

Unit 5: Progress and Change

Key Connections:

- Immigrants made industrialization possible by providing cheap labor.
- Businesses and the government use labor, land, and capital resources to spur technological advances and the industrial revolution.

Topic One: Migration and Manifest Destiny

Connections to the unit content: Students examine the effects of industrialization on the economy, jobs, and settlement patterns in the United States. Students use knowledge of regional US geography to examine why industrial hubs were located in cities in the Northeast United States. Industrialization made production cheaper and faster, making consumer goods more accessible to average Americans. Students learn that industrialization had a tremendous impact on the lives of Americans including where people lived and what they did for work. Students understand that the rise of factories created jobs in cities, leading to rapid urbanization in the North.

Key Questions:

- What was the Industrial Revolution?
- How did the economy change as a result of industrialization?
- How did industrialization impact where people lived in the United States?
 - What is urbanization and why did it occur?

Description:

Students examine the impact of industrialization on economic activity in and settlement patterns in the United States. Students investigate how the rise of the factory changed the ways that goods are produced, access to consumer goods, and jobs for average Americans.

Activities:

- Students answer the following question: What changes resulted from early industrial inventions?

Topic Two: Changing the Face of Cities

Connections to the unit content: Students examine life for immigrants coming to the United States during the early 20th century. Students learn that the rise of factory jobs during industrialization led many European immigrants to come to the United States in search of economic opportunity. Immigrants left their countries of origin for a variety of reasons including famine, lack of economic opportunity, or persecution. Around the turn of the 20th century, millions of new immigrants arrived in American cities. While this influx of immigrants contributed to a more diverse culture, it also created problems with overcrowding and unsanitary conditions in urban centers. Some Americans saw immigrants as a threat to American jobs and treated them poorly as a result. Students learn that women work to improve the conditions for people living in rapidly growing cities by pushing for reform and creating settlement houses. Students examine the experience of African Americans during this period of rapid urbanization. As African Americans face more violence and discrimination in the South, many migrate to Northern cities in search of a better life. Students compare and contrast the experiences of migration of African Americans and those of European immigrants. Students also learn how African Americans contributed to city culture.

Key Questions:

- What factors contributed to immigration of Europeans in the early 20th century?
 - What was life like for immigrants living in cities?
 - How have immigrants contributed to the culture of the United States?
 - What role did women have in improving conditions in cities?
- What factors led to the Great Migration of African Americans to northern cities?
- How did the movement to these cities change the lives of African Americans?

Description:

Students investigate the experience of immigrants coming to the United States at the turn of the 20th century through analysis of primary documents, and the creation of a budget from the perspective of an immigrant. Students examine the challenges faced by many immigrants during this time.

Activities:

- Students will work together to create a family budget.
- Students will answer the following question: What was life like for poor immigrants in the early 1900s?.

Priority Content and Concepts:

- Identify where the majority of immigrants to America came from in the late 1800s to early 1900s (Ireland, Italy, Japan, China).
- Describe the importance of Ellis Island and Angel Island to U.S. immigration.
- Explain how the Great Migration changed the culture of American Cities (Harlem Renaissance).
- Define diversity, and explain how the United States is a diverse country, using examples from the experience of immigrants, African Americans, and Native Americans.
- Examine how diversity can be seen through different foods, language, and customs today.
- Discuss how the image of a salad might represent diversity.
- Describe how a melting pot could represent U.S. culture.
- Discuss how the metaphor of a melting pot is different from the metaphor of a salad as used to discuss diversity.
- Explain what a cultural mosaic is (small pieces of culture comprising a larger overall culture) and discuss what a cultural mosaic represents about diversity in the U.S.
- Discuss whether the U.S. is better represented by a salad bowl, melting pot, or cultural mosaic as a model for diversity.
- Explain what the Industrial Revolution was (a change from an economy based on farming to one based on manufacturing in the Northern U.S.)
- Explain how inventions (spinning wheel, power loom, assembly line, electricity, steel production) impacted people and the economy.
- Explain the connection between industrialization and urbanization.
- Compare and contrast the motivations for migrating between pioneers moving westward, Europeans immigrating to the U.S., and African Americans migrating from the South to the North.
- Compare and contrast the experience of European and Asian immigrants during the late 1800s to early 1900s (living conditions, work experience, societal struggles).
- Discuss what life was like for people living in cities during the Industrial Revolution (housing conditions, factory working conditions, family life, societal backlash based on ethnicity for immigrants).
- Explain economic motivations for U.S. immigration in the late 1800s to early 1900s.
- Explain the connection between the prevalence of rivers in a region of the U.S. and that region's ability to industrialize.
- Explain how the Northeast region's geography and location made it an ideal place for factories (waterways for shipping goods, high population centers, on the coast).
- Explain why the South didn't industrialize to the same extent as the North, due to the physical characteristics of the region.
- Classify goods and services as needs and wants.
- Determine the difference between needs and wants, and determine personal needs and wants as a student.
- Discuss needs and wants as they relate to low-wage factory workers during industrialization.
- Define and provide examples of the economic terms human, natural, and capital resources.
- Identify the human, natural, and capital resources used in an American factory during the Industrial Revolution.
- Define and provide examples of the economic terms profit and risk.
- Describe the relationship between profit and risk.
- Explain how the terms profit and risk relate to the industrial revolution.
- Make a connection between risk and demand for goods and services.
- Use the terms profit and risk to describe immigrants leaving their home countries in search of employment in America.
- Explain the relationship between supply and demand, and how the relationship affects the price of goods.
- Explain the impact that industrial inventions had on supply and price.
- Explain how immigration related to the supply and demand for workers.
- Describe the ways that various forms of government collect taxes from citizens (on goods and services, from income).
- Identify goods and services that are funded through taxes.
- Explain spending through check, debit card, and credit card.
- Explain how ways of spending changed from industrialization to today (from cash-based spending to credit card, debit card, checks).
- Define the economic terms budget, needs, wants, income, and expense and provide examples.
- Discuss the benefits and drawbacks of saving money vs. spending money on wants.