

New York Up Close

Immigration and the Industrial Revolution

Teacher's Guide

Grade Level: 4

Curriculum Focus: State History

Lesson Duration: Five class periods

Program Description

Immigration and the Industrial Revolution— Each of the four videos in the series contains five segments on a separate theme: geography, history, economics, civics, and culture. This video tells the story of the construction of the Erie Canal, describes the experience of European immigrants' coming to America, and presents the major innovations of Thomas Edison. It uses the Triangle Shirtwaist fire as an example of what happens when people are not protected by the law, and it looks at how African-American culture and American culture as a whole were shaped by the period of artistic and literary expression known as the Harlem Renaissance.

Academic Standards and Assessment

New York Content Standards

This teacher's guide addresses state standards in Social Studies for Grade Four. To view the full descriptions, visit this Web site: <http://nylearns.org/standards/>.

Writer's Rubric

Use this four-point rubric to evaluate students' work in each lesson.

Rated	Ideas	Organization	Word Choice	Sentences	Spelling and Punctuation
4	many original ideas	ideas are in logical order	appropriate and creative	complete, clear, and easy to understand	few or no errors
3	some original ideas	most ideas are in logical order	most choices are appropriate, some creative descriptions	many complete, clear, and easy-to-understand sentences	some errors
2	few original ideas	some ideas are in logical order	some choices are appropriate, few creative descriptions	some run-on, incomplete, or unclear sentences	many errors
1	no original ideas	no ideas are in logical order	few choices are appropriate, no creative descriptions	several run-on or incomplete sentences and many unclear sentences	serious errors

Geography

The Erie Canal

Segment: 1

Standard: SS3.E.1E

Lesson Duration: One class period

Lesson Plan

Student Objective

- Investigate how people depend on and modify the physical environment.

Materials

- *Immigration and the Industrial Revolution* video, first segment
- copies for the students of a sheet including a map of New York State clearly showing the Erie Canal and the cities and towns built along it, and a list of about ten New York towns, such as Albany, Binghamton, Buffalo, Plattsburgh, Poughkeepsie, Rochester, Saratoga Springs, Schenectady, Syracuse, Utica, and Watertown
- Internet resources or New York State social studies textbook

Procedures

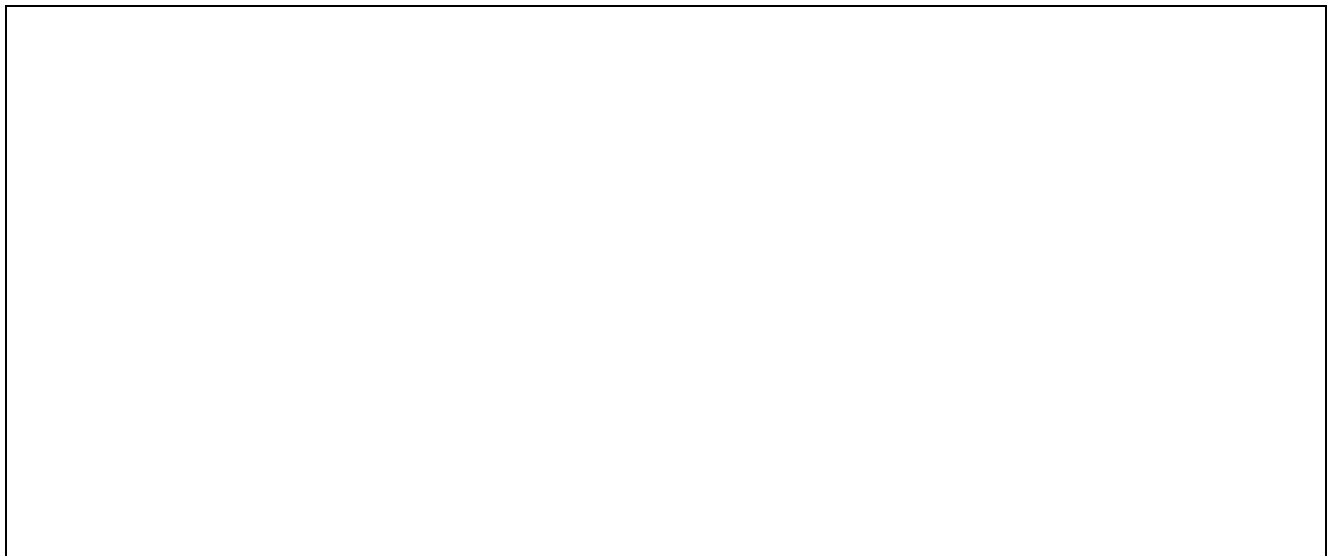
1. Brainstorm examples of how humans have changed the physical environment, and why. Begin with examples from the video; then ask students to think of others. Record their responses.
Examples:
 - digging canals to speed up shipping and open new areas to settlement
 - building roads and rail lines to speed up transportation over land
 - building dams and using irrigation to bring water to dry places
 - digging wells or mines to get resources such as oil and precious metals out of the earth
 - constructing bridges and tunnels to travel over, under, and around rivers, mountains, etc.
2. Generate at least two class definitions of the word “lock.” Invite students to recall the definition in the context of the video. Challenge them to consider the word in other contexts (e.g., a lock of hair, a lock on a safe).
Sample definitions:
 1. Part of a canal with gates at each end, used to raise and lower boats from one level to another
 2. A secure closure usually opened with a key or combination
3. Distribute one sheet to each student. Discuss the location of major towns and cities on the map in relation to bodies of water. Ask students which places were probably built after the Erie Canal was constructed. Invite them to check their answers by using available resources to find the year when each place was founded.

Name _____ Date _____

Locks

Write a sentence explaining why engineers had to use locks on the Erie Canal.

Describe how a lock worked by drawing a diagram. Include labels and written descriptions of important features.



Write a paragraph about how people modified the environment where you live. Explain the benefits and drawbacks of the changes they made.

History

Coming to America: New York's Immigrants

Segment: 2

Standards: SS1.E.1A, SS1.E.2A, SS1.E.4B

Lesson Duration: One class period

Lesson Plan

Student Objectives

- Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.
- Gather and organize information about the traditions transmitted by various groups living in their neighborhood and communities.
- Explore different experiences, beliefs, motives, and traditions of people living in your neighborhood, community, and state.

Materials

- *Immigration and the Industrial Revolution* video, second segment

Procedures

1. Brainstorm examples of the groups and backgrounds represented in their communities. Begin with examples from the video; then ask students to think of others. Record their responses.
Examples:
 - African American
 - Asian
 - Hispanic
 - Irish
 - Italian
 - Jewish
2. Generate a class definition of the term “discrimination.” Invite students to recall the definition in the context of the video. For example, on what basis were Irish immigrants discriminated? Race? Religion? Challenge students to consider other bases of discrimination, such as age or sex. Ask for examples of unfair treatment on the basis of age or sex. Sample definition: Discrimination is the unfair treatment of a person or group often based on prejudices about qualities such as age, sex, skin color, nationality, or religion.
3. Discuss the differences between the life of an American child today and that of an immigrant child in New York City in the early 1900s. Encourage students to imagine what life would be like if they had to work, rather than go to school and play with their friends. Ask students to explain why they think child labor was outlawed in the United States.

Name _____ Date _____

Away From Home

Check the most likely root of the word "immigrant." Explain your answer.

	<i>meander</i> , an English word meaning "to wander"
	<i>maigre</i> , Old French for "lean" or "thin"
	<i>migrare</i> , an Latin word meaning "to move"

I chose the word _____ because _____

Briefly explain what is wrong with discrimination on the basis of a person's religion, nationality, age, sex, or skin color.

Imagine you are an Irish immigrant living in New York City in the early 1900s. Write a letter home to tell about the advantages and disadvantages of living in the United States.



Economics

Thomas Edison and the Age of Electricity

Segment: 3

Standard: SS4.E.1D

Lesson Duration: One class period

Lesson Plan

Student Objective

- Discover how the availability and distribution of resources is important to a nation's economic growth.

Materials

- *Immigration and the Industrial Revolution* video, third segment
- images of inventions (e.g., light bulb, telephone, typewriter, personal computer)

Procedures

1. Brainstorm about everyday benefits of the existence of an electric power grid. Begin with examples from the video; then ask students to think of others. Record their responses.
Sample answers:
 - artificial light for doing homework and other activities after dark
 - hot showers using water heated by electric-powered boilers
 - cold drinks, ice cubes, and frozen treats because of refrigerators and freezers
 - faster and easier household chores with the help of vacuum cleaners, dishwashers, washing machines, and dryers
 - 24-hour entertainment using the Internet, television, DVD players, and stereos
 - the ability to recharge cell phones and laptop computers almost anywhere
2. Generate with the class a definition of the term "invention." Show the class the images of different inventions. Sample definition: An invention is the creation of something new (that can be patented).
3. Discuss with the class the distinction between invention and innovation. Explain that a light bulb was an invention, but it became an innovation when it was used for economic gain. In the case of the light bulb, it made inventor and patent-holder Thomas Edison a lot of money. It also made business owners money because workers could put in longer hours. Go through the images of inventions and ask students to explain if and how each one contributed to the nation's economic growth. Ask students to provide examples of other inventions and innovations.



Name _____ Date _____

Bright Ideas

Describe at least two innovations that followed each invention. Use the blank row for an invention of your own choosing. The first one has been done for you.

Invention	Innovation
television	1. TV sets were sold for a profit. 2. Advertisers used TV shows and commercials to sell products to viewers.
light bulb	
telephone	
vacuum cleaner	

Write a paragraph about how the invention of the electric power grid changed life for housewives in the United States. Think about how it affected the amount of free time they gained.



Civics

Workers' Rights: The Triangle Shirtwaist Fire

Segment: 4

Standards: SS5.E.1B

Lesson Duration: One class period

Lesson Plan

Student Objective

- Describe the probable consequences of the absence of government and rules.

Materials

- *Immigration and the Industrial Revolution* video, fourth segment

Procedures

1. Brainstorm examples of why societies need government rules. Begin with examples from the video; then ask students to think of others. Record their responses.
Examples:
 - to protect workers from unsafe conditions
 - to prevent disasters such as factory fires
 - to punish people who break the rules
 - to maintain order
 - to protect people's rights as citizens
2. Generate a class list of what could happen if government laws and regulations did not exist.
Sample responses:
 - fires
 - more burglaries and other crimes
 - more traffic accidents from speeding and deaths because cars would not have seatbelts
 - more illness and accidents because workers could be forced to work for very long hours
3. Discuss the value of government regulations. Ask what might have been done to ensure that a tragedy like the Triangle Fire would never happen again.
Sample responses:
 - The government could have outlawed locking workers into buildings.
 - Factory owners could have installed smoke detectors and sprinkler systems.
 - Builders could have built fire escapes strong enough to hold many people.Ask about other dangerous jobs or places, and how the government does or might in the future protect people on those jobs. Guide students to think of scenarios such as migrant workers picking crops sprayed with pesticides, or people performing repetitive tasks for many hours without a break, and so on. How can government rules protect them? Should they protect them?



Name _____ Date _____

Protection Under the Law

Write a sentence about how government protects people.

Give two examples of what might happen if society did not have government and rules.

1. _____

2. _____

Write a paragraph about the Triangle factory fire. Explain how the government could have prevented the fire. What rules could they have put in place?



Culture

The Harlem Renaissance

Segment: 5

Standards: SS1.E.1A, SS1.E.4C

Lesson Duration: One class period

Lesson Plan

Student Objectives

- Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.
- View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Materials

- *Immigration and the Industrial Revolution* video, fifth segment
- Langston Hughes's "Dream Variations"
- drawing materials (pencils, crayons, markers, etc.)

Procedures

1. Brainstorm examples of artistic mediums, or the materials through which artists express themselves. Begin with examples from the video; then ask students to think of others. Record their responses.
Examples include:
 - painting
 - poetry
 - sculpture
 - music
 - dance
 - acting
2. Generate with the class a definition of the word "renaissance." Explain that the literal translation of the word, which comes from French, is "rebirth." Ask students to think about why the artistic and intellectual movement in Harlem from 1919 to the early 1940s was called a renaissance. Sample definition: Literally, rebirth or revival; also, a movement of lively artistic and intellectual activity.
3. Discuss the roots of the artists of the Harlem Renaissance. You may start this discussion by reading aloud Langston Hughes's "Dream Variations." Where did these artists originate? (e.g., the South, Africa). Ask students whether the Harlem Renaissance only affected blacks. How did it shape American culture as a whole, if at all?

Name _____ Date _____

Harlem Renaissance

Many artists of the Harlem Renaissance expressed their culture and identity through paintings and poetry. In the space below, write a poem and make a drawing. Each should express who you are.
