

Steve Chester

Course: IB American History Level:11th

Title/Subject of Lesson: Immigration during the Industrial Revolution

Date(s) _____

Amount of Time: hour Period # : 3rd

ESSENTIAL QUESTION:

How did Immigration affect the Industrial Revolution?

GOALS and FIT:

Goals: Students will understand that while all the issues during the Industrial Revolution were blamed in immigrants (dirty streets, crime, etc), the US would not have been able to sustain growth over the long run without it

Fit: Immigration is a staple of the Industrial Revolution

OBJECTIVES:

- A. Students will be able to explain in their own words the affects immigration had on the urbanization of major US cities
- B. Students will be empowered to share their own experiences of immigrating to the US
- C. Students will be able to draw correlations between the growth of industry and population booms during the peak of immigration

STANDARDS:

8.1.12C - Evaluate historical interpretation of events.

8.3.12A - Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present

8.4.12A - Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.

MATERIALS:

Teacher Materials: PowerPoint, computer paper

Student Materials: computer paper

OPENER:

A. Since this is a 2 day class there are 2 pre-classes. The first day, the pre-class is: When did unions start including immigrants, women and children?

2. What was the effect of accepting them into unions?
3. What was city life like during the Industrial Revolution?
4. Was the US a Melting Pot or a Salad Bowl during the I.R.?
 2. What is it now?

B. The second day, the pre-class is:

1. Who were the “new Immigrants”?
2. Why did they leave Europe?
3. Why were Immigrants unwelcome in the US?

BODY OF THE LESSON:

- A. This lesson looks at the affect immigration had on urbanization and the Industrial Revolution
 - a. Most of my students in this class are either first or second generation immigrants so I’m going to start the lesson part of the class by asking them what their experiences are
 - b. I’ve split this lesson into 2 parts
 - i. First is the “old immigrant”
 1. These are the people who immigrated from western Europe before the 1880’s
 2. Because immigrants were not welcomed when they first arrived, pockets of immigrants were created all over big cities
 - ii. The new immigrant, beginning in the 1880’s, was mostly southern Europeans
 1. They came because of religious/financial persecution

2. Since Europe was just finishing their Industrial Revolution, social mobility was not really attainable anymore
- c. American reactions
 - i. "natives" and the "old immigrant" populations did not like the new immigrant
 - ii. they blamed all issues in society on them
 1. dirty streets
 2. crime
 3. corruption
 4. poor working conditions
- B. Finish the lesson by looking at political cartoons
 - a. These cartoons look at how immigration was viewed back during the late 1800's
 - b. Have the students interpret them
- C. With the time left, have the students split into their pairs and make a political cartoon representing how they feel people view immigrants are viewed today
- D. Tell the students that they will vote on the best one on Monday

CLOSURE:

- A. The closure is talking about the political cartoons
- B. The second part of this closing is the students making the political cartoons
 - a. The purpose of this is to get the students to interpret views on immigration for themselves

ASSESSMENT/EVALUATION:

- A. the political cartoons the students make

PERSONAL REFLECTIONS / NOTES: