African Americans famous for?
 - o Rube Foster, Archibald Motley, Dr. Mary McCloud Bethune and Dr. Margaret Burroughs
- ▶ Ask students to explain why both the image of DuSable and the Chicago skyline are in the mural located in *Founder's Hall*.
- ▶ Have students complete a Historical Treasure Hunt.

POST-MUSEUM ACTIVITY

- ▶ Ask students to investigate and list various locations of Black businesses in Chicago.
- ▶ Ask students to name their political ward and the alderman where they reside.
- ▶ Distribute several copies of the *Chicago Defender*. Ask students to compare the paper's editorial perspective now and in the days of the Great Migration with Robert Abbott as the editor.

- ▶ Guide students through the interview process. Ask them to interview their older relatives and neighbors about their travels to Chicago or other cities. Then students can compose a play or poem about someone migrating to Chicago similar to the heroine in *Color Me Dark* or *Addy Stories*. Conduct a discussion based on what factors lead to changes in the demographics of Chicago as a result of the Great Migration of the 1930's.

LEARNING TO LOOK

STUDENT INVESTIGATION WORKSHEET FOR ARTIFACTS

Artifact:	Anything made by human workmanship.
Primary Source:	An object, document, or firsthand account from the time period under discussion.
Secondary Source:	A secondhand object, document, or account created by people who were not part of the past event. These sources are neither products of the event nor eyewitness reports.
Types of Sources:	drawings, photographs, three-dimensional objects, printed materials, manuscripts, and oral histories

Name of the Artifact: _____

As you examine this document, ask yourself these questions:

1. What type of source is this artifact?

2. When was the artifact made? (approximately)

3. Who made the artifact?

4. How was the artifact made?

5. Of what material(s) is the artifact made?

6. Is the artifact handmade or machine-made? Explain your answer.

7. How might this artifact have been used?

8. What is the purpose of the artifact?

9. Who used the artifact?

10. List three characteristics that you feel are important to know about the artifact. Please explain your answer.

11. Sketch a picture of the artifact.

12. What can you determine about the lifestyle of the people who used this artifact?
