**Class, Grade Level, and Time:** 11th Grade American History II class (typically American history from the Civil War to present) for one course period (1 hour) ideally on a Friday.

**Topic:** Immigration to the United States during the Second Industrial Revolution and impacts of both (covers 1870 to 1914)

**Learning Goal Statement:** Students will be able to articulate the various types of immigrant experiences in the United States during the years from 1870 to 1914 and how these experiences were influenced by economic, political, social, and cultural changes and movements that occurred during this era.

**Learning Objectives:** Students will demonstrate mastery of the learning goal in the following ways:

1. Students will take a brief quiz designed to test student knowledge of earlier class learning about immigration, industrial revolution, and various laws and events related to both.
2. Students will participate in a full-class inquiry-style discussion about the immigrant experience and the industrial revolution.
3. Students will form groups based on choice of book about the immigrant experience and then decide on group and individual questions relating to the individual experience that they will seek to answer through their reading.

**Level of Thinking:** Levels of thinking according to Bloom’s Taxonomy as outlined by Learning Objectives:

1. Quiz – Knowledge/Remember domain – Cognitive Level 1
2. Full Class Inquiry Discussion – Analyze – Cognitive Level 4 and Evaluate – Cognitive Level 5
3. Small Group and Individual Question Formation – Create – Cognitive Level 6

**Next Generation Sunshine State Standards:**

Grades 9-12: American History Strand

Standard 3: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

Benchmark Codes:

• SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

• SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

**Materials:**

* List of terms – for ESOL students have dictionaries, picture guides, etc. as used thus far for unit
* Quiz for each student related to immigration, industrial revolution, and related issues
* List of Inquiry questions for the teacher to use as a guide
* Discussion Worksheet for each student (use format in particular to help aid ESOL students)
* Overhead transparency version of Discussion Worksheet to be completed by teacher
* Enough copies of books for group activity
* Book Worksheet for each student to complete group and individual questions

**Lesson Background:** Students will have spent at least the last 3-4 class sessions learning about immigration to the United States after the Civil War, the role the Second Industrial Revolution played in promoting immigration and different laws and regulations and events related to immigration and economic impacts of the industrial revolution. Students should have a good understanding of the causes and effects of immigration and the Second Industrial Revolution as well as how economic, political, social, and cultural forces influence and were influenced by immigration and industrialism. The purpose of this lesson is to evaluate student understanding and deepen that understanding by use of the inquiry process. Students will use trade books to examine immigrant experience on a more individual level while relating that experience back to the information gained in class.

**Procedures:** What follows is an outline of the course of the lesson

1. **Warm-up Activity:** Students will take their seats and answer the following questions in their Warm-Up Notebook: What is a monopoly? Provide at least one example you have learned. How did the US government deal with monopolies? Why?

The purpose of the warm-up is to refresh student memories from the previous day’s lesson on monopolies and trustbusting as well as the homework from last night. Time allotted: 5 minutes

1. **Quiz:** Students will complete the quiz (see attached materials) covering the week’s lessons on immigration, the Second Industrial Revolution, and related topics. Time allotted: 10 minutes for the quiz and 5 minutes for grading and answer review.
2. **Inquiry Discussion:** Students will discuss the immigrant experience in the United States during

the Second Industrial Revolution along with related social and political changes. Students should demonstrate understanding of the economic, political, social, and cultural changes wrought by immigrants and the Industrial Revolution. The teacher will guide the discussion through use of the inquiry questions (see attached materials) and students should use the discussion worksheet (see attached materials) to help facilitate their understanding of the topic and discussion. Time allotted: 25 to 30 minutes

1. **Small Group Book Assignment:** Students will form small groups of 4-6 students on the basis of

choice of trade book. Each trade book will detail an immigrant’s experience in the United States

with an arrival from the period between 1870 to 1914. Within the small groups, students will

decide on two group questions about the immigrant experience to seek answers to within the

trade text. Students will also decide on two individual questions in the same vein. Questions

will be filled out on the associated worksheet (see attached materials) and students will submit

a master copy of group and individual questions to the teacher (see attached materials). Time

allotted: 10 to 15 minutes

1. **Cool Down Activity:** None – students must submit copy of group and individual questions before

leaving the classroom.

**Homework:** Students should read at least half of their chosen trade book over the weekend and begin answering their group and individual questions if possible. Many students should be able to finish their books as no option is longer than 200 pages.

**List of Terms/Concepts Students Should Know and Use During Lesson and Resources**

1. Transcontinental Railroad, steamboats, Eerie canal,
2. Tariffs
3. Industrial Revolution, factory production
4. Old and New Immigrants, Push and Pull Factors
5. Dawes Act (1887)
6. Chinese Exclusion Act (1882), Gentlemen's Agreement with Japan
7. Nativism, Immigration Restriction League
8. Sod houses, company towns, tenements
9. Monopoly, trust, corporation
10. Trust-busting
11. Laissez-Faire economy, Gilded Age
12. Rockefeller, Mellon, Carnegie, Vanderbilt, Morgan, Ward
13. Wounded Knee, Sitting Bull, Custer, Little Big Horn
14. Homestead Act, homesteads
15. Social Darwinism, Women’s Suffrage
16. Ellis Island, Angel Island
17. Scientific Management, Bessemer Process, typewriter, electricity, internal combustion engine, appliances, telegraph, chemicals, telephone, phonograph
18. American Federation of Labor, Knights of Labor
19. Haymarket Affair, Homestead Strike, Pullman Strike,
20. Pendleton Act, Plessy v. Ferguson
21. American Dream/The Promised Land

<http://www.ushistoryscene.com/uncategorized/secondindustrialrevolution/>

<http://en.wikipedia.org/wiki/Second_Industrial_Revolution>

<http://www.digitalhistory.uh.edu/era.cfm?eraid=9>

**QUIZ: The Immigrant Experience in the United States, 1870 – 1914**

Directions: Answer each question to the best of your knowledge. This quiz is worth 10 points.

1. What key technological development united the country in 1869 and was both a product of and driver of the Second Industrial Revolution?

The Transcontinental Railroad

2. Name the two terms used to describe immigrants from Europe. Where, geographically, were each set of immigrants from?

Old Immigrants – from Northern and Western Europe

New Immigrants – from Southern and Eastern Europe

3. What was the Dawes Act of 1887?

The Dawes Act granted US citizenship and 160 acres to any Native American family head who gave up tribal allegiance and acted like ‘good whites.’

4. What was the Chinese Exclusion Act of 1882? Why was it passed?

Law that limited and eventually banned Chinese immigration. It passed because people feard Chinese immigrants were taking all the jobs and driving down wages, especially in the West.

5. What was Nativism?

A movement to protect and preserve US land and culture from the perceived dangerous and ‘polluting’ influence of new immigrants. Didn’t want to allow immigration from Asia or certain parts of Europe.

6. Name at least 2 types of dwellings that arose during this period. Indicate where you would be most likely to find them.

Sod Houses – farms in the Great Plains region

Company Towns – towns built for a specific company and occupied by employees; example Pullman company town in Illinois outside of Chicago

Tenements – Apartment buildings in cities such as Chicago or New York, very small and unsanitary

7. Define ‘monopoly’ and ‘trust.’

Monopoly – exclusive or singular control of something, such as when one company controls an entire industry like the railroad or steel.

Trust – group of companies that join together in order to become a monopoly

8. Name the term that describes the idea that the government should play as small a role as possible in economic affairs.

Laissez-Faire (economy)

9. Name at least 2 major families whose fortunes were made during the Industrial Revolution as well as their main area of business interest.

Rockefeller – Oil (Standard Oil); Carnegie – Steel (US Steel); Vanderbilt – Steamships and Railroads

Mellon – Banking (Union Savings Bank) and Aluminum; Morgan – Banking/Finance (J.P. Morgan & Co.)

10. This term describes the process by which a union for a group of workers negotiates with management for a contract.

Collective Bargaining

**Inquiry Discussion Questions**

1. What was life like in the United States following the Civil War and Reconstruction?
2. How was life different for people living in the North?
3. The South?
4. Farms versus cities?
5. What was the Second Industrial Revolution?
6. Can you name some technological advances? Do you remember who came up with them?
7. How do you think these advances impacted daily life for people?
8. Do you think these advances were different depending on where you lived?
9. On what race or gender you were?
10. Why would the Second Industrial Revolution be attractive to immigrants?
11. Where did immigrants come from?
12. What was happening in Europe that might help drive immigration?
13. How about in Asia?
14. What sort of promise did the United States hold for immigrants during this time?
15. How were Native Americans impacted?

1. Let’s talk a little about ourselves now. If you or your family immigrated during this Second Industrial Revolution, what country or countries would you have been from?
2. Where would you have gone in the United States?
3. What would you be doing? Would you work or be in school?
4. How do you think you would have been treated? Why?
5. What was it like to be a worker during the Second Industrial Revolution?
6. Where would you have worked?
7. What were conditions like?
8. In a mine?
9. In a factory?
10. With the railroad?
11. How did workers react to unfair conditions?
12. Would you have participated in a strike? Why or why not?
13. How about joining a union? Would this be a good idea?
14. What did the government do to help workers? Was it enough?
15. Why would some people be anti-immigrant? Do you remember what this movement was called?
16. Did citizens already in the United States like some immigrants more than others?
17. Why? Which immigrants did US citizens not like?
18. If you were from China, how would you feel?
19. What about if you were from Russia?
20. Does it make a difference if you are Jewish? Catholic?
21. Can you name some laws passed to try and deal with immigration? Do you think these laws were fair? Why or why not?
22. As an immigrant, do you think you would have found the United States to be ‘The Promised Land’? What exactly does it mean to be ‘The Promised Land’?

**Study Guide for Use with Inquiry**

Life after the Civil War Second Industrial Revolution

North: Technological Advance:

Inventor:

South: Impact:

Technological Advance:

City: Inventor:

Impact:

Farm: Technological Advance:

Inventor:

Impact:

Where Immigrants Are From

List countries: Famous names in industry:

Where Did Immigrants Live? Industrial Revolution Jobs

States: Job:

Risks:

Job:

Types of housing: Risks:

Job:

Risks:

Job:

Risks:

Job:

Anti-Immigrant Reasons? Risks:

1.

2. Worker Tactics

3. 1.

4. 2.

3.

Immigration Laws

1. Labor & Industry Laws

2. 1.

3. 2.

4. 3.

4.

What is ‘The Promised Land’? How did this belief contribute to immigration? To immigrants’ experiences? Do you think the United States was ‘The Promised Land’ during this period?

**Group Book Activity – Individual Guide**

**Directions:** Each group will come up with 2 questions to be answered through reading of the chosen text. Each individual will come up with an additional 2 personal questions to be answered through reading. Students should retain this worksheet to be handed in at the completion of activity and turn in the **Group Book Activity – Group Guide** to the teacher at the end of this class. You may use one question from the samples below for the Group and for the Individual sections. Remaining questions must be unique.

**Sample questions include:** What hardships did the main character endure? Was life in the United States better or worse and why? How did the main character assimilate and at what cost? Did different cultural values have an impact on the main character?

**Group Question 1:**

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| **Individual Question 1:** |
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| **Individual Answer 2:** |
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**Group Book Activity – Group Guide**

**Directions:** Each group will list their 2 group questions and all members’ individual questions on this sheet to be turned in at the end of class. Please list each group member’s name along with their questions. Use the back if you have more than 5 group members.

**Group Question 1:**

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| **Group Member Name:** |
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| **Individual Question 2:** |
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**List of Books Possible to Use for Group Project**

Joan Lowery Nixon – Ellis Island Series Titles

Land of Hope

Land of Dreams

Land of Promise

Laurence Yep - Dragonwings

Deborah Hopkinson - Dear America, Hear My Sorrow: The Diary of Angela Denoto, a Shirtwaist Worker,

New York City, 1909

Kathryn Lasky - Dreams in the Golden Country: the Diary of Zipporah Feldman, a Jewish Immigrant Girl, New York City, 1903

Susan Campbell Bartoletti - A Coal Miner's Bride: The Diary of Anetka Kaminska, Lattimer, Pennsylvania, 1896

William Durbin - My Name is America Titles

The Journal of Sean Sullivan, A Transcontinental Railroad Worker

The Journal of Otto Peltonen, A Finnish Immigrant

Donna Jo Napoli - The King of Mulberry Street

Jim Murphy - Across America on an Emigrant Train

Sui Sin Far - Mrs. Spring Fragrance