

SOCIAL STUDIES DEPARTMENT

GRADE 7: VOICES OF AMERICA

Contact Information

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The Department's Educational Philosophy and Guiding Principles

The goal of the Social Studies Department is to provide students with the information and skills necessary to act as responsible global citizens. To achieve this goal we facilitate the process whereby students develop an understanding of American culture. Culture includes the unique characteristics of American society – its social structure, economic system and political organization. An understanding of American society must be grounded in a knowledge of the general patterns of western civilization from which American culture evolved. In an age of increasing global interconnectedness, it is vital to develop an awareness of and appreciation for other cultures.

We believe that:

- Students learn best in a safe and comfortable learning environment that fosters mutual support, respect of differences, and active participation in the educational process.
- Students and teachers should be partners in the learning process.
- Students should be provided learning experiences that involve higher-level thinking and multiple learning styles.
- Students should be provided opportunities to connect the curriculum to something relevant in their own lives.
- Students should have opportunities to construct their own meaningful, relevant learning experiences.
- Students who have opportunities to better understand and reflect upon their own experiences are better equipped to more deeply understand the experiences of others.
- Students will be better prepared for the larger community and become active and thoughtful citizens when they believe that they have an important voice.

The social studies curriculum was carefully created to help students through the complicated transition to adolescence and our junior high school. It has been revised many times and continues to be revised to meet the changing needs of our increasingly diverse school and society. The course is purposefully designed to create an environment in which all young people feel valued and respected. Lessons encourage students to think critically, be respectful of differences, individuality and varied points of view. By studying the experiences of individuals and groups during different periods in American history in Grade 7 and World Cultures in Grade 8, students are able to draw connections between their own lives and those of others.

VOICES OF AMERICA: GRADE 7

Course Frequency: This course meets every day for the entire school year.

Credits Offered: N/A

Prerequisites: N/A

Background to the Curriculum

Seventh grade is a challenging crossroads between childhood and adulthood. Students undergo tremendous changes. Here in Acton-Boxborough, seventh grade is especially challenging because students are making the transition from small familiar elementary schools to a larger, more complex and more diverse junior high school. The experience of coming from five different elementary schools to the junior high can be anxiety provoking for many students who are worried about their perceived differences and about “fitting in.” Increasingly, RJ Grey students come to the junior high school from many different backgrounds and experiences. Perhaps more so than in any other time in their lives, these young adolescents are struggling with issues of identity and acceptance.

Adolescence is a time when many students are preoccupied with who they are and how they fit into their school, community, and world – the ideal time to explore a curriculum focused on identity and the experiences of individuals and groups in American society.

The social studies curriculum was carefully created to help students through the complicated transition to adolescence and our junior high school. It has been revised many times over the last fifteen years and continues to be revised to meet the changing needs of our increasingly diverse school and society. The course is purposefully designed to create an environment in which all young people feel valued and respected. Lessons encourage students to think critically and to be respectful of differences, individuality and varied points of view. By studying the experiences of individuals and groups during different periods in American history, students are able to draw connections between their own lives and those of others.

Core Topics/Questions/Concepts/Skills

Unit I: Understanding Ourselves

Essential Questions

1. What are the factors that shape our identities, our perceptions, and how we are perceived?
2. What is the American *Promise*?
3. Why is it important to be a critical thinker?

Essential Understandings

1. There are numerous factors that shape our identities and that, in turn, affect how we see the world, and how the world sees us.
2. The American *Promise* consists of liberty, equality, justice and opportunity for all.
3. Critical thinking is necessary to preserve a free and just society.

Critical Thinking Skills Introduced

1. Identifying and using supporting evidence (facts, quotes, statistics and observations) to back up answers, opinions, and conclusions, and to make predictions
2. Making inferences
3. Summarizing information to draw conclusions

Study/Organizational Skills

1. Keeping an organized social studies binder
2. Using a plan book
3. Identifying study strategies for quiz/test preparation
4. Using a rubric to guide longer-term assignment and project completion

Writing Skills

Writing a paragraph

1. Writing a clear and complete sentence
2. Using supporting evidence
3. Summarizing
4. Writing a concluding sentence

Unit II: A Nation of Change

Essential Questions

1. What is the American *Promise* versus the American reality?
2. What has contributed to the shadow over the American *Promise*?
3. How can active citizenship bring about social, political and economic change?
4. Have once excluded groups been able to gain access to the American *Promise*?
5. How do historians use primary and secondary sources to make inferences and draw conclusions?

Essential Understandings

1. The American reality is that not everyone in the U.S. has equal access to the American *Promise*.
2. Numerous factors have contributed to the shadow over the American *Promise* as some individuals and groups have had access to the *Promise* and others have not.
3. Active citizenship can bring about social, political and economic change through political organizing, raising awareness, and voting.
4. Over time, groups once excluded have been able to gain access to the *Promise*; America is a work in progress.
5. Through active reading, understanding context and point of view, and close analysis of sources, historians are able to make inferences and draw conclusions.

Critical Thinking Skills Introduced

1. Identifying cause and effect relationships

Critical Thinking Skills Reinforced

1. Identifying and using supporting evidence (facts, quotes, statistics and observations) to back up answers, opinions, and conclusions, and to make predictions
2. Making inferences
3. Summarizing information to draw conclusions

Study/Organizational Skills Reinforced

1. Keeping an organized social studies binder
2. Using a plan book
3. Identifying study strategies for quiz/test preparation
4. Using a rubric to guide longer-term assignments and project completion

Writing Skills Reinforced

Writing a paragraph

1. Writing a clear and complete sentence
2. Using supporting evidence
3. Summarizing
4. Writing a concluding sentence

Course-End Learning Objectives

<u>Learning Objectives</u>	<u>State standards, where applicable</u>
<p><u>Unit I: Understanding Ourselves</u> (September - December)</p> <p>I: Creating a Safe and Respectful Community</p> <ul style="list-style-type: none">A. Identify teacher’s and students’ behavioral and academic expectations for one another.B. Draft a student-generated team constitution, with the goal of creating a safe and respectful community. <p>II: Where am I?</p> <ul style="list-style-type: none">A. The compass rose: cardinal and intermediate points.B. Locate your home on a map of Acton and Boxborough.C. Use primary and intermediary directions to locate relative, significant landmarks in Acton and Boxborough, such as: schools, recreation areas, libraries, etc. (Resource: <i>Hometown Geography</i>).D. Locate Acton and Boxborough on a map of Massachusetts.E. On a U.S. map, locate and label the fifty states.F. On a world map, locate and label:<ul style="list-style-type: none">a. the four hemispheresb. the seven continentsc. the five oceansd. the Equator and Prime Meridiane. the two poles <p>III: Who am I?</p> <ul style="list-style-type: none">A. Draw the conclusion that we all come from many different backgrounds and types of families.	<p>The standards are in “bold”; the non-bold numbers indicate concepts/skills (i.e., grade 7, #4)</p> <p>5.5 Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G)</p> <p>4.15 Describe the diverse nature of the American people.</p>

- B. Define identity as one's sense of self and who one is.
- C. Draw conclusions about identity:
- a. There are many factors that shape identity, including: name, religion, age, gender, family, ethnicity, personal experience, interests, abilities, etc.
 - b. We often are most aware of those parts of our identities that make us feel different from the majority of people we are with. (majority = the larger group; more than half the people in the group; minority = the smaller group; less than half the people in the group.)
 - c. We often don't think as much about those pieces of our identity that are similar to the majority of the people we are with.
- D. Define diversity as differences among people in a society, pluralism as encouraging diversity, and conformity as when an individual or group tries to be like another individual or group, often at the expense of his or her own individuality - and the pros and cons of each.
- E. Define stereotype, prejudice, and discrimination, and the cause and effect relationship between them.
- a. stereotype: a frozen **idea** of a group or person THAT labels all of its members with the same characteristics
 - b. prejudice: a strong **feeling** or attitude against a person or group, not based on facts or knowledge, often based on stereotypes
 - c. discrimination: treating one person or group differently from the way you treat another; usually unfair treatment. Discrimination is the **action** one takes based on feelings of prejudice.

F. Conclude that stereotypes, prejudice and discrimination can affect the experiences of an individual with a particular identity. (Resource: Lunch Date video)

IV: Who are We?

- A. Define and distinguish between primary and secondary sources and evaluate their advantages and disadvantages.
- B. Recognize that one makes inferences when using primary sources. (Resource: Making Inferences)
- C. Conclude that the status of women was subordinate to that of men in Colonial America. (Resource: Letters from Abigail Adams)
- D. Define value as a core, motivating belief that guides your thoughts and actions.
- E. Identify the values of the American *Promise* as liberty, justice, equality, and opportunity, as found in the *Declaration of Independence*.
- F. Recognize that the *Declaration of Independence* is a primary source document.
- G. Examine identities of the signers of the *Declaration of Independence* and identify shared parts of the signers' identities.
- H. Identify various forms of world governments.
- I. Define a democratic republic as a form of government in which people make decisions through the election of representatives; identify the U.S. as a democratic republic.
- J. Identify that a democratic republic is the form of government chosen by the Founding Fathers when they created the government of the United States.
- K. Identify the *U.S. Constitution* as the foundation/structure of the government of the United States.

USG.2.6 Define and provide examples of fundamental principles and values of American political and civic life, including . . . diversity.

USI.3 Explain the influence and ideas of the Declaration of Independence . . . (H, C)

5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles. (C)

5.9 Explain the reasons that the language, political institutions, and political principles of what became the reasons for its inclusion in the Constitution in 1791. (H, C)the USA were largely shaped by English colonists . . . (H, C)

USG.2.5 Explain how a shared American civic identity is embodied in founding-era documents and in core documents of subsequent periods of United States history.

- L. Identify the First Ten Amendments to the *Constitution* as the *Bill of Rights* and the liberties they guarantee.
- M. Trace and connect the specific grievances found in the Declaration of Independence to the liberties and protections found in the *Bill of Rights*.
- N. Identify contemporary examples of the *Bill of Rights*.
- O. Explore the implications of diversity and conformity for individuals and society. Read story, *Harrison Bergeron*.
 - a. Discuss themes of diversity and conformity, the relationship between the individual and society, and the importance of active citizenship, critical thinking, and political awareness in a free society.
- P. Identify paths members of American society can take to voice their opinions and/or affect change: vote, perform community service, participate in town meetings, engage in debate, write a letter to a newspaper or elected official, organize a protest, write or sign a petition, run for office, etc., and the importance of being an informed and active citizen.
- Q. Express student's own vision of the *American Promise*

Unit II: A Nation of Change (January through June)

I: Early America and Americans

- A. Identify Native Americans as the first Americans who populated the Americas for thousands of years prior to 1600.
- B. Identify how the arrival of European settlers to the East Coast of modern day America led to the forced resettlement of Native Americans.
- C. Identify that the majority of European settlers were mostly white, British, Protestant farmers.
- D. Infer that by 1750 and continuing into the early 1800s, the Native Americans were relocated from the Northeast, Southeast,

5.26 Identify the rights in the Bill of Rights and explain

USI.9B Explain . . . the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures the rights to persons accused of crimes.

5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time and give examples of how they continue to do so today. (H, C)

USI.19 Explain the rights and responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)

USG.2.8 Analyze issues involving liberty in conflict with equality, liberty in conflict with authority, individual rights in conflict with the common good, or majority rule in conflict with minority ri

and Midwest to territories in the West, eventually west of the Mississippi River. (Resources: Historical maps)

- E. Infer that the population of the Native Americans was greatly reduced in the 1800s. Resources: Historical Maps
- F. Identify Andrew Jackson as the president who decided to move the “Five Civilized Tribes” to reservations in the West, following the discovery of gold in Georgia. Under his leadership, the government gained the right to move the Indians west of the Mississippi River to Oklahoma.
- G. The Indian Removal Act of 1830 codified common practices since settlers arrived.
- H. Identify the importance of looking at many different sources when using primary and secondary sources
- I. Infer that thousands of Cherokees died in the Trail of Tears from cold, disease and starvation. Resources: Trail of Tears, primary and secondary readings; painting, “Trail of Tears” by Robert Lindneux
- J. Follow the historical process of analyzing primary and secondary sources to make inferences, observations, and draw the following conclusions:
 - a. In most cases, the “Five Civilized Tribes” only left their homeland under threats and/or acts of violence by the U.S. military.
 - b. Many members of the “Five Civilized Tribes” died during their forced relocation process.
 - c. In most cases, it took years for the members of the “Five Civilized Tribes” to leave their homeland.
 - d. The “Five Civilized Tribes” traveled in different size groups and had different modes of transportation.
 - e. The trip to Oklahoma was very difficult; many died during the trip.

Gr. 7, #4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)

- f. The “Five Civilized Tribes” were not monolithic in their response to the Indian Removal Act. (disproving stereotype – all Indians were same, whether passive or violent)

II: Introduction to Immigration

- A. Define the following terms as they apply to immigration:
- Migrate: to move from one place to another
 - Immigrate: to move to or enter a country for the purpose of living there permanently
 - Emigrate: to leave or exit a country with the purpose of living somewhere else
 - Pushes: reasons for leaving one’s country of origin
 - Pulls: reasons that attract one to a specific country
 - Infer that the American *Promise* was a pull for many immigrants.
 - Assimilation: the process of changing parts of your identity and behavior to fit in more with the dominant culture.
 - “Open Door” and “Closed Door” as they relate to Immigration policy.
 - Nativism: the belief that white, Protestant, native-born Americans were superior to the incoming immigrants and were the “true” Americans.

(Teacher Note: Terms f and h will be coming later in the unit for deeper understanding)

- B. Identify the Industrial Revolution of the 1800s as a time of tremendous change in America, both for the United States as a nation and for the worker, as the country changed from an agricultural nation to an industrial nation.
- C. Infer the important **effects** that the Industrial Revolution and immigration had on one another – that each **caused** the other to grow. (Introduce cause and effect relationships.)

Gr. 7, #5. Identify multiple causes and effects when explaining historical events. (H)

- a. Immigration provided cheap labor for America to industrialize.
 - b. Jobs in factories provided opportunities for new immigrants.
 - c. By 1900, the US had become the largest producer of goods in the world; this meant even more jobs for immigrants.
 - d. Infer that people’s willingness to work for lower and lower wages led to poor living conditions and inhumane working conditions for immigrants.
- D. Draw the conclusion that most immigrants came from Europe during the 19th and early 20th centuries
- E. Identify Ellis Island as the port of entry for European immigrants during the later 19th and early 20th centuries.

III: Immigration: 19th and Early 20th Century

- A. Identify the Irish as a major immigrant group during the mid-late 19th century (East Coast)
- a. Identify the Potato Famine as the major push of millions of Irish emigrants to the East Coast of the U.S. in the mid 1840s.
 - b. Identify stereotypes, discrimination, nativist, and government reactions to the Irish: “*No Irish Need Apply*” *Know Nothings*, paddy wagons, violence, poor paying and dangerous jobs, etc. (nativist cartoons).
 - c. Identify ways Irish assimilated and won respect: politics and participation in the Civil War.

USI.27 Explain the importance of the Transportation Revolution of the 19th century, including the stimulus it provided to the growth of a market economy. (H, E)

USI.28D Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America . . . the roles of women in New England textile factories. (H, E)

USI.28B Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America . . . the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s. (H, E)

USII.2 Explain the important consequences of the Industrial Revolution. (H, E)

4.15C . . . major European immigrant groups who have come to America, locating their countries of origin . . .

USI.32C Describe important religious trends that shaped antebellum America . . . the influence of these trends on the reactions of Protestants to the growth of Catholic immigration. (H)

- B. Identify the Chinese as a major immigrant group during the late 19th and early 20th centuries. (West Coast)
- Identify the West Coast of the U.S. as the region of entry for thousands of Chinese immigrants.
 - Identify stereotypes, discrimination, nativist, and government reactions to the Chinese: Chinese Exclusion Act, etc.
 - Identify Angel Island as a processing center where as many as 175,000 Chinese immigrants, plus thousands of immigrants from other countries, were detained and interrogated between 1910 and 1940.
 - Infer from the poetry on the walls of Angel Island feelings/frustrations of many Chinese immigrants
- C. Identify that some native-born White Americans supported immigrants (ex., Jane Addams, Katherine Maurer).
- D. Follow the historical process of analyzing primary and secondary sources to make inferences and observations and draw the following conclusions:
- Many Italian and Jewish immigrants settled in northeastern cities to maintain community and culture.
 - The largest wave of Italian and Jewish immigrants that came to the U.S. was between 1880 and 1920.
 - The pushes for Italian and Jewish immigrants were different.
 - Italian and Jewish immigrants shared the pulls of economic opportunity, chain migration, and community; Jews were also pulled for religious liberty and safe refuge.
 - Both Italian and Jewish immigrants experienced nativist reactions.
 - Both Italian and Jewish immigrants assimilated in order to fit in and adapt to American society.
 - Both Italian and Jewish immigrants had to make some difficult choices in becoming Americanized.

USII.3 Describe the causes of the immigration of . . . Chinese . . . in the late 19th and early 20th centuries and describe the major roles of these immigrants in the industrialization of America. (H)

4.15D . . . Asian immigrant groups who have come to America in the 19th and 20th centuries . . .

USII.8A . . . important Progressive leaders . . . Jane Addams.

Gr. 7, #4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)

USII.3 Describe the causes of the immigration of Southern and Eastern Europeans . . . in the late 19th and early 20th centuries and describe the major roles of these immigrants in the industrialization of America. (H)

- Both Italian and Jewish immigrants actively maintained their culture and ethnic identity.
- Within each ethnic group, both Italian and Jewish immigrants helped each other adapt and survive in American society.

E. Draw the conclusion that conformity and conflict often went hand-in-hand for many immigrants.

F. Draw the conclusion that America is a country where each immigrant group makes contributions to the overall American society and becomes Americanized in the process.

IV: Activism for Change

A. Define activism as the use of direct action in support of or opposition to an issue or cause.

B. Identify *The Jungle* as a novel that drew the nation’s attention to the conditions in the meat packing industry and as an early example of literature that led to social change.

C. Define labor union as an organization of workers formed to serve the workers’ interests with respect to wages and working conditions.

D. Identify the Triangle Shirtwaist Factory as an example of inhumane working conditions and the factors that could have prevented the devastation that occurred there in the 1911 fire.

E. Identify the Bread and Roses Strike (1912) as an organized attempt by a labor union to make social change.

- Identify the various strategies and methods that brought about change: organization, government action, media attention.
- Identify the role that women, young people, and various immigrant communities played in the success of the strike and protest.

5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today.

US2.5 Explain the formation and goals of unions.

F. Identify forming a union, striking, and publishing literature as examples of successful strategies activists have used to make change.

V: Justice at War - Japanese Internment Experience

- A. Identify Japanese-Americans as a relatively small immigrant group of the late 19th to early 20th century. when approximately 400,000 came to the U.S. between 1880 and 1920.
 - a. Identify Hawaii and the Pacific Coast of the U.S. as the two most popular destinations for Japanese immigrants.
- B. Identify the Japanese bombing of the U.S. naval base at Pearl Harbor on Dec. 7, 1941, as the event that precipitated the United States' entry into WWII, President Roosevelt's signing of Executive Order 9066, and the eventual internment of Japanese-Americans and Japanese immigrants.
- C. Define habeas corpus. Identify amendments of the *Bill of Rights*, and specific sections of these amendments, that one could argue were violated by the internment of people living in the U.S.
- D. Compare the establishment of Japanese Internment Camps to national security issues such as the Patriot Act and the detention of "enemy combatants" at Guantanamo Bay.
- E. Based on the Japanese internment experience and current events, weigh the balance between individual freedom and national security.
- F. Question the role of racism in the establishment of the Japanese Internment Camps: Italians and Germans were put in internment camps at a MUCH lower number, and no Italian-Americans or German-Americans were interned.
 - a. Recognize that no Japanese American was ever convicted of sabotage or espionage against the U.S. during World War II.

<p>VI. Immigration: Mid-20th Century to Today</p> <ul style="list-style-type: none"> A. Identify the Immigration Act of 1965. B. Form the conclusion that most immigrants since 1965 have been Latino, Asian, and African. C. Identify the Refugee Act of 1980 as a change in immigration policy; it gave refugees a separate status. D. Define refugee as a person who is unable or unwilling to return to his/ her own home country for fear she/he will be persecuted because of his/her race, religious or political beliefs. E. Identify modern day refugee groups and what is pushing them from their countries. F. Recognize that the Second Sudanese Civil War that began in 1983, and related genocide, led to the displacement of over four million Sudanese. <ul style="list-style-type: none"> a. Identify the “Lost Boys” and, in smaller numbers, “Lost Girls” as roughly 27,000 children of the Dinka ethnic group who were displaced or orphaned. b. Recognize that in 2001, approximately 3,600 “Lost Boys and Girls” arrived in the United States and resettled in nearly 40 U.S. cities. G. Identify Latin America as the region from which the greatest number of immigrants have come to the United States during the second half of the twentieth century. Immigrants have left various countries in the region during these years. Of the top ten "sender" countries in first decade of the 21st century, four are Latin American and Caribbean: Mexico, the Dominican Republic, Cuba and Jamaica; in the next ten are Haiti, El Salvador, Colombia and Peru. H. Identify Mexicans as the largest group of non-native-born people living in the United States today. 	<p>4.15D . . . major Spanish speaking and Asian immigrant groups who have come to America in the 19th and 20th centuries . . . (H, G)</p>
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| <ul style="list-style-type: none">I. Debate/discuss current immigration issues, which could include: who and how many immigrants to admit, illegal immigration, and the connection to national security.J. Identify the contributions that immigrants make to our country.K. Conclude that we are a nation of immigrants. | |
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Assessment

Assessment is used to analyze student performance over time and should include a variety of methods so that students with different learning styles have opportunities to demonstrate their understanding. Assessment should be diagnostic and used to develop strategies that lead to improved student performance. Students should be actively involved in the assessment process through self-evaluation and reflection. They should be given expectations, goals and criteria for assessment before any major assignment or project.

Our philosophy of learning, teaching and assessment has implications for the type of work we expect students to do. At a time when young adolescents are consciously beginning to think more abstractly and sharpen their analytical skills, students are expected to apply complex thinking skills, such as making inferences, and learn to support their arguments, opinions, conclusions and answers with evidence. They learn that history is a collection of primary and secondary sources expressing many different points of view. Primary sources, both visual and verbal, allow students to learn through the use of real-world resources, which make the learning process discovery-based. Though the process is more difficult, it is also more rewarding as students learn to construct knowledge for themselves out of the primary sources. Students are expected to generate responses and complete projects, applying their complex thinking skills and knowledge. They are learning to work more responsibly and independently, as they learn to set benchmarks for longer-term assignments and projects. Students are also expected to contribute.

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills &/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
1]	
2]	

Materials and Resources (*Titles in quotation marks are handouts unless otherwise noted.)

Unit I Resources

- That’s a Family!, video and vocabulary handout
- “Little Things Are Big,” by Jesus Colon
- Biographies of Continental Congress attendees
- “The Founding Fathers’ Message for Students” from Adventure Tales of America
- “Remember the Ladies” from Adventure Tales of America
- “Did the American Revolution Change Things for Women?”
- “The Resettlement of Native Americans”
- “The Land of the Red Apples” and “The Cutting of My Long Hair” from The School Days of an Indian Girl by Zitkala-Sa
- “The Trail of Tears: Clarissa Speaks”
- The Trail of Tears, painting by Robert Lindneux from Teaching American History With Art Masterpieces
- The Lunch Date, video
- Harrison Bergeron by Kurt Vonnegut, Jr.
- Declaration of Independence
- Constitution of the United States
- Bill of Rights

Unit II Resources

- “Immigrants All”*
- “Waves of Immigrants”
- “The Irish Famine”

“Irish Gone to America”
“Anti-Irish Sentiment”
“Rise of the Irish”
“The Growth of the Industrial Nation”
Industrial Revolution simulation
Map of the world and continent maps
Ellis Island: Life Magazine, video, websites, photographs
The Long, Long Journey, video
“Taming of the Jungle” and excerpts from The Jungle
“The Strike for Three Loaves” and related Bread and Roses strike materials
“Activism for Beginners”
“Nativism”
Political Cartoons
“Jane Addams and the Hull House”
“The Girl Who Spelled Freedom,” video
“Angel Island”
Detained on Angel Island, play
“Paper Sons and Daughters”
“Anti-Asian Violence”
“U.S. Immigration Policy”
“Coming to America,” immigration simulation
“Immigrants in Their Own Words”
First Crossing: collection of short stories
Kids Like Me: collection of 21st century narratives
“Current Immigration Statistics and Demographics”
Current events articles on immigration
The Golden Door, video
God Grew Tired of Us, video