



## Catholic Chicago Timeline

This information is provided to help you prepare your students for their visit to the Chicago History Museum. The following pages include a timeline and activities that will introduce students to the themes and content of the Museum's *Catholic Chicago* exhibition. The timeline places important Catholic events in Chicago's history within the context of the city's overarching history, allowing students to see the relationship between the history of a community (in this case the city's Catholic community) and the growth and development of Chicago.



Mass at Soldier Field,  
International Eucharistic  
Congress, 1926. DN-0081749

### ChicagoHistoryMuseum

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[www.chicagohistory.org](http://www.chicagohistory.org)

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## Timeline Activities

These activities will help your students explore the *Catholic Chicago* timeline. They are flexible and designed to give you a range of options. Choose the one that best addresses the needs of your students and modify it to fit your curriculum. If your students have access to the Internet, we recommend that they use the electronic *Encyclopedia of Chicago* ([www.encyclopedia.chicagohistory.org](http://www.encyclopedia.chicagohistory.org)) to help with their research.

### Elementary Students

- Invite students to review the timeline and choose one entry that they find interesting. In a short essay assignment or during a class discussion, ask them to **share their entry and the reasons they chose it**.
- Divide students into small groups and assign each group one of the timeline entries. Ask them to find out more information about the event (or events) listed for that year by using the school library or the Internet. On an index card, instruct students to **write an expanded timeline entry** based on the new information they have found. Hang the timeline on your bulletin board and add the students' index-card entries around it. Invite each group to share their completed entry with the entire class. If time and space allow, students can **add pictures** (either drawn themselves or found from other sources) around their expanded entries.
- Review the timeline with students and ask them to **organize the entries into types of information by creating categories** (possible categories include people, places, celebrations, education, et cetera). As a class, discuss what the timeline teaches us about Chicago's history. Then ask students to think about their own lives. For each of the categories they created for the *Catholic Chicago* timeline, ask students to **write an entry for their own life**. Have students transfer their entries onto a personal timeline and share their timelines during a class discussion.

### Middle and High School Students

- Ask students to review the timeline and **identify topics** or themes found in the entries, such as school, activism, or leadership. Have students select and research one of the topics. Remind them **to consider the date of the timeline entry connected to their topic and cite events that happened just prior to and just after the timeline date**. Students should pay particular attention to instances where religion played a role in shaping or affecting the topic. Ask students to present their findings to the class.
- Invite students to select an entry from the timeline to investigate further and think about ways this event may have been documented or recorded. Based on their choice, have students **write a diary entry, newspaper headline and article, extended photograph or film caption, or radio interview clip**. Students must convey how the event, person, or organization is important and relevant to Chicago's Catholics and non-Catholics. Ask students to exchange their work with one another, read their classmates' entries aloud, and discuss.
- Ask students to **make a list of local organizations or programs** in which they participate, such as a community center or library; Gallery 37, Habitat for Humanity, or the Girl or Boy Scouts. Have students, either in pairs or individually, select an organization from the list and lead a discussion to address the following questions: How does the organization affect your life? How does it affect the life of your community? Why is it important that this organization exist? Find similar organizations on the timeline. How do you think these groups affected young people and their communities?

Portrait of Jean Baptiste Point DuSable



**1780s:** Jean Baptiste Point DuSable arrives in Chicago. Considered the area's first permanent settler, DuSable is a merchant, trader, farmer, and a Catholic.



**1780s**

Children painting in a Hull-House art class, 1924



**1889:** Jane Addams opens Hull-House on the Near West Side. Mother Frances Cabrini arrives from Italy to serve Chicago's immigrants.



**1889**

Mass at Holy Name Cathedral, Eucharistic Congress, 1926



**1926:** The 'L' experiences the single busiest day in its history during the Eucharistic Congress. Held in Chicago, the international event attracts more than one million Catholics.



**1926**

**1834**



**1834:** Chicago is incorporated as a town. St. Mary's Church, the area's first Catholic parish, is established.



St. Mary's Church, c. 1834

**1893**



**1893:** The city hosts the World's Columbian Exposition and the World's Parliament of Religions. Students from Holy Family parish display work at the exposition.



The Ferris wheel at the World's Columbian Exposition, 1893

**1930**



**1930:** The Catholic Youth Organization (CYO) is founded in Chicago. CYO sponsors after-school activities and sports for middle and high school students.



Embroidery class at a CYO community center, c. 1950

Dr. Martin Luther King Jr. accepts an award from the Catholic Interracial Council, 1964



**1946:** Chicago Youth Symphony Orchestra is established. The Catholic Interracial Council is formed in Chicago.



**1946**

Cardinal Cody with a group of schoolchildren, c. 1970



**1966:** Dr. Martin Luther King Jr. leads open-housing marches in Chicago. Archbishop Cody speaks at a rally for the Chicago Freedom Movement.



**1966**

Cardinal Bernardin in a private chapel, 1990

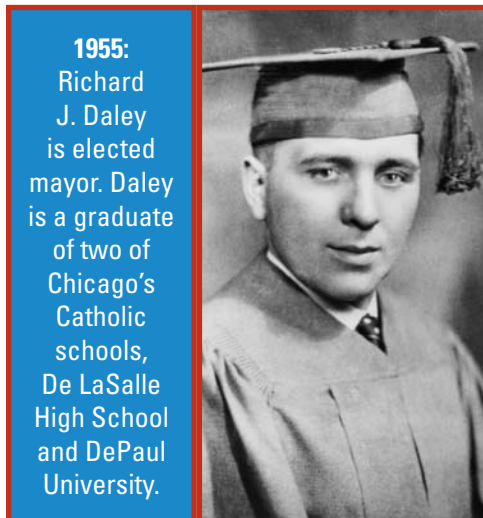


**1983:** Harold Washington is elected mayor. Archbishop Joseph Bernardin is elevated to the rank of cardinal.



**1983**

**1955**



**1955:** Richard J. Daley is elected mayor. Daley is a graduate of two of Chicago's Catholic schools, De LaSalle High School and DePaul University.

Richard J. Daley's high school graduation picture, 1919

**1979**



Poster celebrating the Pope's visit to Chicago, 1979

**1996**



Chicago Bulls fan helmet, 1998