

Unit 2: Urbanization/Immigration (1877-1920)

Unit #:	APSDO-00022817	Duration:	3.0 Week(s)	Date(s):	
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Team:
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Grades:
 11

Subjects:
 Social Studies

Unit Focus

In this unit, students will analyze the effect of immigration and industrialization on the development of early American cities. The students will examine the factors that motivated people to emigrate, the lack of planning in the development of American cities, and how political machines both helped and exploited the urban poor. In addition to a unit test, students will investigate the extent to which the American Dream was or is attainable. Primary instructional materials for this unit will include primary and secondary sources as well as a U.S. History textbook *The American Pageant or The Americans*, maps and artifacts.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 11</i></p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <i>CCSS.ELA-LITERACY.RH.11-12.1</i> • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, 	<p>T1 (T1) Access and analyze text for context, reliability and accuracy to determine relevance. T2 (T2) Create question(s) or statement(s) that advance research and analysis. T3 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.</p>	
	Meaning	
	Understandings	Essential Questions
<p>U1 (U202) Change: Innovations and revolutionary changes can lead to intended and unintended consequences that can be both positive and negative. U2 (U402) Movement of population depends upon availability of resources and perception of security.</p>	<p>Q1 To what extent was the American Dream achievable for most immigrants?</p> <p>Q2</p>	

<p>demonstrating understanding of the subject under investigation. <i>CCSS.ELA-LITERACY.WHST.11-12.7</i></p> <ul style="list-style-type: none"> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <i>CCSS.ELA-LITERACY.WHST.11-12.8</i> Draw evidence from informational texts to support analysis, reflection, and research. <i>CCSS.ELA-LITERACY.WHST.11-12.9</i> <p>Connecticut Goals and Standards <i>Social Studies : 11</i></p>	<p>U3 (U500) Beliefs influence cultural practices and human behaviors.</p> <p>U4 (U601) Cooperation: Conflict can have significant costs and benefits for both winners and losers.</p> <p>U5 (U800) It is through the actions of people that human rights are preserved or restored.</p> <p>U6 (U902) What it takes to "fit in" with a group may come at too high a personal cost.</p>	<p>How did urbanization affect American society?</p> <p>Q3</p> <p>To what extent did America uphold its principles of equality and liberty for all during this time period?</p> <p>Q4</p> <p>Under what circumstances if can America limit immigration based on country of origin?</p> <p>Q5</p> <p>To what extent is America the land of opportunity?</p> <p>Q6 (Q803) How do all people deserve to be treated?</p> <p>Q7 (Q900) Who fits in here? Who is excluded? Why?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
<p>K1</p> <p>Immigration to the United States increased greatly due to the belief in the American Dream</p> <p>K2</p> <p>Rapid, unplanned growth of cities led to the deterioration of living conditions for the laborers</p> <p>K3</p> <p>Exploitation of workers was the result of a high demand for jobs</p>	<p>S1</p> <p>Determine and locate types of sources that help to answer a question</p> <p>S2</p> <p>Construct explanations using sound reasoning, appropriate sequence, and relevant details</p> <p>S3</p> <p>Evaluate a given action or series of actions to determine effectiveness in relation to a goal</p> <p>S4</p>	

<p>circumstances of time and place as well as broader historical contexts. <i>HIST.9-12.1</i></p>	<p>K4</p> <p>Nativism was a result of the fear that new cultures would erode the American way of life</p> <p>K5</p> <p>Essential Concepts/Terms: Ellis Island, Angel Island, melting pot, nativism, Chinese Exclusion Act, Gentlemen's Agreement, urbanization, Americanization movement, tenement, mass transit, Social Gospel movement, settlement house, political machine, graft, patronage, civil service, Pendleton Civil Service Act</p>	<p>Communicate ideas through different genres, media formats, and styles of presentation</p>
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