

# INDUSTRY AND IMMIGRATION

1850–1920 / U.S. HISTORY

# APPLYING COMMON CORE

ACTIVITIES TO MEET ANCHOR STANDARDS



CHARLIE BOONE



**U.S. HISTORY / 1850 – 1920**

# **INDUSTRY AND IMMIGRATION**

**CHARLIE BOONE**



**SOCIAL STUDIES SCHOOL SERVICE**  
CULVER CITY, CALIFORNIA



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# Introduction

## Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying for what the standards are asking and by giving teachers specific activities they can use to address the standards.

## Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities and a bibliography.

## Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

## Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no CCSS.ELA-Literacy.WHST.6–8.3. However, this form of writing is included in this book because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

## Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments from which to choose.

# 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.

# Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u><b>RH.6-8.1</b></u>				
<u><b>RH.6-8.2</b></u>				
<u><b>RH.6-8.3</b></u>				
<u><b>RH.6-8.4</b></u>				
<u><b>RH.6-8.5</b></u>				
<u><b>RH.6-8.6</b></u>				
<u><b>RH.6-8.7</b></u>				
<u><b>RH.6-8.8</b></u>				
<u><b>RH.6-8.9</b></u>				
<u><b>RH.6-8.10</b></u>				
<u><b>SL.8.1</b></u>				
<u><b>WHST.6-8.1</b></u>				
<u><b>WHST.6-8.2</b></u>				
<u><b>WHST.6-8.4</b></u>				
<u><b>WHST.6-8.5</b></u>				
<u><b>WHST.6-8.6</b></u>				
<u><b>WHST.6-8.7</b></u>				
<u><b>WHST.6-8.8</b></u>				
<u><b>WHST.6-8.9</b></u>				
<u><b>WHST.6-8.10</b></u>				

*Note: WHST.6-8.3 is not included on this chart because it is not required for social studies teachers.*





# Key Ideas and Details

**ACTIVITY 1**

The Great Chicago Fire

**RH.6-8.1**

**RH.6-8.2**

**ACTIVITY 2**

Ellis Island

**RH.6-8.3**

# ACTIVITY 1

**CHAPTER**  
Key Ideas and Details

**DURATION**  
1 class period

## The Great Chicago Fire

### COMMON CORE STANDARDS

#### **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.

#### **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 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### DIRECTIONS

- Students are placed into groups of four and assigned a different theory of how the fire started.
- Each student reads his or her theory independently and fills out the appropriate section on "Theories about the Great Chicago Fire" (but does not answer the last question).
- Each member of the group shares information about his or her theory. The members of the group discuss (1) which theory they thought was most likely, (2) which theory they thought was the least likely, and (3) how confident they feel that the mystery has been solved. The group shares its conclusions with the class.
- Students independently complete the last question.
- The teacher selects students to reenact the four theories (and, yes, students can play cows and meteors).
- Students vote on what theory they think is the most likely.

### EXTENSIONS

- Assign students to further investigate the Great Chicago Fire with primary sources (pictures of neighborhoods, testimonies, newspaper articles, etc.).
- Some claim that anti-Irish sentiment in Chicago was part of the reason everyone passed on the O'Leary cow story without much evidence. Have students research this.
- Delve into how Chicago rebuilt itself after the fire.
- Have students learn about other major fires of this era (1871 Peshtigo, 1872 Boston, 1906 San Francisco, etc.) and explore various questions. What happened? Why did they occur so much during this era? What damage do fires do today? How have cities' fire departments changed over time?

# GREAT CHICAGO FIRE THEORIES <sup>1/3</sup>



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.



## Theory #2: Meteor Shower

### CASE FOR

On the same day as the Chicago Fire, three other major fires broke out around Lake Michigan. This included the Great Peshtigo Fire, where upwards of 2,400 people may have died. What are the chances of this many major fires starting in the same general area? Robert Wood, a physicist, proclaimed at a 2004 conference that it may have been break-off from the remnants of Biela's Comet that started the fires. Various people claimed to see "balls of fire" on the night of October 8.

### CASE AGAINST

You would expect there would have been more reports of "balls of fire" than there were. Additionally, meteors rarely make it to the earth without disintegrating, and, if they do, they don't usually start fires. They are usually cold by the time they land on Earth's surface. It seems much more likely that so many fires broke out at the same time because the cities at that time were built mostly of wood, a severe drought made that area extremely dry, and a raging wind caused the fires to spread rapidly.

## Theory #3: Daniel "Peg Leg" Sullivan

### CASE FOR

Sullivan said he stopped by the O'Learys' at 8 p.m., saw they were about to go to sleep, and left. An hour later, he was smoking a pipe at a neighbor's, saw the fire, ran to try to stop it, and, when he couldn't, alerted everyone of the situation. There are many issues with his testimony. First of all, the view of the barn from the neighbor's house was blocked by another house. Also, for a man who had a peg leg, he claims to have covered a lot of ground quickly. From the neighbor's house to O'Learys' barn was about the length of a football field. Some suggest that Sullivan was in the barn and caused the fire. He kept his cow in the O'Learys' barn. He may have been milking his cow while smoking his pipe in there. Perhaps he slipped on the barn floor and his pipe fell into some hay, igniting the fire, or he broke a lamp.

### CASE AGAINST

The Board of Police and Fire Commissioners investigated for two months and did not find enough evidence to incriminate Sullivan (or anyone). You would think they'd investigate pretty thoroughly the person who first sighted the fire. Additionally, he supported O'Leary's claim that she was asleep. If he was going to lie, why not say he saw O'Leary in the barn? Then no one would think it was him.

## Theory #4: Children Playing Craps

### CASE FOR

When Louis Cohn died in 1942, he signed a confession stating that he was playing craps in the barn with other neighborhood children. O'Leary came out at 9 p.m. to shoo them away. As they ran from her, one of them knocked over a lantern. Why would he admit this if he didn't do it?

### CASE AGAINST

This goes against both Sullivan's and O'Leary's testimony. O'Leary and Sullivan both claim O'Leary was sleeping. And, if O'Leary had chased them out, wouldn't she have seen the lantern crash into the hay? If so, you'd think she'd have been the first person to alert the neighborhood about the fire (not Sullivan) and would have been happy to blame it on the children.



## THEORIES ABOUT THE GREAT CHICAGO FIRE

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1. Summarize the case for your assigned theory.
2. Summarize the case against your assigned theory.
3. Come up with an argument either for or against your assigned theory that the reading did not mention.

4. Do you believe your assigned theory? Explain, quoting at least one line or phrase from the reading for support.

5. After hearing everyone in your group share, choose the theory you think is the most likely. Explain your choice and dispute at least one of the other prominent theories.



## ACTIVITY 2

CHAPTER  
Key Ideas and Details

DURATION  
2 class periods

# 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 ¾- 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.

## COMING TO AMERICA <sup>1/2</sup>



Ellis Island

Ellis Island opened in 1892 and remained open until 1954. Over 40 percent of Americans have an ancestor who came to the United States through Ellis Island. What was Ellis Island, and the journey to it, like for these immigrants? Read below to find out.

### I. LEAVING THEIR COUNTRY

First, they had to get to a port in their own country. This alone could take many days as people walked, rode horses, and/or took a train to get to a ship. The sea voyage across the Atlantic Ocean lasted one to two weeks, and what class you were in played a major role in how comfortable you would be. First- and second-class riders had their own cabins, while third class (referred to as steerage class) fended for themselves in the crowded dirty open space at the bottom of the boat. Most passengers were in steerage class.

### 2. THE HARBOR

When the boat passed the Statue of Liberty, the passengers knew they were near America. Many cheered and some even cried at the sight of her. When in the harbor (or sometimes before), health officials came out to check first and second-class passengers for signs of disease. If they were cleared, which they usually were, they could skip the long lines of Ellis Island. Those in steerage waited, sometimes for days, for a smaller boat to take them to Ellis Island.

### 3. BAGGAGE ROOM

When the smaller boat arrived at the processing station, the members of steerage class lugged all of their possessions off the boat. They were directed where to go, given an identity tag, and told to place their luggage in the baggage room; they wouldn't get it back until after their inspection. This part of the trip was loud and chaotic, particularly for the many people who didn't speak English.

#### 4. MEDICAL INSPECTION

To get to the medical inspection room, immigrants went up a flight of stairs. As they climbed them, doctors watched to see if the immigrants had any issues with walking or breathing. Once admitted, doctors quickly inspected their hair, neck, face, and hands (called the “six-second physical”). If doctors found anything to be concerned with, they wrote a single letter in chalk on the immigrant’s clothing. The immigrant then went to a longer medical inspection, with the letter telling the next doctor what the concern was. (For example, doctors knew that a *B* meant the immigrant had back problems.) This happened to about 20 percent of examinees. Starting in 1903, doctors looked for a contagious eye disease called trachoma. They did this by lifting up a subject’s eyelid with a tool called a buttonhook; many immigrants found this to be the least pleasant part of the Ellis Island experience. People with trachoma were sent home.

#### 5. INTERROGATION

Every ship gave the inspector a list of its passengers’ names and a description of them; this was called the manifest. Interrogations only lasted about two minutes, so immigrants had to rapid-fire answer twenty or more questions. (There were interpreters for most immigrants.) The great majority passed, though, with only an estimated 2 percent being sent home after the interrogation. If the immigrants’ answers differed from the manifest, they could be held for further questions. Additionally, inspectors were trying to make sure the immigrants would be able to take care of themselves and not commit crime. The interrogation was also where they recorded names. Occasionally, names were misspelled or changed as they rushed through the process.

#### 6. DETAINEES

Immigrants held for legal issues stayed in a room on the third floor. They would wait from anywhere to a few days to a month for their second meeting. At that meeting, it would be determined if the immigrant could enter the United States or if he or she would be sent home. Immigrants with health issues were sent to the hospital. If they recovered, they were allowed to stay. If not, they would have to return to their home country. Children over the age of eleven would be sent home on their own. Children aged eleven or younger were sent back with a parent.

#### 7. KISSING POST

A staircase in the Great Hall was divided into three aisles. Immigrants were separated and sent down the aisles. Those staying in New York often went down the left aisle; detainees were brought to center aisle; and people traveling west or south walked down the right aisle. Then the immigrants descended the flight of stairs to a post office, a place to change money, a railroad ticket service, and their luggage. Often, this was where immigrants reunited with family members. It was common for one member of the family to come first, save money, and then pay for more family to make the trip. At the “kissing post,” a husband and wife or dad and kids might see each other for the first time in years, greeting each other with kisses, hugs, and shouts of excitement.

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## ELLIS ISLAND PROCESS QUESTIONS

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1. Mario is sixteen years old and is coming with his mom from Italy to join his dad, who has been in America for six years. His dad has done well and has managed to secure them a second-class ticket. Mario plans to help his dad at his carpentry business. Break down his entire immigration process into four to six steps.
2. Molly is ten years old and is coming from Ireland with her mom, dad, and two older brothers. They travel in steerage class. Unfortunately she has an eye disease. She'll be marked "Ct" (for conjunctivitis—also called pink eye), and health officials will discover she has trachoma. Break down her entire immigration process into six to eight steps.
3. Nikos is twenty-five years old and has left his wife and new baby girl in Greece. He travels in steerage class and is healthy. He plans to join a cousin and work at a textile mill in New York. Break down his entire immigration process into six to eight steps.





# Craft and Structure

**ACTIVITY 3**

Seattle General Strike

**RH.6-8.5**

**ACTIVITY 4**

Prejudice against Irish Immigrants

**RH.6-8.4**

**RH.6-8.6**

## ACTIVITY 3

**CHAPTER**  
Craft and Structure

**DURATION**  
1 class period

# Seattle General Strike

### 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.6-8.3**

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.6-8.5**

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

#### **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.

### DIRECTIONS

- Students read "Seattle General Strike" independently, summarizing each paragraph in the margins. When done, students share what they underlined with a neighbor, then the class.
- Students read "A Tale of Two Protests" independently, highlighting similarities and underlining differences between the two protests. When done, students share what they highlighted or underlined with a neighbor, then the class.
- Students independently answer questions.

### IMPORTANT/DIFFICULT VOCABULARY

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

- |                |                 |                                  |
|----------------|-----------------|----------------------------------|
| ▪ Alleviate    | ▪ Globalization | ▪ Strike                         |
| ▪ Anarchists   | ▪ Martial law   | ▪ Union                          |
| ▪ Clamor       | ▪ Protest       | ▪ Wage controls                  |
| ▪ Exploitation | ▪ Radicals      | ▪ World Trade Organization (WTO) |

### EXTENSIONS

- Have students learn more about the conditions of factory workers during this time period.
- Create a simulation for students where union workers are trying to negotiate better terms from factory owners.
- Allow students to experience assembly line work by having them draw a person in groups of five, with each person always drawing the same body part. They could also draw a person on their own and compare the two experiences.

## SEATTLE GENERAL STRIKE

The early 1900s saw many labor strikes in the United States, but none were quite so far-reaching as Seattle's 1919 strike. During World War I, Seattle had become a major center for building ships. After the war ended in 1918, shipyard workers expected a raise to make up for two years of wage controls put in place by the government during the war. However, the shipyard companies were willing to give only skilled workers a raise. Dissatisfied with this, on January 21 the shipyard workers marched out. That alone would have been a big deal, since there were 35,000 shipyard workers on strike. But then most of Seattle's 110 unions joined their cause, effectively closing down Seattle for almost a week.

On February 6 the general strike began. Not only were the businesses that were affected closed, but also many non-union people didn't or couldn't go to work because the streetcars weren't running. The mayor at the time said, "Streetcar gongs ceased their clamor; newsboys cast their unsold papers into the street. . . . The life stream of a great city stopped." The unions did make sure that no life-threatening industries were closed, and to ensure that no one went hungry, the unions created their own food stations throughout the town. Also, ex-soldiers policed the city to keep order.

As effective as the strikers had been, their numbers began to diminish. On February 8 six streetcars started running, and on February 11 the general strike ended. In the end, despite managing to close down an entire city, the unions of Seattle did not get what they wanted. Additionally, fears that this had been the beginning of a possible revolution helped fuel a countrywide backlash against workers' rights.



The front page of the *Seattle Union Record* at the beginning of the Seattle General Strike.



## A TALE OF TWO PROTESTS

Seattle bookended the century with two major protests: the Seattle General Strike in 1919 and the World Trade Organization (WTO) protests of 1999. It is interesting to examine how these events are similar and different.

A major similarity was that both groups of protesters thought that the elite had too much power. In the Seattle General Strike, the unions believed companies were exploiting their labor. Many thought that it was unfair that a few people were growing incredibly rich while workers toiled and struggled to get by. The complaints of WTO protesters were quite similar, but

on a global level. The protesters' stance was that WTO policies encouraged unrestrained free trade, which led to more pollution, fewer rights for workers, and the exploitation of poor countries.

Another similarity is that much of the country saw the protesters as radicals. Communists had overthrown the Russian monarchy only a few years before the Seattle General Strike, and many worried that people involved in the strike were radicals hoping to emulate this. They had good reason for this fear. Many of the protesters hoped this would happen and as Anna Louis Strong, a Seattle journalist for a labor newspaper, put it open-endedly, "We are taking the most tremendous

move ever made by LABOR in this country, a move which will lead—NO ONE KNOWS WHERE!" The WTO protesters were also seen as radicals by most of the American public. The majority of Americans didn't even know what the WTO was, and they were surprised to see such passionate objections to it.

A major difference between the two events is that the Seattle General Strike was peaceful. Perhaps the ex-veterans who worked as policemen were what held it together, or maybe the decision of Seattle's mayor to not call for martial law alleviated the violence. The WTO protests were not so lucky. A group of anarchists vandalized various businesses they disliked. Most of the demonstrators were peaceful, but they were trying (and succeeding) to keep WTO delegates from getting to their meeting. The police used pepper spray, rubber bullets, and tear gas in an attempt to get delegates through. Eventually, the mayor instituted a curfew and made a 50-block zone illegal to protest in. Over 500 people were sent to jail the next day for continuing to protest.

It can be difficult to determine whether or not a protest was successful. Some argue that both strikes were failures because the shipyard workers did not get their raise and globalization continued. On the other hand, the protests of the WTO brought national attention to the issues the protesters were upset about. And the Seattle General Strike proved that workers could close down a city if their demands were not met. Both certainly made a quite an impact.



World Trade Organization protests of 1999

1. How is "Seattle General Strike" organized: causally, chronologically, or comparatively? Explain.
2. How is "A Tale of Two Protests" organized: causally, chronologically, or comparatively? Explain.
3. Why did the shipyard workers strike in 1919?
4. Why were the Seattle protesters in 1999 opposed to the WTO?

5. What were the similarities between the WTO protests and the Seattle General Strike?
6. What were the differences between the WTO protests and the Seattle General Strike?
7. Use both readings to break the Seattle General Strike down into four to six events.
8. At what point is it okay for police to use pepper spray on protesters? Must protesters be violent before police use pepper spray? What if the police fear a riot, but it hasn't happened yet? What if the protesters are being peaceful, but not allowing economic activity to continue (like blocking people from going to work or meetings)?

# Prejudice against Irish Immigrants

## COMMON CORE STANDARDS

### **RH.6-8.1**

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

### **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.6-8.6**

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).

### **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.

## DIRECTIONS

- Students respond in their journals to the question, “What is discrimination? Give an example.”
- The class reads the *New Jersey Standard* paragraph together, highlighting examples of loaded language.
- Students independently read the rest of “Quotes about the Irish in the 1800s,” highlighting loaded language. Students share what they highlighted with a neighbor, then the class.
- Students independently answer questions.

## EXTENSIONS

- Ask students to explore the “No Irish Need Apply” signs, movement, and general sentiment further. Have students listen to the song and investigate the claim that anti-Irish discrimination has been exaggerated.
- Teach students about the 1844 Philadelphia Riots, where fights between nativists and Irish immigrants resulted in deaths, injuries, and two Catholic churches being burnt down.
- Ask students to delve into the discrimination that the Chinese faced in America, culminating in the Chinese Exclusion Act
- Have students look at and make observations about a map that shows most common ancestry by county. These kinds of maps, featuring the most recent census data, can easily be found online.
- Assign students to create pie charts that describe their ethnic heritage.

## QUOTATIONS ABOUT THE IRISH IN THE 1800S



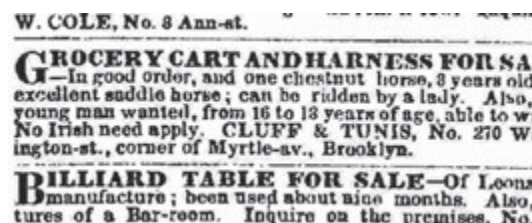
In the 2010 census, almost 35 million Americans claimed Irish heritage, making them one of the largest ethnic groups in the United States. This does not mean Irish immigrants faced an easy path when first coming to this country. Because they were Catholic and poor, the Irish were discriminated against during their first century in the United States. Below are various quotes said about them during this period.

An editorial in the *New Jersey Standard* (1859) described striking Irish workers as “a mongrel mass of ignorance and crime and superstition, as utterly unfit for its duties, as they are for the common courtesies and decencies of civilized life.”

**Horace Mann**, an education reformer, worked to stop Irish children from “falling back into the condition of half-barbarous or of savage life.”

*The Anthropological Review and Journal* (1866) said an Irishman could be identified by “his bulging jaw and lower part of the face, retreating chin and forehead, large mouth and thick lips, great distance between nose and mouth, upturned nose, prominent cheekbones, sunken eyes, projecting eyebrows, narrow elongated skull and protruding ears.”

The **American Party** was an anti-immigrant political party that emerged in the 1800s, whose unofficial name was the Know-Nothing Party. When being inducted into it, members promised to “elect to all offices of Honor, Profit, or Trust, no one but native born citizens of America, of this Country to the exclusion of all Foreigners, and to all Roman Catholics, whether they be of native or Foreign Birth, regardless of all party predilections whatever.”





## QUESTIONS ABOUT THE IRISH QUOTATIONS

---

1. For each primary source, cite a line or phrase that shows prejudice toward the Irish. Explain why this shows prejudice.

*New Jersey Standard:*

Horace Man quotation:

*The Anthropological Review and Journal:*

American Party inductee promise:

1854 *New York Times* wanted ad:

2. What do you think *mongrel* means in "a mongrel mass of ignorance"?
3. What do you think *predilections* means in "regardless of all party predilections whatever"?
4. Are you surprised the Irish were treated as badly as they were? Why or why not?



# 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**

## ACTIVITY 5

**CHAPTER**  
Integration of Knowledge and Ideas

**DURATION**  
1 class period

# 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

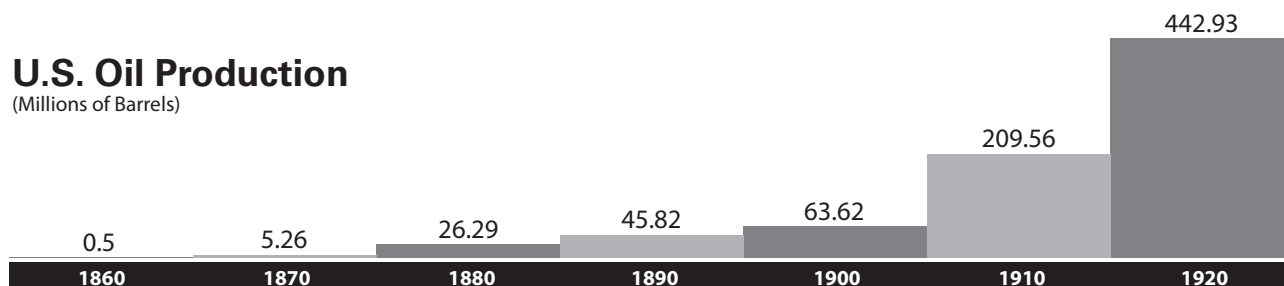
There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

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

## INDUSTRIAL REVOLUTION GRAPHS A

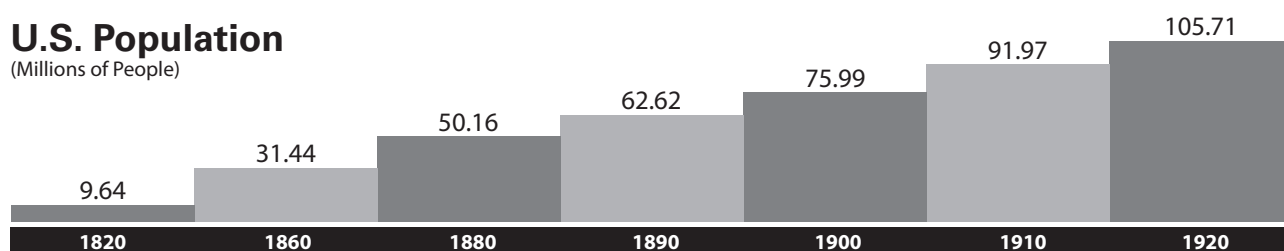
### U.S. Oil Production

(Millions of Barrels)



### U.S. Population

(Millions of People)



The Industrial Revolution resulted in the most profound changes the world had ever seen. Never before had so many areas of life changed so quickly. At the beginning of the nineteenth century, most people were farmers (74 percent). By 1920 only about 30 percent were. What had been a mostly rural nation quickly became urban as city populations expanded rapidly. Previously humankind's concerns had always been obtaining food, shelter, and clothes. However, with mills and factories spewing out mass quantities of clothes, grain, and lumber, these items became cheaper. The common person could now afford to buy them, resulting in more money for the factory owners to build even more factories. Unprecedented growth could be seen in multiple areas: from 1820 to 1920 America's population boomed by over tenfold; between 1870 and 1920 steel production increased by over 68 times; and oil production swelled by over 85 times. Life as people knew it was transformed.

But why did the Industrial Revolution occur then? Many historians trace its beginnings to British factories using steam power in the late eighteenth century. This greatly increased production and was the beginning of mechanization. Other significant events include the development of a much cheaper and faster way to make steel, the discovery of American oil in 1859, and Thomas Edison's invention of the light bulb, which he patented in 1880.

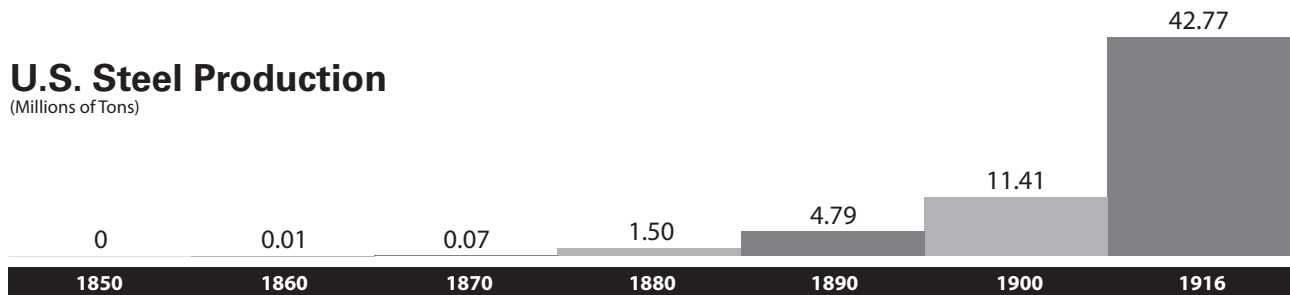
There also were negatives to the Industrial Revolution. The mechanization of production made work repetitive, and electricity meant factories—and their workers—could stay up all night working. Issues with pollution began to rise at this time too. Regardless, the revolution had a huge impact on the world, particularly on the United States. By 1920 America was the world's leading industrial nation, and it has had the highest gross domestic product (GDP) in the world ever since (as of January 2016).



## INDUSTRIAL REVOLUTION GRAPHS B

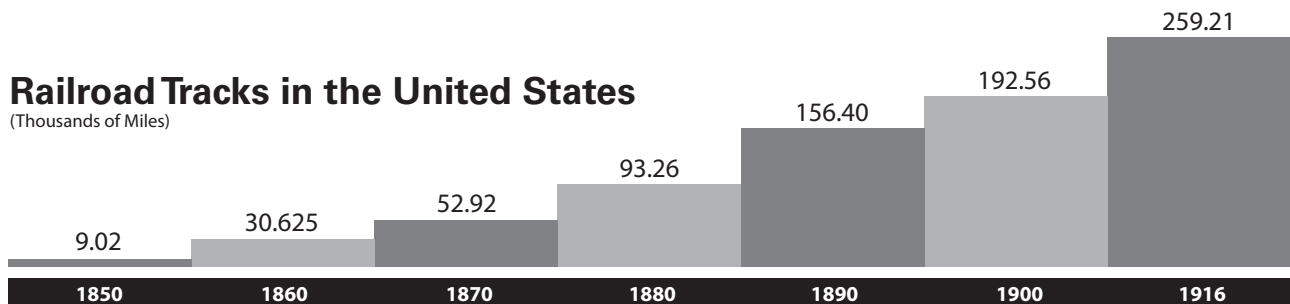
### U.S. Steel Production

(Millions of Tons)



### Railroad Tracks in the United States

(Thousands of Miles)



The Industrial Revolution resulted in the most profound changes the world had ever seen. Never before had so many areas of life changed so quickly. At the beginning of the nineteenth century, most people were farmers (74 percent). By 1920 only about 30 percent were. What had been a mostly rural nation quickly became urban as city populations expanded rapidly. Previously humankind's concerns had always been obtaining food, shelter, and clothes. However, with mills and factories spewing out mass quantities of clothes, grain, and lumber, these items became cheaper. The common person could now afford to buy them, resulting in more money for the factory owners to build even more factories. Unprecedented growth could be seen in multiple areas: from 1820 to 1920 America's population boomed by over tenfold; between 1870 and 1920 steel production increased by over 68 times; and oil production swelled by over 85 times. Life as people knew it was transformed.

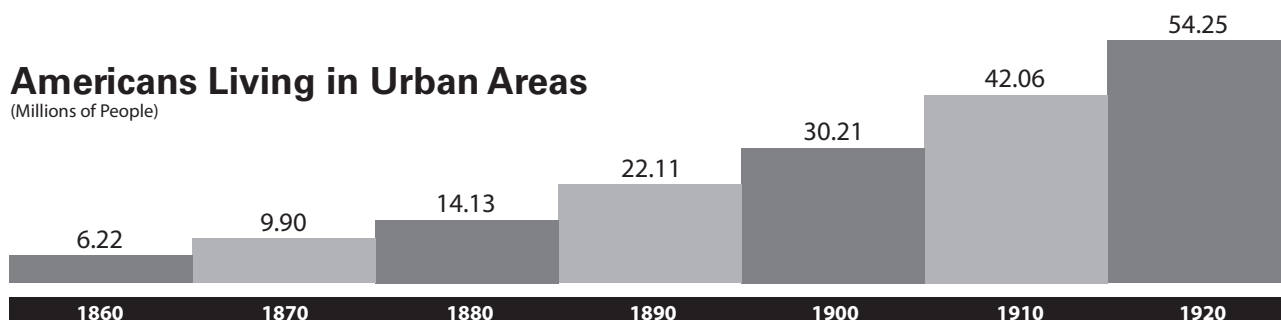
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## INDUSTRIAL REVOLUTION GRAPHS C

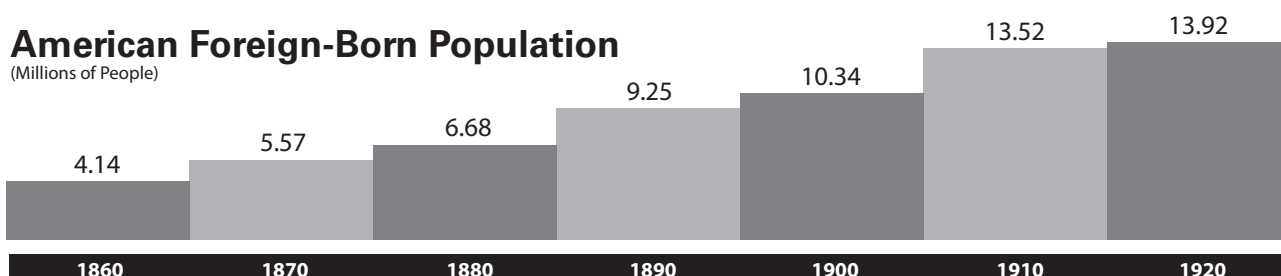
### Americans Living in Urban Areas

(Millions of People)



### American Foreign-Born Population

(Millions of People)



The Industrial Revolution resulted in the most profound changes the world had ever seen. Never before had so many areas of life changed so quickly. At the beginning of the nineteenth century, most people were farmers (74 percent). By 1920 only about 30 percent were. What had been a mostly rural nation quickly became urban as city populations expanded rapidly. Previously humankind's concerns had always been obtaining food, shelter, and clothes. However, with mills and factories spewing out mass quantities of clothes, grain, and lumber, these items became cheaper. The common person could now afford to buy them, resulting in more money for the factory owners to build even more factories. Unprecedented growth could be seen in multiple areas: from 1820 to 1920 America's population boomed by over tenfold; between 1870 and 1920 steel production increased by over 68 times; and oil production swelled by over 85 times. Life as people knew it was transformed.

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## INDUSTRIAL REVOLUTION QUESTIONS <sup>1/2</sup>

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1. Write three to five observations or questions about one of your graphs.
2. Look at the year 1880 on both bar graphs. How many of each were there in year 1880?
3. Look at the years preceding and following 1905 on both of your graphs. Estimate how many of each there were in the year 1905.
4. None of your graphs include the year 1930. Predict how many of each of your graphs would show for 1930. Explain your prediction.
5. What do you think *tenfold* means in “from 1820 to 1920 America’s population increased over tenfold”?
6. What do you think *patented* means in “which he patented in 1880”?

7. There is a positive correlation between what both of your graphs are measuring. How might they be connected?
8. What might have started the Industrial Revolution?
9. What specific technological advancements may have led to many industries increasing their production?
10. In four to six sentences, summarize what your graphs are telling you.
11. Using both the charts and the reading, list five to ten things that were increasing during this time.

## ACTIVITY 6

**CHAPTER**  
Integration of Knowledge and Ideas

**DURATION**  
1–2 class periods

# Haymarket Affair

### COMMON CORE STANDARDS

#### **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.

#### **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.

#### **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

- The teacher explains that students will be learning about the Haymarket Affair using primary and secondary sources. The students will need to distinguish fact from opinion and construct their own understanding of the event from multiple sources.
- Students are placed into four-person groups. Each student will focus on a different source: "Haymarket Affair Sources 1," "Haymarket Affair Sources 2," "Haymarket Affair Sources 3," or online research.
- Students in each group use their different sources and work together to complete "Haymarket Affair Chart."
- Students share what they discovered with the class.
- Before they leave class, students complete an exit ticket by answering the following question: "Why were four men hanged over the Haymarket Affair even though there was no evidence that they had thrown the bomb?"

### IMPORTANT/DIFFICULT VOCABULARY

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

- |                  |   |              |
|------------------|---|--------------|
| ▪ Abetted        | ▪ Denounce                                | ▪ Prescribes |
| ▪ Anarchists     | ▪ Endeavor                                | ▪ Scaffold   |
| ▪ Atrocious      | ▪ Just (as in "fair")                     | ▪ Sentiment  |
| ▪ Bequeath       | ▪ King Capital<br>(a rich business owner) | ▪ Socialism  |
| ▪ Condemned      | ▪ Nefarious                               | ▪ Stupor     |
| ▪ Demonstrations | ▪ Precedent                               | ▪ Writhing   |

## HAYMARKET AFFAIR SOURCES 1

### Events in Chronological Order

- **May 1, 1886:** Demonstrations are held all over the country in support of the eight-hour workday.
- **May 3, 1886:** A strike in Chicago turns violent. Police shoot and kill several men.
- **May 4, 1886:** A bomb is thrown during a rally at Haymarket Square; shooting follows. Seven policemen and at least four civilians are killed.
- **June 21, 1886:** The trial of eight prominent anarchists, who had been arrested after the bombing, begins.
- **August 20, 1886:** Seven of the anarchists are sentenced to death and one receives a fifteen-year jail sentence. Two of the seven later have their death sentences changed to life in prison.
- **November 11, 1887:** Four men are hanged (George Engel, August Spies, Alfred Parsons, and Adolph Fischer). A fifth (Louis Lingg) commits suicide in jail.
- **1893:** The governor of Illinois pardons the three men still in jail (Samuel Fielden, Michael Schwab, and Oscar Neebe).



Pamphlet for May 4 Demonstration

### Newspaper from that Time

*The Sun* (a New York paper), quoted in the *Chicago Daily Tribune* on September 15, 1887, after the eight men were sentenced.

There is no doubt that public sentiment will generally agree with this conclusion. The Anarchists were engaged in the work of murder by the use of dynamite and other nefarious agencies; and if any murderers are ever rightfully condemned, they are rightfully condemned. It is also satisfactory to know that the sentence is not merely just, but that it is in strict accordance with the law. Not even the wrongdoer should be punished except as the law prescribes.

Source: "The Decision of the Supreme Court Sustained by the Papers." *Chicago Daily Tribune*. September 15, 1887.



## 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.

## HAYMARKET AFFAIR SOURCES 3

### Summary Today

A compilation of various modern secondary sources on the topic.

On May 3, 1886, a strike by molders in Chicago grew violent. As strikers and strikebreakers confronted each other, police, unable to stop them, fired into the crowd. Several workers were killed. The next day, workers held another rally to protest the police shooting. The rally began peacefully, but when police tried to break it up, a homemade bomb was thrown at the police officers. Strikers and police exchanged gunfire, and the end result was at least twelve dead and at least one hundred people wounded.

Eight well-known anarchists were arrested. Not only was there no evidence that they had thrown the bomb, but it was established that the only two that were at Haymarket Square when the bomb was thrown were on the stage. For example, George Engel was home playing cards and Michael Schwab was speaking at a different rally. The primary suspect, and someone seen at Haymarket Square, was Rudolph Schnaubelt, but he fled the country before he could go on trial. There was some evidence that Louis Lingg may have supplied the bomb. He had bombs in his house and may have met with Schnaubelt the night before the Haymarket Riot. Lingg was tried and sentenced to death, but committed suicide the night before his hanging.

All eight were convicted, not for throwing the bomb, but of inciting others to do so. The judge who rejected a retrial admitted, "This case is without precedent; there is no example in the law books of a case of this sort." On November 11, 1887, four of them were hanged. Right before he was hanged, August Spies is said to have shouted, "The time will come when our silence will be more powerful than the voices you strangle today."



The Haymarket Riot

Image source: Public domain, via Wikimedia Commons

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# Writing Standards

**ARGUMENTATIVE WRITING**

Current Immigration Policy

**WHST.6-8.1**  
**WHST.6-8.5**  
**WHST.6-8.7**  
**WHST.6-8.8**  
**WHST.6-8.9**  
**WHST.6-8.10**

**INFORMATIVE WRITING**

Big City Paper

**WHST.6-8.2**  
**WHST.6-8.5**  
**WHST.6-8.7**  
**WHST.6-8.8**  
**WHST.6-8.10**

**NARRATIVE WRITING**

Immigrant Story

**W.8.3**  
**WHST.6-8.4**  
**WHST.6-8.5**  
**WHST.6-8.6**  
**WHST.6-8.10**  
**SL.8.1**

## Current Immigration Policy

### COMMON CORE STANDARDS

#### WHST.6-8.1

Write arguments focused on discipline-specific content.

#### 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.

#### 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.

#### 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.

#### WHST.6-8.9

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

#### 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.

### DIRECTIONS

- The teacher discusses ground rules for talking about immigration. Examples: “Remember that people in this room are immigrants or children of immigrants,” “People can be against immigration without being prejudiced against immigrants,” “Keep an open mind,” etc.
- Students research the immigration issues, recording information about each issue in the first blank column on the “Immigration Research Table.” Students should also keep track of their sources as they go.
- After students have found sufficient information on each issue, they record their stance in the second column on the “Immigration Research Table.” Note that it is okay to take the middle ground on an issue. (For example: “I believe we should keep funding for border control as it is.”)
- In groups of three or four, students share their stances and why, making sure to support their opinions with evidence. Students are encouraged to change their stances and/or add new support that is brought up during this discussion.
- The students write their final drafts based on their charts and what they discussed in their groups.
- Students debate each issue in a town hall-style discussion.
- The teacher could have students focus on only one of the four immigration issues.

### IMPORTANT/DIFFICULT VOCABULARY

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

- |             |                  |                    |
|-------------|------------------|--------------------|
| ▪ Amnesty   | ▪ Immigrant      | ▪ Unskilled worker |
| ▪ Deport    | ▪ Quotas         | ▪ Visa             |
| ▪ Dream Act | ▪ Skilled worker |                    |



# CURRENT IMMIGRATION POLICY

## Overall

Many Americans have strong opinions about immigration, with views ranging from letting everyone in to the United States to completely closing the nation's borders. However, on this issue, as on various other issues, many of these opinions are not supported by facts. It is essential for this assignment to start with an open mind. You will begin by researching four of the key immigration issues of today. After you have looked over the facts, you will determine your stance on each. These will be summarized in a 1- to 2-page paper. A Works Cited page is also required.

## Immigration Issues

- Legal Immigration
- Border
- Illegal Immigrants
- Business Hiring

## Paragraphs

- Introduction: Present the overall topic and preview the sub-topics that will be covered.
- Four Body Paragraphs: Support a stance on each immigration issue with logical reasoning, facts, statistics, quotes, and/or anecdotes
- Conclusion: Restate the overall topic and discuss why this subject is important.

## Rubric

	Exceeding	Proficient	Developing	Beginning
Argument	Uses persuasive word choice, logical reasoning, and solid support to write convincing stances on each immigration issue.	Uses persuasive word choice, logical reasoning, and solid support to write convincing stances on most of the immigration issues.	Uses persuasive word choice, logical reasoning, and solid support to write convincing stances on one or two immigration issues.	Does not write convincing stances for any of the immigration issues.

## CURRENT IMMIGRATION RESEARCH TABLE

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

## Big City Paper

### COMMON CORE STANDARDS

#### WHST.6-8.2

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

#### 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.

#### 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.

#### 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.

#### 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.

### DIRECTIONS

- Students decide which city they want to focus on.
- Students spend a day doing general research on their city. This is their last day to switch cities. They can take down any facts they want to save on scratch paper (or teachers could create a more formal research page).
- Students decide on three paragraph topics to research, and they take notes on “Big City Research Page.” Students should keep track of sources as they go.
- Students fill out the outline. They can use bullets, full sentences, or a mixture of the two.
- Students use the outline to write the final draft.
- The teacher gives each student a U.S. map. Students draw a star on the map to mark the location of their city. Students trade papers with a peer who wrote about a different city, star the location of that city, and answer the questions on “Big City Share” about it. Students repeat this two more times, each time reading about a new city.

## BIG CITY PAPER

### Requirements

- Focuses on a city between the years of 1850 and 1920
- Has three body paragraphs, each covering a different topic
- Includes a Works Cited page
- 1–2 pages

### Cities to Choose From

- |                |               |                 |
|----------------|---------------|-----------------|
| ▪ New York     | ▪ St. Louis   | ▪ Buffalo       |
| ▪ Chicago      | ▪ Boston      | ▪ Cincinnati    |
| ▪ Philadelphia | ▪ Baltimore   | ▪ San Francisco |
| ▪ Detroit      | ▪ Pittsburgh  | ▪ New Orleans   |
| ▪ Cleveland    | ▪ Los Angeles | ▪ Seattle       |

### Paragraph Topics (You'll choose three)

- What is a famous event that happened in your city between 1850 and 1920? What happened?
- Who is a famous person who lived in your city between 1850 and 1920. What did that person do?
- What are the main reasons for your city's growth?
- What are the main reasons for your city's decline?
- What role did geography play in creating your city?
- What role did trains play?
- What is the climate like?
- What is a modern connection you can make with your subject?
- What was your city known for?
- What were some common jobs?
- What were the demographics? How did they change?
- What food was your city famous for?

### Rubric

	Exceeding	Proficient	Developing	Beginning
<b>Informative</b>	Comprehensively informs about the city.	Sufficiently informs about the city.	Informs well at times, but needs to go into more detail or has significant factual errors.	Little or no information about the city.
<b>Organization</b>	Strong introduction and conclusion, with fluid transitions.	Clear introduction and conclusion, with transitions that create cohesion.	At times the introduction, conclusion, and transitions serve intended purposes.	Introduction, conclusion, and transitions rarely serve intended purposes.

# BIG CITY PAPER RESEARCH PAGE

Choose three paragraph topics and write them in the header below. Write information you learn from your research in the columns below, making sure to keep track of sources on a separate piece of paper.

Paragraph Topic One	Paragraph Topic Two	Paragraph Topic Three

BIG CITY PAPER OUTLINE <sup>1/2</sup>

<b>Hook</b> (Fact, description, quote, question, etc.)	
<b>Main Topic + a Preview of Other Topics</b>	
<b>Transition/Topic Sentence</b>	
<b>First Paragraph</b>	



Transition/Topic Sentence	
Second Paragraph	
Transition/Topic Sentence	
Third Paragraph	
Conclusion (Summary statement and opinion on what most makes this city stand out)	

**BIG CITY SHARE** <sup>1/3</sup>

Star your partner's city on a U.S. map, and answer the below questions as you read his or her paper.

1. What city did your partner write about?
2. What did you know about this city before you read your partner's paper?
3. What was the most surprising fact about this city that your partner included?
4. What is a fact from your partner's paper that you have a question about?
5. What is a connection you can make between the city your partner wrote about and the city you wrote about?
6. What do you think most stands out about your partner's city?

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## Immigrant Story

### COMMON CORE STANDARDS

#### W.8.3

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

#### WHST.6-8.4

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

#### 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.

#### 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.

#### 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

- Students discuss with a neighbor who they might choose as the immigrant for their story. Students share with the class what they discussed.
- Students fill out “Immigrant Story Details” either using a family story, an interview with a current immigrant, or the biography of a famous immigrant.
- Students use the outline to write a rough draft.
- The teacher explains that interesting sentences should start with a variety of words. Additionally, vivid word choice always adds to a story. Each student completes “Sentence Analyzer” using his or her rough draft to improve both of these aspects of the paper.
- Students use information from “Sentence Analyzer” to write the final draft.
- Students are placed into groups of three and share their immigrant stories. Afterwards, they complete a Venn diagram to compare the similarities and differences of the three stories.

## IMMIGRANT STORY

### Overall

It is often said that America is a nation of immigrants. This is because unless you are 100 percent Native American, you or one of your ancestors moved here from another country. For this assignment, your job is to tell the immigration story of a real person who moved to the United States. The details of this immigrant can be tales passed down from your family's immigration history, information you gather by interviewing an immigrant, or facts you learn from researching the biography of a famous immigrant.

### Requirements

- Based on a real story.
- Write in first person (use "I")
- 1–2 pages

### Options for Story

- Pretend you are a grandparent telling your grandchild about your immigration story.
- Pick one scene from the information you gathered, and write about it in detail.
- Write a letter from the perspective of someone who has just arrived in America to a family member from his or her home country.
- Make up your own format.

### Rubric

	Exceeding	Proficient	Developing	Beginning
<b>Writing</b>	Writes an extremely engaging story by using vivid word choice, sensory details, and a strong voice.	Writes an engaging story that includes sufficient details about the person's story.	Story is in first person with accurate details, but is not engaging because of ordinary word choice, a lack of sensory details, and/or a weak voice.  or Writes an engaging first-person story that does not include enough details about the person's story.	Story is not in first person.  or Story includes few or no details about person's story.
<b>Informative</b>	Fluidly integrates many accurate facts from a real immigration story.	Includes a sufficient number of accurate facts from a real immigration story.	Includes many accurate facts from a real immigration story, but either needs more, many were inaccurate, or the inclusion of many is distracting.	Contains little accurate information from a real immigration story.



IMMIGRANT STORY DETAILS

Earlier Life	What was the immigrant’s life like in his or her previous country? Why did he or she decide to come?
Journey	How did the immigrant get here? What was the journey like?
First Impressions	How was he or she treated? What was difficult? What was different?
New Life	What is the immigrant’s life like in this country? How did he or she change?

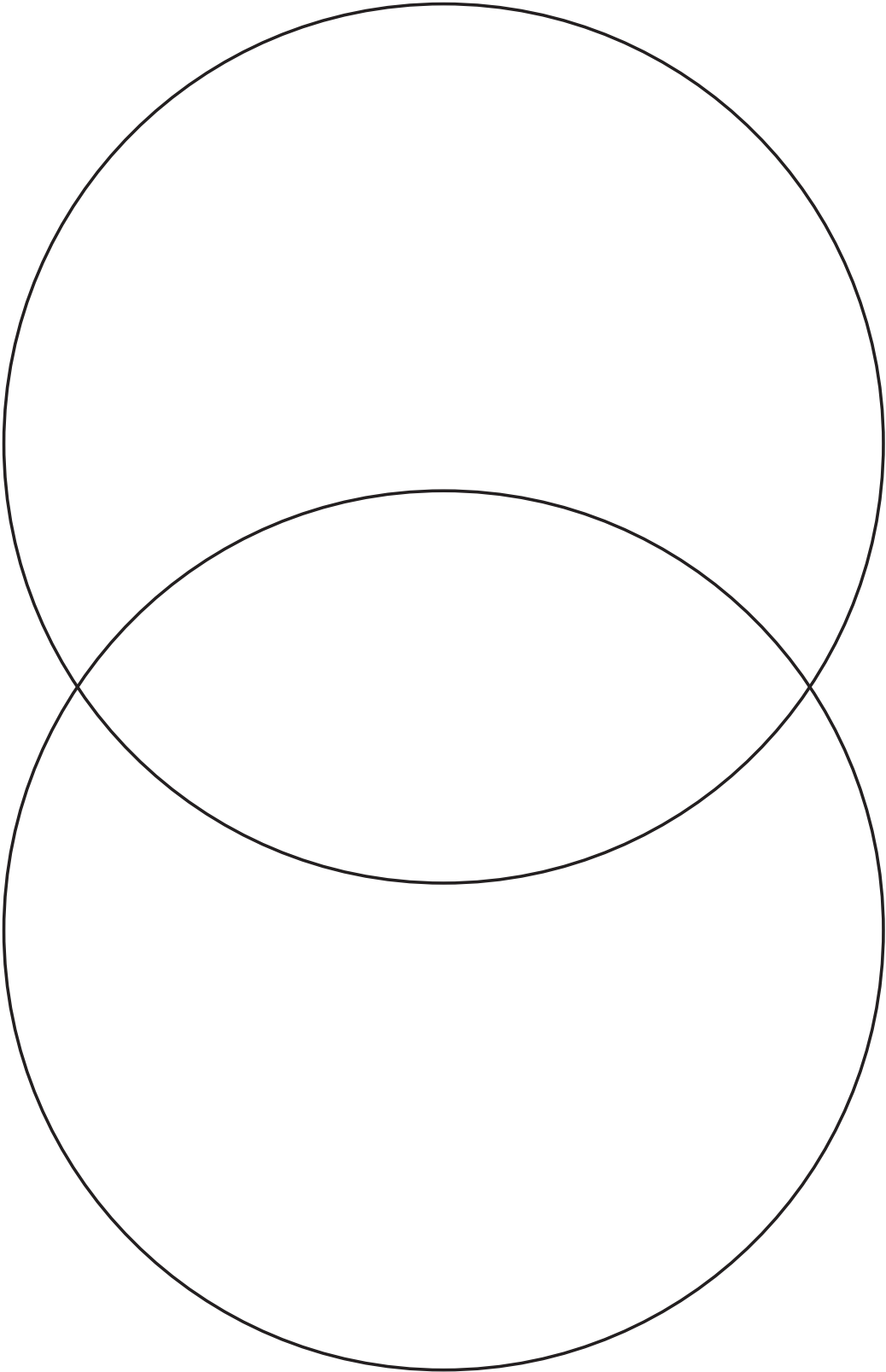
## SENTENCE ANALYZER

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1. List the first word of every sentence for the first paragraph.
  
2. Look over the list from question 1, and choose one sentence whose order you can alter so it starts with a new word. Write the new sentence below.
  
3. List the first word of every sentence for the rest of the story.
  
  
  
  
  
  
  
  
  
  
4. Look over the list from question 3, and choose two sentences whose order you can alter so they start with a new word. Write the new sentences below.
  
  
  
  
  
  
  
  
  
  
5. Read your first paragraph *again*; highlight examples of ordinary word choice. Below, change two of the ordinary words to more vivid ones.
  
  
  
  
  
  
  
  
  
  
6. Highlight examples of ordinary word choice in the rest of your paper. Below, change four of the ordinary words to more vivid ones.

# IMMIGRANT STORY VENN DIAGRAM

In a group of three, compare and contrast the experiences of the immigrants you and your partners wrote your stories about. Record similarities and differences in the Venn diagram below. Try to include two to three facts per section.





# Selected Answers

## ACTIVITY 1

### Theories about the Great Chicago Fire

1. Answers will vary, but the following are possible answers:
  - **O'Leary's Cow:** The fire started in O'Leary's barn. It may have started as she was milking her cow, which knocked over a lantern.
  - **Meteor Shower:** Various fires were started in that same area, and some people claim to have seen "balls of fire" that night.
  - **Daniel "Peg Leg" Sullivan:** Sullivan had a cow in the O'Leary's barn, and he smoked a pipe. He may have slipped, dropped the pipe, and ignited the fire. He was also the first to see the fire, and much of his story does not make sense.
  - **Children Playing Craps:** Louis Cohn admitted in a confession that he knocked over the lantern that started it.
2. Answers will vary, but the following are possible answers:
  - **O'Leary's Cow:** O'Leary says she went to bed early and wouldn't milk a cow that late anyway. A witness corroborated her story.
  - **Meteor Shower:** Meteors rarely cause fires, and you would think that more people would have seen the "balls of fire."
  - **Daniel "Peg Leg" Sullivan:** Sullivan was not found guilty during the investigation. Also, he testified that O'Leary was asleep when he could have lied to make more people think she was guilty.
  - **Children Playing Craps:** Cohn claims O'Leary shooed them away, which goes against the testimonies of O'Leary and Sullivan.
3. Answers will vary, but the following are possible answers:
  - **O'Leary's Cow:** If she knew her barn was on fire, you would think she would have been out there trying to stop it.
  - **Meteor Shower:** More people might have seen the "balls of fire," but either did not believe their eyes or had been more concerned with the fires going on. Also, people may have missed seeing the "balls of fire" because they were sleeping.
  - **Daniel "Peg Leg" Sullivan:** Who says the investigators did a good job? I'm not so sure how thorough an investigation like this would have been in 1871.
  - **Children Playing Craps:** It does not make sense that O'Leary could have yelled at the kids playing craps. With the police, she would not want to admit that she was up that late. And it is possible that she did not realize the lantern had been knocked over, and she just returned inside.
4. Answers will vary, but the following are possible answers:
  - **O'Leary's Cow:** I don't think she did it. I think that "Peg Leg Sullivan was the first to see the fire and confirmed her story" is pretty compelling.
  - **Meteor Shower:** I think this one has a chance of being true because, as the reading states, "what are the chances of this many major fires starting in the same general area?"
  - **Daniel "Peg Leg" Sullivan:** I think he did it. He saw the fire first, he had a cow in the barn, and "there are many issues with his testimony."
  - **Children Playing Craps:** Although it seems strange that he would sign this confession, I don't think he did it. It "goes against both Sullivan's and O'Leary's testimony" and O'Leary "would have been happy to blame the children."

5. Answers will vary, but the following is a possible answer:

- I think Peg Leg Sullivan did it. We know he smoked a pipe and had a cow in O'Leary's barn. His peg leg makes it even more likely that he could have slipped to cause the fire and that he might have struggled to put it out. That his testimony does not seem true really makes him seem guilty. At first I thought he might be innocent because he was the first to discover the fire and he probably wouldn't have wanted to bring attention to it if he had started it. But the more I thought about it, the more I could see him being a good enough person to try to put out the fire and save people, but still not want to be blamed for it. The Louis Cohn story is interesting and it's hard to come up with a reason for why he would sign a confession if he had not done it. Still, I don't believe that O'Leary chased the boys away and then didn't do anything about her barn being on fire. Maybe Cohn made up that he did it as a boy and then came to believe it, or maybe someone forced him to sign the confession.

## ACTIVITY 2

### Ellis Island Process Questions

1. Mario (1) gets to a port, (2) takes a boat across the Atlantic to an American harbor, (3) gets checked on board, and (4) lands at New York City.
2. Molly (1) gets to a port, (2) takes a boat across the Atlantic to an American harbor, (3) waits for a boat to take her to Ellis Island, (4) puts bags in the baggage area, (5) during a medical inspection doctors discover she has trachoma, (6) a parent accompanies her back to Ireland.
3. Nikos (1) gets to a port, (2) takes a boat across the Atlantic to an American harbor, (3) waits for a boat to take him to Ellis Island, (4) puts bags in the baggage area, (5) goes through the medical exam, (6) goes through the interrogation, and (7) enters New York City.

## ACTIVITY 3

### Seattle General Strike Questions

1. Chronologically—It tells the story in the order that it occurred.
2. Comparatively—It compares the general strike to the WTO protests.
3. The shipyard workers wanted a raise.
4. The protesters believed that WTO policies led to the exploitation of poorer countries, causing more pollution and unfair labor conditions there.
5. They both occurred in Seattle, they were protests against people with more power, their protesters were seen as radicals, they were about worker's rights, etc.
6. The Seattle General Strike was mostly about getting better pay, it was peaceful, it lasted almost a week, etc. The WTO protests were violent, they focused on globalization, the protesters were trying to stop people from attending a meeting.
7. Answers will vary, but the following is a possible answer:
  - The shipyard workers requested a raise, and one was granted only to skilled workers.
  - The shipyard workers decided to strike.
  - A few weeks later they were joined by most of the other unions in the city.
  - For almost a week the city of Seattle was effectively closed down.
  - People began to go back to work
  - The shipyard workers returned to work without a raise.
8. Answers will vary.

## ACTIVITY 4

### Questions about the Irish Quotations

1. Answers will vary, but the following are possible answers:
  - **New Jersey Standard:** “a mongrel mass of ignorance and crime.” This implies the Irish are criminals.
  - **Horace Mann quotation:** “falling back into the conditions of half-barbarous or of savage life.” This is saying the Irish used to be savage and could be so again.
  - **The Anthropological Review and Journal:** “retreating chin and forehead, large mouth and thick lips.” This description is similar to how someone might describe an ape.
  - **American Party inductee promise:** “exclusion of all Foreigners, and to all Roman Catholics.” Most Irish were Roman Catholic.
  - **New York Times wanted ad:** “No Irish need apply.” This is clear job discrimination against the Irish.
2. A mutt or crossbreed
3. Preferences
4. Answers will vary.

## ACTIVITY 5

### Industrial Revolution Questions

1. Answers will vary.
2. Answers should be exact:
  - **U.S. Oil Production:** 26.29 million barrels
  - **U.S. Population:** 50.16 billion people
  - **U.S. Steel Production:** 1.5 million tons
  - **Railroad Tracks in the United States:** 93,260 miles of tracks
  - **Americans Living in Urban Areas:** 14.3 million people
  - **American Foreign-Born Population:** 6.68 million people
3. Answers should be approximately:
  - **U.S. Oil Production:** 140 million barrels
  - **U.S. Population:** 84 million people
  - **U.S. Steel Production:** 20 million tons
  - **Railroad Tracks in the United States:** 220,000 miles of tracks
  - **Americans Living in Urban Areas:** 37 million people
  - **American Foreign-Born Population:** 12 million people
4. Answers will vary but will likely be around:
  - **U.S. Oil Production:** 600 million barrels
  - **U.S. Population:** 130 million people
  - **U.S. Steel Production:** 80 million tons
  - **Railroad Tracks in the United States:** 300,000 miles of tracks
  - **Americans Living in Urban Areas:** 80 million people
  - **American Foreign-Born Population:** 16 million people
5. Increases by a factor of ten
6. Protecting one’s rights to an invention



7. Answers will vary, but the following are possible answers:

- **U.S. Oil Production and U.S. Population:** As the number of people increased, more oil would be needed to meet their needs.
- **U.S. Steel Production and Railroad Tracks in the United States:** More steel would need to be made to build more railroad tracks.
- **American Foreign-Born Population and Americans Living in Urban Areas:** Maybe immigrants moved more to the cities than to the rural areas.

8. British factories using steam power

9. The inventions of the light bulb, factories, more efficient steel production, mechanization, etc.

10. Answers will vary, but the following are possible answers:

- **U.S. Oil Production and U.S. Population:** The oil production chart shows that barely any oil was produced until the 1870s. At that time it started slowly, increasing until it drastically rose in the 1900s. The U.S. population chart shows steady increases for the whole chart, from 1800 to 1920. The end result is a massive population increase, from around 5 million in 1800 to over 100 million by 1920.
- **U.S. Steel Production and Railroad Tracks in the United States:** U.S. steel production was extremely low until 1880. At that point it started to increase and greatly rose from 1900 on. The miles of railroad tracks in the U.S. increased, but not in a real pattern. The rate barely went up between 1860 and 1880, and then increased between 1880 and 1890, before slowing down again.
- **American Foreign-Born Population and Americans Living in Urban Areas:** The number of immigrants in America increased greatly between 1830 and 1910. At 1910 then though, it started to remain the same. The number of Americans living in cities did not start growing much until 1850. However, at that point it increased at an increasingly fast rate.

11. Immigrant, population, people living in the cities, overall population, steel, railroad tracks, oil, clothes, grains, lumber, mills, electricity, pollution, etc.

## ACTIVITY 6

### Haymarket Affair Chart

Details about the Haymarket Affair	Support that the eight anarchists were guilty	Support that the eight anarchists were not guilty
A Chicago demonstration for the 8-hour workday grew violent and the police shot some protesters.	They did not throw the bomb but incited others to do so with violent language.	George Engel was at home playing cards
Anarchists organized a rally at Haymarket Square to protest the killings.	Louis Lingg had bombs in his house.	Only two of the accused were at the rally at the time of the bombing.
A bomb was thrown at police.	<i>The Sun</i> : "There is no doubt that public sentiment will generally agree with this conclusion. The Anarchists were engaged in the work of murder by the use of dynamite and other nefarious agencies."	Judge who rejected retrial: "This case is without precedent; there is no example in the law books of a case of this sort."
Ensuing violence resulted in at least twelve people dying and one hundred being wounded.	<i>The Sun</i> : "The sentence is not merely just, but . . . in strict accordance with the law."	Parsons: "There was no evidence that any one of the eight doomed men knew of, or advised, or abetted the Haymarket tragedy."
Eight anarchists were tried and convicted		
Engel, Spies, Parsons, and Fischer were hanged.		
Lingg committed suicide.		
Fielden, Schwab, and Neebe were pardoned in 1893.		

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