

# **An Industrial Society**

Grade 8: Unit 1

**NYC Department of Education**  
**Department of Social Studies**  
**Unit of Study**

Joel I. Klein  
*Chancellor*

Santiago Taveras  
*I.A. Deputy Chancellor for  
Teaching and Learning*

Sabrina Hope King, Ed.D.  
*Chief Academic Officer*  
*Office of Curriculum, Standards and Academic Engagement*

Anna Commitante  
*Director of Department of English Language Arts, Social Studies and  
Gifted & Talented*

Norah Lovett  
Frances Corvasce Macko, Ph.D.  
*Department of Social Studies Instructional Specialists*

52 Chambers Street  
New York, New York 10007  
Tel • 212-374-5165

## **Department of Social Studies**

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

### **Contributing Educators**

Andrew Chesler  
IS 145Q

Terri Ciaramello  
IS 252Q

Janise Mitchell  
IS 78K

Gabrielle Pucci  
IS 240K

Christine Sugrue  
Department of Social Studies

Patricia Urevith  
IS 93Q



**AN INDUSTRIAL SOCIETY  
TABLE OF CONTENTS**

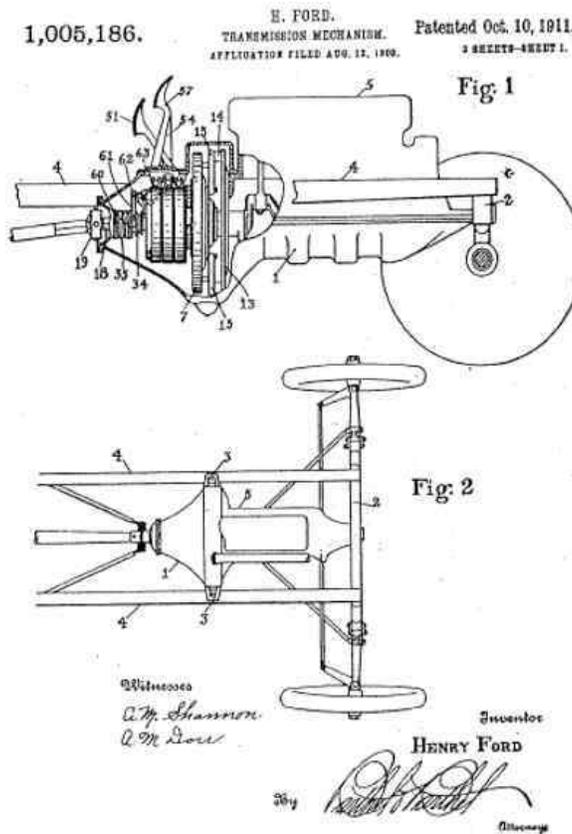
<b>I. <u>The Planning Framework</u></b>	<b>1</b>
How This Unit Was Developed	3
Teacher Background: An Industrial Society	4
Brainstorm Web	6
Essential Question	7
Sample Daily Planner	8
Learning and Performance Standards	20
Social Studies Scope and Sequence	23
<b>II. <u>Principles Guiding Quality Social Studies Instruction</u></b>	<b>25</b>
Principles of Quality Social Studies Instruction	27
Preparing Children for Global Community	28
Inquiry in the Social Studies Classroom	30
Social Studies Skills	31
New Research on Content Literacy and Academic Vocabulary	32
Social Studies Content Area Reading Strategies	33
Diversity and Multiple Perspectives: An Essential Component	36
Reading as a Historian	38
How to Develop Concept Understanding	41
Interdisciplinary Models: Literacy and Social Studies as Natural Partners	43
<b>III. <u>Teaching Strategies</u></b>	<b>45</b>
Social Studies Case Study	47
Text Structures Found in Social Studies Texts	48
Encouraging Accountable Talk	51
Project-Based Learning	52
Successful Strategies for Implementing Document-Based Questions	53
Assessing Student Understanding	57
Multiple Intelligences	59
Bloom’s Taxonomy	60
Maximizing Field Trip Potential	61
<b>IV. <u>Sample Lessons, Materials and Resources</u></b>	<b>63</b>
Trade Book Text Sets	65
Getting Ready for the NYS Grade 8 Social Studies Exam	67
Academic Vocabulary	68
Engaging the Student/Launching the Unit	69
Lesson Plans	70
Putting It All Together	181
Field Trips for an Industrial Society	182
<b>V. <u>Additional Resources</u></b>	<b>183</b>
Templates	185
Bibliography	199
Professional Resources	206



# I.

## The Planning Framework

### *An Industrial Society*



Patent submitted by Henry Ford  
[http://z.about.com/d/inventors/1/0/E/5/ford\\_patent.jpg](http://z.about.com/d/inventors/1/0/E/5/ford_patent.jpg)



### HOW THIS UNIT WAS DEVELOPED

- This unit is the first unit of the Grade 8 scope and sequence. The unit was developed by a team of DOE staff and teachers. The first step was a brainstorming session and the results were charted in a “web.” While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that are most central and relevant to the topic and goals for the unit.
- After the brainstorm web was refined to include the most essential components, the Essential Question and Focus or Guiding Questions were developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on **An Industrial Society** is “*How did industrialization and immigration change the face of American life?*”
- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of the contributions of immigrants to America. Therefore, one of the focus questions is, “What was the effect of immigration on the growth of American society?”
- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.
- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concept, or skill that address the focus questions in some way.
- Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis, and synthesis of knowledge, concept, and skill to address the specific skills that students should acquire.
- A variety of activities for independent or small group investigations are suggested that allow students to create, share, or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.
- We have included guidelines on the use of text sets which are central to this unit.
- Current research on the importance of content area literacy, the development of academic vocabulary, and culturally relevant pedagogy is included.
- A bibliography of appropriate, multi-dimensional and varied resources is provided.
- A rationale for the value of field trips, and a list of possible field trips to relevant cultural institutions, art museums and community -based organizations are included.
- A suggested culminating activity that validates and honors student learning and projects is described.

## TEACHER BACKGROUND

### AN INDUSTRIAL SOCIETY

“A man, as a general rule, owes very little to what he is born with  
- a man is what he makes of himself.” -Alexander Graham Bell

Agriculture dominated the way of life as America developed as a nation. While certain cities, like Boston, New York and Philadelphia, emerged early, most Americans' livelihood was tied in some way to the land. Even tradesman operated on a small scale serving their local community. The 19<sup>th</sup> century brought a fundamental shift to this agricultural tradition. A number of factors led to the movement of large numbers of people off the farms and into the cities. Early advances in technology decreased the number of people necessary to operate farms and provided greater opportunities in the fast developing urban centers. While industrialization contributed much to the growth and expansion of cities, waves of immigration in the 1840s and again in the 1890s led to a population explosion in American cities, most notably in New York City.

The foundations of the Industrial Revolution in America could be seen as early as the 18<sup>th</sup> century with the first factories, textile mills, and Eli Whitney's cotton gin. Eli Whitney also introduced the use of interchangeable parts in the manufacturing of guns. This concept, when broadly applied, revolutionized America's growing industries. It allowed for the building of canals and railways in the first half of the 19<sup>th</sup> century. Manufacturing increased due to better means of production and more efficient transportation methods. Industries incorporated and this led to greater growth. New immigrants, as a work force, provided inexpensive labor.

During the mid 19<sup>th</sup> century, the great influx of immigrants doubled the population of the United States. The first wave of immigrants came mostly from northern and western Europe, with the largest groups from Ireland and Germany. These groups fled political and economic unrest and came to pursue the American dream. The Germans came with enough financial stability to venture westward in search of land. The Irish fled the devastating potato blight known as the Great Potato Famine and settled in cities in the Northeast where they faced frequent discrimination. Many Chinese immigrants also arrived at this time, often through ports on the west coast.

While the Irish and other early immigrant groups faced anti-immigrant, or nativist, sentiment, they provided the man-power needed for the early years of the industrial revolution. The Chinese and the Irish immigrants provided most of the inexpensive labor needed to build canals and the transcontinental railroad. They created the physical infrastructure that led to the rise of American cities and to industry levels earlier deemed unimaginable.

Southern and eastern Europeans dominated the second wave of immigration that began in the latter part of the 19<sup>th</sup> century and continued into the early 20<sup>th</sup> century. These immigrants came through the new station, Ellis Island that was opened by the federal government to process the huge number of immigrants arriving daily on America's shores.

It was also at this time that Chinese immigration almost came to a halt due to the passage of the Chinese Exclusion Act of 1892, an extreme example of nativist sentiment that arose as a response to increased immigration.

Many Americans feared the differences of and were threatened by the large numbers of early immigrants arriving on their shores. The immigrants themselves adapted to American ways, some becoming over time Americans themselves who brought their languages, foods, and ideas to the culture of America adding to its richness and diversity.

These new urban dwellers, immigrants and others migrating to the cities from within America, often faced unregulated and unsafe working and living conditions. Factories employed both women and children who endured tedious labor for long hours in unsafe buildings. The Lower East Side of New York City became representative of immigrant life, that juxtaposed devastating poverty with hope for a better future.

At the same time, tycoons, benefiting from the explosive growth and opportunities that industry afforded, garnered wealth beyond most people's wildest dreams. Tycoons, or robber barons, such as John D. Rockefeller and Andrew Carnegie, created monopolies gaining sole control over their industries. While considered philanthropists on one hand for their generous donations to charity, their monopolies were often considered exploitive of their workers. The extreme disparity in wealth between those at the top and the workers at the bottom led to the term "the Gilded Age," coined by author Mark Twain.

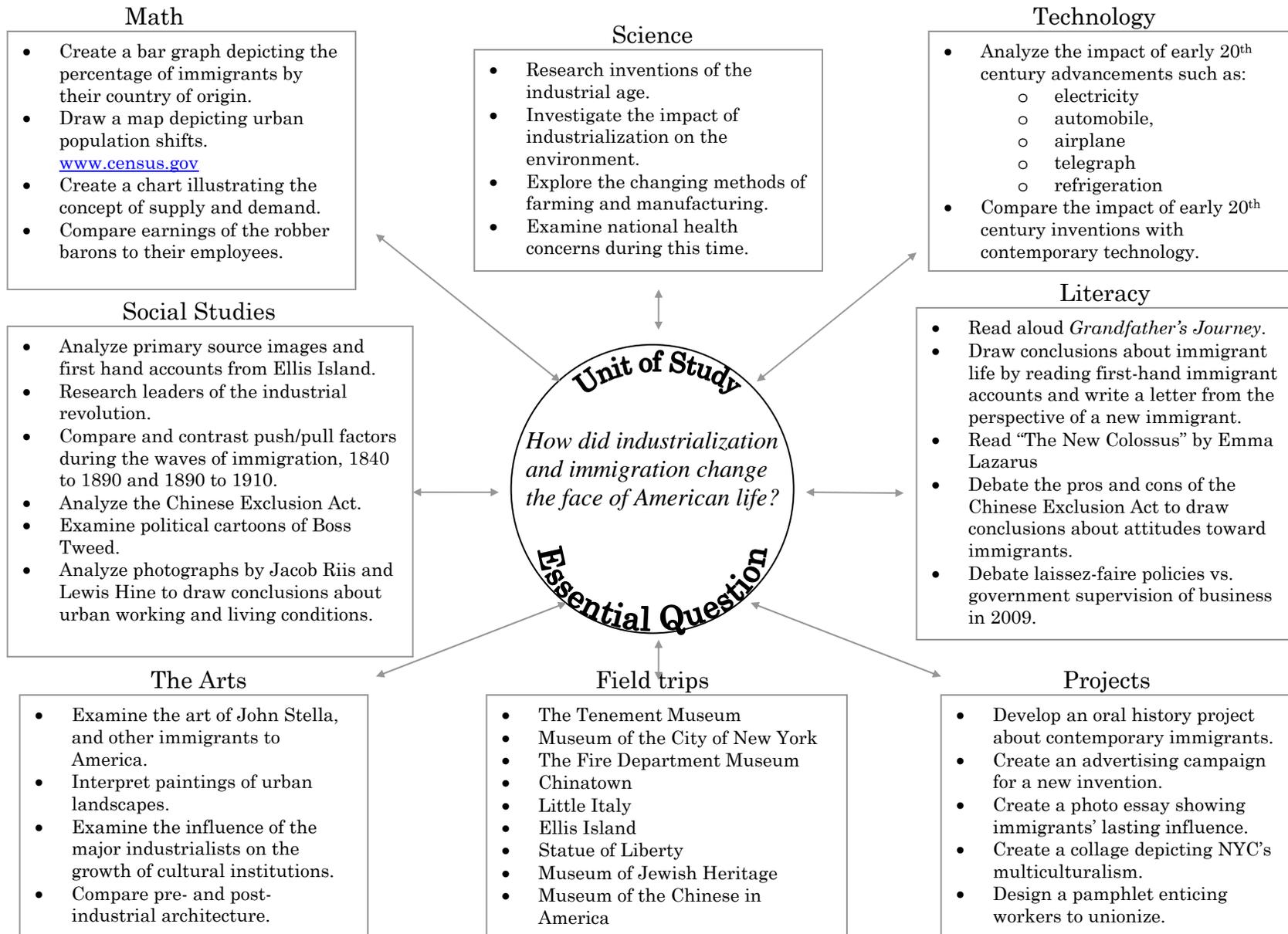
Cities were developing not only as economic centers, but were also physically reaching toward the sky. When land was at a minimum, the logical direction for growth was upward. Buildings became taller. The invention of the elevator allowed for the building of "skyscrapers." Buildings that were so tall, they seemed to scrape the sky. Subways and cable cars led to faster transportation. Bridges, most famously the Brooklyn Bridge, connected areas once reachable only by boat. Thomas Edison electrified cities thus creating a new night life. No longer were citizen's activities dictated by the hours of the sun and light. Alexander Graham Bell invented the telephone which led to fast and immediate communication. The possibilities seemed endless. The automobile, the airplane, what would be next?

Government regulation took some time to catch up with the rapid growth of industry and the dramatic increases in population. The early waves of immigration saw the rise of Boss Tweed and Tammany Hall who exploited the support of immigrant populations for their own corrupt gains. As industry grew, the belief in laissez-faire, or "let it be" economics, allowed businesses to protect their own interests. Workers and farmers alike made attempts at organization, to capitalize on their power in numbers and to demand rights and protections. Farmers too, tried to have a voice through the formation of the Populist Party. Though the Populist platform never succeeded in its own right, many of its goals were incorporated into the goals of the major political parties. Laborers attempted to organize through the establishment of unions. These early attempts to unionize resulted in violence in some historic incidents such as the Homestead Strike and the Haymarket riots. Eventually legislation and unions would begin to provide protection for both workers and consumers.

Industrialization and immigration affected American life in both negative and positive ways. Undeniably they altered the face of America leaving behind a legacy that still exists today.

Please note: the activities and lesson plans provided in this unit guide are suggestions that can be adapted and customized to meet your students' individual needs.

**BRAINSTORM WEB**



**ESSENTIAL QUESTION**

**How did industrialization and immigration change the face of American life?**

Content/Academic Vocabulary (sample)

entrepreneur	bank	stock	robber baron	population	density	nativism
monopolies	capitalism	laissez-faire	industry	immigrant	famine	tenement

Focus Questions



- How did the United States emerge as an economic power?
- What was the immigrant experience?
- What was the effect of immigration on the growth of American society?
- How did industrialization impact American society in both positive and negative ways?
- How did the level of governmental business regulation reflect the country's economic needs?



**Student Outcomes**

---

Think about what you want the student to know and be able to do by the end of this unit.

---

Content, Process and Skills

---

Understand the significance of the changes brought about by industrialization	Research the working conditions in factories.
Comprehend the causes and effects of immigration	Conduct an interview of an immigrant
Examine the impact of rise of industry on various levels of society.	Create, design, and execute an advertisement for a technological advancement.
Understand the changing relationship between government and business	Identify themes that connect past and current events
	Cite all sources using correct bibliographic format

## SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1.	How did the United States emerge as an economic power?	<ul style="list-style-type: none"> <li>• New technology</li> </ul> <b>Immigration</b> Patterns and waves of immigration from 1840 to 1890 and 1890 to 1910	<i>Launching the Unit</i> <ul style="list-style-type: none"> <li>• Explore a world map</li> <li>• Analyze a quote by Thomas Edison</li> <li>• Draw inferences about the impact of monopolies</li> </ul>
2.	How did the United States emerge as an economic power?	<b>Industrialization</b> <b>Immigration</b>	<i>Using a Table of Contents and Index</i> sample lesson <ul style="list-style-type: none"> <li>• Explore how text features support reading</li> <li>• Compare the benefits of a table of contents vs. an index</li> </ul>
3.	How did the United States emerge as an economic power?	<ul style="list-style-type: none"> <li>• New technology</li> </ul>	<i>Patents</i> sample lesson <ul style="list-style-type: none"> <li>• Analyze a segment of the Constitution</li> <li>• Examine documents relating to patents</li> <li>• Draw conclusions about the significance of patents in industrialization</li> </ul> Consult <i>Bright Ideas: The Age of Invention in America: 1870-1910</i>
4.	How did the United States emerge as an economic power?	<b>Industrialization</b> <ul style="list-style-type: none"> <li>• Rise of cities</li> <li>• Urbanization</li> <li>• New technology</li> <li>• Comparison of urban and agricultural regions of the United States</li> <li>• Contributions of immigrants</li> <li>• Industrial growth of the nation</li> </ul>	<i>Brooklyn Bridge</i> sample lesson <ul style="list-style-type: none"> <li>• Participate in a read aloud on the Brooklyn Bridge</li> <li>• Research the role of immigration and industrialization in its construction</li> <li>• Create a visual representation of the interaction of industry and immigration</li> </ul> Consult <i>A Historical Atlas of The Industrial Age and the Growth of American Cities</i> , <a href="http://www.pbs.org/kenburns/brooklynbridge/">http://www.pbs.org/kenburns/brooklynbridge/</a> <a href="http://www.endex.com/gf/buildings/bbridge/bbridge.html">http://www.endex.com/gf/buildings/bbridge/bbridge.html</a>

5.	How did the United States emerge as an economic power?	<p><b>Industrialization</b></p> <ul style="list-style-type: none"> <li>• Rise of cities</li> <li>• Urbanization</li> <li>• New technology</li> <li>• Comparison of urban and agricultural regions of the United States</li> <li>• Growth of industrial urban centers</li> </ul>	<p><i>Urban vs. Rural</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Analyze primary source photographs</li> <li>• Research aspects of urbanization</li> </ul> <p>Consult <i>Industry Changes America, The Industrial Revolution, The Urbanization of America, Possibilities and Problems in America's New Urban Centers, Life in America's First Cities, Italian Immigrants 1880-1920</i></p> <p><a href="http://www.archives.gov/research/american-cities">http://www.archives.gov/research/american-cities</a></p> <p><a href="http://www.usgennet.org/usa/ny/county/allegany/TownVillageReservation/TownWilling/TownWilling%20Photo%20Gallery/WillingPhotoGallery.htm">http://www.usgennet.org/usa/ny/county/allegany/TownVillageReservation/TownWilling/TownWilling%20Photo%20Gallery/WillingPhotoGallery.htm</a></p> <p><a href="http://www.census.gov/dmd/www/maps_1790to2000.html">http://www.census.gov/dmd/www/maps_1790to2000.html</a></p>
6.	How did the United States emerge as an economic power?	<p><b>Industrialization</b></p> <ul style="list-style-type: none"> <li>• Rise of cities</li> <li>• Urbanization</li> <li>• New technology</li> <li>• Comparison of urban and agricultural regions of the United States</li> </ul> <ul style="list-style-type: none"> <li>• Transportation developments</li> <li>• Communication developments</li> <li>• Industrial technology</li> </ul>	<p><i>Transportation and Communication</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Develop a research plan</li> <li>• Research advancements in communication and transportation</li> </ul> <p>Consult <i>Inventing the Automobile, The Automobile, Building the Transcontinental Railroad, Alexander Graham Bell, Bright Ideas: The Age of Invention, First Flight, The Wright Brothers: How They Invented the Airplane</i></p> <p><a href="http://www.yale.edu/ynhti/curriculum/units/1981/2/81.02.06.x.html#a">http://www.yale.edu/ynhti/curriculum/units/1981/2/81.02.06.x.html#a</a></p>

7.	How did the United States emerge as an economic power?	<p><b>Industrialization</b></p> <ul style="list-style-type: none"> <li>• Rise of cities</li> <li>• Urbanization</li> <li>• New technology</li> <li>• Comparison of urban and agricultural regions of the United States</li> </ul> <p>• Transportation developments</p> <p>• Communication developments</p> <p>• Industrial technology</p>	<i>Transportation and Communication</i> sample lesson continued
8.	How did the United States emerge as an economic power?	<p><b>Industrialization</b></p> <ul style="list-style-type: none"> <li>• Rise of cities</li> <li>• Urbanization</li> </ul>	<p>New York City Grows</p> <ul style="list-style-type: none"> <li>• Explore the interactive map, Layers of Manhattan. <a href="http://www.pbs.org/wgbh/amex/newyork/maps/index.html">http://www.pbs.org/wgbh/amex/newyork/maps/index.html</a></li> <li>• Discuss how the changes in New York through the centuries reflect the urbanization and industrialization of America.</li> </ul>
9.	How did the United States emerge as an economic power?	<ul style="list-style-type: none"> <li>• Transportation developments</li> <li>• Communication developments</li> <li>• Industrial technology</li> </ul>	<p>Taking to the Air</p> <ul style="list-style-type: none"> <li>• Create a visual timeline of the history of flight, highlighting the contribution of the Wright Brothers.</li> </ul> <p>Consult <i>First Flight: The Story of the Wright Brothers</i>, <i>The Wright Brothers: How They Invented the Airplane</i>, <a href="http://inventors.about.com/library/inventors/bl/airplane.htm">http://inventors.about.com/library/inventors/bl/airplane.htm</a>, <a href="http://www.ueet.nasa.gov/StudentSite/history/offflight.html">http://www.ueet.nasa.gov/StudentSite/history/offflight.html</a>, <a href="http://www.centennialofflight.gov/hof/index.htm">http://www.centennialofflight.gov/hof/index.htm</a></p>
10	What was the immigrant experience?	<p><b>Immigration</b></p> <p>Patterns and waves of immigration from</p>	<p><i>Coming to America</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Explore immigration through Ellis Island</li> </ul>

		1840 to 1890 and 1890 to 1910	<p>by participating in experiences that immigrants would have faced and by drawing inferences from primary sources. Consult <i>Angel Island</i>, <i>Life at Ellis Island</i>, <i>Ellis Island</i>, <i>Ellis Island-New Hope in a New Land</i></p> <p><a href="http://www.ohranger.com/ellis-island/immigration-journey">http://www.ohranger.com/ellis-island/immigration-journey</a>  <a href="http://www.statueofliberty.org/teacherGuideV4.pdf">http://www.statueofliberty.org/teacherGuideV4.pdf</a>  <a href="http://www.ellisland.org/default.asp">http://www.ellisland.org/default.asp</a></p>
11	What was the immigrant experience?	<ul style="list-style-type: none"> <li>• Nativism and ethnic clashes</li> </ul>	<p>Paper sons and daughters</p> <ul style="list-style-type: none"> <li>• Read aloud pp. 24-26 of <i>Angel Island</i></li> <li>• Examine document on p. 26</li> <li>• Create a list of questions an immigration officer may ask someone in order to determine if they were a real son or daughter and not a “paper” relation.</li> </ul>
12	What was the immigrant experience?	<ul style="list-style-type: none"> <li>• Push-pull factors</li> <li>• The Great Irish Potato Famine</li> </ul>	<p><i>Irish Need Not Apply</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Participate in a read-aloud</li> <li>• Draw conclusions from primary sources</li> <li>• Write a letter as an immigrant or potential immigrant</li> </ul> <p>Consult <i>The Irish Potato Famine: Irish Immigrants Come to America</i>, <i>Immigration to America: Identifying Different Points of View About an Issue</i></p> <p><a href="http://www.triskelle.eu/history/emigration.php?index=060.090.030">http://www.triskelle.eu/history/emigration.php?index=060.090.030</a>  <a href="http://lcweb2.loc.gov/learn/features/immig/irish2.html">http://lcweb2.loc.gov/learn/features/immig/irish2.html</a>  <a href="http://www.kinsella.org/history/histira.htm">http://www.kinsella.org/history/histira.htm</a></p>

13	What was the immigrant experience?	<p><b>Immigration</b> Patterns and waves of immigration from 1840 to 1890 and 1890 to 1910</p> <ul style="list-style-type: none"> <li>• Push-pull factors</li> </ul>	<p><i>Push Pull Factors</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Identify push pull factors for immigration</li> <li>• Identify distinctions between waves of immigration</li> <li>• Explore patterns of waves of immigration using a world map</li> <li>• Compare and contrast waves of immigration</li> </ul> <p>Consult <i>Immigration to America, The Immigrants, Coming to America-The, Story of Immigration, Chinese Immigrants, Polish Immigrants. Italian Immigrants</i> <a href="http://www.angelisland.org">www.angelisland.org</a>, <a href="http://www.ellisland.org">www.ellisland.org</a></p>
14	What was the immigrant experience?	<ul style="list-style-type: none"> <li>• Acculturation and assimilation</li> </ul>	<p>Going to America</p> <ul style="list-style-type: none"> <li>• Participate in a read aloud of <i>Grandfather's Journey</i></li> <li>• Discuss the conflicts faced by immigrants in the past and the present</li> </ul>
15	What was the immigrant experience?	<ul style="list-style-type: none"> <li>• Diversity among immigrant groups</li> <li>• Nativism and ethnic clashes</li> <li>• Acculturation and assimilation</li> <li>• Contributions of immigrants</li> </ul>	<p><i>The Lower East Side</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Analyze photographs from the Lower East Side</li> <li>• Create a fictional narrative reflecting a possible scenario from one of the photographs</li> </ul> <p>Consult <i>Tenement-Immigration on The Lower East Side, Life on The Lower East Side, Tenement Stories</i>, <a href="http://www.tenement.org/index.php">http://www.tenement.org/index.php</a></p>

16	What was the immigrant experience?	<ul style="list-style-type: none"> <li>• Diversity among immigrant groups</li> <li>• Nativism and ethnic clashes</li> <li>• Acculturation and assimilation</li> <li>• Contributions of immigrants</li> </ul>	<p>How has immigrant life changed?</p> <ul style="list-style-type: none"> <li>• Using a Venn diagram compare and contrast stories of immigrants from the early 20<sup>th</sup> century to immigrants of today.</li> </ul> <p>Consult <i>Coming to America: The Story of Immigration, The Immigrants</i>,  <a href="http://teacher.scholastic.com/activities/immigration/recent/">http://teacher.scholastic.com/activities/immigration/recent/</a>  <a href="http://www.pbs.org/destinationamerica/ps.html">http://www.pbs.org/destinationamerica/ps.html</a></p>
17	What was the immigrant experience?	<ul style="list-style-type: none"> <li>• Diversity among immigrant groups</li> <li>• Nativism and ethnic clashes</li> <li>• Acculturation and assimilation</li> <li>• Contributions of immigrants</li> </ul>	<p><i>Poetic Reflections on Immigration</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Read a variety of poems relating to immigration in the past and the present</li> <li>• Create your own immigration poem</li> </ul>
18	What was the effect of immigration on the growth of American society?	<ul style="list-style-type: none"> <li>• Nativism and ethnic clashes</li> </ul>	<p><i>The Chinese Exclusion Act</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Take part in an exclusion role play</li> <li>• Examine the text of the Chinese Exclusion Act</li> <li>• Compare immigration policy of the past to that of the present</li> <li>• Compose a letter to the president expressing your views on immigration</li> </ul> <p>Consult <i>Coming to America: Chinese Immigrants 1850-1900</i>.  <a href="http://lcweb2.loc.gov/learn/features/timeline/ri/seind/chinimms/chinimms.html">http://lcweb2.loc.gov/learn/features/timeline/ri/seind/chinimms/chinimms.html</a>  <a href="http://www.sfmuseum.org/hist6/chinhate.html">http://www.sfmuseum.org/hist6/chinhate.html</a></p>

19	What was the effect of immigration on the growth of American society?	<ul style="list-style-type: none"> <li>• Diversity among immigrant groups</li> <li>• Nativism and ethnic clashes</li> <li>• Acculturation and assimilation</li> </ul>	<p><i>Uncle Sam Staggered by Immigrants</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Analyze political cartoons relating to immigration</li> <li>• Discuss feelings toward immigrants in the past and the present</li> </ul> <p>Consult <i>Immigration to America, Coming to America The Story of Immigration</i>  <a href="http://www.nytimes.com/2006/05/07/nyregion/thecity/07immi.html?pagewanted=1&amp;r=1">http://www.nytimes.com/2006/05/07/nyregion/thecity/07immi.html?pagewanted=1&amp;r=1</a></p>
20	What was the effect of immigration on the growth of American society?	<ul style="list-style-type: none"> <li>• Contributions of immigrants</li> </ul>	<p><i>A Multicultural Society</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Research contributions of immigrant groups</li> </ul> <p>Consult <i>Expansion of America: The Immigrants, Polish Immigrants 1890-1920, Chinese Immigrants 1850-1900</i></p>
21	What was the effect of immigration on the growth of American society?	<ul style="list-style-type: none"> <li>• Contributions of immigrants</li> </ul>	<p><i>A Multicultural Society</i> sample lesson continued</p> <p>Consult <i>Italian Immigrants 1880-1920, The Story of Immigration, Irish Family Album</i></p>
22	What was the effect of immigration on the growth of American society?	<ul style="list-style-type: none"> <li>• Industrial growth of the nation</li> </ul>	<p>Industry</p> <ul style="list-style-type: none"> <li>• Read an excerpt from Upton Sinclair's <i>The Jungle</i>  <a href="http://www.culinate.com/books/book_excerpts/The+Jungle">http://www.culinate.com/books/book_excerpts/The+Jungle</a></li> <li>• Discuss the connections between immigration and industrialization</li> </ul>

23	How did industrialization impact American society in both positive and negative ways?	<b>Effects of Industrialization and Immigration</b> Societal impact of industrialization <ul style="list-style-type: none"> <li>• Rise of factories</li> <li>• Economic concepts (capitalism, mixed economy, scarcity)</li> </ul>	<i>Growth of Industries in the Boroughs</i> sample lesson <ul style="list-style-type: none"> <li>• Compare and contrast historical maps</li> <li>• Participate in a shared reading</li> <li>• Evaluate the Sherman Anti-trust act</li> <li>• Defend a position on monopolies</li> </ul> Consult <i>A History of Us: An Age of Extremes</i> , <a href="http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=51">http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=51</a>
24	How did industrialization impact American society in both positive and negative ways?	<b>Effects of Industrialization and Immigration</b> Societal impact of industrialization <ul style="list-style-type: none"> <li>• Rise of factories</li> <li>• Unsafe working conditions, poor wages, child labor</li> </ul>	The Triangle Shirtwaist Fire <ul style="list-style-type: none"> <li>• Draw conclusions from primary source photographs</li> <li>• Research the Triangle shirtwaist fire</li> </ul> Consult <i>The Triangle Shirtwaist Factory Fire</i> <a href="http://www.ilr.cornell.edu/trianglefire/photos/default.html">http://www.ilr.cornell.edu/trianglefire/photos/default.html</a> <a href="http://news.nationalgeographic.com/news/2001/03/0326_trianglefire.html">http://news.nationalgeographic.com/news/2001/03/0326_trianglefire.html</a> <a href="http://historybuff.com/library/refshirtwaist.html">http://historybuff.com/library/refshirtwaist.html</a>
25	How did industrialization impact American society in both positive and negative ways?	<ul style="list-style-type: none"> <li>• Unsafe working conditions, poor wages, child labor</li> </ul>	<i>Child Labor</i> sample lesson <ul style="list-style-type: none"> <li>• Explore child labor in the past through photographs.</li> <li>• Create an action plan to promote awareness of the exploitation of children.</li> </ul> Consult <i>Growing up in a New Century</i> , <a href="http://www.kentlaw.edu/ilhs/hine.htm">http://www.kentlaw.edu/ilhs/hine.htm</a> <a href="http://www.unicef.org/protection/index_childlabour.html">http://www.unicef.org/protection/index_childlabour.html</a>
26	How did industrialization impact American society in both positive and negative ways?	<ul style="list-style-type: none"> <li>• Unsafe working conditions, poor wages, child labor</li> </ul>	<i>Child Labor</i> sample lesson continued

27	How did industrialization impact American society in both positive and negative ways?	<ul style="list-style-type: none"> <li>• Transportation developments</li> </ul>	<p><i>The Assembly Line</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Participate in a role play and use it to make inferences</li> <li>• Read about Henry Ford and answer questions</li> </ul> <p>Consult <i>Inventing the Automobile</i> <i>Henry Ford, Great Inventions: the Automobile</i> <a href="http://www.eyewitnesstohistory.com/ford.htm">http://www.eyewitnesstohistory.com/ford.htm</a></p>
28	How did industrialization impact American society in both positive and negative ways?	<ul style="list-style-type: none"> <li>• Monopolies and “robber barons”</li> <li>• Economic concepts (capitalism, mixed economy, scarcity)</li> </ul>	<p><i>Robber Barons or Captains of Industry?</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Participate in a read aloud</li> <li>• Research tycoons of the Gilded Age</li> <li>• Write a persuasive essay</li> </ul> <p>Consult <i>The Gilded Age, The Gilded Age, Oil, Steel, and Railroads: America’s Big Businesses in the Late 1800’s, The Industrial Age and the Growth of America’s Cities</i> <a href="http://www.notablebiographies.com">http://www.notablebiographies.com</a>, <a href="http://www.biography.com">www.biography.com</a></p>
29	How did industrialization impact American society in both positive and negative ways?	<p>Societal impact of industrialization</p> <ul style="list-style-type: none"> <li>• Monopolies and “robber barons”</li> <li>• Tenement life</li> </ul>	<p><i>The Gilded Age</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Compare and contrast pictures from the Gilded Age</li> <li>• Compare the extremes found during the Gilded Age to current economic conditions.</li> </ul> <p>Consult <i>The Gilded Age, Industry Changes America, The Industrial Age and the Growth of America’s Cities</i> <a href="http://www.digitalhistory.uh.edu/modules/gilded_age/index.cfm">http://www.digitalhistory.uh.edu/modules/gilded_age/index.cfm</a> <a href="http://www.pbs.org/wgbh/amex/carnegie/gildedage.html">http://www.pbs.org/wgbh/amex/carnegie/gildedage.html</a> <a href="http://graphics8.nytimes.com/images/2008/03/12/arts/artsspecial/12rooms600.jpg">http://graphics8.nytimes.com/images/2008/03/12/arts/artsspecial/12rooms600.jpg</a></p>

30	How did industrialization impact American society in both positive and negative ways?	<ul style="list-style-type: none"> <li>• Transportation developments</li> <li>• Communication developments</li> <li>• Industrial technology</li> <li>• Rise of banking and financial institutions</li> <li>• Labor force</li> <li>• Growth of industrial urban centers</li> </ul>	<p>Predictions for the future</p> <ul style="list-style-type: none"> <li>• View predictions for the future made in 1900 taken from <i>The Ladies Home Journal</i></li> <li>• Note which have come to fruition.</li> <li>• Make predictions for the next century</li> </ul> <p>Consult  <a href="http://pbskids.org/wayback/tech1900/snapshot.html">http://pbskids.org/wayback/tech1900/snapshot.html</a></p>
31	How did the level of governmental business regulation reflect the country's economic needs?	<ul style="list-style-type: none"> <li>• Era of Boss Tweed and Tammany Hall</li> </ul>	<p><i>Boss Tweed and Tammany Hall</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Demonstrate Boss Tweed's impact through a political cartoon or satire.</li> </ul> <p>Consult <i>America's Political Scandals in the Late 1800s-Boss Tweed and Tammany Hall, The Gilded Age</i>  <a href="http://content.scholastic.com/browse/article.jsp?id=5024">http://content.scholastic.com/browse/article.jsp?id=5024</a>  <a href="http://americanhistory.suite101.com/article.cfm/the_tweed_ring_and_tammany_hall">http://americanhistory.suite101.com/article.cfm/the_tweed_ring_and_tammany_hall</a></p>
32	How did the level of governmental business regulation reflect the country's economic needs?	<ul style="list-style-type: none"> <li>• Early attempts to unionize</li> </ul>	<p><i>The Rise of Unions</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Create a tableau depicting the strike</li> <li>• Discuss the roles of unions and strikes</li> </ul> <p>Consult <i>The Rise of Cities-Possibilities and Problems in America's New Urban Centers, Industrial America , Oil, Steel, and Railroads: America's Big Businesses in the Late 1800's</i>  <a href="http://www.pbs.org/wgbh/amex/carnegie/peopleevents/pande04.html">http://www.pbs.org/wgbh/amex/carnegie/peopleevents/pande04.html</a>  <a href="http://www.en.wikipedia.org/wiki/File:PamphletHomesteadStrikeLyrics1892.jpg">http://www.en.wikipedia.org/wiki/File:PamphletHomesteadStrikeLyrics1892.jpg</a></p>

33	How did the level of governmental business regulation reflect the country's economic needs?	<ul style="list-style-type: none"> <li>• Political parties</li> <li>• Populist movement</li> </ul>	<p><i>Populism, My Party Led Me</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Analyze the primary source song, "My Party Led Me"</li> <li>• Review current party platforms.</li> <li>• Create a party platform and demonstrate its message through a song or poster</li> </ul> <p>Consult <i>The Populist Party-A Voice for the Farmers in an Industrial Society</i>  <a href="http://www.oah.org/pubs/magazine/gilded/cant_u4.html">http://www.oah.org/pubs/magazine/gilded/cant_u4.html</a>  <a href="http://www.u-s-history.com/pages/h875.html">http://www.u-s-history.com/pages/h875.html</a></p>
34	How did the level of governmental business regulation reflect the country's economic needs?	<ul style="list-style-type: none"> <li>• Populist movement</li> </ul>	<p>Politics</p> <ul style="list-style-type: none"> <li>• Compare the three political parties of the late 1800s using <ul style="list-style-type: none"> <li>○ <i>Problems and Progress in American Politics: The Growth of the Democratic Party in the Late 1800's</i></li> <li>○ <i>The Republican Party in the Late 1800s: A Changing Role for American Government</i></li> <li>○ <i>The Populist Party: A Voice for Farmers in an Industrial Society</i></li> </ul> </li> </ul>
35	How did the level of governmental business regulation reflect the country's economic needs?	<p><b>Government and Business</b>  Relationships between government and business</p> <ul style="list-style-type: none"> <li>• Laissez faire government</li> <li>• Interstate commerce</li> <li>• Consumer protection</li> </ul>	<p>Monopolies  Students play an abridged game of monopoly.</p> <ul style="list-style-type: none"> <li>• Draw conclusions regarding the impact of monopolies</li> <li>• Create a new set of rules that incorporates anti-trust laws(i.e. Interstate Commerce Act, Sherman Anti-trust Act)</li> </ul> <p>Consult <i>The Interstate Commerce Act: The Government Takes Control of Trade between the States, A history of Us: An Age of Extremes</i></p>

36	What was the effect of immigration on the growth of American society?	• Citizenship vs. naturalization	<i>Unit Project: Immigration Today</i> • Brainstorm and Research
37	What was the effect of immigration on the growth of American society?	• Citizenship vs. naturalization	<i>Unit Project: Immigration Today</i> • Research and write
38	What was the effect of immigration on the growth of American society?	• Citizenship vs. naturalization	Unit Project: Immigration Today • Write and compile final project
39	How did industrialization and immigration change the face of America?		<i>Unit Project: Immigration Today</i> • Share newspapers • Discuss current issues involving immigration
40	How did industrialization and immigration change the face of America?		<i>Putting It All Together</i> • Explore the nature of freedom • Determine what makes an American • Decide if the current economic conditions comprise a “new” Gilded Age

**LEARNING AND PERFORMANCE STANDARDS CORRELATED  
TO: AN INDUSTRIAL SOCIETY**

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p><b>History of the United States and New York State</b> Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical</p> <p><b>World History</b> Key Idea 2.1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the</p>	<p>1.1a: explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behaviors, and traditions that help define it and unite all Americans.</p> <p>1.2a: Describe the reasons for periodizing history in different ways.</p> <p>1.2d: Analyze the role played by the United States in international politics, past and present.</p> <p>1.3c: Describe how ordinary people and famous historic figures in the local community, state, and the United States have advanced the fundamental democratic values, beliefs and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents.</p> <p>1.4d: Describe historic events through the eyes and experiences of those who were there.</p> <p>2.1a: Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish cultures and</p>

connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

### **Geography**

Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Key Idea 3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

### **Economics**

Key Idea 4.2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

### **Civics, Citizenship and Government**

Key Idea 5.1: The study of civics, citizenship and government involves learning about political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance and law.

Key Idea 5.3: Central to civics is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

civilizations.

3.1c: Investigate why people and places are located where they are located and what patterns can be perceived in these locations.

3.2d: Interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.

4.2d: Develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions.

5.1b: Consider the nature and evolution of constitutional democracies.

5.3a: Explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York over time.

***Sample list of strategies that Social Studies and ELA have in common.  
Check all that apply and add new strategies below***

- Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, oral and written presentations.
- Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
- Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.
- Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.
- Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.
- Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
- Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
- Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.
- Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
- Select and use strategies that have been taught for note-taking, organizing, and categorizing information.
- Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

**Add your own strategies:**

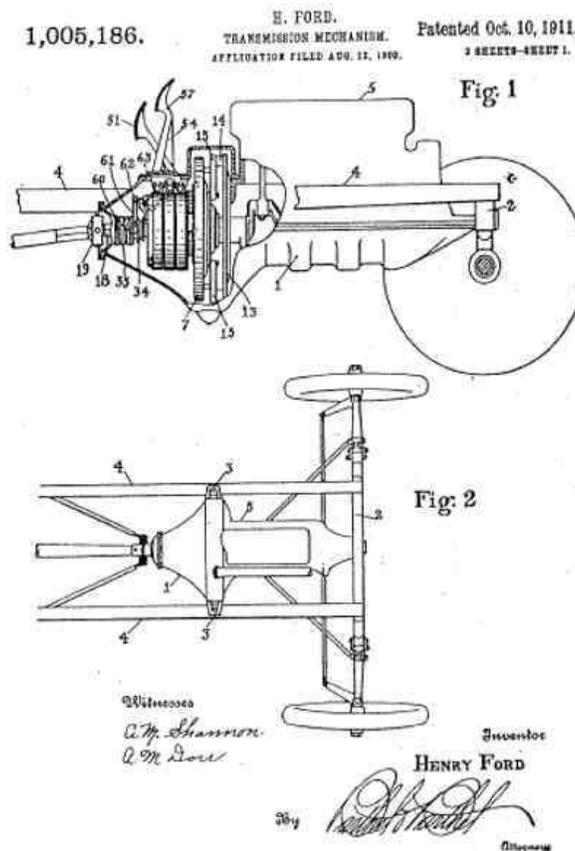
## NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

Grade	Units of Study					
K	School and School Community	Self and Others		Families	The Neighborhood	
First	Families are Important	Families, Now and Long Ago		Families in Communities	The Community	
Second	Our Community's Geography	New York City Over Time		Urban, Suburban and Rural Communities	Rights, Rules and Responsibilities	
Third	Introduction to World Geography and World Communities			Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia <i>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</i>		
Fourth	Native Americans: First Inhabitants of NYS	Three Worlds Meet	Colonial and Revolutionary Periods	The New Nation	Growth and Expansion	Local and State Government
Fifth	Geography and Early Peoples of the Western Hemisphere	The United States	Latin America	Canada	Western Hemisphere Today	
Sixth	Geography and Early Peoples of the Eastern Hemisphere	Middle East	Africa	Asia	Europe	
Seventh	Early Encounters: Native Americans and Explorers	Colonial America and the American Revolution	A New Nation	America Grows	Civil War and Reconstruction	
Eighth	An Industrial Society	The Progressive Movement	The United States as an Expansionist Nation	The United States between Wars	The United States Assumes Worldwide Responsibilities	From World War II to the Present: The Changing Nature of the American People
Ninth	Ancient World-Civilizations & Religions	Expanding Zones of Exchange and Encounter		Global Interactions (1200-1650)	The First Global Age (1450-1770)	
Tenth	An Age of Revolution (1750-1914)	Crisis and Achievement Including World Wars (1900-1945)		The 20th Century Since 1945	Global Connections and Interactions	
Eleventh	Forming a Union	Civil War and Reconstruction	Industrialization, Urbanization and the Progressive Movement	Prosperity and Depression: At Home and Abroad (1917-1940)	Triumphs and Challenges in American Democracy (1950-present)	
Twelfth	Economics and Economic Decision Making			Participation in Government		



## II.

# Principles Guiding the Development of this Unit



Patent submitted by Henry Ford  
[http://z.about.com/d/inventors/1/0/E/5/ford\\_patent.jpg](http://z.about.com/d/inventors/1/0/E/5/ford_patent.jpg)



## PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

*Quality social studies instruction must:*

cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.

## PREPARING CHILDREN FOR A GLOBAL COMMUNITY

Today's students are entering a world increasingly characterized by economic, political, cultural, environmental, and technological interconnectedness. The virtual distance between nations and cultures has been rapidly decreasing due to changes in accessibility of information and increasing interdependence. Students need to learn to view the world as one interrelated system, to reflect on cultural lenses, to listen to voices from around the world, and to make connections to engage them as citizens of the world.

Globalization is the process of this interaction and integration among the people, companies, and governments of different nations. It is not new. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances (*The Levin Institute, Globalization101.org* ) while exchanging ideas, customs and values.

To nurture and promote global awareness, teachers must be sure to provide students with learning experiences and opportunities that incorporate tolerance of cultural differences, knowledge of world cultures and communities, and the appropriate infusion of global perspectives into daily instruction.

Student must understand that globally aware citizens are able to:

- connect the local and the global, including an understanding of how the actions of people around the planet have an economical, technological and cultural influence on all peoples of the world
- Participate in local and global economies
- Be open-minded, especially in understanding one's own cultural lens as well as others' distinct cultural lenses
- Celebrate similarities amongst different groups of people
- Understand and respect peoples' differences
- Use electronic technologies in order to research people and cultures in every world region
- Understand the importance of cross-cultural communication, both within the United States and across borders
- Recognize and reduce stereotypes and prejudices
- Have compassion for all peoples of the world

*Social Studies and the World, 2005*

The National Council for the Social Studies (NCSS) believes that global and international education is important because people are constantly influenced by transnational, cross-cultural, multi-cultural and multi-ethnic interactions. The goods we buy, the work we do, the cross-cultural links we have in our own communities and outside them and increased worldwide communication require that responsible citizens understand global and international issues.

A global perspective is attentive to the nature of change and interdependence and the connectedness of the human and natural environment.

NCSS has developed some key questions exploring global awareness, related to the ten thematic strands that form the basis of social studies standards.

- **Culture:** What is culture? What is cultural diversity, and how does diversity develop both within and across cultures?
- **Time, Continuity and Change:** What happened in the past and how do we know? What connections are there between the past, present, and future?
- **People, Places, and Environments:** How do humans forge relationships with places in this nation and in other parts of the world?
- **Individual Development and Identity:** What factors influence how individuals perceive other individuals, groups, and cultures?
- **Individuals, Groups, and Institutions:** How do individuals, groups, and institutions influence society, both local and global?
- **Power, Authority, and Governance:** How do different political structures compare and contrast with that of the United States?
- **Production, Distribution, and Consumption:** How are local production and consumption connected to the global economy?
- **Science, Technology, and Society:** How do changes in science and technology impact individuals, groups, nations and the world?
- **Global Connections:** How can nations with differing belief systems collaborate to address global problems?
- **Civic Ideals and Practices:** How can students participate in meaningful civic action?

### Resources

The Sister School Project partners classes in different countries with classrooms in the U.S. <http://www.globalawareness.com>

National Geographic has a variety of educator resources, such as maps, photos, and news stories. <http://www.nationalgeographic.com/education/>

The New York Times Learning Network has current event articles, global history lesson plans, and other educator resources. <http://www.nytimes.com/learning/index.html>

Globalization101.org provides an interdisciplinary approach to studying globalization, and background concerning various issues. <http://www.globalization101.org/>

## INQUIRY IN THE SOCIAL STUDIES CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

### **Teacher’s Role**

The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

### **Scaffold the Learning**

Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful) also helps students experience success.

### **Students’ Role**

Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

### **Assessment**

Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.

## SOCIAL STUDIES SKILLS

### ***Comprehension Skills***

- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

### ***Research and Writing Skills***

- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

### ***Interpersonal and Group Relation Skills***

- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

### ***Sequencing and Chronology Skills***

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

### ***Map and Globe Skills***

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

### ***Graph and Image***

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

### ***Analysis Skills***

- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument

## NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline (like Social Studies or History) has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in social studies unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a math text or social studies text in the same way or with the same purposes. In Social Studies we often deal with the events, ideas and individuals that have historical significance. An example would be how Social Studies require the reader to consider context in the following way:

*To understand a primary source, we need to consider the creator of the document, the era in which it was created and the purpose of its creation.*

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education     *Literacy Instruction in the Content Areas June 2007*

Vacca and Vacca     *Content Area Reading. Literacy and Learning Across the Curriculum*

Robert Marzano  
& Debra Pickering     *Building Academic Vocabulary*

## SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

**Use Bloom's Taxonomy.** From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

**Use "academic" vocabulary.** An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below,"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

**Be aware of what SS texts demand of the reader.** It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases and statements; make generalizations; and analyze the author's voice and method.

**Anticipate the main idea.** Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

**Make connections.** Before reading it is helpful for students to ask themselves "What do I *think* I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested—and interactive—readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

**Preview vocabulary.** Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

**Focus on questions.** The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions—a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.

**During Reading**

During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

**Encourage a critical lens.** Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

**Identify the author's style.** Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

**Look for the Five W's.** When working with newspaper articles have students identify the **Who, What, Where, When** and **Why** of any major event reported by the writer.

**Note comparisons/contrasts.** Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

**Recognize cause-effect arguments.** When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

**Interpret sequence wisely.** Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

**Post-Reading Review**

Post-reading strategies help students review and synthesize what they've read.

**Use graphic organizers.** Students may often need assistance to grasp an author's basic argument or message. Graphic organizers—flowcharts, outlines, and other two-dimensional figures—can be very helpful.

**Paraphrase.** After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to

include references to: the topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

**Time order and importance** When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

**True or false?** Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase, "according to the author."

**Stress key issues.** After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

**Making meaning.** Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What, can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton's (2003) research states that "teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning."

*Adapted from* Reading Skills in the Social Studies, [www.learningenrichment.org/reading.html](http://www.learningenrichment.org/reading.html)

## DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop *historical empathy* (Kohlmeier, 2005). All citizens of a democratic society who can display *historical empathy* are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?

Why are there different versions of events and what impact does this have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

“Powerful social studies teaching helps students develop social understanding and civic efficacy.... Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.” From NCSS.

## READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of **structures**: chronological, sequential, and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals, or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or “frames,” to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the **source** information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a **subtext** on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians “try to reconstruct authors' purposes, intentions, and goals” as well as understand authors' “assumptions, world view, and beliefs” (pp. 65–66). Wineburg calls readers who believe exactly what they read “mock” readers while “actual” readers take a critical and skeptical stance toward the text.

Judy Lightfoot has constructed the following chart (based on Wineburg’s work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

### HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

Experts . . .	Novices . . .
Seek to <i>discover context and know content</i> .	Seek only to <i>know content</i> .
Ask what the text <i>does</i> (purpose).	Ask what the text <i>says</i> (“facts”).
Understand the <i>subtexts</i> of the writer's language.	Understand the <i>literal meanings</i> of the writer's language.
See any text as a <i>construction</i> of a vision of the world.	See texts as a <i>description</i> of the world.
See texts as <i>made by persons with a view of events</i> .	See texts as <i>accounts of what really happened</i> .
Consider <i>textbooks less trustworthy</i> than other kinds of documents.	Consider <i>textbooks very trustworthy</i> sources.
Assume <i>bias</i> in texts.	Assume <i>neutrality, objectivity</i> in texts.
<i>Consider word choice</i> (connotation, denotation) and <i>tone</i> .	<i>Ignore word choice and tone</i> .
Read slowly, <i>simulating a social exchange between two readers</i> , “actual” and “mock.”	Read to <i>gather lots of information</i> .
<i>Resurrect</i> texts, like a magician.	<i>Process</i> texts, like a computer.

Compare texts to judge different, perhaps divergent accounts of the same event or topic.	Learn the “right answer.”
Get interested in contradictions, ambiguity.	Resolve or ignore contradictions, ambiguity.
Check sources of document.	Read the document only.
Read like witnesses to living, evolving events.	Read like seekers of solid facts.
Read like lawyers making a case.	Read like jurors listening to a case someone made.
Acknowledge uncertainty and complexity in the reading with qualifiers and concessions.	Communicate “the truth” of the reading, sounding as certain as possible.
<p>Source: From Judy Lightfoot, “Outline of Sam Wineburg's Central Arguments in ‘On the Reading of Historical Texts.’” Available: <a href="http://home.earthlink.net/~judylightfoot/Wineburg.html">http://home.earthlink.net/~judylightfoot/Wineburg.html</a>. Based on “On the Reading of Historical Texts: Notes on the Breach Between School and Academy,” by Samuel Wineburg, <i>American Educational Research Journal</i>, Fall 1991, pp. 495–519.</p>	

## HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, “People in communities are interdependent,” students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: *concrete and defined*. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a “best” example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the “best” example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question (“Today we are going to learn about capitalism” or “What is a peninsula?”).

- Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
- Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
- Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
- Have students develop a definition of the concept based on its category and critical characteristics.
- Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

- Have students observe and identify items to be grouped (“Which items are shown in this picture?”).
- Identify the characteristics (attributes) used to group each set of items (“Which items seem to belong together? Why?”)
- Name, label, or define each group (“What is a good name for each group?”)
- Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
- Test the definition by applying it to a wide variety of examples and non-examples.
- Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

*Adapted from: Social Studies Department/ San Antonio Independent School District*

**INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS**

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...Activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (*Social Studies at the Center. Integrating, Kids Content and Literacy*, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

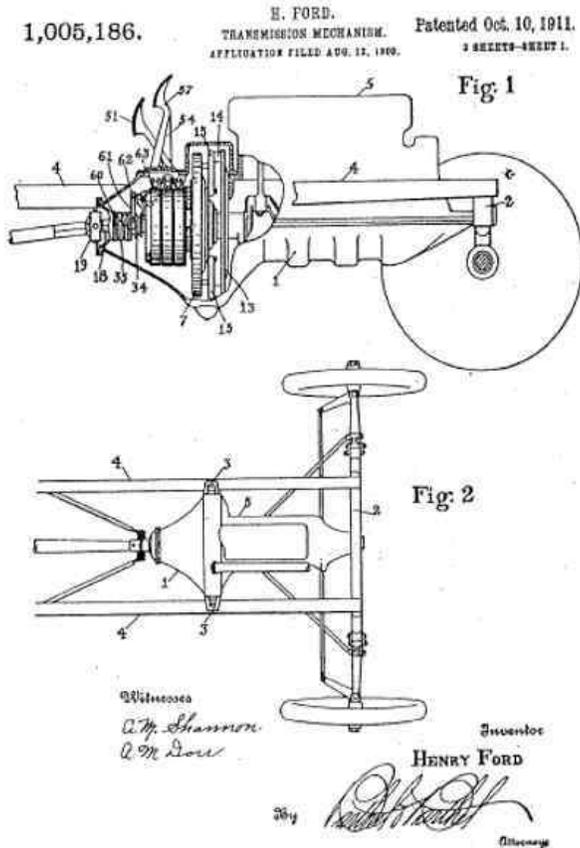
For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

- |                                     |  |
|-------------------------------------|--|
| Heidi Hayes Jacobs                  | <i>Interdisciplinary Design &amp; Implementation, and Mapping the Big Picture: Integrating Curriculum and Assessment</i> |
| Robin Fogarty                       | <i>How to Integrate Curricula: The Mindful School</i>  |
| David B. Ackerman                   | <i>Intellectual &amp; Practical Criteria for Successful Curriculum Integration</i>                                       |
| Davis N. Perkins                    | <i>Knowledge by Design</i>   |
| Grant Wiggins & Jay McTighe         | <i>Understanding by Design</i>   |
| Carol Ann Tomlinson and Jay McTighe | <i>Integrating Differentiated Instruction &amp; Understanding by Design</i>  |
| Harvey Daniels & Steven Zemelman    | <i>Subjects Matter: Every Teacher's Guide to Content Area Reading</i>  |
| Stephanie Harvey                    | <i>Nonfiction Matters. Reading, Writing and Research in Grades 3-8</i>   |

### III.

# Teaching Strategies



Patent submitted by Henry Ford  
[http://z.about.com/d/inventors/1/0/E/5/ford\\_patent.jpg](http://z.about.com/d/inventors/1/0/E/5/ford_patent.jpg)



## SOCIAL STUDIES CASE STUDY

A case study provides students and teachers with an opportunity to zoom in on a sub-topic of a larger unit of study and participate in an in-depth analysis of a single event, country, issue or movement in history. Teachers and students can focus on specific content through rich, varied and meaningful exploration and exposure.

Social studies teachers must often make difficult choices and decide on priorities when it comes to issues of depth versus breadth in content instruction. Depth takes time, and for students to be able to experience depth of content, teachers cannot investigate all topics with equal emphasis and time. While coverage of content is important it is also important for students to experience the demands and rewards that focused and intensive learning around one specific piece of content can afford. All teaching involves decision-making around what will be taught and how it will be taught. But teachers need also consider what not to teach and what merits greater emphasis. Good teaching means making sacrifices that are sometimes necessary in order to achieve the deeper learning. Through a case study, teachers can think more about how they want students to learn and less about how much content to cover.

Many of the units of study in the new social studies scope and sequence suggest a Case Study experience. When students participate actively and productively in case studies, deep, meaningful and enduring understandings are achieved in a climate of respect for discussion, inquiry and ideas. Case studies demand patience, stamina and, rigor but will result in expertise and passion for learning.

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, a focused study of one specific colony's development, such as New York, will lead to deeper contextual understanding of how the American colonies and Great Britain moved from a mutually beneficial to a tyrannical relationship.

Case studies lend themselves well to student-directed, project-based learning and will help students gain a sharpened understanding of a period in history and why things happened as they did.

A case study is a bit like reading a detective story. It keeps students interested in the content, challenges them, and helps them “stand in someone’s shoes,” while encouraging them to develop their own ideas and conclusions, make connections and apply their understandings. Students get a chance to learn by doing. They will discover how historical events have legacies, meaning and relevance.

## TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer's purpose influences the organizational pattern of a particular text. When students do not recognize a text's structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

<b>Type of Organizational Pattern</b>	<b>Signal Words</b>	<b>Questions Suggested by the Pattern</b>
<p><b>Chronological Sequence:</b> organizes events in time sequence.</p>	<p>after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when</p>	<ul style="list-style-type: none"> <li>- What sequence of events is being described?</li> <li>- What are the major incidents that occur?</li> <li>- How is this text pattern revealed in the text?</li> </ul>
<p><b>Comparison and Contrast:</b> organizes information about two or more topics according to their similarities and differences.</p>	<p>although, as well as, as opposed to, both, but, compared with, different from, either...or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet</p>	<ul style="list-style-type: none"> <li>- What items are being compared?</li> <li>- What is it about the item that is being compared? What characteristics of the items form the basis of comparison?</li> <li>- What characteristics do they have in common; how are these items alike?</li> <li>- In what ways are these items different?</li> <li>- What conclusion does the author reach about the degree of similarity or difference between the items?</li> <li>- How did the author reveal this pattern?</li> </ul>

<p><b>Concept/ Definition:</b> organizes information about a generalized idea and then presents its characteristics or attributes.</p>	<p>for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually</p>	<ul style="list-style-type: none"> <li>- What concept is being defined?</li> <li>- What are its attributes or characteristics?</li> <li>- How does it work, or what does it do?</li> <li>- What examples are given for each of the attributes or characteristics?</li> <li>- How is this pattern revealed in the text?</li> </ul>
<p><b>Description:</b> organizes facts that describe the characteristics of a specific person, place, thing or event.</p>	<p>above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/ left, under</p>	<ul style="list-style-type: none"> <li>- What specific person, place, thing, or event is being described?</li> <li>- What are its most important attributes or characteristics?</li> <li>- Would the description change if the order of the attributes were changed?</li> <li>- Why is this description important?</li> </ul>
<p><b>Episode:</b> organizes a large body of information about specific events.</p>	<p>a few days/ months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when</p>	<ul style="list-style-type: none"> <li>- What event is being described or explained?</li> <li>- What is the setting where the event occurs?</li> <li>- Who are the major figures or characters that play a part in this event?</li> <li>- What are the specific incidents or events that occur? In what order do they happen?</li> <li>- What caused this event?</li> <li>- What effects has this event had on the people involved?</li> <li>- What effects has this event had on society in general?</li> </ul>

<p><b>Generalization/ Principle:</b> organizes information into general statements with supporting examples.</p>	<p>additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if...then, in fact, it could be argued that, moreover, most convincing, never, not only...but also, often, second, therefore, third, truly, typically</p>	<ul style="list-style-type: none"> <li>- What generalizations is the author making or what principle is being explained?</li> <li>- What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle?</li> <li>- Do these details appear in a logical order?</li> <li>- Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/ principle?</li> </ul>
<p><b>Process/ Cause and Effect:</b> organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome.</p>	<p>accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, leads/ led to, may be sue to, next, so that, steps involved, therefore, thus, when...then</p>	<ul style="list-style-type: none"> <li>- What process or subject is being explained?</li> <li>- What are the specific steps in the process, or what specific causal events occur?</li> <li>- What is the product or end result of the process; or what is outcome of the causal events?</li> </ul>

## ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

### What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

### What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

### What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

### Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

### Why is student discussion valuable?

Students' enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match what they hear with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

## PROJECT-BASED LEARNING

Standards-focused project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project-based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students' lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.
- Project-based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project-based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom's taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.

## SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

Document-based questions are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion-referenced and employ a scoring rubric. Document-based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:

- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.

Then state the task. The task statement directs students to:

- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide “adaptations” and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.

- The purpose of scaffolding questions is to lead students to think about the answer they will write.
- They provide information that will help students answer the main essay question.

Good scaffolding questions:

- are clear and specific.
- contain information in the stimulus providing a definite answer to the question.

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.

## DBQ DOCUMENTS

**Informational Graphics** are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

**Maps** and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose and scale help you to analyze colors, symbols, distances and direction on the map.

Decide what kind of map you are studying:

raised relief map	military map
topographic map	bird's-eye view map
political map	satellite photograph
contour-line map	pictograph
natural resource map	weather map

Examine the physical qualities of the map.

- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.

- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

**Tables** show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:

- Read the title to learn the table's general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

**Graphs**, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs and line graphs. To interpret or complete a graph:

- Read the title to find out what the graph shows.
- Next, read the labels of the graph's axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.

- Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

**Timelines** show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

### Written Documents

Most documents you will work with are textual documents:

newspapers	speeches	reports
magazines	memorandums	advertisements
letters	maps	congressional records
diaries	telegrams	census reports

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps.

To interpret a written document:

- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

### Firsthand Account

A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author's position, job, or role in the event. What is his opinion of the event?

### Cartoons

What do you think is the cartoonist's opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.

- Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?
- Who is the main character? What is he doing?
- What is the main idea of the cartoon?
- Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?
- Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.
- List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

### Posters and Advertisements

Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.

- Look at the artwork. What does it show?
- Observe and list the main colors used in the poster.
- Determine what symbols, if any, are used in the poster.
- Are the symbols clear (easy to interpret), memorable, and/or dramatic?
- Explore the message in the poster. Is it primarily visual, verbal, or both?
- Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?
- Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.
- Read the caption. It provides historical context.
- What purpose does the poster serve?

Pay attention to every detail in the advertisement. Look for answers to: Who? What? When? Where? and Why?

- Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.
- What is the poster/advertisement about?
- When is it happening?
- Where is it happening?
- Who is the intended audience? Identify the people who the advertisement is intended to reach.
- Why is it being advertised?
- Describe how the poster reflects what was happening in history at that time.

## ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department Social Studies assessments are administered in November of the 5<sup>th</sup> Grade and June of the 8<sup>th</sup> Grade. These exams measure the progress students are making in achieving the learning standards. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The National Council of Social Studies adopted six “Guiding Principles for Creating Effective Assessment Tools.” They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to “track” resources and develop learning profiles.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down—unpacked and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments—assessments that allow teachers to give feedback as the project progresses—and *summative* assessments—assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills and relate their understanding to their experiences. Additionally, artifacts, or evidence of student thinking, allow teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> <li>• exit projects</li> <li>• student-made maps and models</li> <li>• student-made artifacts</li> <li>• mock debates</li> <li>• class museums and exhibitions</li> <li>• student peer evaluation</li> <li>• student-made books</li> <li>• I-movies; photo-essays</li> <li>• graphic timelines</li> <li>• creating songs and plays</li> <li>• writing historical fiction and/or diary entries</li> <li>• creating maps and dioramas</li> <li>• student-created walking tours</li> <li>• tables, charts and/or diagrams that represent data</li> <li>• student-made PowerPoints, webquests</li> <li>• monologues</li> </ul>	<ul style="list-style-type: none"> <li>• higher level analytical thinking activities</li> <li>• portfolios of student work</li> <li>• student criteria setting and self-evaluation</li> <li>• teacher observations</li> <li>• checklists and rubrics</li> <li>• conferences with individuals or groups</li> <li>• group discussions</li> <li>• anecdotal records</li> <li>• teacher-made tests</li> <li>• student presentations</li> <li>• role play and simulations</li> <li>• completed “trip sheets”</li> <li>• reflective journal entries</li> <li>• student writing (narrative procedures, etc.)</li> <li>• video and/or audio tapes of student work</li> <li>• student work</li> </ul>

## MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

<b>Intelligence</b>	<b>Learning preferences</b>
<b>Verbal-Linguistic</b> “word smart”	Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening.
<b>Logical- Mathematical</b> “number-smart”	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.
<b>Body-Kinesthetic</b> “body-smart”	Students who use the body to express their ideas and feelings, and learn best through physical activity—games, movement, hands-on tasks, dancing, building.
<b>Visual-Spatial</b> “picture-smart”	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
<b>Naturalistic</b> “nature smart”	Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature.
<b>Musical-Rhythmic</b> “music-smart”	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
<b>Interpersonal</b> “people-smart”	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
<b>Intrapersonal</b> “self-smart”	Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.

*Adapted from Dr. Howard Gardner’s Theory of Multiple Intelligences*

## BLOOM'S TAXONOMY

The language of Bloom's Taxonomy was revised by his student Lynn Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
<b>A. Factual Knowledge</b> <b>B. Conceptual Knowledge</b> <b>C. Procedural Knowledge</b> <b>D. Metacognitive Knowledge</b>	Retrieve relevant knowledge from long-term memory <ul style="list-style-type: none"> <li>Recognize (identify)</li> <li>Recall (retrieve)</li> </ul>	Construct meaning from instructional messages, including oral, written, and graphic information <ul style="list-style-type: none"> <li>Interpret (clarify, paraphrase, represent, translate)</li> <li>Exemplify (illustrate, give examples)</li> <li>Classify (categorize, subsume)</li> <li>Summarize (abstract, generalize)</li> <li>Infer (conclude, extrapolate, interpolate, predict)</li> <li>Compare (contrast, map, match)</li> <li>Explain (construct models)</li> </ul>	Carry out or use a procedure in a given situation <ul style="list-style-type: none"> <li>Execute (carry out)</li> <li>Implement (use)</li> </ul>	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose <ul style="list-style-type: none"> <li>Differentiate (discriminate, distinguish, focus, select)</li> <li>Organize (find coherence, integrate, outline, parse, structure)</li> <li>Attribute (deconstruct)</li> </ul>	Make judgments based on criteria and standards <ul style="list-style-type: none"> <li>Check (coordinate, detect, monitor, test)</li> <li>Critique (judge)</li> </ul>	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure <ul style="list-style-type: none"> <li>Generate (hypothesize)</li> <li>Plan (design)</li> <li>Produce (construct)</li> </ul>

## MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

Begin by identifying the rationale, objectives and plan of evaluation for the trip.

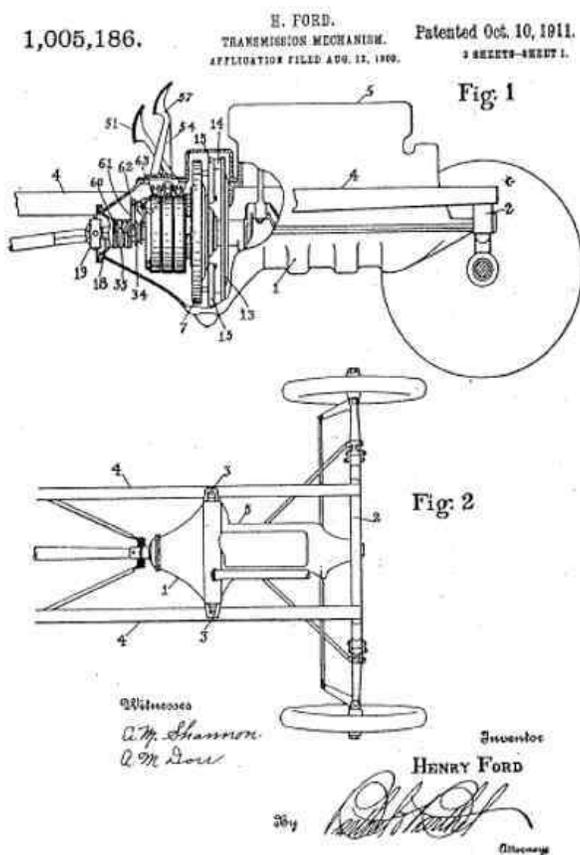
- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. This implies that the field trip is not an essential part of an important planned learning experience.



# IV.

## Sample Lessons, Materials and Resources



Patent submitted by Henry Ford  
[http://z.about.com/d/inventors/1/0/E/5/ford\\_patent.jpg](http://z.about.com/d/inventors/1/0/E/5/ford_patent.jpg)



## TRADE BOOK TEXT SETS

### What are they?

Trade book text sets are a collection of books centered on a specific topic or theme. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies scope and sequence. There is a specific text set for each unit of study. The books and texts are carefully selected to explore the focus of each unit of study from a variety of perspectives. Though the texts are linked by theme (content) they are multi-genre and reflect a variety of reading levels. While the collection currently includes trade books and picture books, it is our hope that teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to this collection. In essence anything that is print-related and thematically linked will enhance the text set.

The titles have been selected because they are well written, historically accurate, include primary sources, are visually appealing and they support the content understandings of the unit. The books span a wide range of topics, vary in length, difficulty level and text structure, and are related to the central theme or unit. Select titles are included for teacher and classroom reference.

Text sets provide students with texts that may address a specific learning style, are engaging and rich with content and support meaningful interaction. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary.
- recognize how texts are organized.
- monitor own comprehension.
- evaluate an author's ideas and perspective.

The wide reading that results from the use of text sets benefits students' reading development as well as their content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

### Introducing Text Sets to Students

There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group (these table groups can vary from 6-8 students). Books can be organized for students so that each table has a comparable set of texts (there are multiple copies of key books for this purpose) or where each table has a unique set of texts (sub-topics of the unit focus). Here are some suggestions for getting started:

**Scavenger Hunt:** Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students can then share their findings with their group or with the entire class. As they

search through texts for answers, they will get a sense of the content and structure of each book.

**Book Browse:** Let students browse through the collection at each table selecting the titles that they want to skim or read. Students can then discuss their selection and why it was interesting to them.

**Word Splash:** Print a selection of content vocabulary taken from the texts onto large paper and splash around the classroom or on the tables. Ask students to try to read, discuss and figure out the meaning of the words. As the unit progresses they can become part of a word wall and students will recognize them in the text sets.

### **Text Sets as the Core of Mini-lessons**

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Short texts should be lifted from the key titles to create lessons with a specific content reading strategy, content knowledge focus, text structure, or process skill related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

### **Formative Assessment**

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills like note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing for student learning. Daily student assessment should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

### **Dynamic Collections**

The best text sets are those that change and grow with time. New titles can be found in bookstores, libraries, staying abreast of new publications and notable books in social studies (NCSS), award-winning books, etc. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding additional print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.

## Getting Ready for the NYS 8<sup>th</sup> Grade Social Studies Exam

Throughout the sample lessons there are activities that support the development of important content and skills identified as necessary for success on the 8<sup>th</sup> Grade Social Studies Exam. Making students aware of the skills they are using will help them gain the confidence they need to succeed on the exam. The following suggestions offer further support to students:

### Objective or Multiple Choice:

- Have students design their own multiple choice questions and exchange them with a partner. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies8.html> )
- Discuss multiple-choice strategies such as process of elimination, reading all answer choices, using information found throughout the exam to assist in answering questions.
- Use sample questions used on past exams
- Analyze the way that these types of questions are presented/constructed.

### Constructed Response Questions (CRQs):

- Have students create questions to accompany the various primary documents found throughout the unit. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies8.html> )
- Have students practice inferring and interpreting information from primary and secondary sources often.
- Provide sample documents used on past exams
- Analyze the types of questions asked when students are asked to view and interpret documents (example: comparing and contrasting 2 or more documents from the same period, etc.)

### Document Based Questions (DBQs):

- Have students compile sources and create their own document based question. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies8.html> )
- Have students interpret and infer information from primary and secondary sources
- Have students write a historical background for a DBQ imitating the voice of the historical background provided in an actual DBQ.
- Instruct students on how to create an outline from the bullet points of a DBQ.
- Provide samples from past exams
  - Grade 8 Social Studies Exam 2008 Document Based Question on Industrialization <http://www.nysedregents.org/testing/scostei/jun08/SSS-bk2-eng-608sml.pdf>

**ACADEMIC VOCABULARY**  
**INDUSTRIALIZATION WORD WALL**

A *topical* Word Wall consists of words related to a theme, text, or unit such as Industrialization. The wall will contain words supporting the unit of study. As students proceed through the unit they should note on the word wall, any words that they believe may be important to the unit. For most students, just collecting words is not enough to allow them to understand and retain the words for later retrieval and use. Applying words in meaningful ways increases the chances that students will remember them and use them.

One way that content word meanings can be reinforced is by asking students to apply, explain, and illustrate their content words in their notebooks.

*Reading History* by Janet Allen Copyright 2005.

**A-B-C**

**D-E-F**

famine

**G-H-I**

industrialization  
immigration

**J-K-L**

**M-N-O**

**P-Q-R**

robber baron

**S-T-U**

tenement

**V-W-X-Y-Z**

Word Notes:

## ENGAGING THE STUDENT/ LAUNCHING THE UNIT AN INDUSTRIAL SOCIETY

Engaging students with the content to be studied is important. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students “hooked.” Another effective hook is making students see the content as interesting and unusual by having them view the content from a different perspective. Launching the unit for your students involves engaging them in mental stretching activities and providing a hook for the content to be learned. Students are more interested in and pay more attention to activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively can excite the students—giving them the motivational energy to want to make the best use of their learning time. Activities that get students to think divergently are important. Presenting far-out theories, paradoxes, and incongruities to stimulate wonder and inquiry are extremely effective.

One way to launch the “An Industrial Society” unit is to have each student place a pushpin or sticker on a world map designating places from which their ancestors emigrated. Have students reflect on how America is a multicultural society and the benefits of living in such a pluralistic society. You can extend this activity by taking the class for a walk through a neighborhood and noting evidence of multiculturalism or various immigrant contributions/influences.

Another way to launch the unit is to display the quote by Thomas Edison, “What seems impossible today may not be tomorrow.” Ask students to make a list of examples from modern times that reflect this quote. Read aloud the foreword to *Thomas Edison: Inventing the Future*, by David Edward Edison Sloane. Ask students, “How is Thomas Edison an inspiration?” Or challenge your students to think about the recent Thomas Friedman book title “The World is Flat.” What might the writer mean in terms of how technology and information influences the world today?

Still another way to launch the unit is to ask students what brand of sneakers they prefer. Chart student responses. Have students expand on the reasons why they prefer a particular style and brand. Have students identify factors that help them to decide to purchase a particular brand of sneakers. Tell students to imagine that one brand took over all the others. What would be the impact? Explain that that would be a monopoly and that in this unit they will see the impact of monopolies.

**LESSON PLANS**  
**USING A TABLE OF CONTENTS AND AN INDEX**

**Unit of Study:** An Industrial Society

**Focus question:** How did America emerge as an economic power?

**The Teaching Point:**

- Students will be able to use the table of contents and the index of a variety of trade books to locate information.

**Why/Purpose/Connection:** This lesson provides students with an opportunity to familiarize themselves with the trade books while building background knowledge for the unit “An Industrial Society.”

**Materials/Resources/Readings:**

- Multiple books from the trade book text set
- Where do I go? Hand-out

**Model/Demonstration:**

- Motivation: Teacher displays two pictures and asks students to find the “common denominator.” Invite the students to study the images to uncover as many common denominators as are contained in the images. *Note: The emphasis is on finding as many elements as possible rather than finding one common denominator. (Adapted from More Tools for Teaching Content Literacy, by Janet Allen, 2008)*
  - *Tenement: Immigrant Life on the Lower East Side* p. 34
  - *We the People: Industrial America* p. 15
- Teacher charts students’ answers.
- Teacher explains that students will be studying the themes represented in the pictures: industrialization and immigration.
- Teacher explains that students will use the trade book text set as a resource for studying and learning about industrialization and immigration.

**Guided Practice:**

- Teacher explains that students will not have time to read every page of every book, and that students will need to be able to locate information in the books specific to particular topics.
- Teacher asks students with what feature(s) the class started their search? (Pictures and captions)
- Teacher then displays the book, *We the People: Industrial America*.
- Teacher asks students to describe the cover. Teacher explains that many parts of the trade books provide the reader with useful information. Teacher then explains that the class will focus on two features of the trade books that will help them locate information. Teacher displays a copy of the Table of Contents. Teacher asks students to make observations about the book’s content based on the table of contents.
- Teacher then displays the index. Teacher asks students to make observations about the book’s content based on information provided in the index.

- Teacher displays a Venn Diagram. Teacher directs student pairs to complete the Venn diagram, comparing and contrasting the table of contents and the index.
- Teacher charts student responses on a whole-class Venn diagram.

**Independent Exploration:**

- Teacher distributes the “Where do I go?” worksheet.
- Teacher distributes one trade book to each pair of students.
- Students complete the activity using the index and the table of contents. Students note any words on their word wall. Note: Some questions might have more than one right answer. Pay attention to the students’ explanation of why they chose either the index or the table of contents.

**Share/Closure:**

- Teacher displays a T-chart labeled Table of Contents and Index. Teacher asks students to note examples of when they most probably would refer to each.

**Assessment:**

- Teacher monitors the activity and offers support as needed.

**Next Steps:**

- Students categorize words from the activity into immigration and industrialization-related words.
- Students explore other text features.

# Where do I go?

## Getting to Know the Table of Contents and Index

Read each question and then answer the question. Think about which part of the book will contain the answer – Table of Contents or Index?

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Subject: (Using the title, cover, and other text features, what do you think this book is about?)

---

---

---

---

---

1. Is there an explanation of a tycoon? **Table of contents or index**

---

2. Does this book have a timeline? **Table of contents or index**

---

3. Where could I find further information on this topic? (In other words, is there a section with suggested resources?) **Table of contents or index**

---

4. Is there any information about the Brooklyn Bridge? **Table of content or index**

---

5. How could I get an overview of the book? **Table of contents or index**

---

6. Does it explain or show what a tenement looks like? **Table of contents or index**

---

## PATENTS

**Unit of Study:** An Industrial Society

**Focus Question:** How did the United States emerge as an economic power?

**The Teaching Point:**

- Students will analyze patents of various inventions to determine the role of innovation in economic growth.
- Students will explore contemporary examples of technology that led to economic growth.

**Why/Purpose/Connection:** This lesson examines one of the factors that led to the industrial revolution and the role of government with respect to innovations.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Bright Ideas: The Age of Invention in America: 1870-1910*
- Copies of patent application sheets
- Chart paper
- Colored markers

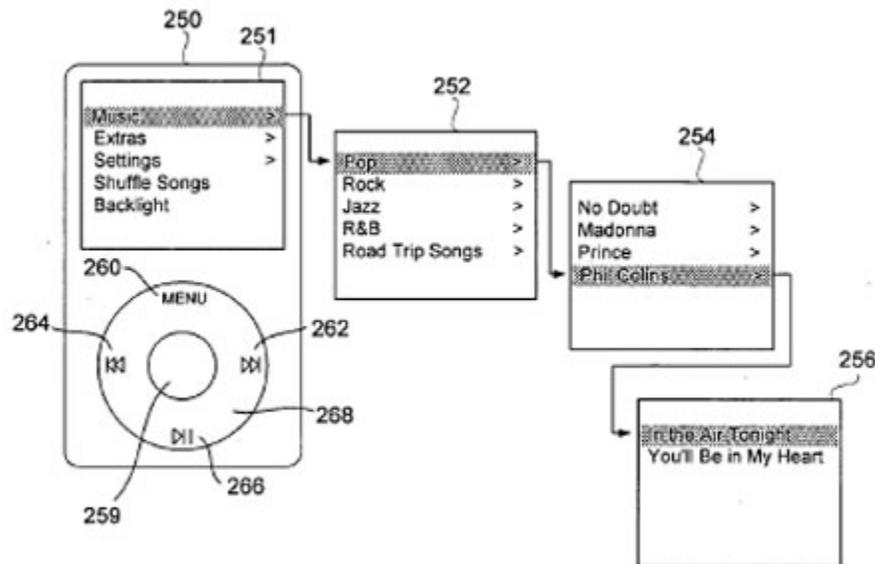
**Model/Demonstration:**

- Motivation: Teacher says, “Imagine that you came up with an idea for a new kind of skateboard. You build a few boards yourself (prototypes) and sell them to people you know. Soon, people are begging you to build more boards. But before you’re able to build them, the neighborhood store starts selling copies of the board you invented. How do you feel? How can you solve this problem?” *Note: You may want to write the scenario on chart paper or make photocopies for each student.*
- After students have had the opportunity to write their reactions, teacher leads a class discussion. Teacher then explains that the United States established the patent system to deal with just this type of problem. Ask students to comment on the government’s solution. Was it the right thing to do? Why or why not?

**Guided Practice:**

- Teacher displays (on an overhead) and distributes copies of the following clause from Article 1, Section 8 of the U.S. Constitution:  
“The Congress shall have Power...To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;”—Constitution, Article 1, Section 8
- Teacher directs students to follow along as he/she reads aloud.
- Teacher gives students an opportunity to paraphrase, or restate/rewrite the clause in their own words, underlining any words they do not understand.
- After students complete the paraphrase, teacher asks students to share. Teacher combines components of different students’ responses to create an accessible paraphrase of the entire constitutional clause and rewrites onto chart paper.
- Teacher asks students:

- Why would the Founding Fathers include this sentence in the Constitution?
- Why is it important for inventors to have exclusive rights to their inventions?
- Teacher explains that the U.S. government has a patent office that secures over 150,000 patents per year. Every inventor must submit a detailed patent application. If the application is approved, the inventor has sole rights to manufacture the invention, usually for 20 years.
- Teacher explains that students will now examine and make inferences using images from patent applications.
- Teacher displays the following image from a patent application (use photocopies or overhead projection):



- Teacher asks students the following questions:
  - Which invention is shown?
  - What is the purpose of this invention?
  - What positive effects has this invention had? (Guide students beyond answering, “It’s more convenient to listen to music,” toward answers like, “It earned more money for inventors,” “It created new manufacturing jobs,” “It created new sales jobs,” etc.)
  - How might this invention have developed differently if there were no patents? (Guide students toward answers like, “Other companies would have copied the iPod design,” “Other companies would have made more money off the iPod design,” and “Apple would have made less money even though they invented the iPod.”)

**Gr. 8 SS  
Exam Alert**

Provides practice with CRQ skills: examining documents and drawing conclusions.

### Independent Exploration:

- Teacher posts six pieces of chart paper around room. Onto each chart paper, tape one of the patent application diagram sheets. Provide three colored markers (red, blue, green) next to each sheet of chart paper.
- Teacher divides students into groups. Explain to students that they will circulate the room to examine the diagrams. Each group will examine four

diagrams and answer the accompanying questions.

**Differentiation:**

- Extra Support: Student pairs review information on advances in the use of oil and electricity. Ask each pair to select two events that played a role in the use of oil and electricity. Then have each pair work together to write a newspaper headline for that event. Remind students that newspaper headlines should catch the readers' attention and give some information about the event. Encourage students to look at actual newspaper headlines before writing their own.

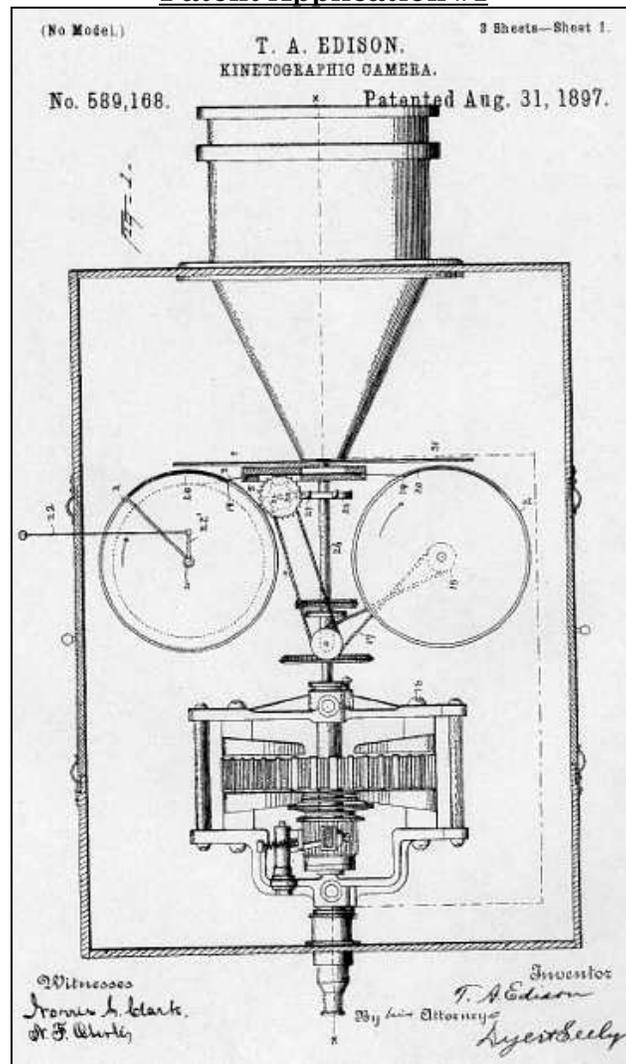
**Share/Closure:**

- Students share their answers to the questions with the purpose of explaining the importance of patents.

**Assessment:**

- Teacher rotates among the groups during independent exploration time, assessing understanding and offering assistance.
- Teacher reads and reviews student answers to information on chart papers.

**Next Steps:** Students investigate the role that inventions played during the industrial revolution.

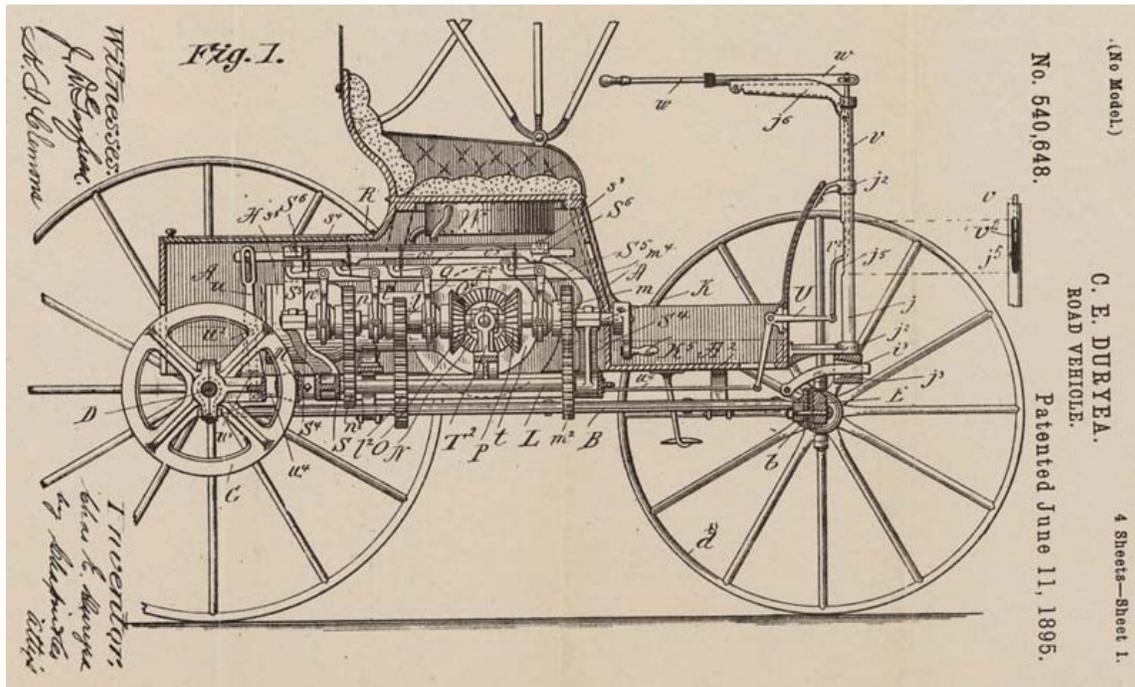
**Patent Application #1**

The Kinetograph was operated by an electric motor that moved the celluloid film roll past the camera lens. Motor-driven cameras, which were bulky and stationary, were soon replaced by movable hand-cranked cameras. Dickson's key contribution was a sprocket mechanism linked to the camera's shutter, which momentarily stopped the film roll for each exposure. These separate still photographic images came to be called *frames*. Early cameras used a number of different speeds for exposing frames, but by the advent of sound film in the late 1920s the standard had become 24 frames per second.

[http://encarta.msn.com/text\\_761567568\\_46/history\\_of\\_motion\\_pictures.html](http://encarta.msn.com/text_761567568_46/history_of_motion_pictures.html)

**Questions**

1. What is the purpose of this invention? (Answer in RED.)
2. What positive effects has this invention had? (Answer in BLUE.)
3. If patents did not exist, what do you think would happen when the inventor started to sell this product? (Answer in GREEN.)

**Patent Application #2**

[http://upload.wikimedia.org/wikipedia/commons/a/a3/Patent%2C\\_Duryea\\_Road\\_Vehicle%2C\\_1895.png](http://upload.wikimedia.org/wikipedia/commons/a/a3/Patent%2C_Duryea_Road_Vehicle%2C_1895.png)

In France, a company called Panhard-Levassor began making cars in 1894 using Daimler's patents. Instead of installing the engine under the seats, as other car designers had done, the company introduced the design of a front-mounted engine under the hood. Panhard-Levassor also introduced a clutch and gears, and separate construction of the chassis, or underlying structure of the car, and the car body. The company's first model was a gasoline-powered buggy steered by a tiller.

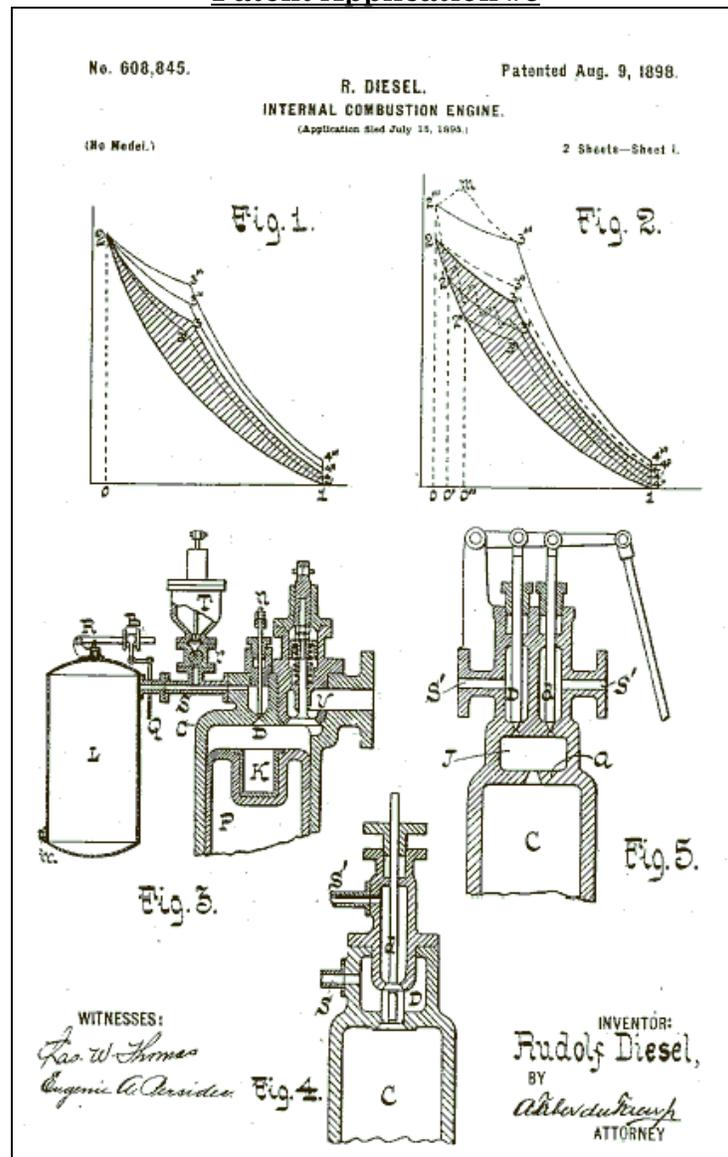
American automobile builders were not far behind. Brothers Charles Edgar Duryea and James Frank Duryea built several gas-powered vehicles between 1893 and 1895. The first Duryea, a one-cylinder, four-horsepower model, looked much like a Panhard-Levassor model.

[http://encarta.msn.com/encyclopedia\\_761576902\\_5/automobile.html](http://encarta.msn.com/encyclopedia_761576902_5/automobile.html)

**Questions**

1. What is the purpose of this invention? (Answer in RED.)
2. What positive effects has this invention had? (Answer in BLUE.)
3. If patents did not exist, what do you think would happen when the inventor started to sell this product? (Answer in GREEN.)

### Patent Application #3



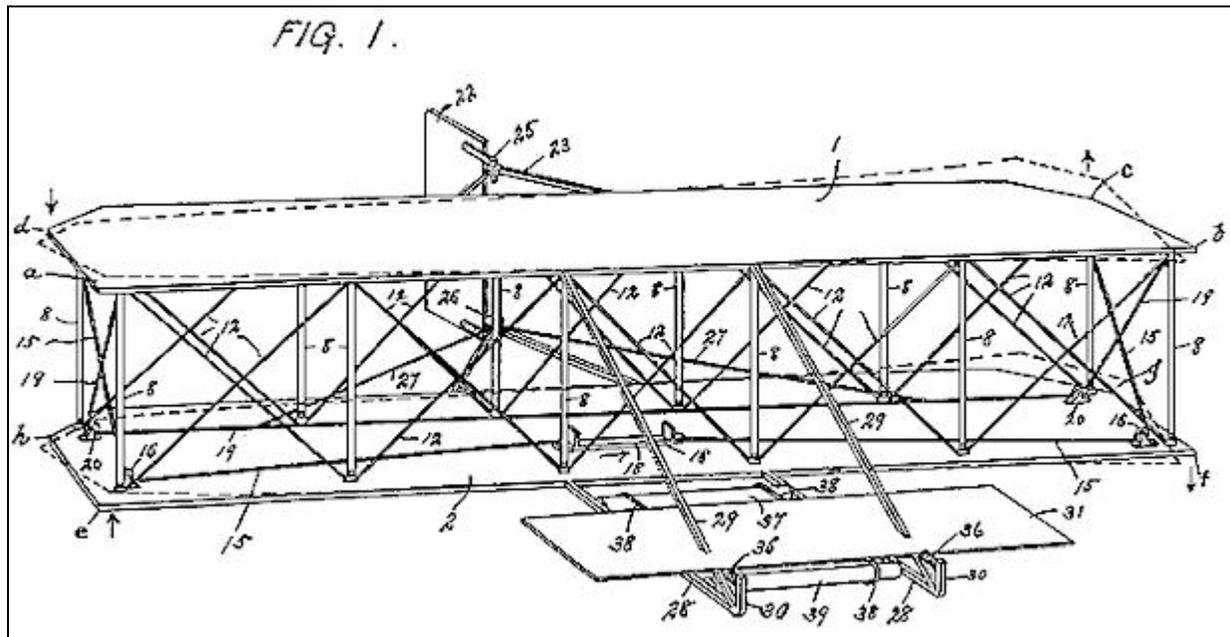
<http://www.eia.doe.gov/kids/history/people/images/diesel-engine.gif>

**Rudolf Diesel**, full name Rudolf Christian Karl Diesel (1858-1913), German engineer, who invented the diesel engine. After studying in England, he attended the Polytechnic School in Munich, where he settled in 1893. In 1892 he patented the internal-combustion engine named for him, which employed auto-ignition of fuel. While associated with the Krupp firm in Essen, he built the first successful diesel engine, utilizing low-cost fuel.

[http://encarta.msn.com/encyclopedia\\_761569274/Engine.html](http://encarta.msn.com/encyclopedia_761569274/Engine.html)

#### Questions

1. What is the purpose of this invention? (Answer in RED.)
2. What positive effects has this invention had? (Answer in BLUE.)
3. If patents did not exist, what do you think would happen when the inventor started to sell this product? (Answer in GREEN.)

**Patent Application #4**

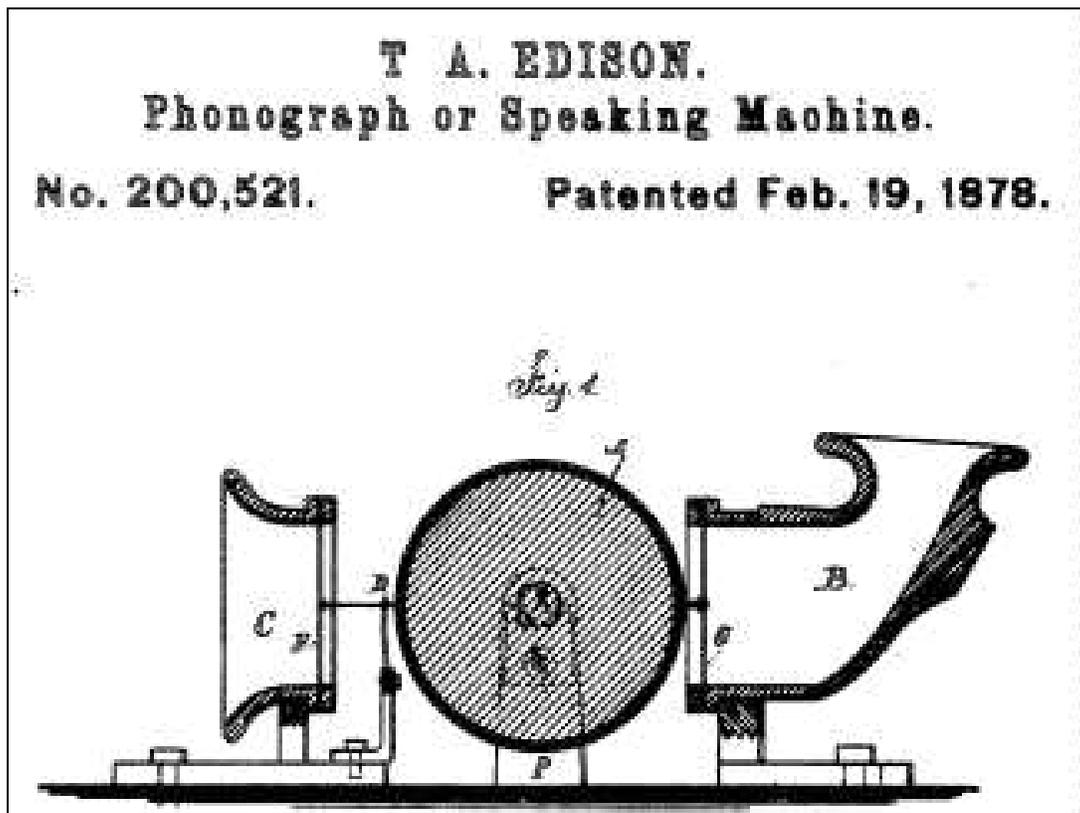
<http://anticipatethis.files.wordpress.com/2006/10/flyer.png?w=417&h=219>

At Kitty Hawk, North Carolina, on December 17, 1903, Orville Wright made the first successful flight of a piloted, heavier-than-air, self-propelled craft, called the Flyer. That first flight traveled a distance of about 37 m (120 ft). The distance was less than the wingspan of many modern airliners, but it represented the beginning of a new age in technology and human achievement. Their fourth and final flight of the day lasted 59 seconds and covered only 260 m (852 ft). The third Flyer, which the Wrights constructed in 1905, was the world's first fully practical airplane. It could bank, turn, circle, make figure eights, and remain in the air for as long as the fuel lasted, up to half an hour on occasion.

[http://encarta.msn.com/encyclopedia\\_761556643\\_6/airplane.html](http://encarta.msn.com/encyclopedia_761556643_6/airplane.html)

**Questions**

1. What is the purpose of this invention? (Answer in RED.)
2. What positive effects has this invention had? (Answer in BLUE.)
3. If patents did not exist, what do you think would happen when the inventor started to sell this product? (Answer in GREEN.)

Patent Application #5

<http://www.scripophily.com/webcart/vigs/edisonphono.jpg>

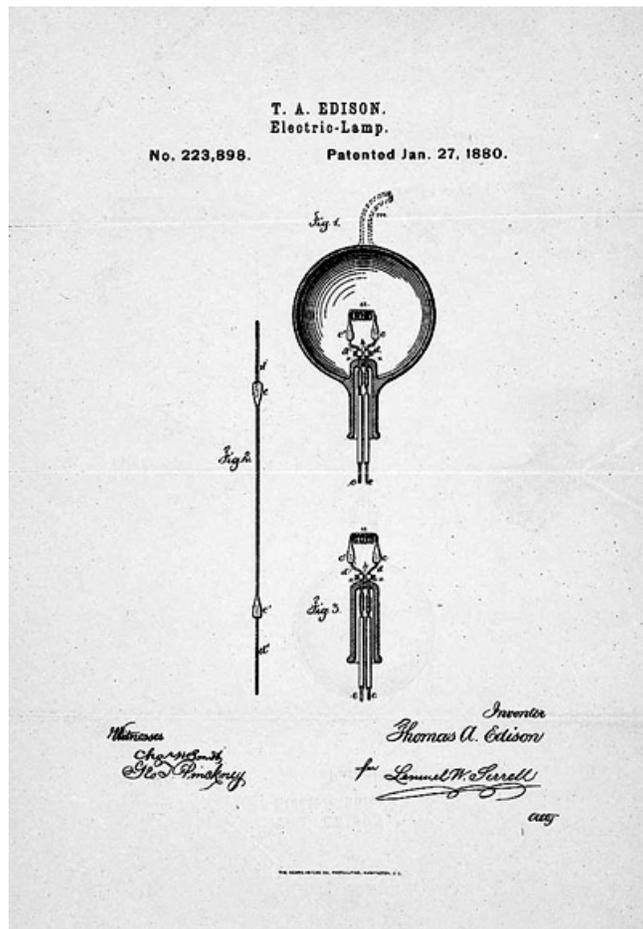
The first practical phonograph was built by the American inventor Thomas Edison in 1877. Edison recorded sound on a cylinder, which was then rotated against a needle. The needle moved up and down in the grooves of the cylinder, producing vibrations that were amplified by a conical horn. Because of the vertical movement of the needle, this recording method was called the “hill and dale” process.

[http://encarta.msn.com/encyclopedia\\_761554405/phonograph.html](http://encarta.msn.com/encyclopedia_761554405/phonograph.html)

Questions

1. What is the purpose of this invention? (Answer in RED.)
2. What positive effects has this invention had? (Answer in BLUE.)
3. If patents did not exist, what do you think would happen when the inventor started to sell this product? (Answer in GREEN.)

### Patent Application #6



[http://americanhistory.si.edu/lighting/IMAGES/ed\\_inc2a.jpg](http://americanhistory.si.edu/lighting/IMAGES/ed_inc2a.jpg)

After patenting the phonograph, Edison set out to develop an incandescent lamp, which would produce light by heating a wire until it glowed brightly. People already used electric arc lights, which produced light by creating an arc of electricity between two wires. However, the blinding glare these arc lights gave off made them unsuitable for home use. Edison, like others before him, conceived the idea of a light with a glowing wire, or filament, made of a substance that could endure very high temperatures without fusing, melting, or burning out. After hundreds of trials and more than a year of steady work, Edison developed a high-resistance carbon-thread filament that burned steadily for more than 40 hours. Although not the first incandescent electric light, it was the first practical one because it used a small current and, in addition, lasted a long time without burning out. [http://encarta.msn.com/encyclopedia\\_761563582\\_2/thomas\\_alva\\_edison.html](http://encarta.msn.com/encyclopedia_761563582_2/thomas_alva_edison.html)

#### Questions

1. What is the purpose of this invention? (Answer in RED.)
2. What positive effects has this invention had? (Answer in BLUE.)
3. If patents did not exist, what do you think would happen when the inventor started to sell this product? (Answer in GREEN.)

## THE BROOKLYN BRIDGE

**Unit of Study:** An Industrial Society

**Focus question:** How did the U.S. emerge as an economic power?

**The Teaching Point:**

- Students research the Brooklyn Bridge, focusing on its connections to immigration and industrialization.
- Students construct a visual representation of their research.

**Why/Purpose/Connection:** This lesson uses the Brooklyn Bridge to demonstrate how industry and immigration converged to play a dual role in the emergence of America as an economic power.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *A History of Us: An Age of Extremes*
  - *A Historical Atlas of The Industrial Age and the Growth of American Cities*
  - *We the People: Industrial America*
  - *If You Lived 100 Years Ago*, pp. 56-57
- Websites:
  - <http://www.pbs.org/kenburns/brooklynbridge/>
  - <http://www.endex.com/gf/buildings/bbridge/bbridge.html>
  - [http://en.wikipedia.org/wiki/Brooklyn\\_Bridge](http://en.wikipedia.org/wiki/Brooklyn_Bridge)
- Picture of the Brooklyn Bridge
- The Brooklyn Bridge t-chart
- Art supplies

**Model/Demonstration:**

- Motivation: Teacher displays pictures of the Brooklyn Bridge and asks students to brainstorm and list everything that would be necessary to construct the bridge.
- Teacher explains that the bridge united two important forces/changes in society that led to the emergence of the US as an economic power. Teacher asks students for ideas on what the two forces might be.
- Teacher explains that the Brooklyn Bridge was made possible as a result of both immigration and industrialization.

**Guided Practice:**

- Teacher explains to students that they will participate in a shared reading experience about the Brooklyn Bridge. Students are to record any evidence relating to the impact that industrialization or immigration had on the completion of the bridge using the Brooklyn Bridge T-chart.
- Teacher reads aloud from *A History of Us: Age of Extremes*, (from the last paragraph of p. 39 until p. 42). Teacher models a “think-aloud” and underlines any facts relating to immigration or industrialization, sharing with students the facts that have been found. Teacher then records the facts onto a class T-chart.

- Teacher explains that students will use the trade books and websites to focus on the relationship between immigration, industrialization and the building of the Brooklyn Bridge.

**Independent Exploration:**

- Student groups conduct research to find out what role immigration and industrialization played in the completion of the Brooklyn Bridge.
- Student groups present their research in a creative format and display the connection between industrialization -immigration and the Brooklyn Bridge. Ideas include but are not limited to:
  - A model of the Brooklyn Bridge with symbols or depictions of the technology and people involved
  - A collage
  - A poster with various images of the bridge, its technology and the people who made it possible.

**Share/Closure:**

- Students display their projects.
- Teacher facilitates a discussion on the relationship between immigration and industrialization.
  - How did the presence of immigrants help industrialization?
  - In what way were the jobs that many immigrants took an example of exploitation?
  - Could the US have emerged as an economic power without large numbers of immigrants? Why or why not?
  - How is the Brooklyn Bridge also an example of urbanization?

**Assessment:** Teacher evaluates student T-charts and projects.

**Next Steps:** Students investigate the lives of immigrants.

### The Brooklyn Bridge

Immigration	Industrialization

## URBAN VS RURAL

**Unit of Study:** An Industrial Society

**Focus Question:** How did America emerge as an economic power?

**The Teaching Point:**

- Students will compare and contrast urban life with rural life at the turn of the century through an examination of photographs.
- Students will research the factors that led to the population decline in rural areas and the population increase in urban areas.

**Why/Purpose/Connection:** This lesson explores the changes that took place in America as it moved from a rural society to an urban society.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Industry Changes America*
  - *Witness to History: The Industrial Revolution*
  - *The Urbanization of America*
  - *Possibilities and Problems in America's New Urban Centers*
  - *...If You Lived 100 Years Ago*
  - *We the People: Industrial America*
  - *Picture the Past: Life in America's First Cities*
  - *Italian Immigrants 1880-1920*
- Websites
  - Pictures of the American City: <http://www.archives.gov/research/american-cities>
  - Allegany County Photos: <http://www.usgennet.org/usa/ny/county/allegany/TownVillageReservation/TownWilling/TownWilling%20Photo%20Gallery/WillingPhotoGallery.htm>
  - Census Maps: [http://www.census.gov/dmd/www/maps\\_1790to2000.html](http://www.census.gov/dmd/www/maps_1790to2000.html)
- Role Cards
- Photos of urban and rural scenes

**Model/Demonstration:**

- Motivation: As students enter, teacher distributes (or projects photos of) rural and urban landscapes in 1900. Photos available on websites cited above.
- Teacher makes a T-chart and labels one column “urban” and the other column “rural”. Teacher asks students to work with a partner and record details they observe in each photo (record onto T-chart)
- After students record their observations, teacher asks students to define “urban” and “rural.”
- Teacher tells students that there was a major urban/rural population shift in the United States during the late 19<sup>th</sup> Century.
- Teacher shows students Census maps from 1870, 1890, and 1910. Teacher asks students to describe the changes they see in population from 1870 to 1910 (Answer: Many more Americans lived in cities in 1910.)

- This is a good time to connect to current events since the **Census 2010** will begin in January 2010. The USDOE has a wealth of materials available on their website.
- Teacher asks students what might have attracted people to move to the cities. Where would they come from? What would they gain by living in big cities?
- Teacher explains that students will participate in an activity where they will imagine themselves in the role of a person taking a job in New York City in the year 1900.

**Guided Practice:**

- Teacher asks students to work with their group to write a statement demonstrating the connections between the maps and the pictures. (For example: The photographs depict two lifestyles, one urban and one rural. As seen in the census maps, the urban lifestyle had become dominant in America as the 19<sup>th</sup> century progressed.)
- Teacher explains that students will use the same skills as well as creativity and additional resources to explore their role card.

**Gr. 8 SS  
Exam Alert**

Provides  
practice in  
answering  
CRQs.

**Independent Exploration:**

- Teacher divides students into five groups, each with one of the role descriptions attached to this lesson.
- Teacher explains that each group will cooperate to answer the questions on their role cards.
- The groups should use evidence and information from the trade books to help support their answers.
- Each group is responsible for completing all questions and, at the end of the lesson, will share the letter or plan that they were assigned.

**Share/Closure:**

- Students share their plans for taking a job in New York City with the rest of the class.
- Teacher facilitates a class discussion on New York City at the turn of the century.
  - What were the benefits of moving to the city?
  - What were the drawbacks?
  - Do these pros and cons still exist today?

**Assessment:**

- Teacher should rotate between groups, assessing and assisting where needed. Teacher should assess how well groups work cooperatively and independently.
- Student work can be assessed using a rubric.

**Next Steps:** Students explore outcomes of urbanization.

**Role #1**

You are a man who owns a small farm in upstate New York, about 75 miles north of New York City. On your family farm, you grow corn and other vegetables, and you send your crops to town markets to sell. Like your father, who was a farmer too, you've been able to make enough money to provide for your wife and five children. That is, until recently. Railroads have brought cheaper vegetables from large farms that are hundreds of miles away. You have to lower your prices to compete. You now earn much less money. Some neighboring farmers have moved to New York City, where they and many of their children can work in factories.

- What is your life like on the farm?
  - What are the benefits of moving to the city for you?
  - What are the drawbacks of moving to the city for you?
  - How will your life change if you move to the city?
  - Make a decision: will you stay on your family farm or move to the city?
  - After answering these questions, write a plan for how you will explain your decision to your family.
- 

**Role #2**

You are a 13-year-old boy working on your family's farm in upstate New York, about 75 miles north of New York City. You spend most of your days at work on the farm; you don't attend school anymore. Your father has recently seemed nervous about the family's finances. You know that some of your neighbors have moved to New York City, and your father might be thinking about moving the family there too.

- What is your life like on the farm?
  - What are the benefits of moving to the city for you?
  - What are the drawbacks of moving to the city for you?
  - How will your life change if you move to the city?
  - After answering these questions, write a letter to a friend describing life on the farm and your thoughts and concerns about moving to the city.
- 

**Role #3**

You are a woman whose family owns a small farm in upstate New York, about 75 miles north of New York City. You are mother to five children and do the household work on the farm along with your older daughter, while your husband runs the farm. Your husband has begun to complain about not making enough money. You have to lower your prices to compete. You now earn much less money. Some neighboring farmers have moved to New York City, where they and many of their children can work in factories.

- What is your life like on the farm?
  - What are the benefits of moving to the city for you?
  - What are the drawbacks of moving to the city for you?
  - How will your life change if you move to the city?
  - After answering these questions, write a plan for discussing a move to New York City with your husband. Explain how you think a move would affect you and your family.
-

**Role #4**

You are a farmer living in rural Italy. Your family is struggling to make enough money to survive. You know that you might be able to get together enough money to move to New York City. There, you hope to be able to earn enough money to pay for your family to move with you.

- What is your life like on a farm in rural Italy?
  - What are the benefits of moving to New York City for you?
  - What are the drawbacks of moving to New York City for you?
  - How will your life change if you move to New York City?
  - Make a decision: will you stay on your family farm or move to New York City?
  - After answering these questions, write a plan for how you will explain your decision to your family.
- 

**Role #5**

You own a small shoemaking business in New York City. For about 50 years, you and your family have made enough money to make a living in Manhattan. Now, however, you are getting less business because factories are producing shoes and selling them at much lower prices. To compete, you have to lower your prices so much that you don't have enough money to make ends meet. Your wife is raising your three young children, none of whom are old enough to work for themselves. The local textile factory is looking for workers, and you are thinking about closing the shoe store and getting a factory job.

- What is your life like as a shoemaker in New York City?
  - What are the benefits of taking a factory job?
  - What are the drawbacks of taking a factory job?
  - How will your life change if you take the factory job?
  - Make a decision: will you keep the shoemaking job or take a factory job?
  - After answering these questions, write a plan for how you will explain your decision to your family.
-

## TRANSPORTATION AND COMMUNICATION

**Unit of Study:** An Industrial Society

**Focus Question:** How did America emerge as an economic power?

(This lesson covers 2 days)

**The Teaching Point:**

- Students will examine the impact of increased communication and transportation on business through an analysis of primary sources.
- Students will practice important research skills including planning and citing sources.

**Why/Purpose/Connection:** This lesson examines the factors that led to America's growth physically and economically.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Inventing the Automobile*
  - *The Automobile*
  - *The Industrial Revolution*
  - *Building the Transcontinental Railroad*
  - *Alexander Graham Bell: An Inventive Life*
  - *The Explosion Zone: Bell and the Science of the Telephone*
  - *Bright Ideas: The Age of Invention*
  - *The Wright Brothers: A Flying Start*
  - *First Flight*
  - *The Wright Brothers: How They Invented the Airplane*
- Websites
  - <http://www.yale.edu/ynhti/curriculum/units/1981/2/81.02.06.x.html#a>
  - [http://encarta.msn.com/encyclopedia\\_761577952\\_3/industrial\\_revolution.html](http://encarta.msn.com/encyclopedia_761577952_3/industrial_revolution.html)
  - [http://www.kidinfo.com/American\\_History/Industrial\\_Revolution.html](http://www.kidinfo.com/American_History/Industrial_Revolution.html)
- Research Guide
- Bibliography Guide
- Teacher Created Materials, Industrial Revolution

**Model /Demonstration:**

Day 1

- Motivation: What Would We Do Without\_\_\_\_\_? Teacher asks students to brainstorm modern methods of transportation and communication and charts student responses.
- Teacher then eliminates items on the list one by one and asks students to reflect on the impact of **not** having that method of transportation or communication.
- Teacher explains that student groups will be responsible for creating a presentation on one of the new methods of transportation or communication that came about as a result of the Industrial Age. ( Possible topics include: planes, cars, telephone, transatlantic cable, telegraph, steam engine)

- Teacher explains that presentations must include a description of the innovation, a primary source with a caption, and the impact that the innovation had then and now.
- Teacher directs student groups to develop a research plan.

**Guided Practice:**

- Teacher leads a class brainstorm and creates/models a to-do list, and then places items on the list in order. (Gather research tools such as books and websites, create a list of key words for use in search engines and in indexes, research and take notes citing sources, create a plan for the project, draft and edit, compile project.)
- Teacher distributes research guide and bibliography guide. Teacher explains to groups that they will divide the tasks between them. Teacher asks students to think of possible ways to divide the tasks.

**Independent Exploration:**

Day 2

- Teacher refers students to their research plan from day one.
- Student groups complete project.

**Share/Closure:** Student groups present their projects.

**Assessment:**

- Teacher evaluates projects.

**Next Steps:** Students groups create a document based question using documents found during their research project.

**Research Guide**

Innovation	Notes	Sources (Record sources here and then use the guide below to organize them)
Description of primary source and caption		
Description of innovation		
Impact then		
Impact now		

**Bibliography (MLA)**

- When completing final draft:
  - make sure you alphabetize your list
  - pay attention to punctuation
  - indent all lines after the first line in the citation.

**Books:**

Author (Last name, first name.	<i>Title. (Italicize)</i>	City:	Publisher,	Copyright.

**Websites**

<i>Name of site.</i>	Date of posting/ Revision.	Name of organization.	Access date.	<u>Web address.</u>

## COMING TO AMERICA

### Unit of Study: An Industrial Society

**Focus Question:** What was the immigrant experience?

**Teaching Point:**

- Students will examine the process of immigration by participating in some of the experiences faced by new immigrants upon arrival at Ellis Island.
- Students will create a journal entry from the perspective of an immigrant arriving in America.
- Students will compare Ellis Island and Angel Island using a Venn Diagram

**Why/Purpose/Connection:** This lesson explores the experiences of new immigrants while reinforcing skills for analyzing primary sources.

**Materials and Resources:**

- Titles from the trade book text set:
  - *Arriving at Ellis Island*
  - *Angel Island*
  - *Life at Ellis Island*
  - *Visiting the Past-Ellis Island*
  - *Ellis Island-New Hope in a New Land*
- Websites
  - <http://www.ohranger.com/ellis-island/immigration-journey>
  - <http://www.statueofliberty.org/teacherGuideV4.pdf>
  - <http://www.ellisland.org/default.asp>
  - <http://teacher.scholastic.com/ACTIVITIES/IMMIGRATION/tour/>
  - [http://lcweb2.loc.gov/learn/features/immig/immigration\\_set2.html](http://lcweb2.loc.gov/learn/features/immig/immigration_set2.html)
  - <http://www.pbs.org/destinationamerica/usim.html>
- Station materials

**Model/Demonstration**

- Motivation: As students enter the room teacher distributes a card to each student. (Teacher has prepared the cards in advance and each card indicates a different immigrant group/ethnicity that the students will assume.)
- Teacher explains to students that, for a variety of reasons, each of them is leaving his or her homeland in another part of the world to go to America.
- Teacher explains that students will visit learning stations (displayed around the room) as they begin the process of immigrating to America. At each station students will be assigned an activity and upon completion of the activity, they will be directed to take a card that points them to their next step/station/activity.
- When students finish the activities at all the centers, they are to complete the final activities.

**Gr. 8 SS  
Exam Alert**

Provides practice in answering DBQs by analyzing documents to prove a thesis.

**Independent Exploration:**

- Students participate in an interactive immigrant experience.

**Share/Closure:**

- Students share their immigration experience.
- Teacher facilitates a discussion on immigration.
  - What were some obstacles faced by immigrants? (Conditions, language barriers, corruption)
  - How do you think immigrants felt upon arriving at Ellis Island or Angel Island? How do you think it felt to be sent home? What do you now know about the immigrant experience that you did not know or understand before?
  - Was the immigrant activity helpful? Why or why not?
  - Students can also write a reflection of this experience in their notebooks.

**Assessment:**

- Teacher monitors student engagement in the activities.
- Teacher evaluates completed activities.

**Next Steps:**

- Students investigate reasons for immigration.

**Station 1: Who are you and why are you immigrating?**

- Based on your country of origin create a character and a reason for leaving. Use the trade books and internet as resources for your research.

1. Name:

2. Age:

3. Marital Status (Single or Married):

4. Occupation (Job):

5. Nationality:

6. Where are you leaving from?

7. Are you able to read/write?

8. Last address:

Brief biography:

**Station 2: Preparing for your trip to America**

The above trunk is an example of kind of luggage used by immigrants who came to America. List the top 5 items that you would bring with you to begin a new life in America and tell why you chose each object.

- 1.
- 2.
- 3.
- 4.
- 5.

**Station 3: The Voyage**

Using the trade books, internet resources, and information/inferences you can make from the photos, write a journal entry describing your voyage.



<http://historyproject.ucdavis.edu/marchandslides.bak/2000/thumbnails/ScanImage02640.jpg>



<http://www.paulgassfamily.com/section2/ii3/ii3images/Ellis%20Island%20immigrants%20coming%20to%20America3a09957uw.jpg>

**Station 4-The Medical Exam**

Why was the medical exam a part of the immigration process?

Was this a fair practice?

[http://www.picturehistory.com/images/products/1/7/5/prod\\_17508.jpg](http://www.picturehistory.com/images/products/1/7/5/prod_17508.jpg)

1. Exams would be done by a doctor and an interpreter. The doctor would quickly look at the immigrant's face, hair, neck, and hands. The doctor would have a piece of chalk in his hands.
2. Around 2 out of 10 immigrants would have a letter written on him/her with white chalk and then would be detained for further inspection.
3. The following symbols would be written in chalk by the doctors. Define the following symbols below.

- |  |                     |
|--|---------------------|
| • <b>X (high on front right shoulder)</b> Mental deficit | • <b>D</b> Goiter   |
| • <b>X (lower right shoulder)</b> Disease Suspected      | • <b>H</b> Heart    |
| • <b>X (with circle around it)</b> Definite symptom      | • <b>K</b> Hernia   |
| • <b>B</b> Back  | • <b>L</b> Lungs    |
| • <b>C</b> Conjunctivitis                                | • <b>N</b> Neck     |
| • <b>Ct</b> Trachoma                                     | • <b>P</b> Lungs    |
| • <b>E</b> Eyes  | • <b>S</b> Senility |
| • <b>F</b> Face  | • <b>Sc</b> Scalp   |
| • <b>Ft</b> Feet   |                     |

**Station 5:****A tour of Ellis Island**

<http://teacher.scholastic.com/ACTIVITIES/IMMIGRATION/tour/>

**A citizenship test**

[http://www.ellisland.org/quizzes/quiz\\_a.asp](http://www.ellisland.org/quizzes/quiz_a.asp)

**If you fail the citizenship test, return to your country of origin. If you pass, take a card to see if you make it to the mainland.**

### Final Activities

1. Write a journal entry describing your immigration experience.
  - a. Incorporate at least one factual detail relating to each station you visited. (Highlight or underline your detail.)
  - b. Include a copy of a primary source that related to a part of the immigration process. (It could be a quote, a document, a photo)
  
2. The centers/learning stations you visited were related to immigration by way of Ellis Island. Many immigrants also entered America through Angel Island on the West Coast. Using the trade books and internet resources complete a Venn diagram comparing and contrasting Ellis Island with Angel Island.
  - a. Guiding questions include:
    - i. What factors determined the port of entry you used?
    - ii. What are some factors that affected Chinese immigrants?

Station 2 Cards: Create enough for each student. Create 2 lost luggage cards.

**You still have  
all of your  
belongings!**

Move to the next station.

**Oops!**

You let your baggage  
out of your sight!  
It is either lost or  
stolen.

Move to the next station.

Station 3 Cards

**CONGRATS!**

You have survived the  
journey to America!

Good luck on your medical  
exam and citizenship test!

Move to the next station.

**RIP**

You are one of the many  
passengers that did not  
survive the journey.

Research possible causes of  
your death.

Then complete the final  
activities.

Often 10% of steerage passengers died during the passage. (There should be enough cards for each student to have one card . 90% of the cards should reflect survival and 10% death.)

## Station 4 cards

**CONGRATS!**

You have passed your  
medical exam.

Move to the next station.

**C**  
**Go directly to  
hospital.**

You will spend ten days  
being treated.

Research what it was like to  
stay on Ellis Island at the  
hospital.

Then complete the final  
activities.

**Sc**  
**Go directly to  
hospital.**

You will spend ten days  
being treated.

Research what it was like  
to stay on Ellis Island at  
the hospital.

Then move to the next station.

**Ct**  
**Go back to your  
country of  
origin.**

Research what it was like  
to be sent home.

Then complete the final  
activities.

Create enough cards for each remaining student. Include 2 of each hospital and return card. The rest should be allowed to enter.

## Station 5 Cards

**CONGRATS!**

You have made it to  
America!

Good Luck!

**Return to  
country of  
origin.**

You failed your interview  
for one of the following  
reasons:

- Failed your literacy test
- Suspected indentured servant
- Suspected convict

Choose one to incorporate  
into your final activity.

**IRISH NEED NOT APPLY**

**Unit of Study:** An Industrial Society

**Focus question:** What was the immigrant experience?

**The Teaching Point:**

- Students will examine how the Potato Famine affected the lives of the Irish resulting in immigration to America
- Students will gain an understanding of the treatment of the Irish upon their arrival in America

**Why/Purpose/Connection:** This lesson explores the Irish Potato Famine from the point of view of those in Ireland and of the immigrants.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *The Irish Potato Famine: Irish Immigrants Come to America*
  - *Immigration to America: Identifying Different Points of View About an Issue*
- Websites
  - <http://www.triskelle.eu/history/emigration.php?index=060.090.030>
  - <http://lcweb2.loc.gov/learn/features/immig/irish2.html>
  - <http://www.kinsella.org/history/histira.htm>
- Irish need not apply document

**Model/Demonstration:**

- Motivation: Teacher displays a sign as soon as students enter the classroom, “Help Wanted, No Irish Need Apply.”
- Teacher asks students to write a brief journal entry from the point of view of an Irish immigrant upon seeing that sign.
- Teacher engages class in a short discussion around why the Irish would come to a place where they would face prejudice and mistreatment.

**Guided Practice:**

- Teacher reads aloud from the *Irish Potato Famine: Irish Immigrants Come to America* pp.6-13.
- Teacher repeats the question posed earlier, “Why would the Irish immigrate to a country that was going to treat them poorly?” Teacher then asks students to complete the constructed response questions accompanying the documents.
- Teacher explains that students will work in pairs to explore the life of the Irish in Ireland and then America through a letter writing exercise.

Gr. 8 SS  
Exam Alert

Provides  
practice in  
answering  
CRQs.

**Independent Exploration:**

- Teacher assigns each student a role, either that of an Irish immigrant or an Irish person who stayed in Ireland during the potato famine.

- Each student will write a letter to their partner describing conditions and offering advice. Students can exchange letters with their partner and write a response.
- Students should consult the trade books for facts and details to include in their letters.

**Share/Closure:**

- Teacher facilitates a discussion on the choices faced by many immigrants
  - What would you have done as a person facing famine if you know you would face discrimination upon arrival in America?
  - Why did/do people come to America even when they may face hardships here?

**Assessment:** Teacher evaluates student letters using a rubric.

**Next Steps:** Students evaluate political cartoons relating to Irish immigration.

Document 1:



[www.celticdragonpubco.com/shop/nina2cd.jpg](http://www.celticdragonpubco.com/shop/nina2cd.jpg)

Document 2:

**W. COLE, No. 8 Ann-st.**

**GROCERY CART AND HARNESS FOR SALE**—In good order, and one chestnut horse, 8 years old excellent saddle horse; can be ridden by a lady. Also, young man wanted, from 16 to 18 years of age, able to work. No Irish need apply. **CLUFF & TUNIS, No. 270 W. Kingston-st., corner of Myrtle-av., Brooklyn.**

**BILLIARD TABLE FOR SALE**—Of Leona manufacture; been used about nine months. Also, fixtures of a Bar-room. Inquire on the premises. No.

[http://www.triskelle.eu/images/img\\_nina.jpg](http://www.triskelle.eu/images/img_nina.jpg)

Constructed Response Questions:

1. Which groups of people are discriminated against in the advertisement?
2. State one reason Irish immigrants came to America.

## PUSH-PULL FACTORS

### Unit of Study: An Industrial Society

**Focus Question:** What was the immigrant experience?

#### Teaching Point:

- Students will identify the **push-pull** factors of immigration.
- Students will create a world map identifying countries that belonged to the first wave or “Old Immigration” and the second wave or “New Immigration.”
- Students will compare and contrast the **push-pull** factors between the two different waves of immigration.

**Why/Purpose/Connection:** This lesson demonstrates how and why such large numbers of people immigrated to America.

#### Materials and Resources:

- Trade book text set:
  - *Immigration to America*
  - *The Immigrants*
  - *Coming to America-The Story of Immigration*
  - *Chinese Immigrants*
  - *Polish Immigrants*
  - *Italian Immigrants*
- Websites
  - [www.angelisland.org](http://www.angelisland.org)
  - [http://www.ellisland.org/immexp/wseix\\_5\\_3.asp?](http://www.ellisland.org/immexp/wseix_5_3.asp?)
  - <http://memory.loc.gov/learn/features/immig/resources.html>
- Push vs. Pull worksheet
- World Map
- U.S. Immigration Map Instructions
- Markers and Color Pencils (optional)
- Atlas (optional)

#### Model/Demonstration:

- Motivation: Teacher displays the two excerpts below and reads them to the class.
- Teacher asks student pairs to label one quote a “push” from the Old World and one a “pull” to the New World. Pairs must explain their reasoning.
- Student pairs share with the class.

An official-looking lady came toward me and said, "Is somebody waiting for you?" I said, "Oh, yes, my relatives, they're waiting for me." And nobody was waiting for me, nobody. I had nobody. Then I saw the officials approaching another man and they asked him, "Are you Jewish?" He said, "Yes." "Anybody waiting for you?" "No." The official said, "Well, we'll take care of you. We have a Hebrew sheltering organization. Come with us, we'll feed you and take care of you until your relatives pick

you up." Then sheepishly I said to the woman who had approached me before, "I lied to you, because of what I've been through in Hungary." She put her hand on my shoulder. She understood. I didn't realize I was free; I wasn't going to be put in prison. *-Endre Bohem, Hungarian, at Ellis Island in 1921, age 20*

The railroad ferries come and take their daily host straight from Ellis Island to the train, ticketed now with the name of the route that is to deliver them at their new homes, West and East. And the Battery boat comes every hour for its share. Then the many-hued procession-the women are hooded, one and all, in their gayety shawls for the entry-is led down on a long pathway divided in the middle by a wire screen, form behind which come shrieks of recognition from fathers, brothers, uncles, and aunts that are gathered there in the holiday togs of Mulberry or Division Street. The contrast is sharp-an artist would say all in favor of the newcomers. But they would be the last to agree with him. In another week the rainbow colors will have been laid aside, and the landscape will be poorer for it. On the boat they meet their friends, and the long journey is over, the new life begun. Those who have no friends run the gauntlet of the boarding-house runners, and take their chances with the new freedom, unless the missionary or "the society" of their people holds out a helping hand. For at the barge-office gate Uncle Sam let's go. Through it they must walk alone. *-Jacob A. Riis, 1903*

- Teacher asks the class "why do people immigrate to America?" After listening to student responses, the teacher explains the idea of push - pull factors. For example, not enough job opportunities in the home country would be a push where as job opportunities in the new country would be a pull. (For more examples see [http://en.wikipedia.org/wiki/Human\\_migration#Push\\_and\\_Pull\\_Factors](http://en.wikipedia.org/wiki/Human_migration#Push_and_Pull_Factors) )
- Teacher explains that there were two "waves" of immigration: Old and New. The teacher will explain that the first wave of immigration is also called "Old Immigration". This is the period of time when immigrants came from Northern and Western Europe: Great Britain, Ireland, Germany, France, etc. The second wave of immigration is called "New Immigration". This is the period of time when immigrants came from Southern and Eastern Europe: Russia, Poland, Italy, Spain, etc.
- The teacher shows where these countries are located on a world map.

#### Guided Practice:

- Teacher distributes handout #1-Push vs. Pull. Teacher explains that students must infer whether each factor is likely to have been a draw pulling immigrants to America, or a push, pushing them out of their old country.
- Students then use the trade books and websites to identify the any factors that influenced both the Old and New waves of Immigration.

Gr. 8 SS  
Exam Alert

Provides  
practice in  
making  
inferences.

- Students create an immigration map.
  - Label oceans (Atlantic, Pacific, and Indian), the Mediterranean Sea.
  - Locate Ellis Island and Angel Island as the main locations of entry into the United States.
  - Draw an arrow representing the path that immigrants took to America. Use different color arrows for each wave of immigration.

**Independent Exploration:**

- Based on the information learned in class, students can create a Venn diagram comparing the old and new waves of immigration.

**Share/Closure:**

- Teacher facilitates a discussion on old versus new immigration.
  - What were the results of each wave of immigration? How did the result differ?

**Assessment:**

- Teacher evaluates push pull worksheet and immigration map.

**Next Steps:**

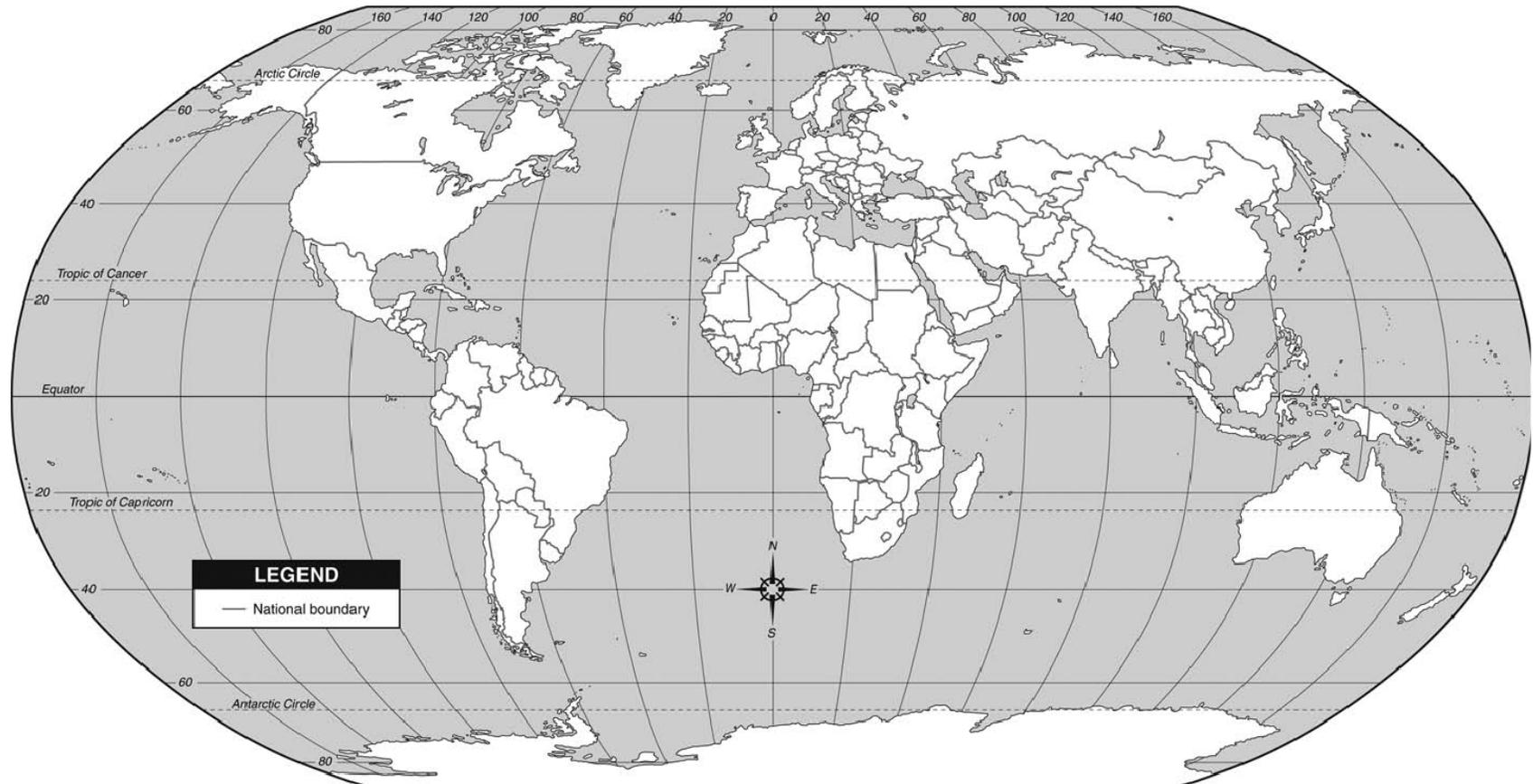
- Students explore factors involved in immigration trends/statistics today.

**Push vs. Pull Factors**

Directions - For each of the descriptions below, identify if it could be considered a “push” or “pull” factor. Then for the descriptions you consider “push” factors, identify which countries had these issues.

- A. Large amounts of cheap land available.
- B. Increasing population due to declining death rates minimizes living space.
- C. Farmers did not have enough land to pass down to their families.
- D. Availability of desirable industrial jobs in the United States.
- E. Greater social and economic mobility in the U.S. meant individuals were not stuck at one class level forever.
- F. Declining crop yields
- G. Some people were forced to leave their homes to escape indebtedness (owe money)
- H. Money could be earned to bring over family members who were left behind.
- I. Religious persecution
- J. Advancement of technology made it possible for people to travel to the United States more quickly.

### World Map



### U.S. Immigration Map Instructions

1. Label the continents, the Atlantic Ocean, Pacific Ocean, and Mediterranean Sea.
2. Locate and label New York City and San Francisco (where Ellis Island and Angel Island are located).
3. Draw a box on the bottom left side of the map and label it “Map Key.”
4. Draw a small box inside the Map Key and color the inside blue. Label this box “First Wave of Immigration.”
5. Draw a small box inside the Map Key and color the inside green. Label this box “Second Wave of Immigration.”
6. Color the following countries **blue** to identify the First Wave of Immigration: Germany, Ireland, Great Britain, Germany, Belgium, France, Norway, and Sweden.
7. Draw a **blue** arrow from the First Wave countries across the Atlantic Ocean to Ellis Island.
8. Color the following countries **green** to identify the Second Wave of Immigration: Russia, Poland, Austria, Greece, Italy, Spain, Portugal, Japan, China, and Mexico.
9. Draw a **green** arrow from the Second Wave countries across the Atlantic Ocean through the Mediterranean Sea to Ellis Island.
10. Draw a **green** arrow from Japan and China across the Pacific Ocean to Angel Island.

## THE LOWER EAST SIDE

**Unit of Study:** An Industrial Society

**Focus question:** What was the immigrant experience?

**The Teaching Point:**

- Students will understand the conditions faced by immigrants on the Lower East Side.
- Students will interpret photographs to create a fictional narrative.

**Why/Purpose/Connection:** This lesson explores the Lower East Side as a place of contrasts, both a haven for uncertain immigrants and a place of overcrowded, unsanitary living conditions.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *Tenement-Immigration on The Lower East Side*
  - *Life on The Lower East Side*
  - *Tenement Stories*
- Websites
  - <http://www.tenement.org/index.php>
- Photos of the Lower East Side

**Model/Demonstration:**

- Motivation: Judging a Book by Its Cover. Teacher asks students to look at the cover of the book *Tenement: Immigrant Life on the Lower East Side* and asks them to think about what words come to mind based on the title and the image on the cover of the book.
- Teacher asks students to record any words, description, or images that highlight the immigrant experience. Teacher reminds students to keep their ideas in mind as they learn additional information from the read aloud.
- Teacher proceeds with read aloud of pp. 9-12 of *Tenement: Immigrant Life on the Lower East Side*.
- Teacher asks students to consider if their thoughts, based on viewing the cover and book title, set them up well for the content that followed in the read aloud.

**Guided Practice:**

- Teacher displays an image from the Lower East Side. (pp. 18 of *Tenement: Immigrant Life on the Lower East Side*.)
- Teacher asks the students to imagine a possible scenario.
- Why might the boy on the left be smiling?
  - Why are they outside?
  - Where are they?
  - What is in the back left corner?

Gr. 8 SS  
Exam Alert

Provides  
practice in  
analyzing  
documents.

**Independent Exploration:**

- Teacher prompts students to choose a photo of immigrants on the Lower East Side.
- Students will write a narrative using a person in the photo as their main character. Students should attempt to use factual information gained through the read-aloud or through examining other trade books to bring an element of realism to their narrative.
- Tell the students that this is often the way that good writers approach the genre of historical fiction. Though they use their imaginations to bring their characters to life, they often make use of actual events, locations and even, individuals.

**Share/Closure:**

- Selected students share excerpts from their immigration narratives.
- Teacher asks, “How was the Lower East Side a place of contrasts? While the conditions were often unsanitary and overcrowded, how was it still a place of hope?”

**Assessment:**

- Teacher evaluates student narratives.

**Next Steps:**

- Students can investigate Jacob Riis and other reformers.
- Interested students can continue to add to their narratives.



<http://xroads.virginia.edu/~ug02/barnes/autoimages/riiscitytenement.jpg>



[www.americanhistory.abc-clio.com/.../518655w.jpg](http://www.americanhistory.abc-clio.com/.../518655w.jpg)



©authentichistory.com

[www.authentichistory.com/.../riis/15TN.jpg](http://www.authentichistory.com/.../riis/15TN.jpg)



©authentichistory.com

[www.authentichistory.com/.../riis/15TN.jpg](http://www.authentichistory.com/.../riis/15TN.jpg)

## POETIC REFLECTIONS ON IMMIGRATION

**Unit of Study:** An Industrial Society

**Focus question:** What was the immigrant experience?

**The Teaching Point:**

- Students will read and analyze poetry about immigration.
- Students will write poems to accompany a primary source photograph reflecting on immigration of the past or present.

**Why/Purpose/Connection:** This lesson provides students with an opportunity to understand a variety of perspectives on immigration.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *Tenement-Immigration on The Lower East Side*
  - *Life on The Lower East Side*
  - *Tenement Stories*
- Websites
  - <http://memory.loc.gov/ammem/collections/touring/gallery5.html>
- Resource Packet (texts can be downloaded from the following websites)
  - On Angel Island, the walls still talk  
<http://articles.latimes.com/2009/feb/13/local/me-angel-island13>
  - Angel Island Immigration Station Poetry 1910-1940  
[http://www.cetel.org/angel\\_poetry.html](http://www.cetel.org/angel_poetry.html)
  - Line by Line, Poets Capture the Immigrant Story, New Jersey Style, by Peter Applebome  
<http://www.nytimes.com/2009/03/29/nyregion/29towns.html>
  - America Stirs Awake Each Day  
<http://www.mynewpoem.com/MyNewPoem/Home.html>

**Model/Demonstration:**

- Motivation: Teacher asks students to define the title “The New Colossus.” After students share some responses, teacher reads aloud, “The New Colossus” by Emma Lazarus.
- Teacher charts student responses to the following questions, “Why is the Statue of Liberty considered the new colossus? What connection is being made to the old colossus (the giant statue that is said to have straddled the harbor at Rhodes)? What is the mood of the poem?”
- Teacher asks students: “What message does the poem send about America?”

**Guided Practice:**

- Teacher distributes poetry packets that include: an excerpt from Walt Whitman, an article from the Los Angeles Times, accompanying examples of poetry from Angel Island, and a New York Times article with an accompanying contemporary poem on immigration.

- Teacher directs students to skim through the packet, noticing titles and headlines. Remind students that reviewing the materials will help them use the materials efficiently.
- Teacher asks students to make predictions about the similarities and differences of the content in the various articles and poems.

**Differentiation:**

- Reading aloud supports students with different reading levels.
- Teacher can offer individual support during the writing process.

**Independent Exploration:**

- Student groups read through the materials in the packet. Then they can discuss the various messages, main ideas, big ideas of the poems and articles as well as the time periods they were created. Students are instructed to highlight any lines or sections that they believe support their ideas. Guiding questions include:
  - What are the major ideas presented? Are there any conflicting ideas?
  - What new knowledge was gained to your understanding of immigration?
  - What positive messages about immigration are presented?
  - What negative messages are presented?
  - Compare and contrast contemporary views on immigration with views held in the past.
  - Why do you think public perceptions change over time?
- Students then work individually to write a poem about immigration. Students can locate or take their own photograph, or draw a picture or symbol that reflects their poem.

**Share/Closure:** Selected students share their poems.

**Assessment:**

- Teacher monitors students as they read and discuss the documents in the packet.
- Teacher evaluates student poems.

**Next Steps:** Students investigate immigrant life.

### The New Colossus

Not like the brazen giant of Greek fame,  
With conquering limbs astride from land to land;  
Here at our sea-washed, sunset gates shall stand  
A mighty woman with a torch, whose flame  
Is the imprisoned lightning, and her name  
Mother of Exiles. From her beacon-hand  
Glow world-wide welcome; her mild eyes command  
The air-bridged harbor that twin cities frame.  
"Keep, ancient lands, your storied pomp!" cries she  
With silent lips. "Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me,  
I lift my lamp beside the golden door!"

—Emma Lazarus, 1883

[http://en.wikipedia.org/wiki/The\\_New\\_Colossus](http://en.wikipedia.org/wiki/The_New_Colossus)

### You, whoever you are! (excerpt)

All you continentals of Asia, Africa, Europe, Australia, indifferent of place!  
All you on the numberless islands of the archipelagoes of the sea!  
All you of centuries hence when you listen to me!  
All you each and everywhere whom I specify not, but include just the same!  
Health to you! good will to you all, from me and America sent!  
Each of us is inevitable,  
Each of us is limitless? each of us with his or her right upon the earth,  
Each of us allow'd the eternal purports of the earth,  
Each of us here as divinely as any is here.

--Walt Whitman

<http://www.loc.gov/wiseguide/mar04/us.html>

## THE CHINESE EXCLUSION ACT

**Unit of Study:** An Industrial Society

**Focus Question:** What was the effect of immigration on the growth of American society?

**The Teaching Point:**

- Students will examine primary and secondary source documents to gain an understanding of the Chinese Exclusion Act and immigration policy today.
- Students will evaluate reasons for laws on immigration and try to determine a fair policy.

**Why/Purpose/Connection:** This lesson explores issues involving immigration and exclusion in the past and the present.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Coming to America: Chinese Immigrants 1850-1900.*
- Websites:
  - <http://lweb2.loc.gov/learn/features/timeline/riseind/chinimms/chinimms.html>
  - <http://www.sfmuseum.org/hist6/chinhate.html>
- The Chinese Exclusion Act reading from edhelper.com (Full text at <http://www.ourdocuments.gov/doc.php?flash=true&doc=47&page=transcript>)
- Resources for Independent Practice
  - How to Legally Immigrate To America [http://www.ehow.com/how\\_4845246\\_legally-immigrate-america.html](http://www.ehow.com/how_4845246_legally-immigrate-america.html)
  - What is a Green Card through the Lottery? [http://www.u-s-a-immigration.com/INS/green\\_card\\_through\\_the\\_lottery.htm](http://www.u-s-a-immigration.com/INS/green_card_through_the_lottery.htm)
  - Political Asylum and Refugee Status in America [http://www.usimmigrationsupport.org/asylumrefugee\\_us.html](http://www.usimmigrationsupport.org/asylumrefugee_us.html)
  - Immigration and Emigration [http://topics.nytimes.com/topics/reference/timestopics/subjects/i/immigration\\_and\\_refugees/](http://topics.nytimes.com/topics/reference/timestopics/subjects/i/immigration_and_refugees/)
  - Political Cartoon <http://immigrants.harpweek.com/chineseamericans/4ItemsByIndex/AntiChineseTopPage.htm>
- (Optional) Teacher Created Materials *Immigration: It's Off to Work We Go* page 47-50

**Model/Demonstration:**

- Motivation: Teacher demonstrates exclusion: Teacher explains that not all of the students can attend a class trip. Teacher asks all students who were born in the month of December to raise their hands and explains that those students will not be allowed to go on the class trip.
- Teacher asks students how they feel about this.

- How do the students who were born in December feel about this policy?
  - How do the other students feel?
  - What is an alternative solution if not all students can attend the trip?
- Teacher explains that not letting students born in December attend the trip is a form of exclusion (remind them the exercise was a role play), but that Chinese Immigrants faced similar circumstances.
- Teacher reads aloud an excerpt from the Chinese Exclusion Act.

### **Excerpt from the Transcript of Chinese Exclusion Act (1882)**

An Act to execute certain treaty stipulations relating to Chinese.

Whereas in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore,

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or having so come after the expiration of said ninety days to remain within the United States.*

- After reading the above excerpt the teacher facilitates a class discussion.
  - Was it necessary and justified to have limited immigration based on ethnicity? Why or why not?
  - Does the United States still have laws or acts in place that can exclude people from entering the United States? (*Quotas*)
  - Was it, and is it now necessary to limit immigration? Why or why not?

### **Guided Practice:**

- Teacher distributes Immigration T-chart, The Chinese Exclusion Act full text and fact sheet, and the political cartoon. Teacher distributes trade books on immigration to students for reference. Teacher reminds students to look at the issues presented from more than one perspective.
- Think-Pair-Share: Students complete their T-chart individually, then review their work with a partner and finally engage in a class share. Guiding questions include:
  - Why might it be necessary to have limits on immigration?
  - When might this be necessary?
  - Was it wrong for the government to enact the Chinese Exclusion Act to limit immigration? What could have been a better solution?

**Independent Exploration:**

- Students explore current policies on immigration to the U.S. using the referenced Resources for Independent Practice. (Students can jigsaw the articles with each student reading a different article and completing a 3-2-1 summary)
- Using the previously distributed resources to further explore the Chinese Exclusion Act, students complete a Venn diagram comparing the Chinese Exclusion Act to current immigration policies.
- Students brainstorm what they believe would be a fair immigration policy. Guiding questions include:
  - What limitations must you recognize in terms of resources available here? (The US can't accommodate everyone who wants to come here.)
  - How do you fairly exclude some people? Is it possible to be truly fair?
- Student groups complete one of the following activities:
  - Write a letter to the president offering your opinion on immigration policy.
  - Create a political cartoon about immigration policy today.

**Share/Closure:** Students share and explain their point of view on the Chinese Exclusion Act and immigration policies today. (Students may share personal stories on immigration.)

**Assessment:**

- Teacher evaluates t-charts, Venn diagrams, and final activities.

**Next Steps:**

- Read stories of recent immigrants and determine how they were able to immigrate. <http://teacher.scholastic.com/activities/immigration/recent/>  
<http://www.pbs.org/destinationamerica/ps.html>
- Students write a historical background for a DBQ on the Chinese Exclusion Act.

### Immigration Restrictions

Positives	Negative

**3-2-1 Summarize**

Three things to remember

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Two things I found interesting

1. \_\_\_\_\_

2. \_\_\_\_\_

One question I still have

1. \_\_\_\_\_

## Uncle Sam Staggered by Immigrants

**Unit of Study:** An Industrial Society

**Focus Question:** What was the effect of immigration on American Society?

**The Teaching Point:**

- Students will analyze a political cartoon on immigration.
- Students will evaluate anti-immigration sentiment from the past and compare it to anti-immigration sentiment today.

**Why/Purpose/Connection:** This lesson explores the effects of nativism and other issues involving immigration.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Immigration to America Identifying Different Points of View About an Issue* by Theresa Shea
  - *Coming to America The Story of Immigration* by Joanne Mattern
- Websites
  - <http://www.nytimes.com/2006/05/07/nyregion/thecity/07immi.html?pagewanted=1& r=1>
- Political Cartoons
- Cartoon Analysis Worksheet

**Model/Demonstration:**

- Teacher introduces the term nativism: a policy favoring native inhabitants as opposed to immigrants.
  - What was happening in the US to cause nativism?
  - Do you think these sentiments this still exist today?

**Guided Practice:**

- Motivation: What makes a cartoon political? Teacher explains that artists often present public sentiment or their opinions about issues through the use of images. Teacher shares an image of a political cartoon. Teacher asks students if they have noticed similar images in newspapers or magazines. Teacher explains that they will view political cartoons and interpret them to make inferences about the beliefs and controversies surrounding immigration.
- Teacher begins by modeling how to interpret a political cartoon. Teacher displays the political cartoon (without the notes). Teacher asks students to make observations that will be included on the cartoon analysis worksheet and charts responses.
- Teacher displays the notes and allows students to assess their interpretation. Teacher encourages students to think carefully and examine how the images or words used in the cartoon led to their conclusions.

Gr. 8 SS  
[Exam Alert](#)

Provides practice in analyzing political cartoons.

**Independent Exploration:**

- Student groups explore reactions to immigration past and present through an examination and interpretation of political cartoons. Students complete a cartoon analysis of one cartoon from the past and one cartoon from the present.
- Student groups then discuss immigration using the following guiding questions.
  - How were immigrants perceived?
  - What evidence of nativism is present in the cartoon?
  - Is there a villain portrayed, and if so, who is the villain?
  - What is the overall message of the cartoon?
- Student groups discuss ways in which reactions to immigrants today are the same and/or different as in the past.

**Share/Closure:**

- Teacher facilitates a discussion on reactions to immigrants.
- Students choose one of the questions below to reflect on in a journal entry.
  - How might a nation founded by immigrants have nativist feelings?
  - Today many immigration concerns relate to illegal immigration. Why is illegal immigration a greater issue today than in the past?
  - How should the government deal with illegal immigrants?
  - What role should immigration, legal or illegal, play in the United States?

**Assessment:**

- Teacher evaluates cartoon analysis.

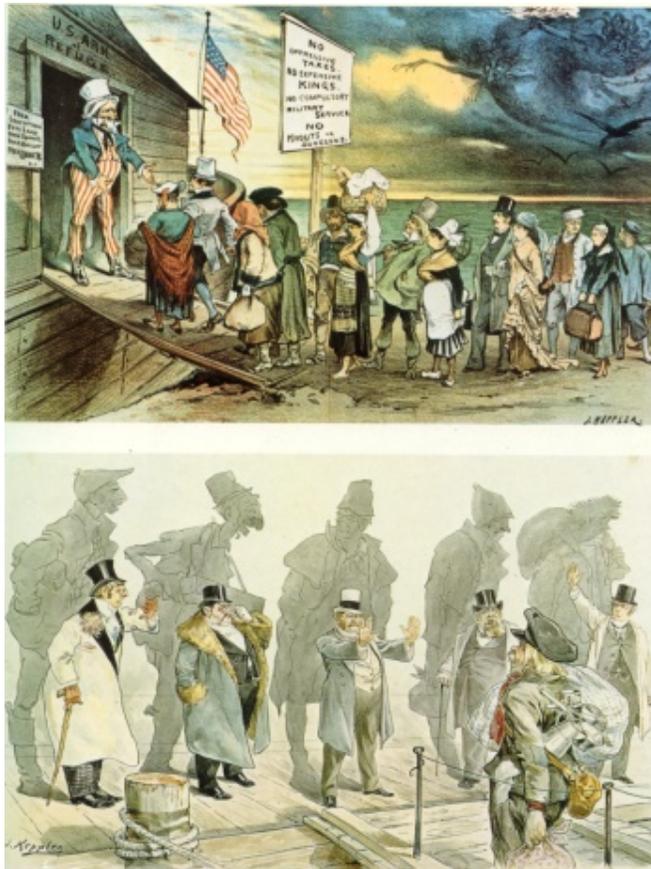
**Next Steps:**

- Students evaluate the impact that various immigrant groups had on American life.

## Cartoon Analysis Worksheet

Visuals	Text
<p>1. List the objects or people you see in the cartoon.</p>	<p>1. Identify the cartoon caption and/or title.</p> <p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <p>3. Record any important dates or numbers that appear in the cartoon.</p>
<p>2. Which of the objects on your list are symbols?</p>	<p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p>5. List adjectives that describe the emotions portrayed in the cartoon.</p>

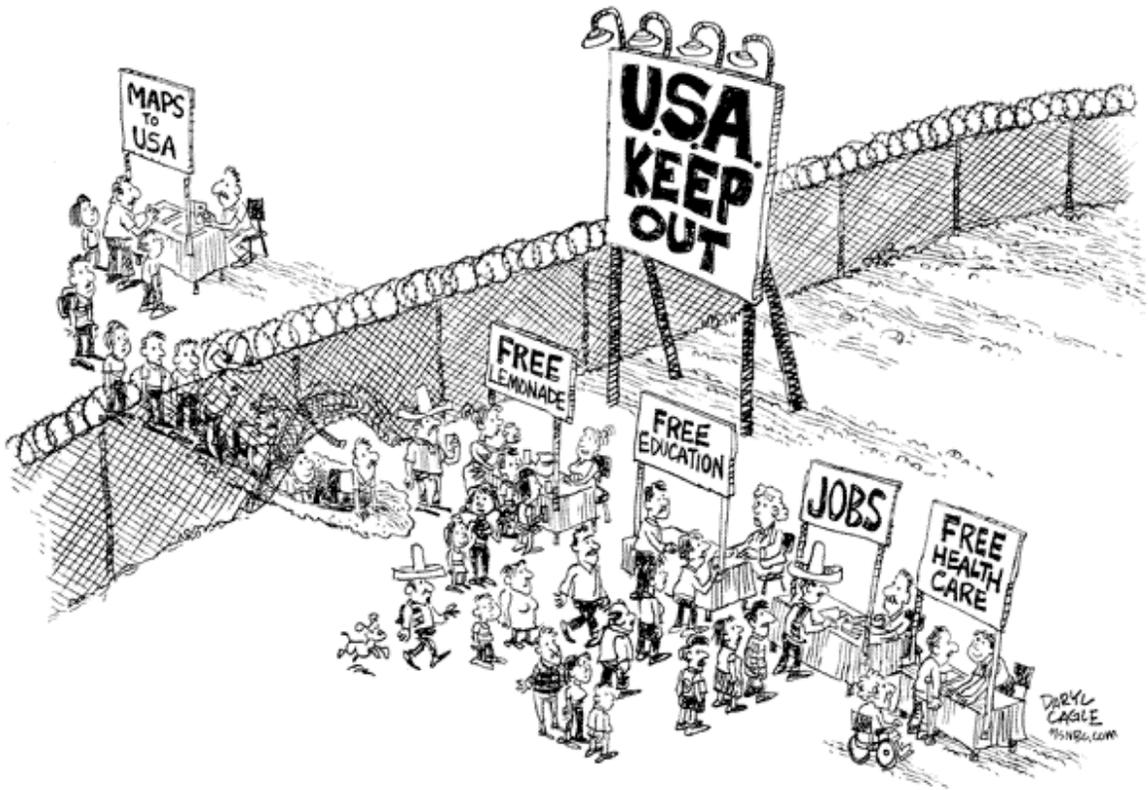
- A. Describe the action taking place in the cartoon.
- B. Explain how the words in the cartoon clarify the symbols.
- C. Explain the message of the cartoon.
- D. What special interest groups would agree/disagree with the cartoon's message? Why?



<http://library.thinkquest.org/20619/media/comic3.jpg>



<http://museum.msu.edu/exhibitions/Virtual/ImmigrationandCaricature/7572-225.html>



<http://www.cagle.com/news/Immigration06/main.asp>



## A MULTICULTURAL SOCIETY

**Unit of Study:** An Industrial Society

**Focus Question:** What was the effect of immigration on American society?  
(This lesson covers 2 days)

**The Teaching Point:**

- Students will analyze the “Melting Pot” metaphor.

**Why/Purpose/Connection:** This lesson examines the influence of immigrant groups on American life.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Coming to America: Polish Immigrants 1890-1920*
  - *Coming to America: Chinese Immigrants 1850-1900*
  - *Coming to America: Italian Immigrants 1880-1920*
  - *Coming to America: The Story of Immigration pages 57-59*
  - *Irish Family Album*
  - *Irish Famine-The birth of Irish-America*
  - *Italians We Came to America*
  - *We Came to North America The Chinese*
  - *Immigration and Migration in America The Irish Potato Famine Irish Immigrants come to America 1845-1850*
  - *Immigration to America Identifying Different Points of View About an Issue*

**Model/Demonstration:**

**(Day 1)**

- Motivation: Teacher displays a picture of a pizza and asks students to list everything that comes to their minds as it relates to pizza. Teacher explains that pizza is one of the many things brought to America by immigrants. (Hopefully a student will state that it is a food that comes from Italy.)
- Encourage students to think of other foods that are now common in the US that were introduced by immigrants from other countries.

**Guided Practice:**

- The students will be assigned one of the following immigrant groups:
  - Italians
  - Russian
  - Polish
  - German
  - Chinese
  - Irish
- Teacher explains that students will use the trade books to research their assigned ethnic group and look for information related to the group’s impact on American society and what contributions they made to American life and culture.

- Teacher displays the trade book, *Italian Immigrants, 1880-1920*. Teacher points out that the book looks like a resource will provide information on the impact that Italians had on American life. Teacher then displays the table of contents and reads./scans the chapter titles. Teacher asks students what chapter might be most useful. Teacher also asks students what other part of the book will be helpful to find specific information. Teacher then turns to the chapter, “Keeping Traditions.” Teacher tells students how this chapter will be helpful as it might detail Italian traditions that became a part of American culture. (*Note: Teacher is modeling important skills.*)
- Teacher reads aloud the first paragraph and exclaims, “Broccoli! I can’t imagine an America without broccoli!” Teacher explains that if she continued reading she would find many more examples of Italian traditions that are part of American culture today.
- Teacher directs students to locate at least 5 examples of ethnic traditions that have become part of American life and culture for each immigrant group assigned.
- Teachers tells students they will use their research to write a narrative, that describes an America without the contributions of the immigrant group. Narratives can include descriptions of an America without the rich heritage of brought by many immigrant groups. Students can write creative narratives that infuse facts to get their points across.

**Independent Exploration:**

- Students work within their selected immigrant groups to read and extrapolate factual information on their immigrant group.

(Day 2)

- Students write their narratives.

**Share/Closure:**

- Students share excerpts from their narratives.
- Teacher facilitates a discussion on whether the US is a melting pot or a mosaic.
  - Have the contributions you researched blended to form a melting pot of American culture or are they pieces of other cultures forming a mosaic of American life?

**Assessment:**

- Teacher circulates monitoring students work.
- Teacher evaluates student’s research and narratives.

**Next Steps:** Students explore current issues in immigration through current events.

## GROWTH OF INDUSTRY IN THE BOROUGHES

**Unit of Study:** An Industrial Society

**Focus Question:** How did industrialization impact American society in both positive and negative ways?

**The Teaching Point:**

- Students will analyze a variety of primary sources including a government document and maps.
- Students will examine the economic factors that affected growing industries.
- Students explore the possible outcomes of the Sherman Anti-trust act.

**Why/Purpose/Connection:** This lesson establishes the conditions that resulted in the growth of industry and the public's ability to impact government policy.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *A History of Us: An Age of Extremes* (Chapter 5)
- Websites
  - <http://www.ourdocuments.gov/doc.php?flash=true&doc=51>
- From [www.brooklynhistory.org](http://www.brooklynhistory.org)
  - Havemeyer Maps
  - Havemeyer Reading: "The Sugar Barons"
- Brooklyn Eagle Article: "Sugar Workers Suffering", October 24, 1901 page 16
- <http://eagle.brooklynpubliclibrary.org/Default/Skins/BEagle/Client.asp?Skin=BEagle&AW=1245627902046&AppName=2&GZ=T>
- Text of the "Sherman Anti-Trust Act" 1890  
<http://www.ourdocuments.gov/doc.php?flash=true&doc=51>

**Model/Demonstration:**

- Motivation: Teacher projects the maps - the Bromley Maps of Brooklyn from 1880 and 1886 and asks students to view and look for changes over time.
- Teacher asks students to account for possible reasons for the change. (Can relate to a possible constructed response question.)
- Teacher instructs students to read "Havemeyer Sugar: The Sugar Barons."
- Students are given a purpose for reading: instruct how Havemeyer grew, how they increased profits, and what the results were of their actions.
- Teacher explains about the creation of a monopoly.
- Teacher explains that students will explore some of the outcomes of the creation of monopolies.

**Guided Practice:**

- Teacher directs students to *The Brooklyn Eagle* article, "Sugar Workers Suffering."

- Teacher engages class in a shared reading experience, helping students make connections between the monopolies, industrialization, and the troubles facing workers. Sample “think aloud” questions are included with the reading.
- Teacher asks students to identify one result due to the formation of monopolies.

**Independent Exploration:**

- Student groups review the Sherman Anti-trust Act and its description.
- Students groups are asked/assigned to take a position, either a Representative of the Havemeyer Sugar Company or a Representative of the government.
  - Students explain their position concerning the Sherman Anti-Trust Act.
  - If students are representing the government, they must consider how the act will be enforced? If students are representing the sugar company, they should consider how to avoid the act.

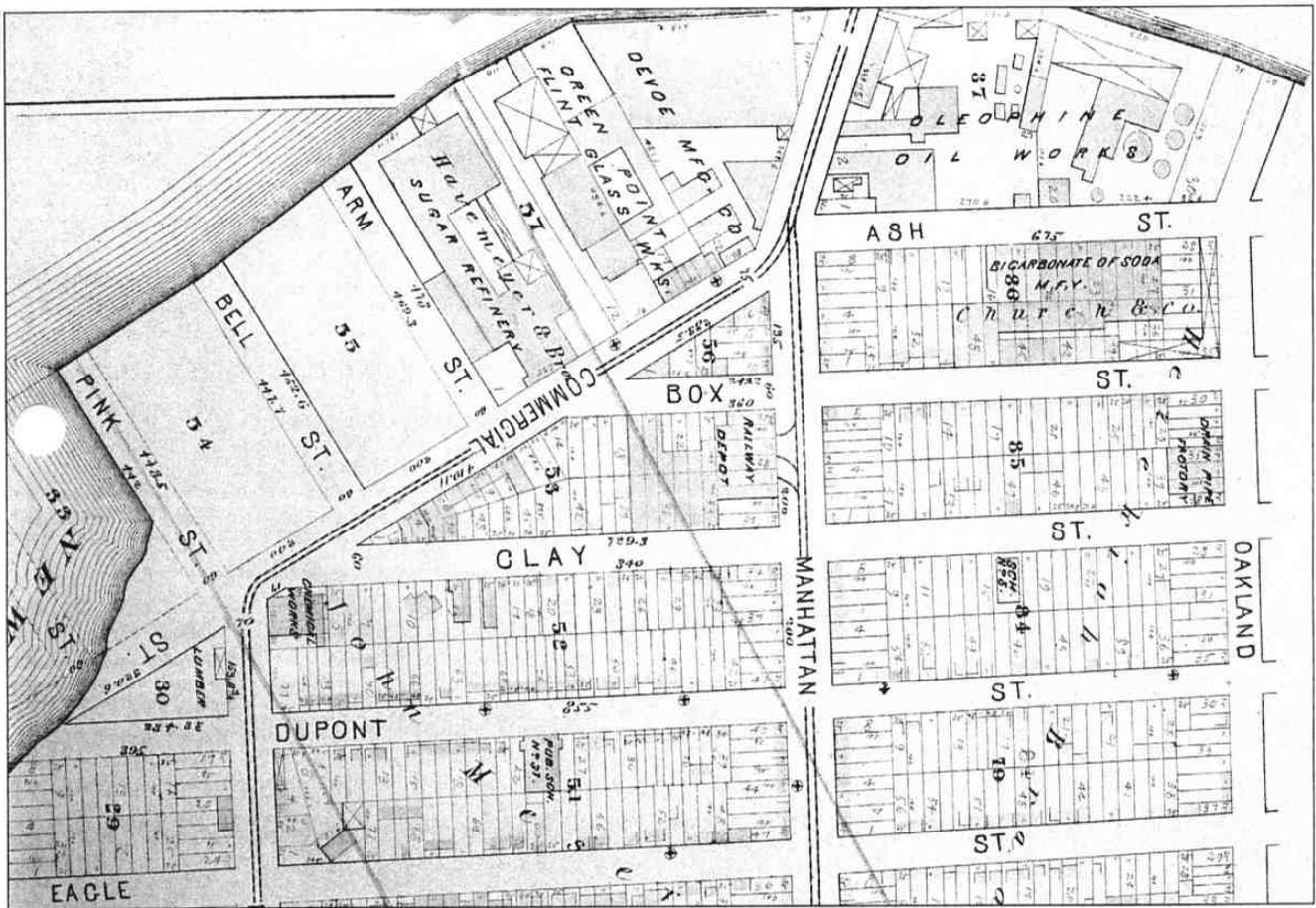
**Share/Closure:**

- Student groups present their position on the Sherman Anti-Trust Act.
- Teacher facilitates a discussion on business ethnics. Guiding questions include:
  - What responsibilities do business owners have?
  - What rights do employees have?
  - How do employees ensure that their rights are met?

**Assessment:**

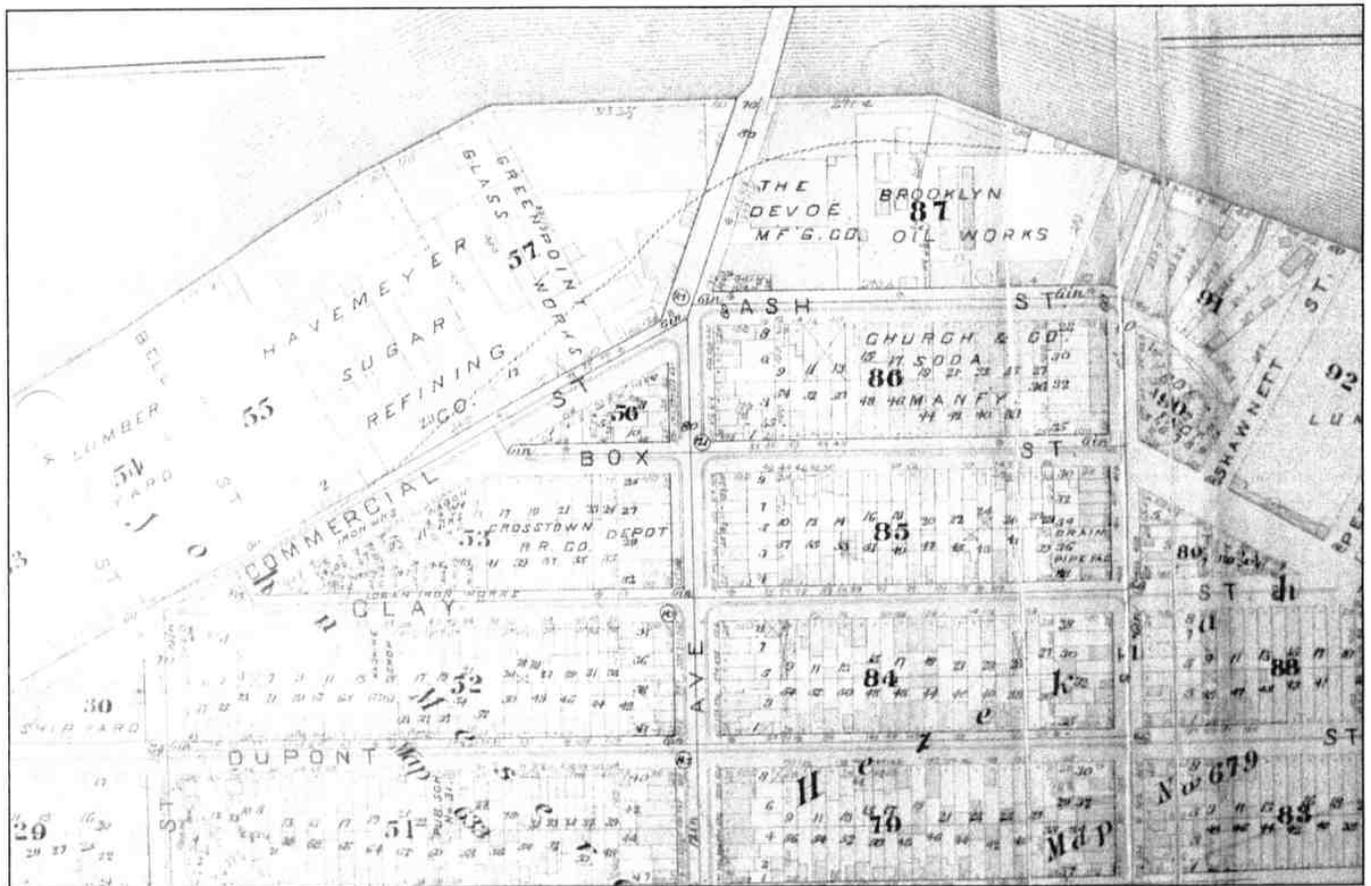
- Teacher student role-plays.
- Teacher evaluates student presentations.

**Next Steps:** Students investigate the rise of unions.



BROMLEY MAP, *ATLAS OF THE ENTIRE CITY OF BROOKLYN*, 1880, COURTESY NEW YORK PUBLIC LIBRARY

document  
 2 Havemeyer Sugar

ROBINSON MAP, ROBINSON'S ATLAS OF THE CITY OF BROOKLYN, NEW YORK, 1886,  
 COURTESY NEW YORK PUBLIC LIBRARY



## Merchants of Williamsburgh

Frederick C. Havemeyer, Jr.  
William Dick  
John Mollenhauer  
Henry O. Havemeyer

By Harry W. Havemeyer

1989

## The Sugar Barons

The major plants in Brooklyn in 1874 were

- Havemeyers & Elder
- Greenpoint Sugar Refining Company
- De Castro & Donner, with two refineries
- Brooklyn Sugar Refining Company
- Dick & Meyer

The Greenpoint Sugar Refining Company, built around 1871, became the Havemeyer Sugar Refining Company in 1880. It was founded by Hector C. Havemeyer, cousin to the powerful Henry O. Havemeyer of Havemeyers & Elder sugar refinery. As its first name implies, it was located on Commercial Street in Greenpoint. It suffered a disastrous fire in 1887 but was rebuilt afterwards.

During the last part of the 1870s and increasingly into the 1880s, competition among sugar refiners grew. Due to technological advances and the growing demand for sugar, all companies increased their output and the result was an overproduction of sugar and much lower cost for the sugar buyer. Annual per capita consumption held steady, but profit margins for the sugar manufacturer went from \$2.15 per 100 lbs. in 1876 to \$0.712 in 1885. Losses and ruin were in sight for all but the two or three

largest sugar refiners. Long before 1887 it was realized that, in order to keep the price of sugar at a rate where manufacturers were not losing money from selling it, production had to be limited.

[As a result, the refiners] worked out a plan to establish the American Sugar Refineries Company in 1887 at the direction of Henry O. and Theodore A. Havemeyer, the senior partners of Havemeyers & Elder. The declared objectives of the plan were to keep sugar prices as low as was consistent with reasonable profit; to share technical information; to furnish protection against labor organizing; and to promote the interests of the parties to the agreement. The design was patterned after the Standard Oil Trust of John D. Rockefeller, organized five years earlier. The independent (smaller) sugar companies were "invited" to join for the purpose of controlling production and regulating prices. It was important that all or at least most of the major refiners join in. The Greenpoint refinery was one of the first members. Most of the independents wanted to join for the economic advantages it would bring. Some held out for a while until they saw that the economic pressure brought by the Trust would cause bankruptcy if they failed to join; a few very small specialized refineries remained independent; and one refinery just happened to burn down after its owners refused to cooperate.

As well as controlling production, the Sugar Trust set refined sugar prices for all its companies. For the most part, those few independents that followed the Trust-set price levels enjoyed benefits. So long as they did not increase their production, they were left in peace. For the one or two that chose to fight the Trust, brutal economic warfare with severe price cutting was the result. In 1887 this was all legal activity, and indeed in 1895 the U.S. Supreme Court declared in the famous case *U.S. v. E.C. Knight* that sugar refining was in fact manufacturing, not commerce, and therefore could not be regulated by the federal government under the Sherman Anti-Trust Act of 1890.

The first important action taken by the Sugar Trust was to decrease the cost of production by increasing the efficiency of its plants; and to determine which were the most efficient; a competition among them was conducted. For sixty days they would run at full capacity as a test. At the end, those with the lowest costs would survive; the others would be closed – survival of the fittest manufacturing. Those with the larger capacities had a tremendous advantage in the race, as high volume of production is the key to low unit costs. When it was over, just five refineries had survived the test, and only one in Brooklyn – the Havemeyers & Elder giant.

ADAPTED FROM HARRY W. HAVEMEYER, *THE MERCHANTS OF WILLIAMSBURG*, 1989

## Brooklyn Public Library

Publication: Brooklyn Eagle; Date: OCT 24, 1901; Page 16



### SUGAR WORKERS SUFFERING.

#### **Employes Thrown Out of Work and Big Refineries Are Closed Down Indefinitely.**

About six hundred employes of the Mollenhauer sugar refinery at Kent avenue and South Tenth street are anxiously waiting for a cessation of the present sugar war which is being waged by those in the trust and the refineries who are considered on the outside, in order to return to work. The Mollenhauer sugar refinery has been shut down for several weeks, though this fact was not generally known. It is claimed by representatives of the Mollenhauer's that the fact that they have shut down is not an evidence of weakness on their part, but simply a saving of considerable expense. By one in authority it was stated that owing to the fact that their refinery is fitted with machinery of the most modern pattern they, while working, have been able to turn out sugar at even a greater quantity than the refinery of the trust, which takes in the entire vast plant of the Havemeyer Company, which extends from South Fifth to South Second street. The South Second street house, which is known as the Brooklyn Sugar Refining Company, has not been in operation for some time for the same reasons, so far as could be learned, that caused the shut down in the Mollenhauer refinery.

In this house there is employed something like two hundred employes who have been laid off and it is not known when they will be started to work again. The same has been given out at the Mollenhauer refinery and the outlook at present is very poor according to those found in charge. This is the first occasion since the erection of the Mollenhauer refinery that it has been shut down for so long a time. The refinery has been working steadily and as a result its store house is filled. They have been able to fill all orders and will be able to do so for some time yet.

Yesterday only about a dozen employes were at work and their attention was directed to the machinery in the plant, which naturally requires overhauling. This is being done in anticipation of starting to work again in a short time. How soon this might be could not be stated, but from present in-

What is a trust?

Why would a company outside of the trust need to be shut down?

Is the representative being truthful? Could they be producing more than the huge Havemeyer trust?

<http://eagle.brooklynpubliclibrary.org/Archive/skins/BE/PrintArt.asp?Title=Id%3D1140%...> 5/31/2005

dications it is likely that the sugar war will be prolonged. In the meantime hundreds of the employes are making daily applications only to be turned away. The class of employes is mostly foreigners who have not attained the right of citizenship. The majority of these same men, however, have families and they depend upon the work they obtain through the sugar house for their livelihood. As a result they are suffering considerable hardship, which will continue until the refinery is opened up. When this will occur could not be learned. It was stated that there was a likelihood of the trouble continuing throughout the winter. Every day there is a host of men applying at the refinery, asking when it is the intention to start up again, but the same word is given to all, that this is indefinite.

There is also a likelihood that in a few weeks the six thousand employes of the American Sugar Refining Company, which comprises ~~that~~ of the Havemeyer plant, will also be laid off. A rumor to this effect has been circulated among the employes and there is considerable uncertainty as to the outcome. A shut down is due just about this time, as the canning season is about over and there is a generous surplus of refined sugar in the storehouse in order to meet all demand. The supply required for the canning season has about reached its limit and it is necessary, as given out, to make repairs to machinery. Nothing could be learned at the office of the company as to the exact date when the shut down was likely to occur and this was even denied, but from other sources it was said that arrangements for the same was already in progress.

What was life like for the immigrants who were out of work as a result?

### **Sherman Anti-Trust Act (1890)**

<http://www.ourdocuments.gov/doc.php?flash=true&doc=51>

The Sherman Antitrust Act of 1890 was the first measure passed by the U.S. Congress to prohibit trusts. It was named for Senator John Sherman of Ohio, who was a chairman of the Senate finance committee and the Secretary of the Treasury under President Hayes. Several states had passed similar laws, but they were limited to intrastate businesses. The Sherman Antitrust Act was based on the constitutional power of Congress to regulate interstate commerce. (For more background, see previous milestone documents: the Constitution, *Gibbons v. Ogden*, and the Interstate Commerce Act.) The Sherman Anti-Trust Act passed the Senate by a vote of 51–1 on April 8, 1890, and the House by a unanimous vote of 242–0 on June 20, 1890. President Benjamin Harrison signed the bill into law on July 2, 1890.

A trust was an arrangement by which stockholders in several companies transferred their shares to a single set of trustees. In exchange, the stockholders received a certificate entitling them to a specified share of the consolidated earnings of the jointly managed companies. The trusts came to dominate a number of major industries, destroying competition. For example, on January 2, 1882, the Standard Oil Trust was formed. Attorney Samuel Dodd of Standard Oil first had the idea of a trust. A board of trustees was set up, and all the Standard properties were placed in its hands. Every stockholder received 20 trust certificates for each share of Standard Oil stock. All the profits of the component companies were sent to the nine trustees, who determined the dividends. The nine trustees elected the directors and officers of all the component companies. This allowed the Standard Oil to function as a monopoly since the nine trustees ran all the component companies.

The Sherman Act authorized the Federal Government to institute proceedings against trusts in order to dissolve them. Any combination “in the form of trust or otherwise that was in restraint of trade or commerce among the several states, or with foreign nations” was declared illegal. Persons forming such combinations were subject to fines of \$5,000 and a year in jail. Individuals and companies suffering losses because of trusts were permitted to sue in Federal court for triple damages. The Sherman Act was designed to restore competition but was loosely worded and failed to define such critical terms as “trust,” “combination,” “conspiracy,” and “monopoly.” Five years later, the Supreme Court dismantled the Sherman Act in *United States v. E. C. Knight Company* (1895). The Court ruled that the American Sugar Refining Company, one of the other defendants in the case, had not violated the law even though the company controlled about 98 percent of all sugar

refining in the United States. The Court opinion reasoned that the company's control of manufacture did not constitute a control of trade.

The Court's ruling in *E. C. Knight* seemed to end any government regulation of trusts. In spite of this, during President Theodore Roosevelt's "trust busting" campaigns at the turn of the century, the Sherman Act was used with considerable success. In 1904 the Court upheld the government's suit to dissolve the Northern Securities Company in *State of Minnesota v. Northern Securities Company*. By 1911, President Taft had used the act against the Standard Oil Company and the American Tobacco Company. In the late 1990s, in another effort to ensure a competitive free market system, the Federal Government used the Sherman Act, then over 100 years old, against the giant Microsoft computer software company.

## CHILD LABOR

**Unit of Study:** An Industrial Society

**Focus Question:** How did industrialization impact American society in both positive and negative ways?

(This lesson spans 2 days)

**The Teaching Point:**

- Students will analyze photographs to understand the role of child labor during industrialization.
- Students will compare and contrast the lives of children in the past with their lives today.
- Students will recognize the need for global awareness surrounding problems facing children and child labor today.

**Why/Purpose/Connection:** This lesson explores the changing role of children over time.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Growing up in a New Century*
  - *A History of Us: An Age of Extremes*
  - *Life in America's First Cities*
  - *Tenement Stories*
- Websites
  - <http://www.kentlaw.edu/ilhs/hine.htm>
  - [http://www.unicef.org/protection/index\\_childlabour.html](http://www.unicef.org/protection/index_childlabour.html)
  - <http://www.archives.gov/education/lessons/hine-photos/activities.html>
- Photographs
- Photo analysis worksheet
- Discussion worksheet

**Model/Demonstration:**

Day 1

- Motivation: Teacher displays quote from Mother Jones, on p. 112, from a *History of Us: An Age of Extremes*.
- Teacher asks students to respond to the quote.
  - What is Mother Jones describing?
  - How does she feel?
  - How is this different than your life experience?
  - Why do you think children were treated this way?
- Teacher explains to students that they are going to explore child labor in the U.S. through photographs, many of which were taken by Lewis Hines, a former New York City public school teacher turned photographer. It was his attempt to raise awareness of the awful conditions faced by children in the work force.

Gr. 8 SS  
**Exam Alert**

Provides practice in quote analysis and inference skills.

**Guided Practice:**

- Teacher models the process of a photo analysis using a photograph and the Photo analysis worksheet.
- Teacher projects the photo and the worksheet (using either a smart board or an overhead.)
- Teacher then guides the students as they answer the questions.

**Independent Exploration:**

- Teacher distributes one photo per group/student with an attached Photo Analysis worksheet. Students view, interpret and analyze the photo. Students then circulate the photos within their group adding any new observations to the Photo analysis worksheet.
- After each student has analyzed the photos, each group should complete part 1 of the discussion worksheet.

**Day 2**

- Teacher reads the quote by Lewis Hines, "There is work that profits children, and there is work that brings profit only to employers. The object of employing children is not to train them, but to get high profits from their work."-- Lewis Hine, 1908
  - What does Lewis Hines point?
  - How did Lewis Hines' photos help children?
- Teacher explains that one of the factors that led to regulations was the exposure of working conditions by people like Lewis Hines.
- Teacher introduces the word, exploitation. Teacher explains that businesses exploited, or took advantage of, children and that Lewis Hines helped expose that exploitation. Teacher reminds students that children are still exploited today, as can be seen in the contemporary photos.
- Teacher explains that student groups will draft a plan to create exposure or voice their disapproval regarding an issue facing children today. The last section of the worksheet asks students to develop a plan for raising awareness of problems facing children today. Teacher should meet with each group to discuss their project plan.

**Share/Closure:**

- Students share their plans for raising awareness.
- Students should be encouraged to share their campaigns with the school or broader community.

**Assessment:**

- Teacher conferences with student groups and evaluates their awareness plan.

**Next Steps:** Students explore the lives of key figures in the child labor reform such as Lewis Hines, Jacob Riis, and Mother Jones.



Young Boys Shucking Oysters, Apalachicola, FL  
January 25, 1909

<http://www.archives.gov/education/lessons/hine-photos/images/shucking-oysters.gif>



Girl Working in Box Factory, Tampa, FL  
January 28, 1909

<http://www.archives.gov/education/lessons/hine-photos/images/box-factory.gif>



Garment Workers, New York, NY  
January 25, 1908

<http://www.archives.gov/education/lessons/hine-photos/images/garment-workers.gif>



Workers Stringing Beans, Baltimore, MD  
June 7, 1909

<http://www.archives.gov/education/lessons/hine-photos/images/stringing-beans.gif>

### Contemporary Child Labor

[http://www.unicef.org/protection/index\\_childlabour.html](http://www.unicef.org/protection/index_childlabour.html)



Scholastica, 12, washes clothes where she works in Nairobi, Kenya's capital.



A girl working in the reconstruction effort carries a tile on her head in the city of Choluteca, Honduras.

## Photo Analysis Worksheet

<b>Step 1. Observation</b>																									
A.	Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible. <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>																								
B.	Use the chart below to list people, objects, and activities in the photograph. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 33%; padding: 5px;"><u>People</u></th> <th style="width: 33%; padding: 5px;"><u>Objects</u></th> <th style="width: 33%; padding: 5px;"><u>Activities</u></th> </tr> </thead> <tbody> <tr><td style="height: 40px;"></td><td></td><td></td></tr> </tbody> </table>	<u>People</u>	<u>Objects</u>	<u>Activities</u>																					
<u>People</u>	<u>Objects</u>	<u>Activities</u>																							
<b>Step 2. Inference</b>																									
	Based on what you have observed above, list three things you might infer from this photograph. <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>																								
<b>Step 3. Questions</b>																									
A.	What questions does this photograph raise? <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>																								
B.	Where could you find answers? <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>																								

Designed and developed by the  
Education Staff, National Archives and Records Administration

<http://www.archives.gov/education/lessons/worksheets/photo.html>

## Child Labor Discussion Worksheet

### Part 1

1. What do all the photographs have in common?
2. What are some differences?
3. What historical event would have led to the widespread use of child labor?
4. How was the issue of child labor addressed in the United States?  
(<http://www.stopchildlabor.org/USchildlabor/fact1.htm> )
5. What issues concerning child labor persist today? Why?  
([http://www.unicef.org/protection/index\\_childlabour.html](http://www.unicef.org/protection/index_childlabour.html) )
6. How is the issue of child labor addressed today? What else do you think should be done?

-----Part 2-----

### Take Action!

What can you do to help raise awareness for children around the world?

- Develop a plan to raise awareness of a problem children face in the United States or around the world. Some ideas include:
  - Write a letter. It could be to your representative, an organization, or a company.
  - Start a petition voicing your concern of an issue
  - Create an awareness poster to display in your class or throughout the school

## THE ASSEMBLY LINE

### Unit of Study: An Industrial Society

**Focus question:** How did industrialization impact American society in both positive and negative ways?

### The Teaching Point:

- Students will compare production methods while participating in a hands-on activity.

**Why/Purpose/Connection:** This lesson explores how an innovation influenced the U.S. economy and society.

### Materials/Resources/Readings:

- Titles from the trade book text set:
  - *Inventing the Automobile*
  - *Henry Ford*
  - *Great Inventions: the Automobile*
- Websites
  - Henry Ford Changes the World, 1908 (<http://www.eyewitnesstohistory.com/ford.htm>)
  - <http://www.econedlink.org/lessons/index.php?lesson=EM446&page=teacher>
- Predictions and Questions Graphic Organizer
- 'Home Depot' Wallpaper Template
- Red, orange, yellow, blue, green, and purple crayons

### Model/Demonstration:

- Motivation: Teacher explains that the class will be divided down the middle, with one side of the room representing Company A and the other side representing Company B. Both companies will produce designs that will be incorporated into a wallpaper design.
- Teacher then distributes an entire set of crayons to each member of Company B and only 1 crayon per student to Company A. The teacher suggests that the workers in Company A push their seats together or arrange themselves so they are close to one another.
- Then teacher states, "You both received an order from the Home Depot and you need to fill the order as soon as possible."
- The teacher says, "I am going to distribute the templates. Workers in Company A are only responsible for one color, and then they have to pass it to another worker for the application of the next color. Workers in Company B are each responsible for coloring the entire template on their own." The finished products must be done well or else Home Depot will not accept the wall paper design. The teacher says, "When I say begin, you will all begin production. I will collect the finished products from both sides/companies. You may take another blank template only when you completely finish one."

- The teacher says, “Begin.” Allow the students between 5-10 minutes time to work, then call, “Stop!”
- Review the results with the students. Guiding questions include:
  - Which company was more efficient, A or B? What factors influenced the results?
  - What did you like or dislike about the production system you were involved in?
  - What are the advantages and disadvantages of each system?

**Guided Practice:**

- Teacher explains the type of production system that Company A used is called an assembly line, which leads to mass production. This idea came about almost 100 years ago and was made famous by a man named Henry Ford.
- The teacher asks if anyone knows the business in which Henry Ford became successful?
- The teacher shares the photos from *Inventing the Automobile*, pages 12 & 13, and from *Henry Ford*, and page 19 to illustrate the reality of an assembly line in the early 1900’s.
- Teacher asks students to complete a predictions and questions chart based on the picture and the title, “Henry Ford Changes the World, 1908.” Teacher asks students to share some of their questions and predictions for a class chart. *Note: Predicting and questioning establishes a purpose for reading and engages the reader with the text.*

**Independent Exploration:**

- The teacher distributes the “Henry Ford Changes the World, 1908” article and directs the students to read it independently. Teacher directs students to check their predictions, correct any incorrect predictions, and answer any questions that they can. For questions that they cannot answer from the article students should indicate where they could go to find the answer.

**Share/Closure:**

- Teacher asks the students to share their responses.
- The teacher then contrasts those images with the photo on page 15 from *Inventing the Automobile*, and asks, “What has changed?” “What has remained the same?”

Gr. 8 SS  
[Exam Alert](#)

Provides  
practice in  
answering  
CRQs.

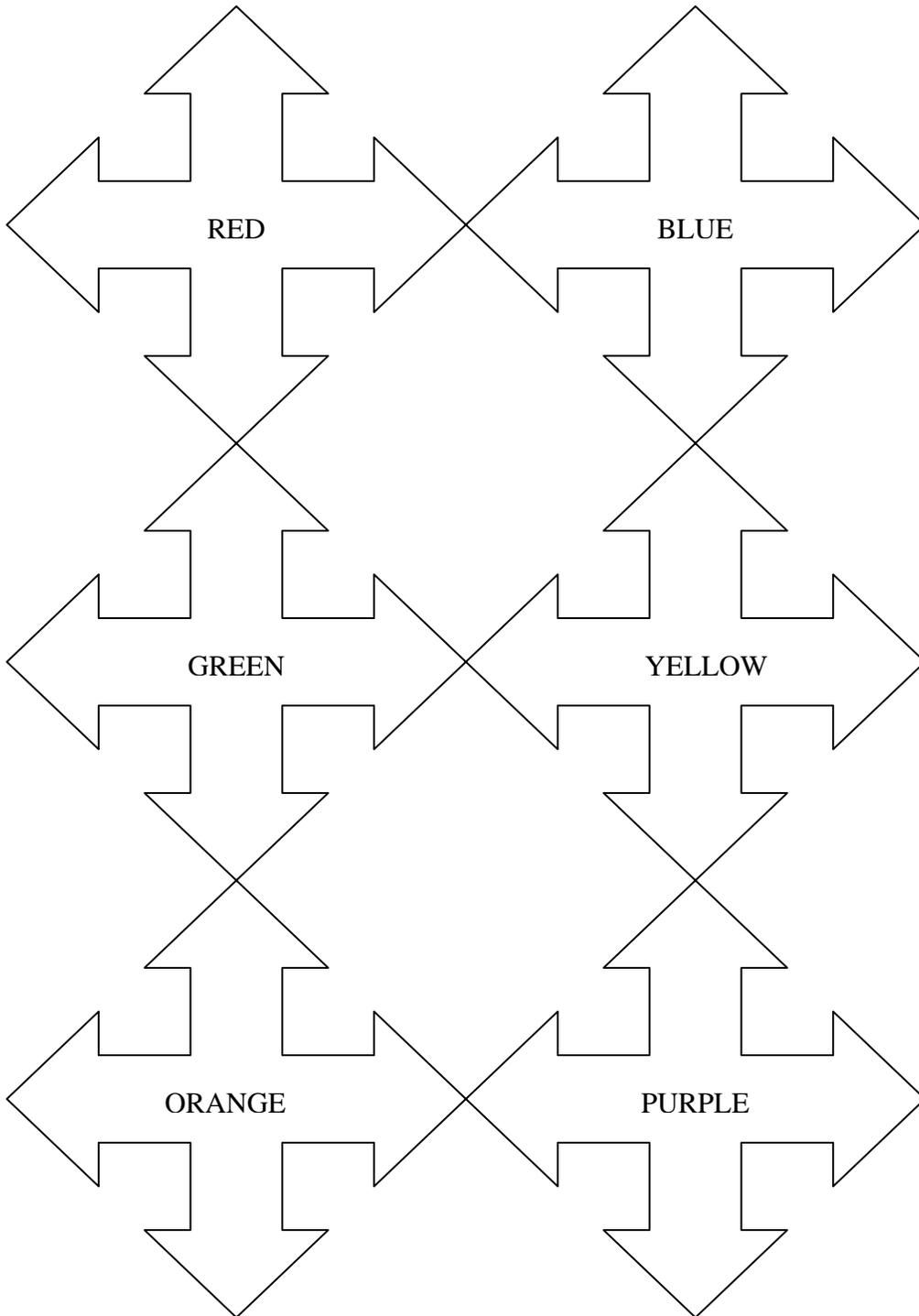
**Assessment:**

- The teacher evaluates student worksheets for accuracy and quality.

**Next Steps:**

- The students can select another inventor and describe his/her innovation and how the innovation affected society and the economy.
- Students research the answers to their questions.

### 'Home Depot' Wallpaper Template



<http://www.econedlink.org/lessons/index.php?lesson=EM446&page=teacher>

**Henry Ford Changes the World, 1908  
Predictions and Questions**

Prediction:

Question:

Prediction:

Question:

Prediction:

Question:

## ROBBER BARONS OR CAPTAINS OF INDUSTRY

**Unit of Study/Theme:** An Industrial Society

**Focus question:** How did industrialization impact American society in both positive and negative ways?

**The Teaching Point:**

- Students will research an icon of the Gilded Age to determine whether he was a robber baron or a captain of industry
- Students will use their facts and research to write a persuasive essay.

**Why/Purpose/Connection:** This lesson encourages students to critically analyze the contributions of certain historic individuals.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *The Gilded Age*
  - *The Gilded Age*
  - *Oil, Steel, and Railroads: America's Big Businesses in the Late 1800's*
  - *The Industrial Age and the Growth of America's Cities*
- Websites:
  - <http://www.notablebiographies.com>
  - [www.biography.com](http://www.biography.com)
- Word Sort List worksheet
- Robber Baron or Captain of Industry? research template

**Model/Demonstration:**

- Motivation: Open Word Sort. Teacher distributes the word sort worksheet and directs student pairs/partners to complete an open word sort. In an open word sort, students read the list of words, discuss the words and try to group them by determining which words have something in common. Students should be able to justify their categories and tell why they placed certain words within the identified categories.
- The teacher explains to students that they will listen to a read aloud from a book entitled, *The Gilded Age*. Teacher explains that gilded means covered with a thin layer of gold. For instance a necklace may be covered with a thin layer of gold, but actually be made with a cheaper metal. Teacher asks students to think of reasons a period in time would be called “gilded.”
- Teacher reads aloud pp. 2-3 of *The Gilded Age*, by Ramon Fernandez. Teacher asks students to think again about why this period was called the Gilded Age.
- Teacher explains that students will assess whether some of these wealthy businessmen mentioned were either “robber barons” or “captains of industry.” (A robber baron is defined as a person who became wealthy by unethical means. A captain of industry is defined as a person whose means of amassing a personal fortune contributed positively to the country/society in some way).

- Teacher explains that the students will write a persuasive essay, giving their opinion of the individual and use facts to support their opinion.

**Guided Practice:**

- Teacher distributes the Robber Baron or Captain of Industry research template that students will use for their research.
- Teacher selects an example of a businessman from the Gilded Age and guides the students through the process of completing the graphic organizer. Teacher can use Andrew Carnegie as an example.
- Student pairs complete their graphic organizer on their chosen tycoon with the purpose of determining whether or not the person was a “robber baron” or a “captain of industry.”
- Students highlight words they come across that appeared in their word sort.
- Teacher circulates offering support.

**Independent Exploration:**

- Students write a persuasive essay on the topic of whether or not the tycoon they chose was a “robber baron” or “captain of industry.”
- Students should include three words from the word sort.

**Differentiation:**

- Challenge: Review with students the advantages of corporations and the way in which corporations function. Have each student choose a company that was in existence in the late 1800s and track the stock of that company.
  - Discuss the symbols used by corporations and how to find symbols for companies they will track.
  - Have students track the value of stock for the companies they selected for a set period of time.
  - Then have students create a line graph that depicts changes in value over this period.

**Share/Closure:**

- Selected students share excerpts from their essays.
- Teacher facilitates a discussion on the Gilded Age.
  - How did you label these tycoons? Why?
  - Do the successful have a responsibility to society?
  - What problems arise when there is a large gap between the rich and the poor?
  - What solutions are there to a disparity of wealth?

**Assessment:** The teacher evaluates essays using a rubric.

**Next Steps:** The students will make connections between the “Barons” of the Gilded Age and the “Barons” of today.

### WORD SORT The Gilded Age

Examine and discuss the words listed below. Think about which words belong together and why. Group the words by category so the words in each category share common elements. You should be able to explain the categories you selected and your reasons for including specific words in each category.


- rich                      corrupt                      philanthropy                      stock                      corporation                      dividend
- money                      booming                      robber Baron                      consolidate                      trust                      pool
- gilded                      capital                      entrepreneur                      laissez-faire
- monopoly                      industry                      business                      free enterprise
- tycoon                      fancy                      assembly line                      rebate
- fortune                      worker                      Carnegie Steel                      Standard Oil Trust





## “Robber Barons” or “Captains of Industry”



	<b>Tycoon:</b>
<b>Where was he born?</b>	
<b>What are his special talents or skills?</b>	
<b>How did he amass his fortune? (Was it a monopoly?)</b>	
<b>What did his company produce?</b>	
<b>How were the workers treated?</b>	
<b>Were any corrupt business practices employed?</b>	
<b>Give some examples of his philanthropy.</b>	
<b>What legacy did he leave that is still felt today?</b>	

## THE GILDED AGE

**Unit of Study/Theme:** An Industrial Society

**Focus Question:** How did industrialization impact American society in both positive and negative ways?

**The Teaching Point:**

- Students will compare pictures from the Gilded Age to identify economic extremes that existed during the Gilded Age.
- Students will examine economic disparity as a contemporary issue.

**Why/Purpose/Connection:** This lesson demonstrates how social, political and economic extremes affected life in the US during the Gilded Age.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *The Gilded Age*
  - *Industry Changes America*
  - *The Industrial Age and the Growth of America's Cities*
- Websites
  - [http://www.digitalhistory.uh.edu/modules/gilded\\_age/index.cfm](http://www.digitalhistory.uh.edu/modules/gilded_age/index.cfm)
  - <http://www.pbs.org/wgbh/amex/carnegie/gildedage.html>
  - <http://graphics8.nytimes.com/images/2008/03/12/arts/artsspecial/12rooms600.jpg>
- The Richest of the Rich, Proud of a New Gilded Age by Louis Uchitelle  
[http://www.nytimes.com/2007/07/15/business/15gilded.html?\\_r=1&pagewanted=print](http://www.nytimes.com/2007/07/15/business/15gilded.html?_r=1&pagewanted=print)
- Gilded Age photos
- Extremes Today t-chart

**Model/Demonstration:**

- Motivation: What does it mean to live in an age of extremes? Teacher explains that the period known as the Gilded Age, was an age of extremes and that the students will explore these extremes through photographs.
- Teacher distributes photo A to half the class and photo B to the other half. Students should only see the picture they received.
- Teacher asks students to describe the Gilded Age using information presented in their pictures.
- Teacher charts responses in a Venn diagram, highlighting the differences.
- Teacher explains that the read aloud will highlight the contrast of this period. Teacher reads aloud the preface to *A History of Us: An Age of Extremes, 1870-1917*.
- Students note any descriptions that they feel apply to the photograph they were given.
- Teacher asks:
  - How did these extremes come about?
  - Do any of these exist today?

**Guided Practice:**

- Teacher directs students to the constructed response questions. Teacher reads the first question aloud. Teacher asks students where they will locate information to answer the question.
- Teacher tells students they will use a combination of prior knowledge and evidence observed in the photograph to answer the questions.
- Teacher instructs student partners to answer the constructed response questions for the first pair of photographs. Students will use two colors to highlight and distinguish between information from the photo and information from prior knowledge.
- Teacher charts student responses onto a class chart which is labeled prior knowledge and photo evidence.
- Teacher points out that a complete constructed response will include facts from prior knowledge and information gathered from photo evidence.

**Gr. 8 SS  
Exam Alert**

Provides practice in answering CRQ/DBQs.

**Differentiation:**

- Challenge: Students can be assigned the New York Times article for enrichment.

**Independent Exploration:**

- Student partners are given a pair of photos to complete a second Venn diagram. Partners then discuss the various factors that led to the extreme differences in wealth and what problems it caused. (Refer to *The Gilded Age*, by Carol Ellis)
- Student partners create two constructed response questions and answer them.
- Student partners then discuss whether these extremes exist today. Students record in their Extremes Today t-chart examples of extreme poverty and extreme wealth that they see today.

**Share/Closure:**

- Teacher facilitates a discussion on the Gilded Age
  - Was the Gilded Age a necessary outcome of industrialization?
  - What are the problems that come about when there is extreme difference between the rich and poor?
  - Who is responsible for helping those in poverty, in the past and the present?

**Assessment:**

- Teacher evaluates Venn diagram and t-chart.

**Next Steps:**

- Explore issues of economic disparity in the United States today.



<http://graphics8.nytimes.com/images/2008/03/12/arts/artsspecial/12rooms600.jpg>



<http://www.usc.edu/schools/annenberg/asc/projects/comm544/library/images/397.jpg>

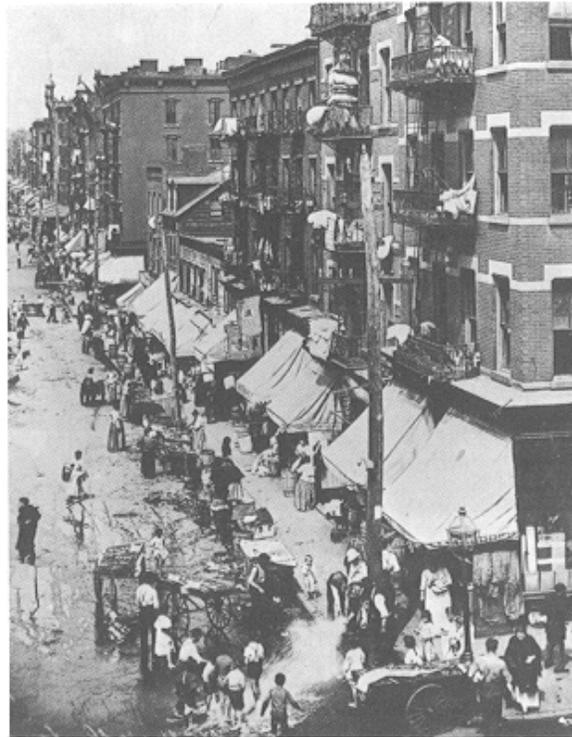
**Gilded Age Constructed Response Question**

Photo A



<http://www.pbs.org/wgbh/amex/carnegie/gallery/vanderbiltman.html>

Photo B



<http://kclibrary.lonestar.edu/tenement.gif>

1. How do you think the lives of the people who lived in the mansion in photo A differed from those living above the stores in photo B?  

---
2. What factors contributed to the overcrowding seen in photo B?  

---
3. In what instance might the people from photo B interact with the residents of photo A?  

---

**Extremes Today**

For use with the article

“The Richest of the Rich, Proud of a New Gilded Age”

[http://www.nytimes.com/2007/07/15/business/15gilded.html?\\_r=1&pagewanted=print](http://www.nytimes.com/2007/07/15/business/15gilded.html?_r=1&pagewanted=print)

Extreme Wealth	Extreme Poverty

## BOSS TWEED AND TAMMANY HALL

**Unit of Study/Theme:** An Industrial Society

**Focus Question:** How did the level of governmental business regulation reflect the country's economic needs?

**The Teaching Point:**

- Students will demonstrate an understanding of political corruption in the early 19<sup>th</sup> century.
- Students will understand Boss Tweed's rise to power and his eventual fall.

**Why/Purpose/Connection:** This lesson explores the political machine of Tammany Hall and the era of Boss Tweed.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *America's Political Scandals in the Late 1800s-Boss Tweed and Tammany Hall*
  - *The Gilded Age*
- Websites
  - <http://content.scholastic.com/browse/article.jsp?id=5024>
  - [http://americanhistory.suite101.com/article.cfm/the\\_tweed\\_ring\\_and\\_tammany\\_hall](http://americanhistory.suite101.com/article.cfm/the_tweed_ring_and_tammany_hall)
- Boss Tweed political cartoons  
[http://www.cartoonstock.com/vintage/directory/w/william\\_boss\\_tweed.asp](http://www.cartoonstock.com/vintage/directory/w/william_boss_tweed.asp)
- Construction Paper
- Markers/Color Pencils
- Words in Context handout
- Cartoon Analysis Worksheet
- Boss Tweed T-chart

**Model/Demonstration:**

- Motivation: Teacher distributes the Words in Context handout for CORRUPTION.
- Teacher asks students to fill in a possible definition, any familiar word parts, words in the family, and possible guesses for the other sections. *Note: This activity allows students to extend the meanings of vocabulary words by using them in context. Students create examples from their own experiences to further understand the words (Allen, 1999). As students experience new texts, they return to the graphic organizer to add to their knowledge base about the concept.*
- Teacher previews the book, *America's Political Scandal in the Late 1800's, Boss Tweed and Tammany Hall*, with the class. Teacher asks students if they want to add to their vocabulary sheet or make any changes.
- Teacher explains that students will gain an understanding of political corruption of the time from the read aloud.

**Guided Practice:**

- The teacher reads aloud chapter 5 from *America's Political Scandal in the Late 1800's, Boss Tweed and Tammany Hall*
- Teacher asks students to complete their Words in Context handout. Teacher reviews student answers and then facilitates a discussion using the following questions:
  - Why did the corruption last so long? How was Tweed able to go so far?
  - Why were political cartoons an important part of the expose? (Think about the large immigrant population.)
- Teacher asks students to think of current examples in government that might fall into this category. Teacher asks students: How does the citizenry discover corruption today? (Extension: Distribute current newspapers and look for examples of reporting about corruption.)

**Independent Exploration:**

- Student groups are each assigned a chapter in the trade book, *America's Political Scandal in the Late 1800's, Boss Tweed and Tammany Hall*. While students are reading, they should complete an evaluation of Tweed's actions on the Boss Tweed T-chart.
- After reading their section, student groups must complete a cartoon analysis of one of the political cartoons in the section.
- Using their notes from their t-chart and cartoon analysis, students create a political cartoon about Boss Tweed's rule over New York City. Remind students that the intent of a political cartoon is to expose corruption.

[Gr. 8 SS  
Exam Alert](#)

Provides practice in analyzing political cartoons.

**Differentiation:**

- Students can write multiple-choice questions to accompany the political cartoons.
- Students may choose to write an expose instead of drawing a political cartoon.

**Share/Closure:**

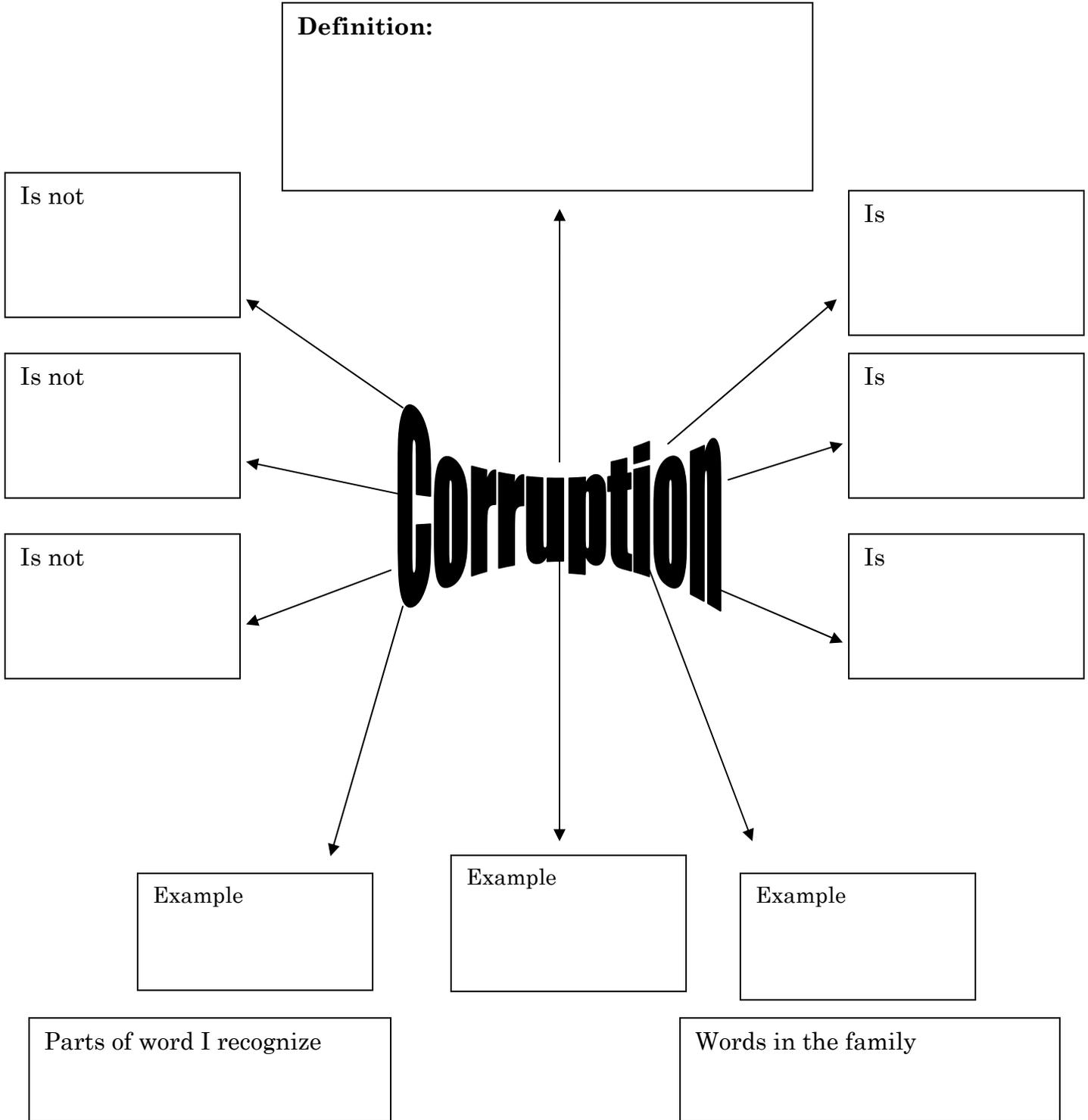
- Students present their political cartoons to other groups of students.
- Teacher facilitates a discussion on the corruption of Tammany Hall.
  - How did Boss Tweed rise to power?
  - What are some contemporary examples of political corruption in this country or in places around the world?
  - How does political corruption demonstrate the importance of the first amendment?

**Assessment:**

- Teacher evaluates political cartoons
- Teacher evaluates cartoon analysis handout

# Words in Context

Provide a working definition of the word “Corruption” and provide as many examples and non-examples as you can think of before the reading. Then, as you listen to the text, try to refine your definition and figure out what corruption is and is not.



Adapted from *Reading History*,  
Janet Allen, 2005

## Boss Tweed

Positive Contributions	Negative Actions



## THE RISE OF UNIONS

**Unit of Study:** An Industrial Society

**Focus Question:** How did the level of governmental business regulation reflect the country's economic needs?

**The Teaching Point:**

- Students will examine the problems faced by workers through primary sources and secondary sources.
- Students will understand the conditions that led to the formation of unions.

**Why/Purpose/Connection:** This lesson considers the growth and purposes of unions.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *A History of Us: An Age of Extremes, 1870-1917*
  - *Industry Changes America*
  - *The Rise of Cities-Possibilities and Problems in America's New Urban Centers*
  - *Industrial America*
  - *Oil, Steel, and Railroads: America's Big Businesses in the Late 1800'*
- Websites
  - <http://www.en.wikipedia.org/wiki/File:PamphletHomesteadStrikeLyrics1892.jpg>
- Article on the Homestead Steel Strike  
<http://www.pbs.org/wgbh/amex/carnegie/peopleevents/pande04.html>
- Haymarket Riot, 1886 image

**Model/Demonstration:**

- Visual Motivation: Teacher displays the Haymarket Riot image and asks students to complete a *Thinking About Images* template.
- Teacher asks students to recall problems faced by many workers during the Industrial Revolution. Teacher charts responses.
- Teacher explains that eventually the workers began to organize to try to improve their conditions.
- Teacher explains to students that the image was taken at one of the worker's strikes and that students will learn about three strikes that occurred during early attempts to unionize.

**Guided Practice:**

- Teacher distributes Cause and Effects of Strikes Worksheet and assigns each group one strike to read about. *Note: Knowing that the larger piece of text discusses cause and effect helps readers anticipate cue words.*
- Teacher directs student groups to preview their reading, paying attention to titles, questions, images, etc.
  - The Haymarket Riot pp. 91-96 in *A History of Us: An Age of Extremes*
  - The Pullman Strike pp. 16-36 in *The Pullman Strike of 1894*

- The Homestead Strike pp. 30-32 *The Industrial Age and the Growth of American Cities* and attached readings and documents.

**Independent Exploration:**

- Students groups read their assigned sections and examine the accompanying documents.
- Students groups complete the cause and effect worksheet.
- Student groups prepare and present to the class a **tableau** representing their strike with a short narration of the strike. A tableau is a dramatic representation without words. (For more information on tableau presentations see [http://classroom-activities.suite101.com/article.cfm/tableau\\_presentation](http://classroom-activities.suite101.com/article.cfm/tableau_presentation) )

**Differentiation:**

- Challenge: Ask each student to select one of the major labor strikes to research further. Students can write a newspaper or magazine article about the strike and its results.

**Share/Closure:**

- Students will present their tableau to the class.
- Teacher charts student responses to the question, “What were the successes and failures of the strikes?”
- Teacher leads a discussion on the rise of unions.
  - While early attempts to unionize were in many ways a failure, eventually unions became common for workers. Why?

**Assessment:**

- Teacher evaluates cause and effects worksheets.

**Next Steps:**

- Students practice Constructed Response Questions based on the Homestead Strike and an Andrew Carnegie Quote.

Gr. 8 SS  
[Exam Alert](#)

Provides  
practice in  
answering  
CRQs.

## Haymarket Riot, 1886



Entered according to Act of Congress in the year 1887 by PAUL J. MORAN, in the Office of the Librarian of Congress, at Washington.

RIOT AT McCORMICK'S REAPER WORKS,  
Chicago, May 3, 1886.

<http://frontpage.americandaughter.com/images/haymarket-riot.jpg>

**THINKING ABOUT IMAGES TEMPLATE**

Your Name: \_\_\_\_\_

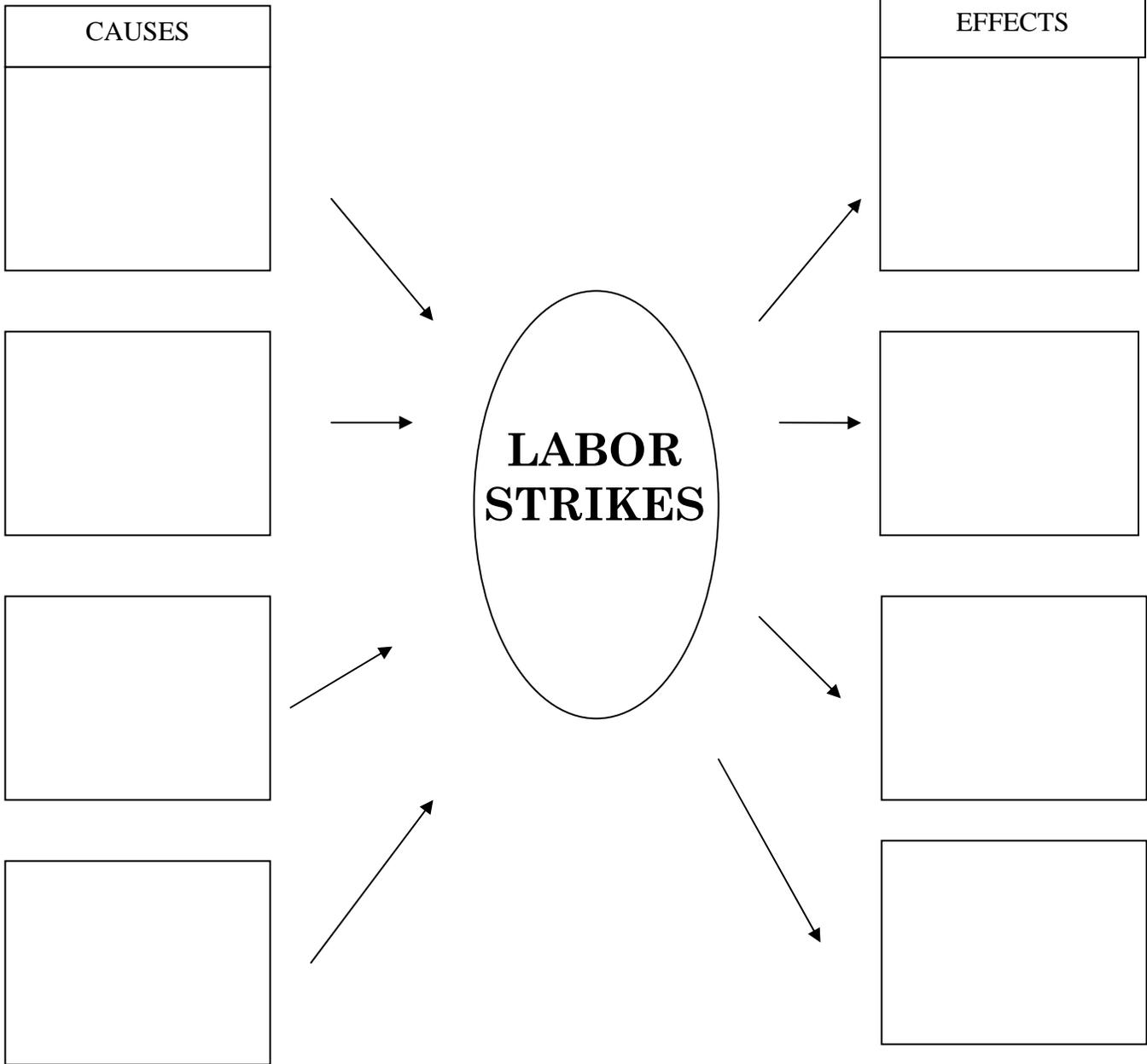
Name of image: \_\_\_\_\_

Look carefully at the picture and fill in the chart below.

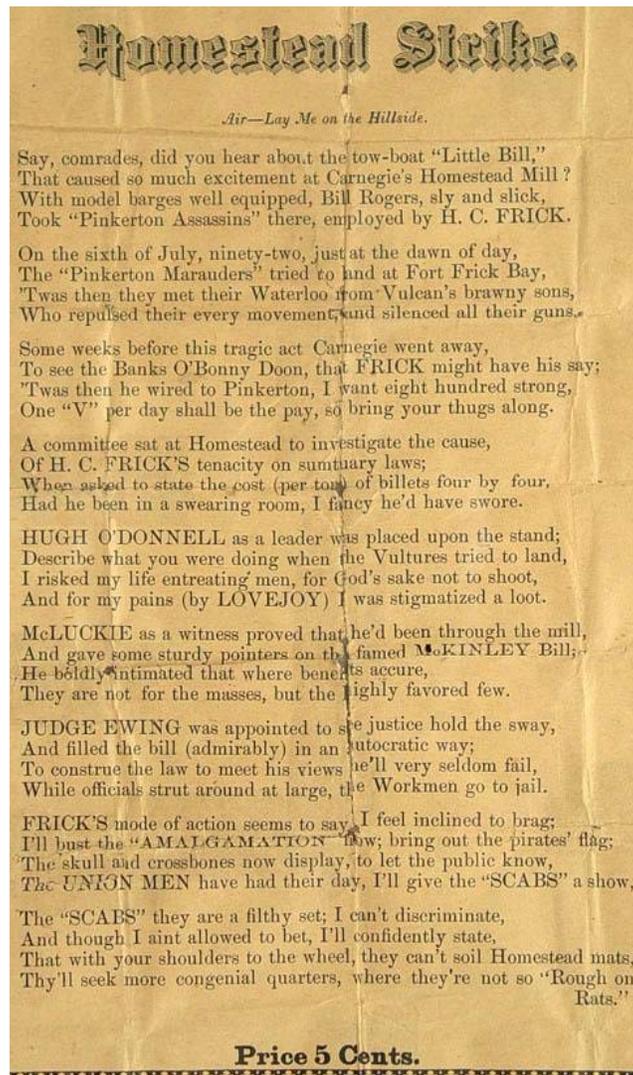
<b>What I See</b>	<b>What I Think</b>	<b>What I Wonder</b>

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

### Causes and Effects of Strikes



## Homestead Strike Constructed Response Question



<http://www.en.wikipedia.org/wiki/File:PamphletHomesteadStrikeLyrics1892.jpg>

1. What is the point of view of the author of this pamphlet? Does he/she side with the workers or business owners? What words lead you to support your answer?
2. Do you agree with the author of this pamphlet? Support your answer with details.
3. Are unions necessary? Why or why not?

## Homestead Act Constructed Response Question



<http://libcom.org/files/1892-homestead.jpg>

1. Who are the people in the photograph? What is their job?
  
2. Where are they going? Who might have ordered them to go there?

### Andrew Carnegie Constructed Response Question

*“This is the trial of my life (death's hand excepted). Such a foolish step -- contrary to my ideals, repugnant to every feeling of my nature. Our firm offered all it could offer, even generous terms. Our other men had gratefully accepted them. They went as far as I could have wished, but the false step was made in trying to run the Homestead Works with new men. It is a test to which workingmen should others. . . The pain I suffer increases daily. The Works are not worth one drop of human blood not be subjected. It is expecting too much of poor men to stand by and see their work taken by. I wish they had sunk.”*

-Andrew Carnegie

[www.pbs.org/wgbh/amex/carnegie/peopleevents/pande04.html](http://www.pbs.org/wgbh/amex/carnegie/peopleevents/pande04.html)

1. What is Carnegie’s perspective of the strike? What words in the quote support your answer?
2. What is Carnegie’s opinion of unions?
3. Do you agree with Carnegie? Support your answer with details.

## POPULISM, “MY PARTY LED ME”

**Unit of Study:** An Industrial Society

**Focus Question:** How did the level of governmental business regulation reflect the country’s economic needs?

**The Teaching Point:**

- Students will understand the role of political parties
- Students will analyze the song, “My Party Led Me.”

**Why/Purpose/Connection:** This lesson shares insight into the platform of the Populist Party and the concept of platforms for political parties today.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *The Populist Party-A Voice for the Farmers in an Industrial Society*
- Websites
  - <http://www.oah.org/pubs/magazine/gilded/cantu4.html>
  - <http://www.u-s-history.com/pages/h875.html>
- Copy of “My Party Led Me”
- Alike but Different graphic organizer
- Copy of table of contents of the Democrat and Republican platforms
  - Democratic Party Platform Table of Contents  
[http://marcambinder.theatlantic.com/Platform%20%207%2008%20\(2\).pdf](http://marcambinder.theatlantic.com/Platform%20%207%2008%20(2).pdf)
  - Republican Party Platform Table of Contents  
<http://platform.gop.com/2008Platform.pdf>

**Model/Demonstration:**

- Motivation: Teacher displays two words, **unions/political parties** on an Alike but Different graphic organizer. *Note: Alike but Different graphic organizers focus on words essential to students’ understanding of the reading by allowing students to examine critical characteristics of the words.*
- Teacher asks students to turn to a partner and write one thing they think the two words have in common.
- Teacher reads aloud, pages 10-15 of *The Populist Party*. Teacher instructs students to listen for information about unions **and** political parties.
- Teacher asks students to complete their Alike but Different graphic organizers.
- Teacher explains that students will examine the formation of the Populist Party and use it as inspiration for the formation of their own party.

**Guided Practice:**

- Teacher displays the song, “My Party Led Me.” Teacher reads the song and asks for volunteers to sing the song.
- Teacher asks students: Why would a political party use a song to convey their message? Teacher asks students if they know of other methods that can be used to convey a message.
- Teacher facilitates a discussion using the guiding questions.

Gr. 8 SS  
Exam Alert

Provides  
practice in  
answering  
CRQs.

- Teacher then displays the party platform from p. 24 of *The Populist Party*. Teacher asks students to consider how the goals of the party are reflected in the song.

**Independent Exploration:**

- Teacher provides students with the table of contents of the current Democratic and Republican Party Platform. Using the table of contents student groups will choose a corresponding issue and compare and contrast using a Venn diagram the approach of each party. Student groups could then access their section on the web.
- Student groups then will determine how they would approach the issue as part of a platform for a new political party.
- Students should then demonstrate their platform in a song, political cartoon, or poster. Examples of cartoons and posters could be found in the trade book *The Populist Party*.

**Share/Closure:**

- Students present their projects to the class.
- Teacher explains that while the Populist Party did not realize many of its goals, these goals were incorporated into the Democratic and Republican parties.
- Teacher asks students: “What are some ways that your party could have their goals and ideas heard?”

**Assessment:**

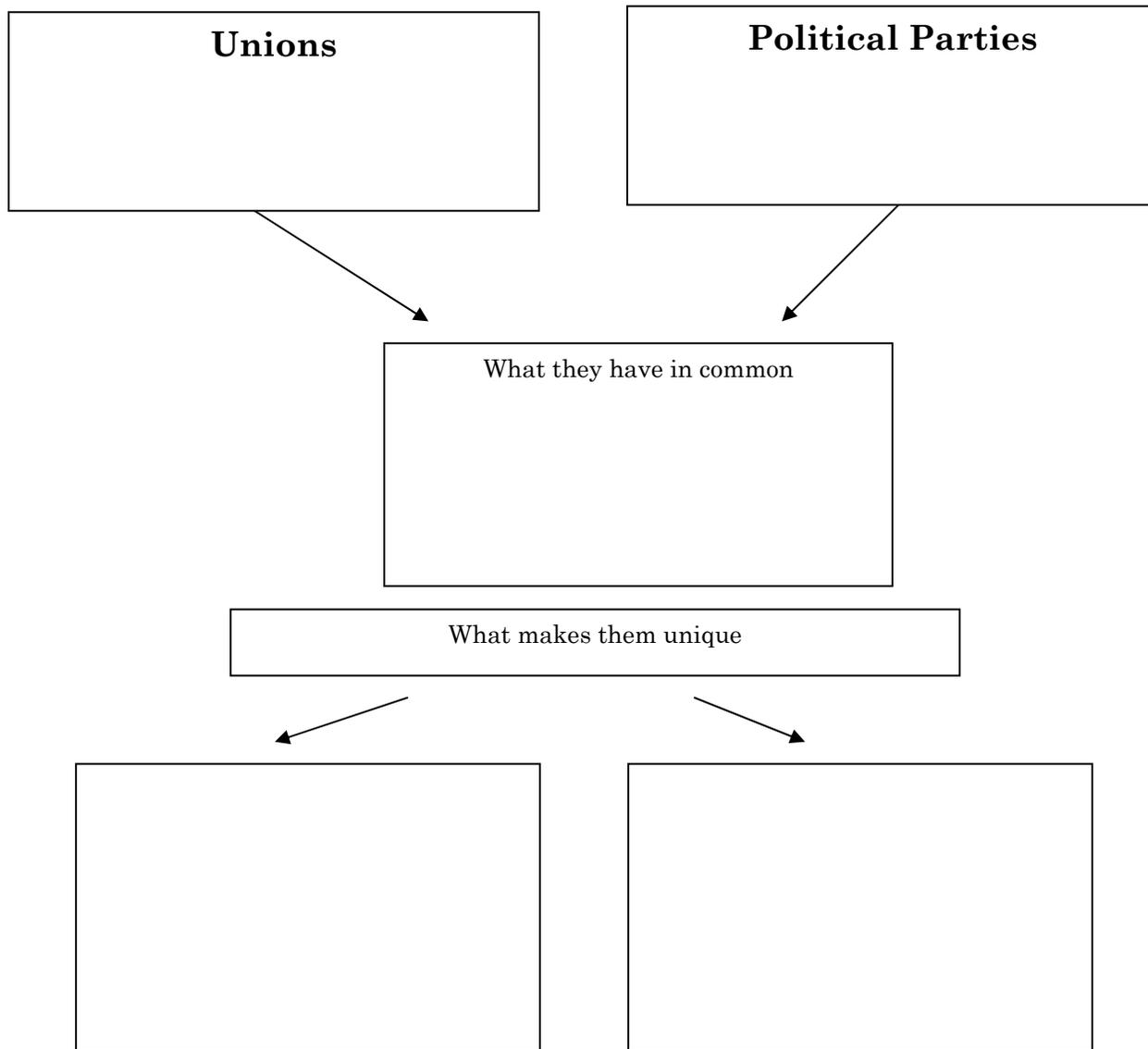
- Teacher evaluates Venn diagrams, platforms and projects.

**Next Steps:**

- Students evaluate if the Populist Party successful in representing the beliefs of the working class.

## Alike but Different

Provide definitions of the words “Unions” and “Political Parties” and provide examples of what they have in common and what makes them unique before the reading. Then, as you listen to the text, try to refine your definition and figure out how they are and are not similar.



adapted from *Reading History* by Dr. Janet Allen

## My Party Led Me

All the way my party led me. And they robbed me ev'ry day.  
But I did not see my folly Till my home was took away.  
Mortgaged farmers, wives and children, Rally to the Alliance call,  
For, if you should longer tarry, Money kings will have it all.  
For if you should longer tarry, Money kings will have it all.

All the way my party led me, and these wrongs I helped to make,  
For the Democrats I hated, when the bloody shirt they'd shake;  
Oh, how true did Abe, the prophet, tell us of this troubled day!  
How the money kings would rob us, take our liberties away.

All the way my party led me, I was blind and could not see,  
When I halloed and I shouted over party victory.  
In our victory was defeat, as we now can plainly see,  
For we're on the road to slavery, and must fight if we'd be free.

All the way my party led me, led me to the fix I'm in;  
But I will not longer heed them, a new life I'll now begin.  
Oh yes, farmers, day is breaking, scales now from our eyes do fall,  
For we see the great injustice that's been done to one and all.

<http://www.oah.org/pubs/magazine/gilded/cantu4.html>

Constructed Response Questions:

1. Who are the Populists targeting in their critique of society?
2. What are the problems they identify or associate with these groups?
3. Is this a fair evaluation of Gilded-Age society? Explain.

## Unit Project: Immigration Today

Today, as in the past, there is a great national debate on the subject of immigration, with equally passionate voices arguing on either side of the issue. In spite of the fact that immigration (and multiculturalism) is a fundamental characteristic of this nation, it has been the source of much debate and discord. Immigration has always presented a dilemma as America continues to search for its national identity.

You will be exploring the actual statistics (facts and figures), the political and economic implications as presented by both sides, as well as the real stories of immigrants today. As a team you will explore this important issue from a variety of perspectives and levels.

### The Task

Your team comprises the staff of a local newspaper. Your newspaper is devoting an entire issue to immigration in America today. The issue will examine a variety of multiple aspects and perspectives on immigration. Each team member will be responsible for a particular task before a final meeting to compile the information. Ultimately, you will be defining the debate and presenting various issues around immigration today in order to better inform the public. What is the current debate regarding "immigration reform" all about?

- What are the implications of immigration to the United States today? (economic? social? political?)
- What are the actual statistics, facts and figures about immigration today?
- Who are the immigrants and refugees in the United States today? Where do they come from and why are they here? Where are they settling? Is it different from the locations where earlier waves of immigrant settled? Why?
- What is life like for immigrants in the U.S. today?
- Do we need immigration reform? Why or why not?

### The Process

- **Brainstorming Session**

Read the following questions and discuss with your group. (Have someone take notes on your ideas.)

- What do you already know about immigration?
- Are you or any of your family members immigrants? Which countries are you/they from and how and why did you/they come to the US?
- What are some of the current arguments for and against immigration?
- How does the United States regulate immigration?
- What is immigration reform?

- **The Project**

- Each group member assumes one of the roles described below.
- Compile research using websites, books, articles, etc. and notes from previous lessons.
- Prepare your segment. (Don't forget to proofread and edit as well as allow a team member to proofread and edit your work)

### The News Editor

- Summarize some current hot issues in the news relating to immigration by answering the question, what are the implications of immigration on the United States today? (economic? social? political?)
- The news editor will also oversee the final product.
  - <http://lcweb2.loc.gov/learn/features/immig/timeline.html#2001>
  - <http://www.uscis.gov/portal/site/uscis>
  - [http://topics.nytimes.com/topics/reference/timestopics/subjects/i/immigration\\_and\\_refugees/index.html?inline=nyt-classifier](http://topics.nytimes.com/topics/reference/timestopics/subjects/i/immigration_and_refugees/index.html?inline=nyt-classifier)
  - [http://en.wikipedia.org/wiki/Immigration\\_to\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Immigration_to_the_United_States)
  - <http://www.npr.org/templates/story/story.php?storyId=5310549>
  - <http://www.cis.org/topics/currentnumbers.html>

### The Statistician

- What are the actual statistics, facts and figures about immigration today?
- Present the information in a chart or graph.
  - <http://teacher.scholastic.com/activities/asian-american/visit.htm>
  - [http://topics.nytimes.com/topics/reference/timestopics/subjects/i/immigration\\_and\\_refugees/index.html?inline=nyt-classifier](http://topics.nytimes.com/topics/reference/timestopics/subjects/i/immigration_and_refugees/index.html?inline=nyt-classifier)
  - <http://www.census.gov/population/www/socdemo/immigration.html>
  - [http://en.wikipedia.org/wiki/Immigration\\_to\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Immigration_to_the_United_States)
  - <http://www.npr.org/templates/story/story.php?storyId=5310549>

### The Political Correspondent from Washington

- Define the current political debate over immigration reform. What are some of the proposed solutions? What's the view from the Hill and the White House?
  - <http://thomas.loc.gov/>
  - <http://lcweb2.loc.gov/learn/features/immig/timeline.html#2001>
  - <http://www.uscis.gov/portal/site/uscis>
  - [http://topics.nytimes.com/topics/reference/timestopics/subjects/i/immigration\\_and\\_refugees/index.html?inline=nyt-classifier](http://topics.nytimes.com/topics/reference/timestopics/subjects/i/immigration_and_refugees/index.html?inline=nyt-classifier)
  - [http://en.wikipedia.org/wiki/Immigration\\_to\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Immigration_to_the_United_States)
  - <http://www.npr.org/templates/story/story.php?storyId=5310549>

### The Features Editor

- What is life like for an immigrant today? Choose members of at least one immigrant or refugee group. Find at least one real (not virtual) person and interview them. Design your questions to give your readers an interesting and informative depiction of their everyday life and issues.
- Who are the immigrants and refugees in the United States today? Where do they come from and why are they here?
- What is life like for immigrants in the U.S. today?
  - [http://topics.nytimes.com/topics/reference/timestopics/subjects/i/immigration\\_and\\_refugees/index.html?inline=nyt-classifier](http://topics.nytimes.com/topics/reference/timestopics/subjects/i/immigration_and_refugees/index.html?inline=nyt-classifier)
  - [http://en.wikipedia.org/wiki/Immigration\\_to\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Immigration_to_the_United_States)
  - <http://www.npr.org/templates/story/story.php?storyId=5310549>

### The Photojournalist

- Find photos on the Internet or take your own to supplement the work of the Features Editor and the News Editor. Obviously you will need to meet with them to discuss their projects. Also, collect some interesting images of your own to present in a photojournalist format.
- All photos must have captions.
  - [http://topics.nytimes.com/topics/reference/timestopics/subjects/i/immigration\\_and\\_refugees/index.html?inline=nyt-classifier](http://topics.nytimes.com/topics/reference/timestopics/subjects/i/immigration_and_refugees/index.html?inline=nyt-classifier)
  - <http://www.npr.org/templates/story/story.php?storyId=5310549>

### Final Product + Editorial Page

- Finally, you will meet as a group to compile your findings (text and graphics) into a creative newspaper-style format.
- As your *last task* compose an editorial letter expressing your own opinions on the issues you explored. Include these in your issue as an editorial page. (Don't be afraid to disagree with your group members!)

Adapted from:

<http://web.archive.org/web/20000901230649/students.itec.sfsu.edu/EDT628/shovanes/hotlist.htm#newsed>

### Rubric

	4	3	2	1
<b>Content</b>	Clear and creative, presentation of information	Clear presentation of information	Somewhat clear presentation of information	Unclear presentation of information
<b>Presentation</b>	Neatly and thoughtfully compiled.  Excellent evidence of team work	Neatly compiled.  Good evidence of team work	All pieces compiled  Some evidence of team work	Missing pieces  Little evidence of team work
<b>Mechanics</b>	Correct spelling, grammar, and punctuation	Mostly correct spelling, grammar, and punctuation	Some mistakes in spelling, grammar, and punctuation	Many mistakes in spelling, grammar, and punctuation

## PUTTING IT ALL TOGETHER

As professionals we recognize that social studies education provides students with knowledge and skills that are necessary for participation as active and informed citizens of the United States and the world. Though we hope our students will see that the lessons learned in social studies have significance to them, and to contemporary society, we must go further and nurture these connections with intentionality. The understandings, insight, content and concepts acquired as the result of the lessons, discussions, activities and projects need to be understood within the framework of the classroom *and* the greater communities of which the student is a member.

In order for our students to be able to apply their knowledge and skills in the “real world,” they must be able to make the connections between what they are learning in the classroom and life outside of school.

We can help foster these connections in many ways. We suggest that at the end of each unit students engage in thoughtful discourse and activities that seek to affirm meta-cognition and the relevance of what they have learned. Encourage students to ask the bigger questions and raise the important issues that push their in-school learning toward meaning and purpose in the real world.

The following activities could serve as a reflective summary for the unit, **An Industrial Society**, while providing students with a framework within which to see the continuity and consequence of present and future content to be studied.

### **The Nature of Freedom**

Read aloud “Some Political Theory: A Discussion,” from p. 185 in *A History of Us: An Age of Extremes*. Discuss freedom.

Guiding questions:

- How did the extremes of the Gilded Age demonstrate a need for laws and regulations?
- Do laws and rules enhance or curtail our freedom?
- What role should government play in our lives today?

### **Who is an American?**

Discuss what it means to be an American today. How did industrialization and immigration contribute to the contemporary concept of who is an American?

### **A New Gilded Age**

Discuss the factors that led to what became known as the Gilded Age. How do we account for the disparity between the rich and the poor today? Is it a problem that needs solutions or is it just the American way?

**Field Trips for An Industrial Society****Location****Exhibits and Programs**

The Brooklyn Bridge

Frick Museum  
1 East 70<sup>th</sup> Street, Manhattan  
212-288-0700  
[www.frick.org](http://www.frick.org)

Greenwood Cemetery  
500 25<sup>th</sup> Street, Brooklyn  
718-768-7300  
<http://www.green-wood.com/>

Self-guided Tour

The Lower East Side Tenement Museum  
108 Orchard Street, Manhattan  
212-431-0233 x.241  
[www.tenement.org](http://www.tenement.org)

Guided Tour

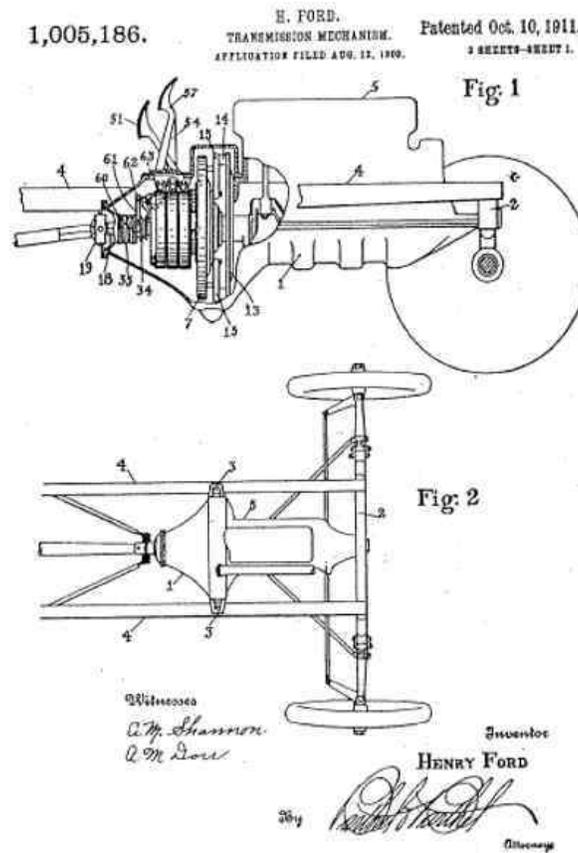
Morgan Library,  
225 Madison Avenue, Manhattan  
212-685-0008  
[www.themorgan.org](http://www.themorgan.org)

Ellis Island Immigration Museum  
Ellis Island  
212-561-4500 x. 0  
[http://www.ellisland.org/genealogy/ellis\\_island\\_visiting.asp](http://www.ellisland.org/genealogy/ellis_island_visiting.asp)

5<sup>th</sup> Avenue, 59<sup>th</sup> Street to 85<sup>th</sup> Street, Manhattan  
Walk along 5<sup>th</sup> Avenue to see mansions from the Gilded Age

# V.

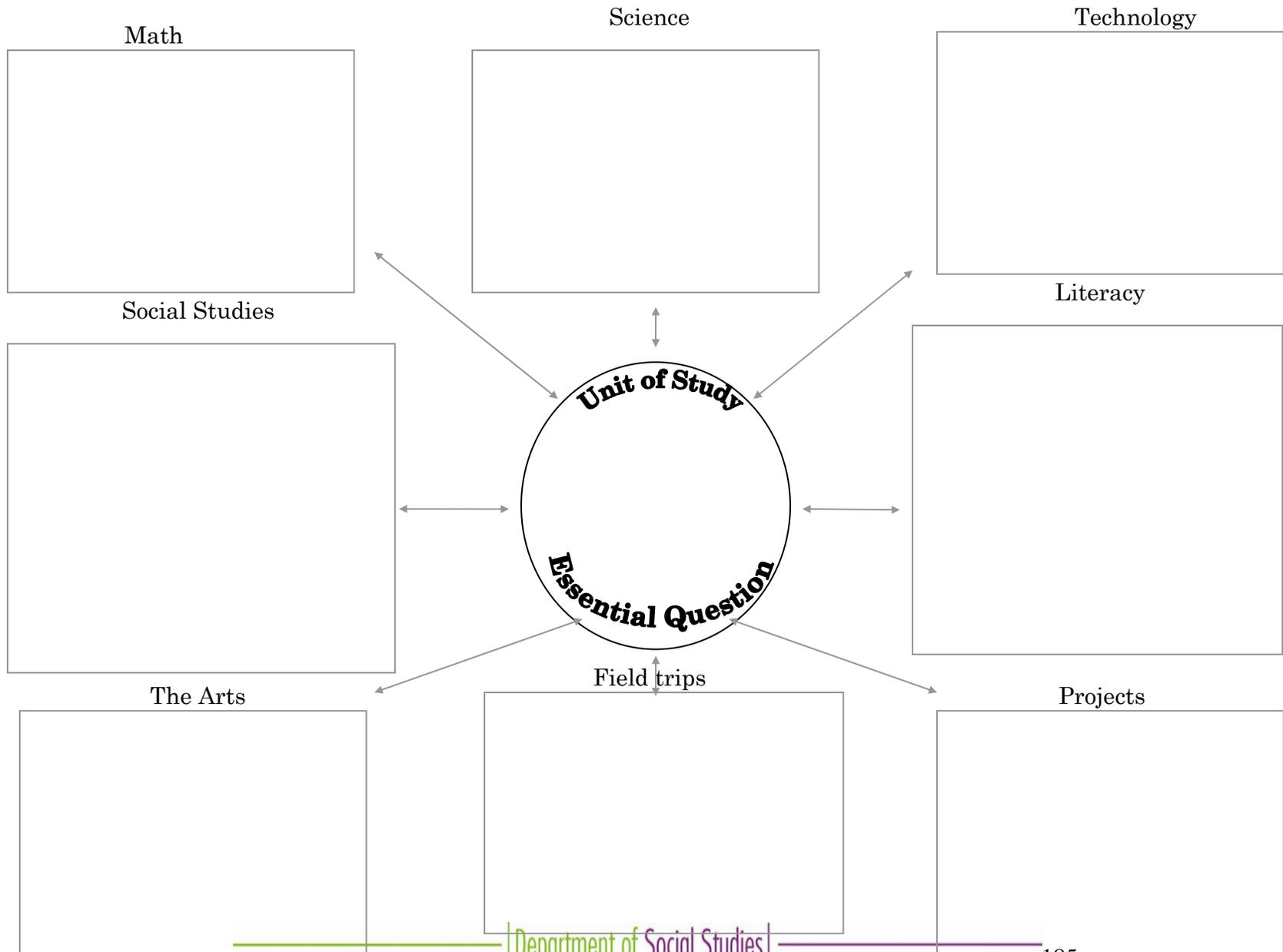
## Additional Resources



Patent submitted by Henry Ford  
[http://z.about.com/d/inventors/1/0/E/5/ford\\_patent.jpg](http://z.about.com/d/inventors/1/0/E/5/ford_patent.jpg)



### BRAINSTORM WEB TEMPLATE



**ESSENTIAL QUESTION**

Content/Academic Vocabulary (sample)

Focus Questions



**Student Outcomes**

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

**INTERDISCIPLINARY PLANNING TEMPLATE**

Focus Question					
Social Studies					
Reading connected to the Social Studies curriculum					
Writing Connected to the Social Studies Curriculum					
Math					
Technology					
Arts					
Science					

**LESSON PLAN STRUCTURE****Unit of Study/Theme** \_\_\_\_\_**Date** \_\_\_\_\_**The Teaching Point:** What concept/skill/strategy will you be teaching today?**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?**Differentiation:** How will you address student learning styles?**Guided Practice:** This is when students practice the new learning with teacher guidance.**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?**Next Steps:** How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?**Other Notes/Comments:**

**TEXT SELECTION PLANNER**

**Text Title:** \_\_\_\_\_ **Author:** \_\_\_\_\_  
**Text Genre:** \_\_\_\_\_

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

**Student Outcomes:** Decide what you want the students to know or be able to do as a result of interacting with this text.

- 
- 
- 

**Social Studies Outcomes:** What are the specific Social Studies outcomes to be connected with this text?

- 
- 
- 

**ELA Outcomes:** What are the specific ELA outcomes (e.g., main idea, cause/effect, visualizing)?

- 
- 
- 

**What will students do to interpret this text (read and discuss, high-light, take notes, complete graphic organizer, etc.)?**

-

**THINKING ABOUT TEXT TEMPLATE**

Your Name: \_\_\_\_\_

Name of text: \_\_\_\_\_

Read the text carefully and fill in the chart below.

What I Read	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.

**THINKING ABOUT IMAGES TEMPLATE**

Your Name: \_\_\_\_\_

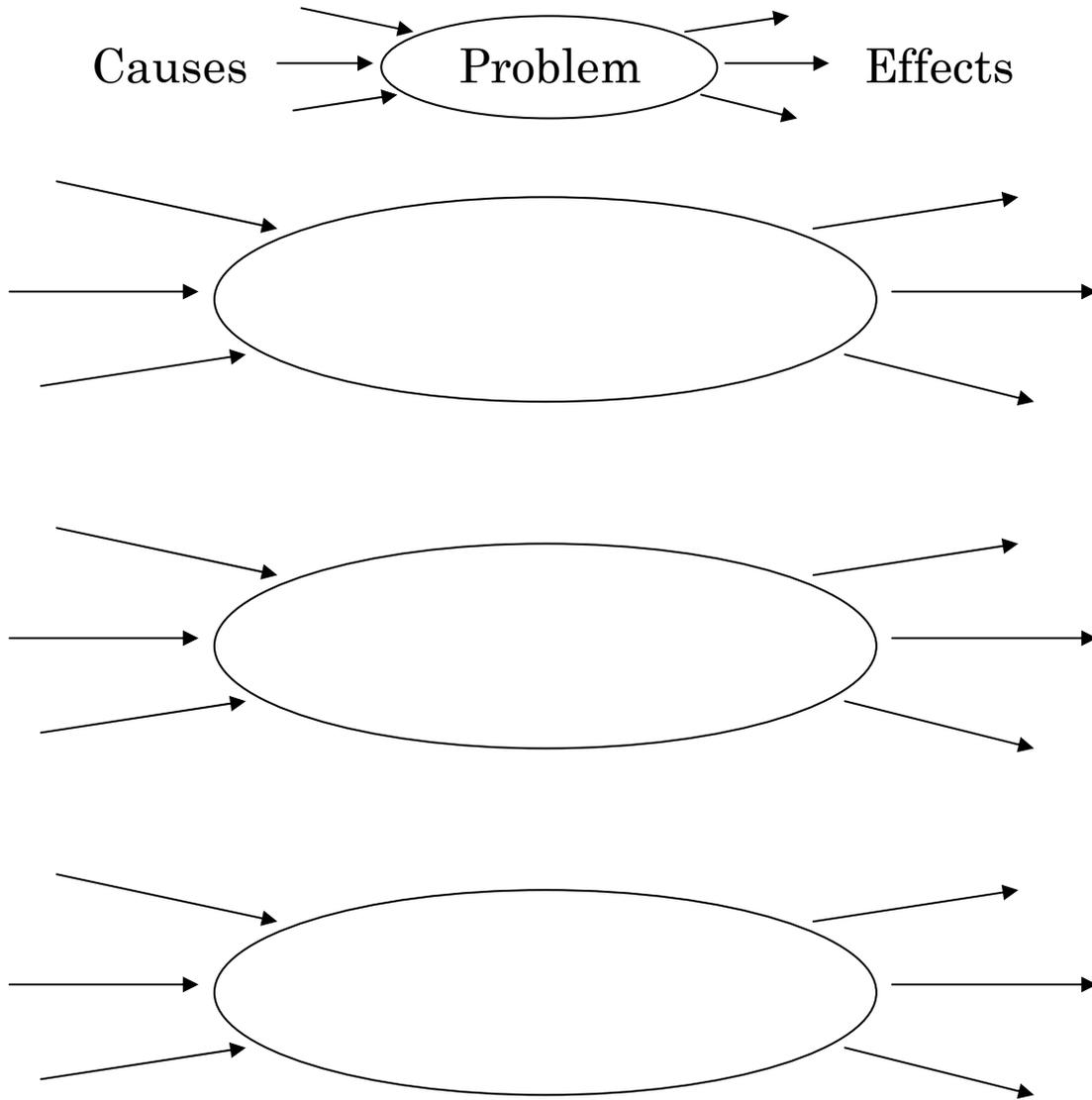
Name of image: \_\_\_\_\_

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

**CAUSE-EFFECT TEMPLATE**



**NOTE-TAKING TEMPLATE**

**Chapter Title:** \_\_\_\_\_

**Big Idea:**

Using only 2 to 3 sentences, tell what the chapter/section is about.

**What I Learned (Details):**

- 
- 
- 
- 
- 
- 
- 
- 
- 
-

**WHAT DOES IT MEAN TO SUMMARIZE?**

Name \_\_\_\_\_

Date \_\_\_\_\_

Text \_\_\_\_\_

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”
2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the \$2.00 sentence here:

---

---

---

**WHAT'S THE POINT?  
LOOKING FOR THE MAIN IDEA**

Name \_\_\_\_\_

Text \_\_\_\_\_

As I read, I note the following:

1) \_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

4) \_\_\_\_\_  
\_\_\_\_\_

To sum up points 1-4, I think that this text is mostly about...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PARAPHRASE ACTIVITY SHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

Text \_\_\_\_\_

The Actual Text Reads...	In My Own Words...

**OPINION/PROOF THINK SHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

Text \_\_\_\_\_

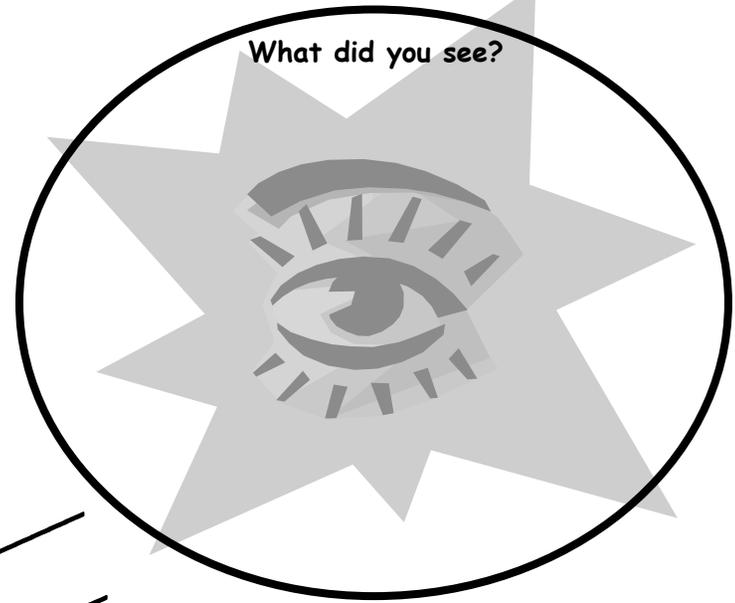
<b>What I think</b>	<b>Evidence</b>
I think the author is stating that...	I know this because...

VIDEO VIEWING GUIDE

What did you hear?

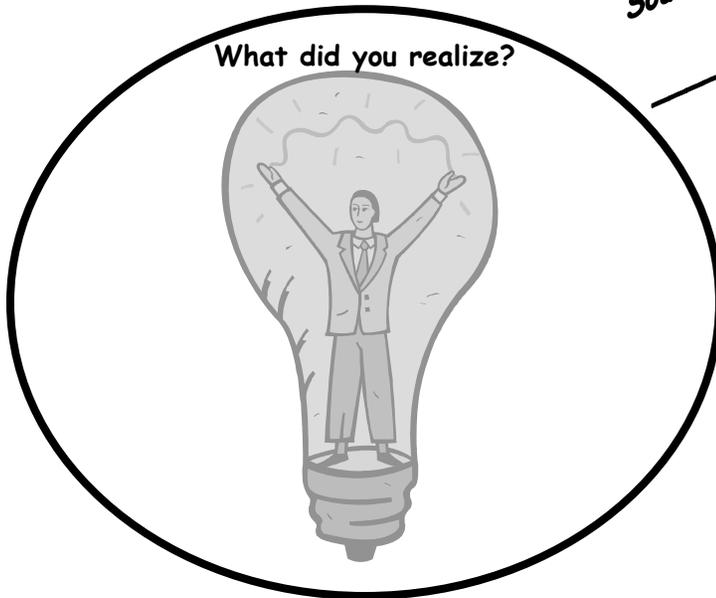


What did you see?

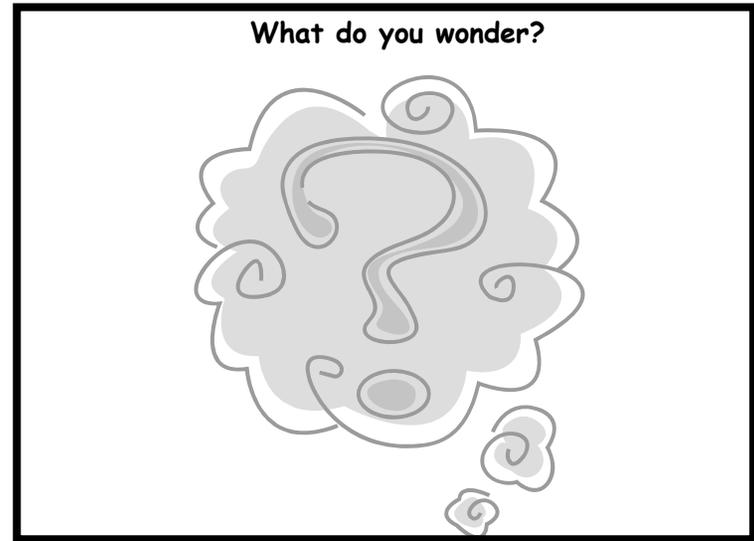


Source:

What did you realize?



What do you wonder?



**BIBLIOGRAPHY**  
**AN INDUSTRIAL SOCIETY**

Allan, Tony. *The Irish Famine The Birth of Irish America (Point of Impact)*. Chicago: Heinemann, 2006.

"Alexander Graham Bell Invented the Photo phone." 18 Feb. 2009  
<[http://www.americaslibrary.gov/jb/gilded/jb\\_gilded\\_bell\\_3\\_e.html](http://www.americaslibrary.gov/jb/gilded/jb_gilded_bell_3_e.html)>.

"Alexander Graham Bell, of Salem, Massachusetts. Improvement in Telegraphy- US Patent No. 174,465 7mar1876." *Mindfully.org*. 17 Feb. 2009  
<<http://www.mindfully.org/Technology/Bell-Telegraphy-Patent174465-7mar1876.htm>>.

"The American Experience | Andrew Carnegie | Gilded Age." PBS. 16 Apr. 2009  
<<http://www.pbs.org/wgbh/amex/carnegie/gildedage.html>>.

"The American Experience | Andrew Carnegie | People & Events | The Homestead Strike." PBS. 16 Apr. 2009  
<<http://www.pbs.org/wgbh/amex/carnegie/peopleevents/pande04.html>>.

*American History and World History*. 16 Apr. 2009  
<<http://www.historycentral.com/rec/PolBossTweed.jpg>>.

*Anakbangsa69*. 16 Apr. 2009  
<[http://anakbangsa69.files.wordpress.com/2008/07/boss\\_tweed\\_nast.jpg](http://anakbangsa69.files.wordpress.com/2008/07/boss_tweed_nast.jpg)>.

Anderson, Dale. *Arriving at Ellis Island*. Milwaukee: World Almanac Library, 2002.

"Andrew Carnegie Biography." *Encyclopedia of World Biography*. 2007. 19 Feb. 2009  
<[notablebiographies.com/Ca-Ch/Carnegie-Andrew.html](http://notablebiographies.com/Ca-Ch/Carnegie-Andrew.html)>.

Banting, Erinn. *Inventing the Automobile*. New York: Crabtree, 2006.

Bial, Raymond. *Tenement Immigrant Life on the Lower East Side*. Boston: Houghton Mifflin, 2002.

Binns, Tristan B. *Ellis Island*. Chicago: Heinemann Library, 2002.

Brexel, Bernadette. *The Populist Party A Voice for the Farmers in the Industrialized Society (America's Industrial Society in the Nineteenth Century)*. New York: Rosen Group, 2003.

Brezina, Corona. *America's Political Scandals in the Late 1800s Boss Tweed and Tammany Hall (America's Industrial Society in the Nineteenth Century)*. New York: Rosen Pub Group, 2003.

- Brown, Jonathan A. *Henry Ford (People We Should Know)*. Grand Rapids: Gareth Stevens, 2005.
- Burgan, Michael. *A Changing Nation (Making a New Nation)*. Chicago: Heinemann, 2006.
- Burgan, Michael. *We the People, The Pullman Strike of 1894 (We the People)*. New York: Compass Point Books, 2007.
- Cashore, Kristin. *The Urbanization of America*. New York: Scott Foresman.
- Cefrey, Holly. *The Interstate Commerce Act The Government Takes Control of Trade Between the States (America's Industrial Society in the Nineteenth Century)*. New York: Rosen Group, 2003.
- "Census in Schools Reference Materials." Census Bureau Home Page. 19 Feb. 2009 <[http://www.census.gov/dmd/www/maps\\_1790to2000.html](http://www.census.gov/dmd/www/maps_1790to2000.html)>.
- "Chinese Immigration to the United States." *American Memory from the Library of Congress - Home Page*. 15 Apr. 2009 <<http://lcweb2.loc.gov/learn/features/timeline/riseind/chinimms/chinimms.html>>.
- The Civil War*. 16 Apr. 2009 <<http://www.sonofthesouth.net/boss-tweed.jpg>>.
- Classwars2.html*. 16 Apr. 2009 <<http://www.classwars.org/boss.gif>>.
- Connolly, Sean. *Industrial Revolution*. Chicago, Ill: Heinemann Library, 2003.
- Delano, Marfe Ferguson. *Inventing the Future A Photobiography of Thomas Alva Edison (Photobiographies)*. New York: National Geographic Children's Books, 2006.
- "Economic Adventure: Especially for Teachers: Lesson Plans and Student Projects: Intellectual Property: How Allowing People to Own Ideas Helps Fuel Innovation." *New England Economic Adventure*. 17 Feb. 2009 <[http://www.economicadventure.org/teachers/lessons/less\\_intprop.cfm](http://www.economicadventure.org/teachers/lessons/less_intprop.cfm)>.
- Ellis, Carol. *The Gilded Age*. New York: Newbridge, 2006.
- Ellis Island. Kids Discover.
- Fabian, Sharon. "The Chinese Exclusion Act." *EdHelperBlog.com - Teacher Web Pages*. 15 Apr. 2009 <<http://www.edhelperblog.com/cgi-bin/vspec.cgi>>.
- Fahey, Kathleen. *The Italians (We Came to North America)*. Los Angeles: Crabtree, 2000.
- "Famous People in Energy and Science." *Energy Information Administration - EIA - Official Energy Statistics from the U.S. Government*. 17 Feb. 2009 <<http://www.eia.doe.gov/kids/history/people/pioneers.html>>.

- Fernandez, Ramon. *The Gilded Age*. Harcourt School.
- "File:PamphletHomesteadStrikeLyrics1892.jpg -." *Wikipedia, the free encyclopedia*. 16 Apr. 2009  
<<http://www.en.wikipedia.org/wiki/File:PamphletHomesteadStrikeLyrics1892.jpg>>.
- "File:Patent, Duryea Road Vehicle, 1895.png -." *Wikimedia Commons*. 17 Feb. 2009  
<[http://commons.wikimedia.org/wiki/File:Patent,\\_Duryea\\_Road\\_Vehicle,\\_1895.png](http://commons.wikimedia.org/wiki/File:Patent,_Duryea_Road_Vehicle,_1895.png)>.
- "First Public Demonstration of Edison's Light Bulb." 17 Feb. 2009  
<[http://www.americaslibrary.gov/jb/gilded/jb\\_gilded\\_edison\\_3\\_e.html](http://www.americaslibrary.gov/jb/gilded/jb_gilded_edison_3_e.html)>.
- Flanagan, Alice K. *Angel Island (We the People: Industrial America)*. New York: Compass Point Books, 2005.
- Ford, Aisha. *Madam C.J. Walker*. Chicago: Wright Group, 2006.
- "Foundation for Teaching Economics | Big Business and Regulation." *Foundation for Teaching Economics: Committed to Excellence in Economic Education*. 16 Apr. 2009  
<<http://www.fte.org/teachers/programs/history/lessons/lesson04>>.
- Freedman, Russell. *Immigrant Kids*. New York: Scholastic, 2006.
- Freedman, Russell. *Wright Brothers How They Invented the Airplane*. New York: Scholastic, 1993.
- "The Gilded Age." *Digital History*. 16 Apr. 2009  
<[http://www.digitalhistory.uh.edu/modules/gilded\\_age/index.cfm](http://www.digitalhistory.uh.edu/modules/gilded_age/index.cfm)>.
- Gillis, Jennifer B. *Life on the Lower East Side*. Chicago: Heinemann Library, 2003.
- "Gold Rush and Anti-Chinese Race Hatred - 1849." *Museum of the City of San Francisco*. 15 Apr. 2009 <<http://www.sfmuseum.org/hist6/chinhate.html>>.
- Hakim, Joy. *A History of US Vol. 8, Age of Extremes (A History of Us)*. New York: Oxford UP, USA, 2007.
- "Handout 4 | OAH Magazine of History." *Organization of American Historians*. 16 Apr. 2009 <<http://www.oah.org/pubs/magazine/gilded/cantu4.html>>.
- Hoobler, Dorothy, and Thomas Hoobler. *The Irish American Family Album (The American Family Albums)*. New York: Oxford UP, USA, 1998.
- Hoobler, Dorothy, and Thomas Hoobler. *The Jewish American Family Album (The American Family Albums)*. New York: Oxford UP, USA, 1998.
- Hoobler, Dorothy. *Japanese American Family Album*. New York: Oxford UP, 1995.
- Industrial Revolution*. Kids Discover.

- "iPod." *Ubergizmo, The Gadget Blog*. 17 Feb. 2009  
<[http://www.ubergizmo.com/15/archives/2006/05/ipod\\_audio\\_navigation\\_patent.html](http://www.ubergizmo.com/15/archives/2006/05/ipod_audio_navigation_patent.html)>.
- Isaacs, Sally S. *Life at Ellis Island*. Chicago: Heinemann Library, 2002.
- Isaacs, Sally S. *Life in America's First Cities*. Chicago: Heinemann Library, 2000.
- Jacobs, William Jay. *Ellis Island New Hope in a New Land*. New York: C. Scribner's, 1990.
- Jarnow, Jesse. *Oil, Steel, and Railroads America's Big Businesses in the Late 1800s (America's Industrial Society in the Nineteenth Century)*. New York: Rosen Group, 2003.
- Jarnow, Jesse. *Telegraph and Telephone Networks Ground Breaking Developments in American Communications (America's Industrial Society in the Nineteenth Century)*. New York: Rosen Group, 2003.
- Jenner, Caryn. *First Flight The Wright Brothers (DK Readers, Level 4)*. New York: DK Children, 2003.
- "John D. Rockefeller Biography." *Encyclopedia of World Biography*. 2007. 19 Feb. 2009  
<<http://www.notablebiographies.com/Pu-Ro/Rockefeller-John-D.html>>.
- Josephson, Judith Pinkerton. *Growing Up in a New Century, 1890 to 1914*. Minneapolis: Lerner Publications, 2003.
- Kenny, Jennifer. "Melting Pot, Salad Bowl, or Ethnic Stew?" *EdHelperBlog.com - Teacher Web Pages*. 16 Apr. 2009 <<http://www.edhelperblog.com/cgi-bin/vspec.cgi>>.
- Kheel Center for Labor-Management Documentation and Archives. "Photographs and Illustrations Fire!" *Triangle Factory Fire*. 1998. Cornell University ILR School. 18 Feb. 2009 <<http://www.ilr.cornell.edu/trianglefire/photos/default.html>>.
- Kite, Lorien. *Chinese*. New York: Crabtree Pub. Co., 2000.
- Laber, Emily. *Industry Changes America*. Washington, DC: National Geographic Society, 2006.
- Landau, Elaine. *Ellis Island (True Books)*. New York: Children's P, 2008.
- Levinson, Nancy Smiler. *Thomas Alva Edison, great inventor*. New York: Scholastic Inc., 1996.
- Libcom.org*. 16 Apr. 2009 <<http://www.libcom.org/files/1892-homestead.jpg>>.
- Liberman, Sherri. *Historical Atlas of the Industrial Age and the Growth of America's Cities*. New York: Rosen Pub. Group, 2005.

- MacLeod, Elizabeth. *Alexander Graham Bell: An Inventive Life*. Tonawanda, NY: Kids Can Press, 1999.
- MacLeod, Elizabeth. *The Wright Brothers: A Flying Start (Snapshots: Images of People and Places in History)*. New York: Kids Can Press, Ltd., 2002.
- Mattern, Joanne. *Coming to America, The Story of Immigration (Cover-to-Cover Books)*. Belmont: Perfection Learning, 2000.
- McGovern, Ann. *If You Lived 100 Years Ago*. New York: Scholastic, 1999.
- Moriarty, J. T. *The Birth of American Capitalism The Rise of the American Bank (America's Industrial Society in the Nineteenth Century)*. New York: Rosen Group, 2003.
- Murdico, Suzanne J. *Possibilities and Problems in America's New Urban Center The Rise of Cities (America's Industrial Society in the Nineteenth Century)*. New York: Rosen Group, 2003.
- National Archives and Records Administration*. 16 Apr. 2009  
<<http://www.archives.gov/education/lessons/hine-photos/activities.html>>.
- National Geographic News, Lisa Krause. "Tragic Fire Sparked Sweatshop Change." *National Geographic News*. 26 Mar. 2001. National Geographic. 18 Feb. 2009  
<[http://news.nationalgeographic.com/news/2001/03/0326\\_trianglefire.html](http://news.nationalgeographic.com/news/2001/03/0326_trianglefire.html)>.
- Nickles, Greg. *The Japanese (We Came to North America)*. Los Angeles: Crabtree, 2001.
- Nickles, Greg. *The Poles (We Came To North America)*. Los Angeles: Crabtree, 2001.
- Nobleman, Marc T. *The Triangle Shirtwaist Fire*. Minneapolis: Compass Points Books, 2008.
- Olson, Kay M. *Chinese Immigrants*. Mankato: Blue Earth Books, 2004.
- Owens, Thomas S. *Immigrants and Neighbors*. Logan, IA: Perfection Learning, 2003.
- "Photo Album: Those Magnificent Wright Brothers and their Flying Machines."  
*IPMSStockholm.org - Webzine about plastic scale models, model building, modeling news, techniques and reference maintained by IPMS Stockholm of Sweden*. 17 Feb. 2009  
<[http://www.ipmsstockholm.org/magazine/2003/12/stuff\\_eng\\_photo\\_wright\\_brothers.htm](http://www.ipmsstockholm.org/magazine/2003/12/stuff_eng_photo_wright_brothers.htm)>.
- "Photo Gallery-Town of Willing, NY Page 1." *USGenNet. The First and Only Nonprofit Historical-Genealogical Web Hosting Service on the Internet! History, Historical, Family History, Genealogy, Genealogical. Family Values. History and Genealogy. Genealogy and History. ISP*. 19 Feb. 2009

<<http://www.usgennet.org/usa/ny/county/allegany/TownVillageReservation/TownWilling/TownWilling%20Photo%20Gallery/WillingPhotoGallery.htm>>.

"The Photographs of Lewis Hine: The Documentation of Child Labor." *Chicago-Kent College of Law*. 16 Apr. 2009 <<http://www.kentlaw.edu/ilhs/hine.htm>>.

"Pictures of American Cities." *National Archives and Records Administration*. 19 Feb. 2009 <<http://www.archives.gov/research/american-cities>>.

"Populist Party Platform." *Travel and History*. 16 Apr. 2009 <<http://www.u-s-history.com/pages/h875.html>>.

Porterfield, Jason. *Problems and Progress in American Politics The Growth of the Democratic Party in the Late 1800s (America's Industrial Society in the Nineteenth Century)*. New York: Rosen Pub Group, 2003.

Price, Sean. *Smokestacks And Spinning Jennys Industrial Revolution (American History Through Primary Sources)*. Austin: Raintree, 2007.

Price, Sean. *Tenement Stories Immigrant Life, 1835-1935 (American History Through Primary Sources)*. Austin: Raintree, 2007.

Raatma, Lucia. *Ellis Island*. Minneapolis, MN: Compass Point Books, 2003.

Rappaport, Doreen. *Lady Liberty A Biography*. Cambridge: Candlewick, 2008.

Rosen, Daniel. *New beginnings Jamestown and the Virginia Colony, 1607-1699*. Washington, DC: National Geographic, 2004.

Rosa, Paul. "The Triangle Shirtwaist Fire." *History Library- The Triangle Shirtwaist Fire*. HistoryBuff.com. 18 Feb. 2009 <<http://historybuff.com/library/refshirtwaist.html>>.

Say, Allen. *Grandfather's Journey*. Boston: Houghton Mifflin Company, 1993.

Shea, Kitty. *Industrial America (We the People: Industrial America)*. New York: Compass Point Books, 2005.

Shea, Therese. *Immigration To America Identifying Different Points Of View About An Issue (Critical Thinking in American History)*. New York: Rosen Central, 2005.

Sinclair, Julie L. *The Automobile*. Mankato, MN: Capstone Press, 2004.

Sioux, Tracee. *Immigration, Migration, and the Growth of the American City*. New York: PowerKids Press, 2004.

Skelton, Sheri. "United States Immigration Laws 1960-2001." *EdHelperBlog.com - Teacher Web Pages*. 15 Apr. 2009 <<http://www.edhelperblog.com/cgi-bin/vspec.cgi>>.

- Stites, Bill. *The Republican Party in the Late 1800s A Changing Role for American Government (America's Industrial Society in the Nineteenth Century)*. New York: Rosen Group, 2003.
- "Tammany Hall | Scholastic.com." *Teaching Resources, Children's Book Recommendations, and Student Activities | Scholastic.com*. 16 Apr. 2009  
<<http://content.scholastic.com/browse/article.jsp?id=5024>>.
- "Teacher Lesson Plan - History Firsthand: Primary Source Research in Elementary School." *American Memory from the Library of Congress - Home Page*. 16 Apr. 2009  
<<http://memory.loc.gov/learn/lessons/97/firsthand/main.html>>.
- "The Transcontinental Railroad." *American Experience: Transcontinental Railroad*. Ed. PBS. 17 Feb. 2009 <<http://www.pbs.org/wgbh/amex/tcrr/index.html>>.
- Thompson, Linda. *The Immigrants*. Vero Beach, FL: Rourke, 2006.
- Thornton, Jeremy. *Religious Intolerance Jewish Immigrants Come to America (1890-1924 (Primary Sources of Immigration and Migration in America))*. New York: PowerKids P, 2004.
- Thornton, Jeremy. *The Irish Potato Famine*. New York: PowerKids P, 2004.
- "Today in Technology History - Aug 31." *The Center for the Study of Technology and Society*. 17 Feb. 2009 <<http://www.tecsoc.org/pubs/history/2001/aug31.htm>>.
- Todd, Anne M. *Italian immigrants, 1880-1920*. Mankato, Minn: Blue Earth Books, 2002.
- "The Tweed Ring and Tammany Hall: Corruption in 19th century American politics." *American History @ Suite101.com: Wars, settlement, industry, the railroad, and north-south politics from the Pacific Northwest to the Great Plains, California to the eastern seaboard, 1600 to today*. 16 Apr. 2009  
<[http://americanhistory.suite101.com/article.cfm/the\\_tweed\\_ring\\_and\\_tammany\\_hall](http://americanhistory.suite101.com/article.cfm/the_tweed_ring_and_tammany_hall)>.
- "UNICEF - Child protection from violence, exploitation and abuse - Child labour." *UNICEF - UNICEF Home*. 16 Apr. 2009  
<[http://www.unicef.org/protection/index\\_childlabour.html](http://www.unicef.org/protection/index_childlabour.html)>.
- Wallner, Rosemary. *Polish immigrants, 1890-1920*. Mankato, Minn: Blue Earth Books, 2003.
- Waters, Brandi. "America: A Melting Pot of Cultures." *EdHelperBlog.com - Teacher Web Pages*. 16 Apr. 2009 <<http://www.edhelperblog.com/cgi-bin/vspec.cgi>>.
- Williams, Brian. *Bell and the Science of the Telephone*. New York: Barron's, 2004.

**PROFESSIONAL RESOURCES**

- Ackerman, David B. "Intellectual and Practical Criteria for Successful Curriculum Integration," In H.H. Jacobs (Ed.), *Interdisciplinary Curriculum: Design and Implementation* (25-37). Alexandria: ASCD, 1989.
- Allen, Janet. *On the Same Page: Shared Reading Beyond the Primary Grades*, Portland: Stenhouse, 2002.
- Allington, Richard, and Patricia Cunningham. *Schools That Work: Where All Children Read and Write*, Boston: Allyn & Bacon, 2001.
- Allington, Richard. *Big Brother and the National Reading Curriculum*, New York: Heinemann, 2002.
- Allington, Richard. *What Really Matters for Struggling Readers: Designing Research-Based Programs*, Hempstead, TX: Sagebrush, 2003.
- Anderson, Carl. *How's It Going? A Practical Guide to Conferencing with Student Writers*, New York: Heinemann, 2000.
- Anderson, L.W., & Krathwohl (Eds.). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Boston: Longman, 2001.
- Angelillo, Janet. *A Fresh Approach to Teaching Punctuation*, New York: Scholastic, 2002.
- Atwell, Nancie. *Side By Side: Essays on Teaching to Learn*, New York: Heinemann, 1991.
- Atwell, Nancie. *In the Middle : New Understanding About Writing, Reading, and Learning*, Portsmouth: Boynton/Cook, 1998.
- Barton, Bob and David Booth. *Stories in the Classroom*, New York: Heinemann, 1990.
- Beecher, Margaret. *Developing the Gifts & Talents of All Students In the Regular Classroom: An Innovative Curricular Design Based On The Enrichment Triad Model*, Mansfield Center, CT: Creative Learning Press, 1995.
- Beers, Kylene. *When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12*, New York: Heinemann, 2002.
- Boomer, Randy. *Time for Meaning: Crafting Literate Lives in Middle & High*, New York: Heinemann, 1995.
- Boomer, Randy and Katherine Boomer. *For a Better World: Reading & Writing for Social Action*, New York: Heinemann, 2001.
- Bosma, Betty and Nancy Devries Guth (Eds.) *Children's Literature in an Integrated Curriculum: The Authentic Voice*, New York: Teacher's College Press, 1995.

- Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*, Portsmouth: Boynton/Cook, 2000.
- Burns, Susan, Peg Griffin, and Catherine Snow (Eds). *Starting Out Right: A Guide to Promoting Reading Success*. Washington, DC.: National Academies Press, 1999.
- Calkins, Lucy and Lydia Bellino. *Raising Lifelong Learners: A Parents Guide*, Jackson, TN: Perseus Books Group, 1998.
- Calkins, Lucy and Teachers College Reading and Writing Project. *Field Guides to Classroom Libraries*, New York: Heinemann, 2002.
- Calkins, Lucy, Kate Montgomery, Beverly Falk, and Donna Santman. *Teachers Guide to Standardized Reading Tests: Knowledge is Power*, New York: Heinemann, 1998.
- Calkins, Lucy. *The Art of Teaching Reading*. Boston: Allyn & Bacon, 2000.
- Calkins, Lucy. *The Art of Teaching Writing*, New York: Heinemann, 1986.
- Clay, Marie. *Becoming Literate: The Construction of Inner Control*, New York: Heinemann, 1991.
- Cunningham, Patricia. *Phonics They Use: Words for Reading and Writing*, Boston: Allyn & Bacon, 1999.
- Daniels, Harvey. *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*, Portland: Stenhouse Publishers, 2001.
- Daniels, Harvey and Marilyn Bizar. *Methods that Matter: Six Structures for Best Practice Classrooms*, Portland: Stenhouse Publishers, 1998.
- Daniels, Harvey and Steven Zemelman. *Subjects Matter: Every Teacher's Guide to Content Area Reading*, New York: Heinemann, 2004.
- Edinger, Monica. *Seeking History: Teaching with Primary Sources*, New York: Heinemann, 2000.
- Edwin Burrows and Mike Wallace, *Gotham*, New York: Oxford University Press, 1998.
- Ehrenworth, Mary. *Looking to Write: Students Writing Through the Arts*, New York: Heinemann, 2003.
- Falk, Beverly. *The Heart of the Matter: Using Standards and Assessment to Learn*, New York: Heinemann, 2000.
- Fisher, Douglas and Nancy Frey. *Word Wise & Content Rich*. New York: Heinemann, 2008.
- Fletcher, Ralph and JoAnn Portalupi. *Writing Workshop: The Essential Guide*, New York:

- Heinemann, 2001.
- Fletcher, Ralph. *What a Writer Needs*, New York: Heinemann, 1992.
- Fogarty, Robin. *Best Practices for the Learner-Centered Classroom: A Collection of Articles*, Illinois: Skylight Publishing, 1995.
- Fogarty, Robin. *How to Integrate Curricula: The Mindful School*, Palatine, IL: Skylight, 1991.
- Fogarty, Robin. (Ed) *Integrating the Curricula: A Collection*, Palatine, IL: Skylight Training & Publishing, 1993.
- Fogarty, Robin. *Integrating Curricula with Multiple Intelligences: Teams, Themes, and Threads*, Palatine, IL: Skylight Training & Publishing, 1995.
- Fox, Mem. *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever*, Fort Washington, PA: Harvest Books, 2001.
- Garan, Elaine. *Resisting Reading Mandates: How to Triumph with the Truth*, New York: Heinemann, 2002.
- Graves, Donald. *A Fresh Look at Writing*, New York: Heinemann, 1994.
- Graves, Donald. *Bring Life Into Learning: Creating a Lasting Literacy*, New York: Heinemann, 1999.
- Graves, Donald. *Testing Is Not Teaching: What Should Count in Education*, New York: Heinemann, 2002.
- Glover, Mary Kenner. *Making School by Hand: Developing a Meaning-Centered Curriculum from Everyday Life*, NCTE, 1997.
- Graves, Donald. *The Energy to Teach*, New York: Heinemann, 2001.
- Harvey, Stephanie. *Nonfiction Matters. Reading, Writing and Research in Grades 3-8*, Portland: Stenhouse Publishers, 1998.
- Heard, Georgia. *Awakening the Heart: Exploring Poetry in the Elementary and Middle School*, New York: Heinemann, 1998.
- Heard, Georgia. *For the Good of the Earth and the Sun: Teaching Poetry*, New York: Heinemann, 1989.
- Heller, Rafael and Cynthia L. Greenleaf. *Literacy Instruction in the Content Areas: Getting to the core of middle and high School improvement.. Alliance for Excellent Education*, 2007.

- Instructional Guide: Literacy, Grades 6-8*, New York City Department of Education, 2000-2001.
- Interdisciplinary Curriculum Planning:  
<http://volcano.und.nodak.edu/vwdocs/msh/lle/is/icp.html>
- Jacobs, Heidi Hayes. *Interdisciplinary Curriculum: Design & Implementation*, Alexandria: ASCD, 1989.
- Jacobs, Heidi Hayes. *Mapping the Big Picture: Integrating Curriculum & Assessment K-12*, Alexandria: ASCD, 1997.
- Johnston, Peter. *Knowing Literacy: Constructive Literacy Assessment*, Portland: Stenhouse, 1997.
- Keene, Ellin. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*, New York: Heinemann, 1997.
- Kristo, Janice V. and Rosemary A. Bamford. *Nonfiction in Focus*, New York: Scholastic, 2004.
- Lane, Barry. *After "The End": Teaching and Learning Creative Revision*, New York: Heinemann, 1992.
- Lane, Barry. *The Reviser's Toolbox*, Shoreham, VT: Discover Writing Press, 1999.
- Lattimer, Heather. *Thinking Through Genre: Units of Study in Reading & Writing Workshops 4-12*, Portland: Stenhouse, 2003.
- Levstik, Linda S. and Keith C. Barton. *Doing History: Investigating with Children in Elementary and Middle Schools*, Philadelphia: Lawrence Erlbaum Associates, 1997.
- Lindquist, Tarry and Douglas Selwyn. *Social Studies at the Center: Integrating Kids Content and Literacy*, New York: Heinemann, 2000.
- Marzano, Robert and Debra Pickering. *Building Academic Vocabulary*. Alexandria: Association for Supervision & Curriculum Development, 2005.
- Miller, Debbie. *Reading with Meaning: Teaching Comprehension in the Primary Grades*, Portland: Stenhouse, 2002.
- Murray, Donald. *A Writer Teaches Writing*, Florence, KY: Wadsworth Publishing, 2003.
- New York: A Documentary Film. (Rick Burns, director)  
<<http://www.pbs.org/wnet/newyork/>>.
- Pappas, Christine, Barbara Kiefer, and Linda Levstik. *An Integrated Language Perspective in the Elementary School. An Action Approach*, Boston: Allyn & Bacon, 1998.

- Parkes, Brenda. *Read It Again! Revisiting Shared Reading*, Portland, Stenhouse, 2000.
- Perkins, " N. *Knowledge as Design*, Philadelphia: Erlbaum, 1986.
- Pressley, Michael. *Reading Instruction That Works: The Case for Balanced Teaching*, New York: The Guilford Press, 2002.
- Purcell, Jeanne and Joseph Renzulli. *Total Talent Portfolio*. Mansfield Center, CT: Creative Learning Press, 1998.
- Ray, Katie Wood and Lester Laminack. *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*, NCTE, 2001.
- Ray, Katie Wood. *What You Know by Heart: How to Develop Curriculum for Your Writing Workshop*, New York: Heinemann, 2002.
- Reading Skills in the Social Studies. 4 June 2008.  
<<http://www.learningenrichment.org/reading.html>>.
- Renzulli, Joseph and Sally Reis. *The School wide Enrichment Model. A How-to Guide for Educational Excellence*, Mansfield Center, CT: Creative Learning Press, 1997.
- Renzulli, Joseph. *Schools for Talent Development. A Practical Plan for Total School Improvement*, Mansfield Center, CT: Creative Learning Press, 1994.
- Renzulli, Joseph. *The Enrichment Triad Model*, Mansfield Center, CT: Creative Learning Press, 1977.
- Robb, Laura. *Nonfiction Writing: From the Inside Out*, New York: Teaching Resources, 2004.
- Routman, Regie. *Invitations: Changing as Teachers and Learners K-12*, New York: Heinemann, 1994.
- Smith, Frank. *Reading Without Nonsense*, New York: Teachers College Press, 1996.
- Smith, Frank. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*, Philadelphia: Lawrence Erlbaum Associates, 2004.
- Snowball, Diane and Faye Bolton. *Spelling K-8, Planning and Teaching*, Portland: Stenhouse, 1999.
- Snowball, Diane and Faye Bolton. *Teaching Spelling: A Practical Resource*, New York: Heinemann, 1993.
- Stix, Andie. *Social Studies Strategies for Active Learning*, Huntington Beach, CA: Teacher Created Materials, 2004.

- Tomlinson, Carol Ann and Jay McTighe. *Integrating Differentiated Instruction & Understanding by Design*. Alexandria: ASCD, 2006.
- Tovani, Cris. *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*, Portland: Stenhouse, 2000.
- Trelease, Jim. *The Read-Aloud Handbook*, New York: Penguin, 2001.
- Vacca, Richard T. and Jo Anne L. Vacca. *Content Area Reading. Literacy and Learning Across the Curriculum*, Boston: Allyn & Bacon, 2004.
- What are the roots of interdisciplinary learning and how has it evolved over time?  
<[http://www.thirteen.org/edonline/concept2class/interdisciplinary/index\\_sub1.html](http://www.thirteen.org/edonline/concept2class/interdisciplinary/index_sub1.html)>.
- Wiggins, Grant and Jay McTighe. *Understanding by Design*, Alexandria: Association for Supervision & Curriculum Development, 1998.
- Wilhelm, Jeffrey. *Improving Comprehension with Think Aloud Strategies*, New York: Scholastic, 2001.
- Zimmermann, Susan and Ellin Oliver Keene. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*, New York: Heinemann, 1997.
- Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*, New York: Harper Resource, 1998.
- Zwiers, Jeff. *Building Academic Language*. Hoboken: Jossey-Bass, 2008.