The Illinois Amistad Commission
and The DuSable Museum of African American History
Present:

Jean Baptiste Pointe DuSable:
Enterprising Pioneer, the Father of Chicago and Peacemaker
Jean Baptiste Point DuSable: The Enterprising Pioneer

Establishing a Business in the Middle of Nowhere

Content Focus
Jean Baptiste Point DuSable was an enterprising pioneer who had the determination to establish a business in the middle of nowhere. He had the vision and forethought to see the potential for the profitable exchange of commerce. As a result of his actions, his trading post for goods and supplies became a hub that inspired other settlers and indigenous groups to build permanent settlements near his trading post and grow the region. In this skills-based lesson module that is aligned to the Common Core State Standards (CCSS) and supports literacy development, students will analyze a variety of informational texts to learn more about the life of DuSable, his migration to Chicago, and his path taken toward entrepreneurship. Students will also create a digital presentation that reflects their understandings of the characteristics and challenges of being an entrepreneur and the lasting legacies of DuSable’s efforts.

Lesson Understandings
Students will understand that:

- Entrepreneurs are not born but become so as a result of their experiences.
- Entrepreneurs possess a mind-set that motivates them to take risks and overcome adversity.

Instructional Resources

- Discovering DuSable Digitally: http://virtualdusable.com/index.html
- identity chart
- world map

Sources/Additional Resources

- 10 Young Entrepreneurs to Watch Out For: http://www.blackenterprise.com/small-business/10-young-entrepreneurs-to-watch-out-for/
- Black Entrepreneur’s Hall of Fame: [http://blackentrepreneurshalloffame.blogspot.com/](http://blackentrepreneurshalloffame.blogspot.com/)
- 33 Entrepreneurs Who Make This World a Better Place: [http://ideamensch.com/33-entrepreneurs-who-make-this-world-a-better-place/](http://ideamensch.com/33-entrepreneurs-who-make-this-world-a-better-place/)
Jean Baptiste Point DuSable: Enterprising Pioneer, the Father of Chicago, and Peacemaker

Overarching Theme: Architect and Builder of a Vision

Curriculum Goals
- Engage young people in activities and experiences to gain tangible exposure to the life and times of DuSable, known as the Father of Chicago.
- Provide opportunities for young people to explore African American history through the life and times of DuSable.
- Foster in young people an appreciation for those who came before us and fought to uphold the values of the United States (i.e., liberty, equality, justice, and opportunity).

Lesson Module 2
Jean Baptiste Point DuSable, the Enterprising Pioneer:
The Influential Communicator

Content Focus
Jean Baptiste Point DuSable was an enterprising pioneer who possessed a skill that many successful entrepreneurs have—strong communication skills. DuSable was an influential communicator who was also well versed in several Native American dialects. Chief Pontiac, an important Native American leader, asked him to arrange a peace treaty between the Ottawa, Miami, and Illinois tribes. DuSable eagerly arranged the meeting in order to restore peace between the tribes. When peace was restored, he gained the respect of all the Native Americans of the Midwest. In this skills-based lesson that is aligned to the Common Core State Standards (CCSS) and supports literacy development, students will analyze a variety of informational texts to learn about the diverse Native American tribes of the Midwest during the 1770s and DuSable’s role as an effective communicator who was able to bring about peace between the tribes. Students will also create a digital scrapbook about the indigenous tribes of the Midwest during DuSable’s time and learn how to employ effective communication skills as an act of peacemaking.

Grade Levels
6–12

Number of Instructional Minutes
120 minutes + 40 minutes for Extended Learning Activity
Skills-Based Standards

- CCSS.ELA-Literacy.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (Middle School)
- CCSS.ELA-Literacy.RH.9-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text and make clear the relationships among the key details and ideas. (High School)
- CCSS.ELA-Literacy.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (Middle School)
- CCSS.ELA-Literacy.RH.9-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and in words) to address a question or solve a problem. (High School)
- CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Lesson Goals

- Increase students’ understanding of the significance of strong communication skills to promote peace during times of conflict.
- Increase students’ understanding of how Jean Baptiste Point DuSable used effective communication skills to restore peace among the tribes.
- Help students make connections between the past and present.

Lesson Understandings

Students will understand that:

- Conflicts may arise when different perspectives, due to diverse backgrounds, exist.
- Good communication skills can help transform and prevent conflict.

Questions for Exploration

1. What factors may have caused the Native American tribes in the Midwest during the 1770s to have conflicts with each other?
2. How does one effectively communicate to mediate and prevent conflict?

Key Concepts

- Backgrounds of the following tribes: Potawatomi, Illinois, Ottawa, Chippewa, and Miami
• Effective communication skills: engage in active listening, think about what others are saying, avoid judgment, speak with encouragement

Instructional Resources
Discovering DuSable Digitally: http://virtualdusable.com/index.html
Native American tribes during the 1770s: http://www.lib.utexas.edu/maps/national_atlas_1970/ca000097.jpg

Materials
• LCD projector/screen or whiteboard
• teacher computer with laptop and speakers
• student computers
• paper (notebook, loose-leaf, copier, construction)
• journal/spiral-bound notebook (optional)
• poster board/paper
• notecards

LESSON PLAN
1. Hook: To introduce the lesson, discuss with students the fact that during the time Jean Baptiste Point DuSable lived, there were diverse Native American tribes. Each indigenous tribe had a unique culture, political structure, and social system. Sometimes tribes would fight with each other over land and resources, and sometimes they would agree to peace and engage in peace treaties with each other. At the end of this lesson, students will learn about select Native American tribes featured in the Discovering DuSable Digitally website (http://virtualdusable.com/index.html): Potawatomi, Illinois, Ottawa, Chippewa, and Miami. Students will also learn how DuSable used effective communication skills to encourage these tribes to sign a peace treaty.

Have students observe a map of the major Native American tribes during the 1770s (http://www.lib.utexas.edu/maps/national_atlas_1970/ca000097.jpg). While observing the map, direct students to respond to the following questions:
• Describe what you see.
• What do you notice first?
• What place or places does this map show?
• Why do you think this map was made?
• What could this map tell us about the period it depicts?

2. **Building Background Knowledge/Informational Text Reading:** Students will learn about the distinct cultures, political structures, and social systems of select Native American tribes (Potawatomi, Illinois, Ottawa, Chippewa, and Miami) featured in the Indigenous People section of the Discovering DuSable Digitally website ([http://virtualdusable.com/index.html](http://virtualdusable.com/index.html)). Have students select one of the Native American tribes included in the website, read the background information provided for that tribe, and identify and record key details about that tribe using the summarizing graphic organizer (to access the summarizing graphic organizer, go to the following website: [http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf](http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf)).

**Note:** Teacher can also have students conduct additional research on the featured tribes and include that information on the summarizing graphic organizer. Students can begin their research by consulting the website links located in the Sources/Additional Resources section of this lesson.

3. **Applied Learning Activity:** Using the information from the summarizing graphic organizer, students will create a digital scrapbook about the Native American tribe that they have read about and researched. The digital scrapbook must include images, words, and phrases that represent the tribe and should be based on the information gathered from the Discovering DuSable Digitally website, additional research (optional), and notes collected on the summarizing graphic organizer. Students should be allowed to present their scrapbook page, focusing on the following questions:
• How were the Native American tribes similar? How were they different?
• What factors may have caused these tribes to have conflicts with each other?

4. **Building Background Knowledge:** Share with students the fact that, as a result of his effective communication skills, DuSable was able to restore peace among Native American tribes in the Midwest during times of conflict. To introduce students to the topic of effective communication skills, have them complete the “How Good Are Your Communication Skills?” online test ([http://www.mindtools.com/pages/article/newCS_99.htm](http://www.mindtools.com/pages/article/newCS_99.htm)) and go over the results of the test during a class discussion.
5. **Applied Learning Activity:** For this activity, students will learn about effective communication skills by participating in the speaker–listener–disrupter–observer exercise and discuss the challenges that emerged during that dialogue.

**Note:** Students should be divided into groups of four. Each student should be assigned a role to play during the dialogue: speaker, listener, disrupter, or observer. Teacher writes the role on a notecard, gives each student a card, and tells the students that they are not supposed to share their role with their group members at any time before or during the dialogue. Then teacher directs students to begin a conversation about one of their favorite television programs, describing one of the episodes, sharing the reasons they like the program, and encouraging others to watch it. Students should participate in the conversation based on their role (i.e., the speaker will be the one telling the story, the listener should not speak but listen, the disrupter should interrupt at any chance that they can get, and the observer writes down their observations of the dialogue without speaking). Allow two to three minutes for the conversation. At the end of the conversation, students can disclose their role. Teacher should direct the observers to share their notes with the rest of the group and then go over the exercise by asking the students, “What made the conversation challenging? Why?” Then review the four effective skills of communication.

6. **Role Play:** Review the four effective skills of communication on the chalkboard, whiteboard, or poster-sized paper:
   - Engage in active listening.
   - Think about what others are saying.
   - Avoid judgment.
   - Speak with encouragement,

After the skills are reviewed, have students participate in a role-playing exercise as either an observer or a participant so that each participant conducts a conversation by employing the four effective communication skills.

**Note:** Those students who are not participating in the role-play exercise should observe and provide examples of the four effective communication skills evident in the conversation. Teacher should engage students in a discussion where they provide examples of when they saw each skill evident.

7. **Film:** Students will view the Discovering DuSable Digitally film *Council House* (2:11) ([http://virtualdusable.com/portfolio_feature.html](http://virtualdusable.com/portfolio_feature.html)) and identify and list examples of the four effective communication skills (engage in active listening, think about what others are saying, avoid judgment, and speak with encouragement) that Jean Baptiste Point DuSable used as he talked to the Native American leader Chief Pontiac.
Note: Students should record their examples in a chart like the one below, and teacher should review the examples:

<table>
<thead>
<tr>
<th>Engage in Active Listening</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Think about What Others Are Saying</td>
<td></td>
</tr>
<tr>
<td>Avoid Judgment</td>
<td></td>
</tr>
<tr>
<td>Speak with Encouragement</td>
<td></td>
</tr>
</tbody>
</table>

8. **Extended Learning Activity:** Direct students to read the article “Families First—Keys to Successful Family Functioning: Communication” ([http://pubs.ext.vt.edu/350/350-092/350-092.html](http://pubs.ext.vt.edu/350/350-092/350-092.html)) and write a reflective essay (two to three paragraphs in length) that discusses how effective communication skills mediate and prevent conflict and promote peace. The essay should include examples from the Council House film, the article, and students’ personal experiences.

**Sources/Additional Resources**
- Potawatomi: [http://www.native-languages.org/potawatomi_culture.htm](http://www.native-languages.org/potawatomi_culture.htm)
- Illinois: [http://www.native-languages.org/illinois.htm](http://www.native-languages.org/illinois.htm)
- Ottawa: [http://www.native-languages.org/ottawa.htm](http://www.native-languages.org/ottawa.htm)
- Chippewa: [http://www.native-languages.org/chippewa.htm](http://www.native-languages.org/chippewa.htm)
- Miami: [http://www.native-languages.org/miami.htm](http://www.native-languages.org/miami.htm)

**Jean Baptiste Point DuSable:**
**Enterprising Pioneer, the Father of Chicago, and Peacemaker**

**Overarching Theme: Architect and Builder of a Vision**

**Curriculum Goals**
- Engage young people in activities and experiences to gain tangible exposure to the life and times of Jean Baptiste Point DuSable, known as the Father of Chicago.
• Provide opportunities for young people to explore African American history through the life and times of DuSable.
• Foster in young people an appreciation for those who came before us and fought to uphold the values of the United States (i.e., liberty, equality, justice, and opportunity)

Lesson Module 3
Jean Baptiste Point DuSable

The Enterprising Pioneer: Adapting and Changing the Norm

Content Focus
Jean Baptiste Point DuSable was an enterprising pioneer who adapted to and changed the norms of his day. The unusual degree to which DuSable was accepted as a member of Potawatomi society was demonstrated when he was permitted to marry a Potawatomi woman named Kittihawa. Potawatomi women were generally forbidden to marry outside the tribe, to say nothing of marrying non-Indians. The two married in a traditional ceremony much later (in 1788), undertaking a second ceremony officiated by a Catholic priest. Kittihawa acquired the new name of Catherine, and they raised a daughter, Suzanne (or Susanne), and a son, Jean. In this skills-based lesson that is aligned to the Common Core State Standards (CCSS) and supports literacy development, students will analyze a variety of informational texts to learn more about Jean Baptiste Point DuSable’s ability to adapt to various environments and change the norms. Students will also be able to learn strategies they can put to practice that may help them become more adaptable by interviewing or researching a person who they believe is most adept at handling changes.

Grade Levels
6–12

Number of Instructional Minutes
115 minutes + 60–90 minutes for Extended Learning Activity

Skills-Based Standards
• CCSS.ELA-Literacy.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
• CCSS.ELA-Literacy.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (Middle School)
• CCSS.ELA-Literacy.RH.9-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or
ideas develop over the course of the text and make clear the relationships among the key details and ideas. (High School)

- CCSS.ELA-Literacy.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (Middle School)
- CCSS.ELA-Literacy.RH.9-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and in words) to address a question or solve a problem. (High School)
- CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others’ ideas and expressing their own clearly and persuasively.

Lesson Goals
- Increase students’ understanding of the significance of adaptability to change norms.
- Increase students’ understanding of how Jean Baptiste Point DuSable adapted to various environments and changed the norms of his day.
- Help students make connections between the past and present.

Enduring Understanding
- Diversity involves social, cultural, racial, and ethnic considerations.
- Adaptable individuals are better able to handle change.

Questions for Exploration
1. What considerations need to be taken into account when it comes to understanding diversity?
2. How does one become more adept at adapting to change?

Key Concepts
- adaptability: the ability to change (or be changed) to fit changed circumstances
- identity: the characteristics that best defines who a person is
- diversity considerations:
  1. social identity: the groups that we perceive that we belong to
  2. culture: the shared values, beliefs, and norms of a group
  3. race: groups that are based on physical characteristics and ancestral heritage
  4. ethnicity: shared customs of an ethnic group

Instructional Resources
Discovering DuSable Digitally: http://virtualdusable.com/index.html
Diversity Hunt game: http://www.uww.edu/learn/diversity/discoveryhunt.php

Materials
- LCD projector/screen or whiteboard
- teacher computer with laptop and speakers
- student computers
- paper (notebook, loose-leaf, copier, construction)
- journal/spiral-bound notebook (optional)
- butcher paper or roll paper
- markers

LESSON PLAN
1. **Hook:** Share with students the information that a significant characteristic of an entrepreneur is the ability to be adaptable in diverse settings and change the norm. For this lesson, students will examine how Jean Baptiste Point DuSable made himself adaptable throughout his interactions with others. His adaptability enabled him to gain respect from and access to the Native American tribes, as exemplified by the fact that he married a Native American woman, an act that was forbidden in the Potawatomi society at the time.

   To begin this lesson, have students come up with a working definition for the concept “diversity” using the concept definition map (http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf) and allow time to go over the graphic organizer as a whole group discussion.

2. **Building Background Knowledge:** Review the diversity considerations (social identity, culture, race, and ethnicity) with students and direct them to create an identity chart that includes words and phrases that describes these considerations. Allow time for students to share their identity chart with a partner.
After examining their own diversity considerations, have students explore their classmates’ diversity considerations by playing the Diversity Hunt game (http://www.uww.edu/learn/diversity/discoveryhunt.php). For this game, students walk around the classroom and find students who can initial the statement that best applies to them.

Allow time to go over this exercise by asking the following questions:

- What did you learn about someone else during this activity?
- What did you learn about yourself during this activity?

3. **Informational Text Reading:** Using the About DuSable and Chronology sections found on the DuSable in Detail page located on the Discovering DuSable Digitally website (http://virtualdusable.com/index.html), have students identify examples of Jean Baptiste Point DuSable’s diversity considerations (social identity, culture, race, and ethnicity).
Note: Students should record their examples on a chart like the one below, and teacher should review the examples:

<table>
<thead>
<tr>
<th>Social Identity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td></td>
</tr>
<tr>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
</tr>
</tbody>
</table>

Applied Learning Activity: Using the examples recorded on the chart above, have students create a body map that includes key words, phrases and images that identify Jean Baptiste Point DuSable’s diversity considerations.

Note: To create a body map, butcher or roll paper is needed. Have one student lie down on the butcher or roll paper and have another student trace the outline of that student’s body (it can be an outline of the whole body or just from the waist up). Teacher then directs students to put their key words, phrases and images inside the body of the outline.

4. Building Background Knowledge: Students will participate in a “Voting with Their Feet” activity to test their level of adaptability. Have students line up in a straight line. Read each question below; students whose response is “A” should walk to the right side of the room, while students whose response is “B” should walk to the left side of the room. After each question, students should be directed to return to the line.
The Test

Share with students the following: “This test is designed to measure the ease with which you can reach outside your areas of expertise and comfort to adjust to new circumstances, new people, and new life experiences.”

1. Do you think you are the kind of person who:
   a. is easy to get to know and makes friends quickly?
   b. reveals yourself gradually to others only after you know them well?
2. Do you think you are:
   a. creative and an idea person?
   b. a practical and down-to-earth person?
3. If you were planning on buying a business, would you be likely to:
   a. discuss your plans with friends?
   b. discuss your plans with business owners?
4. Do you consider yourself to have an:
   a. average group of intermixed friends and acquaintances?
   b. above-average group of intermixed friends and acquaintances?
5. When sitting next to a stranger on an airplane or in a waiting room of a doctor’s office, are you more likely to:
   a. initiate a conversation?
   b. have a conversation after the other party initiates it?
6. Do you feel more comfortable:
   a. with new and potentially better ways of doing things?
   b. with tried and proven ways of doing things?


To go over this exercise, have students write a one-paragraph response in a journal or notebook to the following question: Based on how you responded during this exercise, how good are you at adapting?

6. Film: Share with students the information that because Jean Baptiste Point DuSable was adaptable, he gained respect from and access to the Native American tribes, as exemplified by the fact that he was allowed to marry a Native American woman, an act that was forbidden in the Potawatomi society at the time. Show students the film “Meeting Kittihawa” (1:53) on the Discovering DuSable Digitally website (http://virtualdusable.com/index.html) and ask them to look for examples of how DuSable gained respect from and access to the Potawatomi tribe.
7. **Extended Learning Activity**: Students will read the article “How to Be More Adaptable during Change” ([http://www.changefirst.com/uploads/documents/newsletters/100607.htm](http://www.changefirst.com/uploads/documents/newsletters/100607.htm)) and conduct an interview with or research a person who exemplifies the ability to adapt to change. Complete the following chart based on either the interviewee’s responses or the research findings:

**Adaptability Chart**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optimistic</td>
<td>• Believes that the change will have positive outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explains issues to him- or herself in a way that gives hope</td>
<td></td>
</tr>
<tr>
<td>Self-Assured</td>
<td>• Believes in own capabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is in control of change rather than the change controlling you</td>
<td></td>
</tr>
<tr>
<td>Focused</td>
<td>• Is able to prioritize</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pursues goals even in the face of difficulties</td>
<td></td>
</tr>
<tr>
<td>Open to Ideas</td>
<td>• Generates alternative ideas and solutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prepares to use these ideas in practice</td>
<td></td>
</tr>
<tr>
<td>Seeks Support</td>
<td>• Actively seeks support of others in times of change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sees value in seeking the views of others</td>
<td></td>
</tr>
<tr>
<td>Structured</td>
<td>• Is able to make a plan for change for him- or herself</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prepares to flex the plan</td>
<td></td>
</tr>
<tr>
<td>Proactive</td>
<td>• Prepares to step out into the unknown</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Takes the necessary actions to make the plan happen</td>
<td></td>
</tr>
</tbody>
</table>


**Sources/Additional Resources**
Jean Baptiste Point DuSable:
Enterprising Pioneer, the Father of Chicago, and Peacemaker

Overarching Theme: Architect and Builder of a Vision

Curriculum Goals
- Engage young people in activities and experiences to gain tangible exposure to the life and times of Jean Baptiste Point DuSable, known as the Father of Chicago.
- Provide opportunities for young people to explore African American history through the life and times of DuSable.
- Foster in young people an appreciation for those who came before us and fought to uphold the values of the United States (i.e., liberty, equality, justice, and opportunity).

Lesson Module 4
Jean Baptiste Point DuSable

The Enterprising Pioneer: Leader during Challenging Times

Content Focus
Jean Baptiste Point DuSable was an enterprising pioneer who demonstrated himself to be a leader during challenging times. The country was in turmoil due to the political and social conflicts between the British and American colonists. Native Americans were brought into the conflict and fought alongside British and American colonists for survival, land, and autonomy. An American colonel during the time of the Revolutionary War, George Rogers Clark, was credited with singlehandedly ensuring the American victory in the western phase of the war and also made it his mission to “stabilize,” infiltrate, and effectively recruit experienced French and friendly pro–American Indian fighting forces to battle the British. For DuSable, the conflict hit closer to home when Colonel George Rogers Clark asked to build and garrison a fort at Chicago and Jean Baptiste Point DuSable refused. Because of his refusal, he was charged with “treasonable intercourse with the enemy” and was imprisoned for the duration of the American Revolution. DuSable was a leader who had to make an unpopular decision during a challenging time in history. This is a skills-based lesson that is aligned to the Common Core State Standards (CCSS) and supports literacy development. Students will analyze a variety of informational texts to learn more about the events of the American Revolution; Jean Baptiste Point DuSable’s stance to not get involved in the conflict; and leadership skills that local, national, and international leaders demonstrate(d) during challenging times.
Grade Levels
6–12

Number of Instructional Minutes
110 instructional minutes + 120 minutes for Extended Learning Activity

Skills-Based Standards
- CCSS.ELA-Literacy.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (Middle School)
- CCSS.ELA-Literacy.RH.9-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text and make clear the relationships among the key details and ideas. (High School)
- CCSS.ELA-Literacy.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (Middle School)
- CCSS.ELA-Literacy.RH.9-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and in words) to address a question or solve a problem. (High School)
- CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Lesson Goals
- Increase students' understanding of those skills needed to be an effective leader during challenging times.
- Increase students' understanding of Jean Baptiste Point DuSable's role as an enterprising pioneer who demonstrated himself to be a leader during challenging times.
- Help students make connections between the past and present.

Lesson Understandings
- Inspiring leaders affect history.
- Leaders have the ability to tackle difficult issues assertively.
- Sometimes leaders are called on to make unpopular decisions.

Questions for Exploration
- How do leaders affect history?
What are characteristics of an effective leader?
How did Jean Baptiste Point DuSable demonstrate himself to be an effective leader during a challenging time?

**Key Concepts**

**Characteristics of Effective Leaders** — Effective leaders have the following characteristics and skills in common: they
- have a vision,
- possess strong communication skills,
- have the ability to motivate others,
- can exercise sound judgment during chaotic times,
- can inspire others,
- are committed,
- set an example of desired behaviors,
- and handle conflict well.

**Instructional Resources**
- Discovering DuSable Digitally: [http://virtualdusable.com/index.html](http://virtualdusable.com/index.html)

**Materials**
- LCD projector/screen or whiteboard
- teacher computer with laptop and speakers
- student computers
- paper (notebook, loose-leaf, copier, construction)
- journal/spiral-bound notebook (optional)

**LESSON PLAN**

1. **Hook:** To begin this lesson, teacher shares with students that Jean Baptiste Point DuSable demonstrated himself to be a leader during challenging times. Have students brainstorm characteristics of an effective leader and make comparisons between the characteristics provided by the students and the characteristics of effective leaders listed in the Key Concepts section.

2. **Building Background Knowledge:** To set the historical setting, direct students to read the American Revolutionary War tab in the DuSable in Detail section of the Discovering DuSable Digitally website ([http://virtualdusable.org/index.html](http://virtualdusable.org/index.html)), highlight ten key events during the war, and create a comic strip that depicts those ten key events. For comic strip creators, have students go to one of the following links:
3. **Film:** Have students revisit the list of characteristics of effective leaders (have a vision, possess strong communication skills, have the ability to motivate others, can exercise sound judgment during chaotic times, can inspire others, are committed, set an example of desired behaviors, and handle conflict), look at the film “DuSable Meets Clark” (2:37) located on the Discovering DuSable Digitally (http://virtualdusable.org/index.html) website, and provide examples of how Jean Baptiste Point DuSable demonstrated effective leadership skills during challenging times in a chart similar to the one pictured below:

<table>
<thead>
<tr>
<th>Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
</tr>
<tr>
<td>Motivate</td>
</tr>
<tr>
<td>Sound Judgment</td>
</tr>
<tr>
<td>Inspire</td>
</tr>
<tr>
<td>Commitment</td>
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<tr>
<td>Desired Behaviors</td>
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<tr>
<td>Conflict Management</td>
</tr>
</tbody>
</table>

4. **Extended Learning Activity:** Students will conduct research on a local, national or international leader during a challenging time, noting their leadership skills and accomplishments, and write a resume for that individual. Some examples may include Nelson Mandela (revolutionary and former president of South Africa), Mahatma Gandhi (leader of Indian nationalism), Abraham Lincoln (president of the United States during the Civil War, 1860–1865), Harriet Tubman (abolitionist), Ella Baker (civil rights leader), Eleanor Roosevelt (First Lady, 1933–1945, and human rights advocate), Angela Merkel (chancellor of Germany), and Ellen John Sirleaf (president of Liberia). Direct students to go to the following websites for resume templates:

- Resume Genius: [http://resumegenius.com/?gclid=CNf1jseC2bgCFeoWMgodlHwALa](http://resumegenius.com/?gclid=CNf1jseC2bgCFeoWMgodlHwALa)
Lesson Module 5
Home Sweet Biome: Chicago’s Swampy Start

Content Focus
Thoughout these lessons the emphasis has been placed on Jean Baptiste Pointe DuSable the entrepreneur, the peacemaker, and the visionary. What is also important to his story is what drew him to this fascinating land that was called “Eshikagou” by the Indigenous people in the first place. This lesson module will explore how the diversity of the landscape, abundance of fur bearing animals, access to freshwater, rich soil, and natural resources led DuSable to settle in Eshikagou; a place he could call his own. In this skills-based lesson module aligned to the Common Core State Standards (CCSS) and supports literacy development, students will analyze a variety of informational texts to learn more about the landscape of Eshikagou and how DuSable was able to survive and thrive in this sometimes unforgiving landscape. Students will also participate in hands on activities that will encourage their understanding of the attributes that made Eshikagou the perfect place for a settler like DuSable.

Grade Levels
6–8

Number of Instructional Minutes
60 minutes + 120 minutes for Extended Learning Activity

Skills-Based Standards
- CCSS.ELA-Literacy.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
• CCSS.ELA-Literacy.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (Middle School)
• CCSS.ELA-Literacy.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (Middle School)
• CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Lesson Goals
• Increase students’ understandings the landscape of early Chicago; namely the resources that made the area so appealing to Jean Baptiste Point DuSable such as the abundance of fur bearing animals, crop cultivation, and access to waterways.
• Increase students’ understandings on the biodiversity that existed and continues to exist in this region of Illinois.
• Understand the importance of habitats such as Wetlands and Prairie Grasslands.
• Help students to make connections between the past and present.

Lesson Understandings
Students will understand that:
• The essentials to settling a region include access to fresh water, domesticated animals, arable land, and assistance from others.
• Entrepreneurs possess a mindset that motivates them to take risks and overcome adversity.

Questions for Exploration
1. What is a habitat? What types of habitats exist in Chicago and Illinois?
2. How does one settle a region?
3. How were the waterways essential to the development of Eschikagou as Jean Baptiste Pointe DuSable knew it?
4. What were the lasting legacies of Jean Baptiste Pointe DuSable’s efforts to tame this region of Frontier Illinois?

Key Concepts
• Settler — A person who goes to live in a new place where usually there are few or no people. A person who has migrated to an area and established permanent residence there, often to colonize the area. Settlers are generally from a sedentary culture, and will be opposed or compared to nomads who share and rotate their settlements with little or no concept of individual land ownership A person in this role often desires to start a new and better life in a foreign land. Also personal financial hardship, social, cultural, ethnic, or religious persecution, political oppression, and government incentive policies aimed at encouraging
foreign settlement are all reasons that encourage settlers to strike out for new land.

**Instructional Resources**

- Discovering DuSable Digitally: [http://virtualdusable.com/index.html](http://virtualdusable.com/index.html)
- Illinois Vetmed: [http://vetmed.illinois.edu/wildlifeencounters/k4/lesson1/start_lesson.html](http://vetmed.illinois.edu/wildlifeencounters/k4/lesson1/start_lesson.html)
- Illinois Department of Natural Resources: [http://www.dnr.state.il.us/orc/wildlife/what_is.htm](http://www.dnr.state.il.us/orc/wildlife/what_is.htm)
- Riverlorian: [http://www.riverlorian.com/illinoiswaterways.htm](http://www.riverlorian.com/illinoiswaterways.htm)
- Prairie Pages: [http://www.illinois.gov/ihpa/Research/Documents/Vol4n1TransportationPP.pdf](http://www.illinois.gov/ihpa/Research/Documents/Vol4n1TransportationPP.pdf)
- Illinois State Museum-State Symbols: [http://www.museum.state.il.us/exhibits/symbols/](http://www.museum.state.il.us/exhibits/symbols/)

**Materials**

- LCD projector/screen or white board
- Teacher computer
- Student computers
- Paper (notebook, loose-leaf, copier paper, construction paper)
- Poster board/paper

**LESSON PLAN**

1. **Hook:** To begin this lesson direct students to read and respond to the following quote and question in their notebook/journal:

   “There are two things that interest me: The relation of people to each other and the relation of people to the land”.
   — Aldo Leopold, Author, ecologist, forester, and nature writer

   “For nowhere else on the North America continent can wildlife, in the forests and beneath the waters of the river...be found in such a variety of animals and birds and fish as along the Mississippi River’s course.”

   ---Hodding Carter, Journalist, Author

   What do you think Aldo Leopold and Hodding Carter meant when they made these statements?
   Select a few students to share their responses to the above question to the rest of the class and engage students in a brief discussion based on their responses.

2. **Building Vocabulary:** Share with students that Jean Baptiste Point DuSable was drawn to Eshikagou for the resources that the animal diversity, habitats, and biomes Illinois had to offer. To assist students with furthering their understanding
of the terms used above have them visit: 
http://vetmed.illinois.edu/wildlifeencounters/k4/lesson1/start_lesson.html to get

clear definitions of these terms.

Habitat
Biome
Diversity
Conservation
Mammal
Amphibian
Reptile

Next direct the students to use website to determine where the Grassland and
Prairie and Wetland and Swamp Habitats are found in Illinois and have them plot
these areas on the blank map of Illinois listed below
Grassland and Prairie Habitat-Newton, Illinois (Southwest Illinois)
Wetland and Swamp Habitat-Cypress Illinois (Southern Illinois)
3. **Informational Text Reading:** Now that students have an understanding of the habitats and biomes of Illinois shift gears from the landscape to the animal populations that drew Jean Baptiste Pointe DuSable to this region. Jean Baptiste
Pointe DuSable was a fur trapper/trader by trade so the animals that would have been of interest to him would be the fur bearing animals of Illinois. To aid the students in their understanding of the animal diversity of the Illinois region have the students visit the following website to get an understanding of the different animals that Jean Baptiste Pointe DuSable would have encountered during his time as a fur trader. http://www.dnr.state.il.us/orc/wildlife/what_is.htm

4. **Informational Text Reading:** Early Chicago was certainly a land with a lot to offer. Its location and natural resources encouraged settlers like Jean Baptiste Pointe DuSable to make their way there. Have students write an advertisement for “The Eshikagou Tribune” newspaper that convinces people in other parts of the world to move to there. Encourage the students to describe the benefits of the land and its location as well as the abundance of animals, crops, and waterways. Have the students explain how these things supported a good lifestyle. Encourage them to develop a catchphrase that describes Eshikagou. Have students visit the following website for information on the natural resources of Illinois. http://www.idnrteachkids.com/interactive/

5. **Informational Text Reading:** Now that students understand the biodiversity of Illinois with regards to animals and their habitats, have children draw, on a blank map of Illinois, the major waterways that Jean Baptiste Pointe DuSable would have crossed while travelling from New Orleans Louisiana to Eshikagou. (These waterways include the Mississippi River, Illinois River, Desplaines River, and the Chicago River) To learn more about his journey visit the Chronology section found of the Discovering DuSable Digitally website. (http://virtualdusable.com/index.html), as well as the Riverlorian and Prairie Pages websites to get a clear understanding of the waterways of Illinois. http://www.riverlorian.com/illinoiswaterways.htm http://www.illinois.gov/ihpa/Research/Documents/Vol4n1TransportationPP.pdf
6. **Informational Text Reading:** Students have discovered the varied habitats, biomes, animals, and waterways that made Eschikagou the ideal place for Jean Baptiste Pointe DuSable to call his own and establish his business and his home. Direct students to write as short narrative or poem what made Illinois the perfect place for Jean Baptiste Pointe DuSable. For information on the State Symbols of Illinois encourage students to visit the Illinois State Museum-State Symbols website. [http://www.museum.state.il.us/exhibits/symbols/](http://www.museum.state.il.us/exhibits/symbols/)

7. **Extended Learning Activity**
To extend students' learning on this topic, have them construct a biome in a baggie using Illinois’ State flower the Blue Viola. Blue Viola seeds are readily available at The Home Depot. This experiment ties in the importance of clean, fresh water and the life that the water supports. For information on the water cycle have students visit the US Geological Survey website. [http://water.usgs.gov/edu/watercycle.html](http://water.usgs.gov/edu/watercycle.html) For materials and instructions for the biome in a baggie activity please see the instructions below

**Biome in a Baggie Activity**

**Materials Needed:**
- 2 liter soda bottle, cut in half (by an adult, make one for each child)
- gallon-size re-sealable storage bag
- pebbles
- potting soil
- seeds Blue Viola or any other plant seed native to Illinois

**Science behind the project:**
A biome is an ecological community, like a rainforest, desert, or prairie. This experiment will allow you to see how plants can grow in different conditions or environments.

**Instructions:**
1. Pour pebbles into the bottom half of the soda bottle. The pebbles should be about a half an inch deep.
2. Pour some potting soil over the pebbles. Your biome should have about twice as much soil as pebbles.
3. Plant the seeds by making a trench down the center of the soil that's as deep as your fingernails.
4. Sprinkle a few seeds in the trench.
5. Cover the seeds up with soil.
6. Water the soil until you see the water collect at the bottom of the pebbles.
7. Put the biome in a plastic bag and seal it.

**Science Fact:** You won’t need to water your seeds again because the water will recycle itself. The roots of the plant absorb the water and the water travels up the stem to all the parts of the plant. When the water gets to the leaves, some of it evaporates. Some water also evaporates from the soil. The evaporated water forms drops on the bag. This is called condensation. The condensation then falls back down to
the ground, like rain. This is called precipitation. This is the water cycle—evaporation, condensation, and precipitation.

8. Put your biome in a sunny place and in about three to four days your plants should start growing.

Science Fact: The cool thing about a biome in a baggie is that everything your plants need is there. It's got water, nutrients from the soil, air from the bag, and it makes food from the sun.

Ways to Experiment with your biomes:
Change the amount of light and water different biomes get. This way you can see how your plants grow in different environments. Make sure to document different environments and growth!

Examples: A rainforest is a hot, wet climate but doesn't have a lot of light.
A desert is hot and dry and doesn't have much water.
A prairie has medium amounts of light and water.

Adapted from:
http://pbskids.org/zoom/activities/sci/biomeinabaggie.html

Sources/Additional Resources
- Kid Zone: http://www.kidzone.ws/water/
- Chicago: Swamp to City: http://www.chicagoportage.org/stc_units.htm
- At home on the French Frontier: http://exhibits.museum.state.il.us/exhibits/athome/1700/sideby/
- Happenin' Habitats: http://happeninhabitats.pwnet.org/what_is_habitat/habitat_types.php

Learning Dimensions for Dusable Museum of African American History created the Discovering DuSable Digitally curriculum. To contact Learning Dimensions, please email learningdimensionschicago@gmail.com. For more information on this educational guide or other Dusable Museum of African American History related educational materials, please contact Pemon Rami, Director of Educational & Public Programming, at prami@dusablemuseum.org.
## Lesson Plan

**Jean Baptiste Point DuSable: Enterprising Pioneer, the Father of Chicago and Peacemaker**

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>6–12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit and Time Frame</strong></td>
<td>60 minutes + 120 minutes for Extended Learning Activity</td>
</tr>
</tbody>
</table>

### Common Core Learning Standards

<table>
<thead>
<tr>
<th><strong>Skills-Based Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- CCSS.ELA-Literacy.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
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<td>- CCSS.ELA-Literacy.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (Middle School)</td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.RH.9-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text and make clear the relationships among the key details and ideas. (High School)</td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (Middle School)</td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.RH.9-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually and quantitatively as well as in words) to address a question or solve a problem. (High School)</td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</td>
</tr>
</tbody>
</table>

### Lesson Goals

- Increase students’ understanding of the characteristics and challenges of being an entrepreneur.
- Increase students’ knowledge of the life of Jean Baptiste Point DuSable, his migration to Chicago, and his path toward entrepreneurship.
- Help students make connections between the past and the present.
Materials/Resources
- LCD projector/screen or whiteboard
- teacher computer with laptop and speakers
- student computers
- paper (notebook, loose-leaf, copier, construction)
- journal/spiral-bound notebook (optional)
- poster board/paper

Key Terms and Concepts
Entrepreneur: a person who accepts some sort of risk in order to pursue a new venture. A person in this role is often characterized as innovative, independent, optimistic, creative, a good communicator, and hardworking.

Entrepreneurial spirit: those characteristics that entrepreneurs possess (such as passion, positivity, adaptability, leadership, and ambition) that motivate an individual to take risks to pursue a new venture.

8. **Hook**: To begin this lesson, direct students to read and respond to the following quotation and question in their notebook/journal:

   “Entrepreneurs are not ‘born’ . . . rather they ‘become’ through the experiences of their lives.”
   — Professor Albert Shapiro, Ohio State University

   What do you think Professor Albert Shapiro from Ohio State University meant when he made this statement?

   Select a few students to share their responses to the above question with the rest of the class and engage students in a brief discussion based on their responses.

9. **Building Vocabulary**: Share with students that Jean Baptiste Point DuSable was an entrepreneur. Through his determination, he established a business in the middle of nowhere. He had the vision and forethought to see the potential for the profitable exchange of commerce in what would later be called Chicago. As a result of his actions, his trading post for goods and supplies became the main hub that inspired other settlers and indigenous groups to build permanent settlements near his trading post and develop the region.

   To assist students with furthering their understanding of the term “entrepreneur,” have them come up with a working definition of the term by reading the article “What Is an Entrepreneur? Are You One?” (http://www.forbes.com/sites/petercohan/2012/06/04/what-is-an-entrepreneur-are-you-one/) and completing a concept definition map (http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_...
Allow time to review the various components of the concept definition map.

10. **Informational Text Reading:** Using the Discovering DuSable Digitally website ([http://virtualdusables.com/index.html](http://virtualdusables.com/index.html)), direct students to go to the About DuSable link. Have students read the background information provided in this section and create an identity chart for DuSable.

![Identity Chart](image)

Using the identity chart and the responses on the concept definition map, allow time for students to discuss how DuSable was an example of an entrepreneur.

11. **Informational Text Reading:** To learn more about DuSable’s journey to what would later be called Chicago, have students chart the journey that DuSable traveled. Using a map and the Chronology section found on the DuSable in Detail web page on the Discovering DuSable Digitally website ([http://virtualdusables.com/index.html](http://virtualdusables.com/index.html)), direct students to locate and label each location and identify the push and pull factors that caused DuSable’s migration.

**Note:** The map could be a desk-size or larger map that can be placed on a prominent spot in the room.

12. **Film:** To learn more about DuSable’s journey from New Orleans, have
students view the film “Leaving New Orleans” (1:40) on the Discovering DuSable Digitally website ([http://virtualdusable.com/index.html](http://virtualdusable.com/index.html)). While viewing the short film clip, direct students to respond to the following questions:

- What were the push and pull factors that caused DuSable to want to leave New Orleans?
- In what ways does DuSable exhibit an “entrepreneurial spirit”? Provide specific examples from the film.

Allow time to review the responses to the questions above.

### Assessment

| Concept and definition map, identity chart, map, response questions |

### Extensions (Homework, Projects)

**Extended Learning Activity:** To extend students’ learning on this topic, have them conduct research to learn about three young entrepreneurs. After conducting the research, students will create a digital presentation (using PowerPoint or Prezi) that makes comparisons between the young entrepreneurs’ actions and those of DuSable as well as examining the lasting legacy of DuSable’s entrepreneurial efforts.