



SOCIAL STUDIES SCHOOL SERVICE

Providing quality educational materials for over 45 years

Sample Pages

Sample pages from this product are provided for evaluation purposes. The entire product is available for purchase at www.socialstudies.com. For questions, please e-mail access@socialstudies.com

Series: Applying Common Core

Title: **Industry and Immigration**

ISBN: 978-1-56004-884-8

Author: Charlie Boone

Code: Z336

*Copyright notice: Copying of the book or its parts for resale is prohibited.
Additional restrictions may be set by the publisher.*

Contents

1	Introduction
2	Common Core Standards
3	Tracking Common Core Standards
5	CHAPTER 1: KEY IDEAS AND DETAILS
6	ACTIVITY 1: The Great Chicago Fire
12	ACTIVITY 2: Ellis Island
17	CHAPTER 2: CRAFT AND STRUCTURE
18	ACTIVITY 3: Seattle General Strike
23	ACTIVITY 4: Prejudice against Irish Immigrants
27	CHAPTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS
28	ACTIVITY 5: The Industrial Revolution
34	ACTIVITY 6: Haymarket Affair
39	CHAPTER 4: WRITING STANDARDS
40	ARGUMENTATIVE WRITING: Current Immigration Policy
43	INFORMATIVE WRITING: Big City Paper
51	NARRATIVE WRITING: Immigrant Story
57	Selected Answers
62	Bibliography

Common Core Standards

READING

Key Ideas and Details

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

Craft and Structure

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6–8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

WRITING

Text Types and Purposes

WHST.6-8.1

Write arguments focused on *discipline-specific content*.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.6-8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GREAT CHICAGO FIRE THEORIES ^{1/3}



Around 9 p.m. on October 8, 1871, a fire began in the O’Learys’ barn in Chicago. It wasn’t until two days later that the fire was finally extinguished. The costs were mammoth. In total, 300 people lost their lives, 100,000 were left homeless, and 200 million dollars worth of property was damaged. The fire’s trail had ravaged over 3 square miles of Chicago. But how did it start? Here are four theories.

Theory #1: O’Leary’s Cow

CASE FOR

The story that newspapers reported and Chicago schoolchildren learned for years is that while Catherine O’Leary was milking one of her cows, it kicked over a kerosene lantern, lighting some hay on fire. It was shown that the fire started in her barn (and spread north and east, so her house was spared).

CASE AGAINST

O’Leary testified that she was asleep, having gone to bed early due to a sore foot. Moreover, she said that she would never have been milking her cows that late. Daniel “Peg Leg” Sullivan was the first to see the fire and confirmed her story. O’Leary maintained her innocence until her death, and is said to have lived out her last years bitter at having been unjustly accused. Michael Ahern, a Chicago journalist at the time of the fire, claimed in 1893 that he invented the cow story to make his article more interesting.

Ellis Island

COMMON CORE STANDARDS

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

DIRECTIONS

- The class shares stories they have heard about from when their ancestors (or they themselves) moved to America.
- The class reads the first three steps together, underlining parts they can connect to, have a question about, or are surprised by. Students should draw a line from the underlined part to the margin and explain their connection, ask a question, or describe why they were surprised.
- Students read the remaining steps independently, annotating the text as they did with the first three steps. Students share what they highlighted with a neighbor, then the class.
- Students independently answer the questions.
- Each student is assigned one of the three people from the questions and writes a $\frac{3}{4}$ - to 1-page story about his or her journey. It should be written in first person.

VARIATIONS/EXTENSIONS

- Teachers may want to make the writing assignment more focused and have students write about one specific moment on their journey.
- Create a simulation of the Ellis Island experience. Students play the role of the immigrants, and teachers or volunteers act as guards, health inspectors, and medical inspectors. Combining multiple classes together would add to the experience.
- Have students learn how immigrants are processed today. Compare and contrast it to the Ellis Island experience.
- Life was difficult for many immigrants after they arrived. Show students Jacob Riis' photographs to illustrate the struggles many went through.

Integration of Knowledge and Ideas

ACTIVITY 5

The Industrial Revolution

RH.6-8.7

ACTIVITY 6

Haymarket Affair

RH.6-8.8

RH.6-8.9

The Industrial Revolution

COMMON CORE STANDARDS

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DIRECTIONS

- Each student receives either “Industrial Revolution Graphs A,” “Industrial Revolution Graphs B,” or “Industrial Revolution Graphs C.”
- The class reads “Industrial Revolution Questions” together, with the teacher clarifying any questions as needed.
- Students read the text independently, answering the “Industrial Revolution Questions” as they go.
- Students meet in groups with other students who have the same graph and share their answers.
- Students form three-person groups, with each member having a different handout. Each student shares (1) what their topics are, (2) what they noticed, and (3) how changes seen in one graph may have been related to changes seen in other graphs. Students add any new answers to question 11 that are mentioned during the discussion.
- The teacher goes over each graph, one at a time. As the class discusses each one, students add any new answers to question 11.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- Gross domestic product (GDP)
- Industrial Revolution
- Mechanization
- Negative correlation
- Profound
- Positive correlation
- Rural
- Spurious correlation
- Urban

HAYMARKET AFFAIR SOURCES 2

Letter by an Anarchist

Written by Albert Parsons on August 20, 1886. He was one of the men hanged for the Haymarket Affair.

My Darling Wife:

Our verdict this morning cheers the hearts of tyrants throughout the world, and the result will be celebrated by King Capital in its drunken feast of flowing wine from Chicago to St. Petersburg. Nevertheless, our doom to death is the handwriting on the wall, foretelling the downfall of hate, malice, hypocrisy, judicial murder, oppression, and the domination of man over his fellowman. The oppressed of earth are writhing in their legal chains. The giant Labor is awakening. The masses, aroused from their stupor, will snap their petty chains like reeds in the whirlwind.

We are all creatures of circumstance; we are what we have been made to be. This truth is becoming clearer day by day.

There was no evidence that any one of the eight doomed men knew of, or advised, or abetted the Haymarket tragedy. But what does that matter? The privileged class demands a victim, and we are offered a sacrifice to appease the hungry yells of an infuriated mob of millionaires who will be contented with nothing less than our lives. Monopoly triumphs! Labor in chains ascends the scaffold for having dared to cry out for liberty and right!

Well, my poor, dear wife, I, personally, feel sorry for you and the helpless little babes of our loins.

You I bequeath to the people, a woman of the people. I have one request to make of you: Commit no rash act to yourself when I am gone, but take up the great cause of Socialism where I am compelled to lay it down.

My children—well, their father had better die in the endeavor to secure their liberty and happiness than live contented in a society which condemns nine-tenths of its children to a life of wage-slavery and poverty. Bless them; I love them unspeakably, my poor helpless little ones.

Ah, wife, living or dead, we are as one. For you my affection is everlasting. For the people, humanity. I cry out again and again in the doomed victim's cell: Liberty! Justice! Equality!

Source: Parsons, Lucy E. *Life of Albert R. Parsons with Brief History of the Labor Movement in America*. Chicago: L. E. Parsons, 1889.

CURRENT IMMIGRATION RESEARCH TABLE

Issues	Questions	Facts, statistics, anecdotes, quotes, etc.	Stance
Legal Immigration	Should the number of skilled workers in the United States be increased or decreased? What about the number of unskilled workers? Should the application process be simpler?		
Border	Should more or less money be spent on the U.S.-Mexico border? What about the U.S.-Canada border?		
Illegal Immigrants	Should illegal immigrants already here be deported, ignored, or given amnesty? Should the Dream Act be expanded or eliminated?		
Business Hiring	Should businesses pay higher or lower fines for hiring illegal immigrants? Should businesses have more or fewer expectations in the screening process?		