



Industrialization and Immigration (3 Weeks)

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 **Purpose:** The goal of this unit guide is to provide teachers with ready-to-use resources and guidance aligned to the [FCPS Learning Model](#). The layout follows a “[backward design](#)” approach to teaching and learning resulting in a performance assessment. Content resources and instructional strategies can be used to design learning experiences during the unit. Additionally, there are complete, unit specific, performance assessments teams can choose to use. Our standard 1 rubric supports social studies teaching and learning: [Standard 1 Rubric](#).

Unit Overview

Description

Using the past to better understand ourselves, society, and the contemporary world is a core aspect of social studies education.

- This unit on Industrialization & Immigration is a study in agency and advocacy.
- The resources and guidance below support the development of students’ thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

[Unit VDOE Standards](#)

- **VUS.8.** The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century

Unit Priority Standards

- **8.b,c,d, f** - Students will apply social science skills to understand the experiences of immigrants, developments of the Progressive Movement, the impact of prejudice and discrimination (including “Jim Crow” laws) and the practice of eugenics in Virginia *with an emphasis on the concepts of power, position, and agency.*

- **DL.9-** Students will respond to diversity by building empathy, respect, understanding and connection.
- **JU.14-** Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

VDOE 2020 - 2021 Technical Edits and Corresponding Resources

Note: Some resources contain explicit, hateful, or offensive language and content. Teachers should preview resources before use to prepare students. Resources can also be used to build teachers' subject matter knowledge.

8a. This growth, while positive for some, resulted in more displacement for American Indians. **destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes.**

Westward movement

The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, which was the only way to get cattle to market **before the spread of railroads soon thereafter.**

[The Dawes Act \(US National Park Service\)](#)

U.S. National Park Service site with content outlining the Dawes Severalty Act.

[Southern Journey](#)

Interactive map and learning resources from New American History detailing Indian Removal to the Great Migration to COVID-19.

8b. Inventions/innovations

- Filament for light bulb (Lewis Lattimer)
- Gas Mask & Traffic Light (Garrett Morgan)

Economic/Industrial leaders

- "Madame CJ Walker" - Sarah Breedlove (hair products & cosmetics)

Emergence of leisure activities

- Vaudeville & minstrel shows

[From Dreams to Reality - A Tribute to Minority Inventors : US Patent and Trademark Office \(USPTO\)](#)

Video on minority inventors.

PBS video "Headstrong" series: [Madam C.J. Walker](#)

Brief video on Sarah Breedlove/Madame C.J. Walker including her business success and involvement in the fight for civil rights and contributions to African American schools and funds -- mentions she was the first African American millionaire.

[Oh the Places You'll Go Pt. I: Williams & Walker and Vaudeville](#)

Information for teachers on two African American Vaudeville performers and their contributions to changing the storylines for African American performers.

[Aunt Jemima Stereotype-HTS CCOT](#)

8d/8g. During the early twentieth century, African Americans began the Great Migration to Northern cities in search of jobs and to escape poverty, discrimination, and state sponsored violence in the South African Americans also

[Lynching in America](#)

Excellent resource with short summaries, primary resources, and visuals on the history of lynching in the U.S.

experienced discrimination and violence in the North and Midwest but had greater opportunities than were available to them in the South.

~~Laws limited freedoms for African Americans:~~

~~Intimidation and crimes were directed against African Americans (lynchings):~~

Lynching

- Was the illegal killing of people by gangs of violent vigilantes.
- Occurred in all parts of the country and sometimes against accused white people, but increasingly targeted African Americans in the South.
- Was meant to intimidate African Americans from asserting themselves in any way, including politically.
- Were often conducted publicly and with the cooperation of law enforcement.
- Grew most prevalent at the same time as segregation and disfranchisement laws, in the 1890s and early 1900s, when thousands of African Americans were killed.

[History of Lynching in America](#)

NAACP history of Lynchings. Includes brief overview and two primary source excerpts.

[Nearly 2,000 Black Americans Were Lynched During Reconstruction | Smart News](#)

Historical and legal perspectives on the legacy of lynching in America. Teacher-facing documents.

[NAACP's Anti-Lynching Campaigns: The Quest for Social Justice in the Interwar Years](#)

National Endowment for the Humanities lesson plan series for teaching the history and legacy of lynching.

[Civic Education A History of Tolerance for Violence Has Laid the Groundwork for Injustice Today](#)

Historical and legal perspectives on the legacy of lynching in America. Teacher-facing documents.

8d. During the early twentieth century, African Americans began the Great Migration to Northern cities in search of jobs and to escape poverty and discrimination in the South.

African Americans also experienced discrimination and violence in the North and Midwest but had greater opportunities than were available to them in the South.

Mob violence, such as in Danville in 1883.

~~Many African Americans eventually found that the North was not much unlike the South when it came to racial attitudes and its use of subtle ways to enforce the separation of the races.~~

[Danville Riot](#)

This is a ready-made online lesson plan in which students explore the Danville Riot in the context of learning to think like an historian, and in the context of social justice.

[Danville Massacre](#)

Primary resource document: reprint of article in the New York Times about the Danville Massacre.

8e. Great Migration

- The Great Migration began post Reconstruction and continued through the 1920s.
- Created opportunities for African Americans in housing, education, and politics.
- By the turn of the 20th century, the vast majority of black Americans lived in the Southern states.
- The widespread migration of African Americans moving from rural communities in the South to large cities in the North and West.

“Push” factors:

- poor economic conditions in the South— intensified by the limitations of sharecropping, farm failures,

[The African American “Great Migration” and New European Immigration](#)

Article on the African American “Great Migration” and New European Immigration.

[Help Wanted Advertisements in the Chicago Defender · SHEC: Resources for Teachers](#)

Article on The African American “Great Migration” and New European immigration with charts, graphs, and photographs.

[Map of Railroad Routes used in Great Migration](#)

Map showing routes followed by African Americans during the Great Migration.

and crop damage.

- ongoing racial oppression in the form of Jim Crow laws.

“Pull” factors:

- encouraging reports of good wages and living conditions that appeared in African American newspapers.
- advertisements for housing and employment and firsthand stories of new found success in the North and western areas such as the Chicago Defender.
- Other areas such as Detroit, Michigan; Cleveland, Ohio; and New York City saw large numbers of migrants coming for new opportunities.

8e. Growth of cities

As the nation’s industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers.

Factories in the large cities provided jobs, but workers’ families often lived in harsh conditions, crowded into tenements and slums. Cities such as Atlanta, Birmingham, Dallas, and Houston also grew rapidly in the South, though without many immigrants.

Industrialization: Formation of labor unions

Brotherhood of the Sleeping Car Porters & Maids led by A. Philip Randolph & Chancellor Owens

8f. Changes in voting laws in the South disenfranchised African American male voters

- Every southern state revised their constitutions and voting laws in this period.
- Each change was put forward as a reform and aligned with those of the rest of the country, especially secret ballots, literacy tests, and poll taxes.
- The Wilmington Insurrection of 1898 in North Carolina saw white political leaders illegally and violently remove black officeholders.
- The changes, however, greatly reduced the ability of African Americans in the South to vote, along with poorer white people.
- Strengthened segregation laws were also touted as progressive changes to bring stability to the southern social order.

[Migration and Immigration in the late 1800's](#)

Archival resource article linking to primary sources.

[Chicago's Urban League](#)

Ads providing assistance to African Americans who moved north to Chicago.

[Summary of the Wilmington Insurrection with supporting documents from ArcGIS](#)

Story map of the Wilmington insurrection with supporting visuals and other primary resources.

[Chicago's Double Shift Schools](#)

Document showing school segregation in Chicago, 1960.



Essential Questions:

- How do power and privilege impact social reform?
- How do societies change and who benefits from these changes?
- How does economic activity and issues impact other parts or aspects of society?
- How does learning about **industrialization and immigration** impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?

Portrait of a Graduate:



I read and research to understand, evaluate, or create new information or ideas.



I participate in solving problems that provide viable and sustainable solutions to my community.

Considerations for Learner-Centered Environment ([Cultural Responsiveness](#) & [SEL](#))

Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.

- **Affirming Student Identities:** *Students thrive when teachers know them well, and affirm their individual and diverse identities.*
- **Class discussions:** *Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.*
- **Cooperative learning:** *Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively*
- **Constructing Knowledge:** *Students make meaning of enduring concepts and systems.*
- **Reflection:** *Students are afforded reflection time to develop self- and social awareness*

Ways to build community in your online class

Purposeful and Balanced Assessment

Intended Learning Outcomes: *What will students know and be able to do?*



- By studying the history of immigration and industrialization in the US, students will analyze reforms to understand who benefited and who was harmed or left out, including the 19th Amendment and the eugenics movement.
- By studying the history of immigration and industrialization in the US, students will explain and evaluate the resistance to Jim Crow and the goals of major Black thinkers and

activists of the period. Furthermore, students will understand that racism and xenophobia were not regional phenomena and occurred across the US.

- [Rubric: Standard 1](#)



Formative Assessment: *The primary purposes of formative assessments are to gauge student understanding of content and think about what they have learned. These assessments are not necessarily graded.*



- [Horizon Assessments](#) - a collection of multiple choice test items.



Learning is a Product of Thinking : *What opportunities will students have to think about content and how it relates to themselves, others, and life in and beyond school? Use any time during class (bell ringer, exit ticket etc..)*

- [Visible Thinking Routines \(Main Toolbox\)](#)
- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

**Ready to Use Visible Thinking Routines -
These are set to "View Only." Make a Copy to Use with Students**

Frayer Models: Concepts & Content	Walk the Week	3-2-1 Bridge	Surprising, Interesting, Troubling
Headlines!	+1 Routine	What Makes You Say That?	1-2 Minute Essay
Connect, Extend, Challenge	Projecting Across Distance	Projecting Across Time	The Explanation Game
Facts or Fiction	Unveiling Stories	Stories	Main-Side-Hidden
Parts, People, Interactions	Parts, Perspectives, Me	Parts, Purposes, Complexities	Circle of Viewpoints
The 3 Whys	Circles of Action	Here Now There Then	See Think We Me
Beginning, Middle, End	Values, Identities, Actions	Imagine If	What Can Be
I Used to Think... Now I Think	Claim Support Question	Question Starts	Word Phrase Sentence

[Relevant or Not](#)

[Learning to Infer](#)

[Anticipation Guides](#)

[Text-Text, Self, World](#)



Summative Assessment: *How might students demonstrate mastery of the learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.
- Summative assessments should use our [Standard 1 Rubric](#)
- See the bottom of the guide for PBA options for this unit.

- These POG resources support student reflection.

POG Reflection

[Reflection Cards](#)

[Self-Assessments](#)

[IB Aligned Self-Assessments](#)



Scaffolds and Supports for [Special Education](#), [English Learners](#), [Advanced Learners](#)

There are 13 Academic Language and Disciplinary Concept sheets linked below shaded in green. See more information [from the ESOL department about academic language here](#).

- Students access and use the academic language needed to engage in a task;
- Students are able to communicate their thinking at high levels;
- Instruct with attention to the discourse, sentence patterns, and words that students need.

The additional supports (not shaded) are from a variety of sources.

[Analyze](#)

[Cause and Effect](#)

[Classify](#)

[Compare and Contrast](#)

[Evaluate](#)

[Infer](#)

[Inform](#)

[Inquire](#)

[Justify](#)

[Persuade](#)

[Problem Solve](#)

[Sequence](#)

[Synthesize](#)

[AAP Critical and Creative Strategies](#)

[Graphic Organizers in Google](#)

[Sentence Starters](#)

[Primary and Secondary Source Graphic Organizers from the National Archives](#)

[Secondary Education Literacy Strategies](#)

 Meaningful Learning Experiences 

These resources use unit specific content to support the development of students' skills & thinking.

- FCPS Created [Digital Background Information Collections](#)
 - [Immigration and the US](#)
 - [Progressive Era](#)
 - [Women's Rights](#)
- Historical Thinking Skills Activities
 - Cause and Effect [The 19th Amendment](#)
 - Continuity and Change Over Time [Immigrant Labor](#), [Garrett Morgan](#), [Aunt Jemima Stereotype-HTS CCOT](#)
 - Perspectives [Chinese Immigration](#)
 - Periodization [Ellis Island](#)
 - Story-Telling and Narrative Creation [Rockefeller Monopoly](#), [Madam C.J. Walker](#)
 - Connections [Statue of Liberty](#)
- Stanford History Education Group [Log-in Required](#)
 - [Standard Oil Company](#)
 - [Immigration](#)
 - [Jacob Riis](#)
 - [Child Labor](#)
 - [Homestead Strike](#)
 - [Albert Parsons SAC](#)
 - [Chinese Immigration and Exclusion](#)
 - [Japanese Segregation in San Francisco](#)
 - [Booker T. Washington and W. E. B. Du Bois](#)
 - [Great Migration](#)
 - [1898 North Carolina Election](#)
 - [Settlement House Movement SAC](#)
 - [The Conservation Movement](#)
 - [Prohibition](#)



- [Background on Woman Suffrage](#)
- [Anti-Suffragists](#)
- [Carlisle Indian Industrial School](#)
- [Battle of Little Bighorn](#)
- [The Role of Women](#)
- [Pullman Strike](#)
- [Populism and the Election of 1896](#)
- [Political Bosses](#)
- [Photographs of Working Children](#)
- [The Rockefeller Foundation](#)
- [Anarchism and the Haymarket Affair](#)
- [Children Working in Mines](#)
- [Lewis Hine](#)
- [Labor History](#)
- [Anarchism and the Haymarket Affair](#)
- [1877 Railroad Strike](#)
- [Haymarket Aftermath](#)
- [Riis's Urban Photography](#)
- [The KKK in the 1870s](#)

- **SOL Content Summaries and Activities**

- [Industrialization](#)
- [Immigration](#)
- [The Progressive Era](#)

Additional Disciplinary / Content Area Resources

(Basal resources, Library Resources, Media Collections)

- **Digital Textbook:** Virginia and United States History
 - **Topic 9:** Industry and Immigration (1865-1914)
 - **Topic 11:** America Comes of Age (1890-1920)
- [FCPS Library Databases](#)
- [Smithsonian Primary Source Database](#) (username and password is "fairfax")
- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)
- **eMaps - 100's of pre-created digital maps**
 - Type "emaps" in your search bar to access



[Additional Digital Tools](#) (Not specific to content)

Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning

- **Flipgrid**- student can share their responses and leave feedback for their peers
- **Voicethread**- students can record their responses
- **Google Slides**-can be used for collaboration or for digital poster creation using the "publish to the web" feature or as a graphic organizer


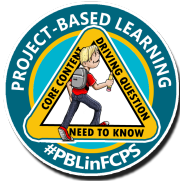
- [Google Slides and Reflection \(Brief the President\)](#)
- [Google Slide and Reflection \(Leadership\)](#)
- [News Report](#)
- [Open Choice - Themes and Change over Time \(Year Long\)](#)
- Documentary: [PBS Chinese Exclusion Act](#) (1:51)
- Interview: [Historian David Huyssen about the Progressive Era and the connection to the present](#)
- Resource book: [Race and Membership in American History](#)
- Book excerpt: [Finish the Fight!](#)
- Article: [‘This Is Not a Boring History of Nagging Spinsters’](#)

- **Thinglink:** Students create their own hyperlinked themed map or image.


 Complete Unit Specific Performance Assessments 
[Standard 1 Rubric](#)

- [FCPS Created Performance Based Assessments](#)
- C3 Inquiries for this Unit [General](#) and [VA Hub](#)
 - [Is Anything New about Today’s Immigration Policy Debate?](#)
 - [Was the Vote Enough?](#)
 - [Is greed good?](#)
 - [Is America the “Promised Land” for the world’s immigrants?](#)

PBA Templates - Use and Modify these 3 Formats to Design your Own PBA

Support a Claim or Position	Digital Portfolio	Taking Informed Action
<p style="text-align: center;">Suggested Planning Template to Modify/Use</p> <p>Goal: Students construct an argument (e.g., detailed outline, visual, essay) using specific claims and relevant evidence from sources while acknowledging competing views.</p>	<p style="text-align: center;">Suggested Planning Template to Modify/Use</p> <p>Goal: Students create artifacts/products that demonstrate their learning related to the essential question.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Suggested PBL Template to Modify/Use</p> <p>Goal: Students act in ways that allow them to demonstrate agency in a real-world context.</p> <div style="text-align: center;">  </div>



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