

INTRODUCTION

This unit focuses on the major economic, demographic, and social changes in the United States that took place during the late nineteenth century. These key changes include the nation's rapid industrial expansion, which eventually created a global market in mass-produced industrial and consumer goods; the influx of millions of immigrants from all parts of the world, who found jobs in the nation's burgeoning economy; and finally, the rise of two social movements that had an increasingly visible impact on American political and social life—movements for labor unions and for women's rights. All of these developments exacerbated the social class, racial, gender, and ethnic divisions of the times. The activities within this unit ask participants to interpret these divisions: Using primary documents, participants will discover multiple perspectives of people who lived in this period.

LEARNING OBJECTIVES

In this session, teachers will

- understand the consequences of the expansion of industry that took place after Reconstruction, including the influx of new workers from both abroad and rural areas into the nation's cities;
- explore the reasons why various immigrant groups came to the United States, including both economic opportunity and political and religious freedoms;
- understand how poor industrial working conditions led to nationwide labor unrest, and how a rising feminist consciousness contributed to major movements for social change.

Before You Begin

Before the day of the workshop session, familiarize yourself with the reading materials assigned to the participating teachers. Review this facilitator's guide. Be sure to prepare the correct number of overheads and handouts needed for each activity. Each participant should read the text materials for the unit before attending the workshop (estimated reading time: two hours), and should bring these materials with them to the workshop session. Activities during the session will draw heavily on the content in the text materials, as well as the video.

MATERIALS NEEDED

- This *America's History in the Making* facilitator's guide
- Text Materials for Unit 14: *Industrializing America*

- VHS tape and VCR, DVD and DVD player, or access to streaming video of *America's History in the Making* video for Unit 14: *Industrializing America* available at www.learner.org
- Overhead projector and colored pens
- Multiple copies of handouts (in the Appendix of this guide)
- Pens and paper for participating teachers and facilitator
- Chalkboard, blank transparencies, or overhead for reporting out

OVERHEAD AND HANDOUT INSTRUCTIONS

1. Using Appendix A, “Themes for *Industrializing America*,” create an overhead transparency.
2. Using Appendix B, “Who, When, Where, and Why of Immigration Chart,” create an overhead transparency, as well as one handout for each pair of participants.
3. Using Appendix C, “Immigrant Photographs,” create an overhead of each photograph.
4. Using Appendix D, “Political Cartoon Sets,” make one handout for each pair of participants.
5. Using Appendix E, “Analyzing Political Cartoons Chart,” make one handout for each pair of participants.
6. Using Appendix F, “List of Writings,” create an overhead transparency.
7. Using Appendix G, “Content Knowledge Assessment Scoring Guide,” create an overhead transparency.

Facilitator’s Note: You may want to prepare overheads of the reflection questions for teachers to reference during the workshop activities.

LEADING THE SESSION

As participating teachers arrive, have an overhead set up that lists the main themes of the unit for teachers to review (Appendix A).

After you have completed any housekeeping announcements, ask one of the teachers to read the themes aloud. Explain that they will expand their understanding of these three themes through activities and video segments that build on the reading they did prior to the workshop session.

Warm-up and Activity 1 (35 minutes)

This activity serves as an icebreaker for the group and as an introduction to content examined in this unit.

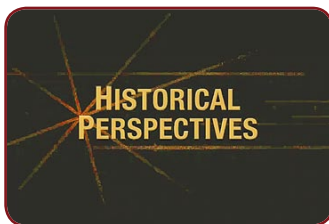
Part 1 (15 minutes)

Divide participants into pairs. Give each pair a copy of the “Who, When, Where, and Why of Immigration Chart” (Appendix B). Have participants work together to answer the questions. Then, have the pairs share with the larger group as you take notes on the overhead version of the same chart.

Part 2 (20 minutes)

Have the group look at the overhead photographs of immigrants who arrived on the West Coast of the United States during this period (Appendix C). The facilitator should add participants’ ideas to the “Who, What, Where...” overhead as the group discusses the following:

1. Describe what you see in the photographs. What direct observations can you make about the people from the photos—their clothing, possessions, gender, as well as their apparent age?
2. Share ideas about how these immigrants appeared to be similar and different from those who came through Ellis Island or other eastern ports.
3. What drove these people from their homes to the United States? What were they hoping to gain? What were they hoping to leave? What were their lives like once they were in the United States?
4. How does this information add to what you already know about the history of American immigration?



Watch Video Segment 1:
Historical Perspectives (approximately 10 minutes)

Activity 2 (45 minutes)

In this activity you will use structured strategies to see what political cartoons reveal about tensions in American society during this period.

- Divide participants into pairs. Hand out one set of political cartoons to each pair (Appendix D), as well as one copy of the “Analyzing Political Cartoons Chart” (Appendix E). Ask each pair to discuss the cartoons and take notes on the chart.
- Have the groups display their notes with the cartoons around the room (for example, up on the walls or lying out on desktops). Have the entire group walk around the room to examine each other’s work.
- Bring the whole group together to generate three or four conclusions about American society at this time based on what they learned from working with the political cartoons.
- Time permitting, discuss the following reflection questions:

Reflection Questions

1. In what ways are the social conflicts displayed in the political cartoons of this era similar to and different from the social conflicts of today?
2. How fairly do these cartoons display the social conflicts of the time?
3. If you were a political cartoonist in this era, what might you choose to draw, and why?



Watch Video Segment 2:
Faces of America (approximately 10 minutes)

Activity 3 (15 minutes)

In this activity you will consider which people in history leave written records, of what sort, and what impact the availability of written documents has on our understanding of history.

Ask the participants to examine the “List of Writings” (Appendix F) on the overhead. Have them address the following questions in groups of three:

1. What factors might have allowed Charlotte Perkins Gilman and Rose Cohen to leave written records, when Ah Bing left none?
2. What can we learn from written records about the lives and perspectives of Charlotte Perkins Gilman and Rose Cohen that we cannot learn about Ah Bing’s life?
3. What are the implications of these differences for the ways in which U.S. history is written?



Watch Video Segment 3: Hands on History

(approximately 5 minutes to the end of the tape)

Activity 4 (10 minutes)

This activity asks you to consider how you might conduct historical, biographical research of your own.

Have participants discuss the following questions in pairs.

1. If you were to pick one person in United States history to study, whom would you choose, and why?
2. If you wanted to do original research on this person using primary documents, where might you look for documents?

Activity 5 (15 minutes)

In the introduction to this unit, participants learned about immigration and immigrants coming to America during the late nineteenth century. In the second activity, the group looked to see what political cartoons reveal about tensions in America during this period. The Faces of America video segment introduced participants to three people whose lives provide insights to the economic, demographic, and social changes in the United States during the last decades of the 1800s.

This final activity serves as a conclusion to this session of the workshop. It provides participants an opportunity to reflect on what they have learned from the text and the workshop activities. This activity also reviews the Scoring Guide, which participants will use to assess their understanding of the content and historical thinking skills learned in this unit.

In previous activities, participants worked either in small groups or with the full group to complete the activities. For this activity, participants should work alone to reflect on what they've learned and then write their answers on paper (or type them on a computer). This final activity also models the type of assessment that the participants will be required to take to receive credit for the course.

Direct them with the following statements:

1. Select one of the images of immigration in Appendix C. Analyze and put in writing how this image helps you explore the theme: "Fleeing religious and political persecution and poor economic conditions, millions of people began to move around the globe, with a high concentration coming to the United States."
2. On the same page, describe what historical thinking skills you used in your analysis. What specific aspects of the artifact helped you understand the theme better?

As a whole group, look at the criteria for full credit on the Content Knowledge Assessment Scoring Guide (Appendix G). Ask participants to review what they wrote and share the types of answers that they believe will result in a score of 3 or 4.

APPENDICES – *Industrializing America*

- A: “Themes for *Industrializing America*”
overhead transparency
- B. “Who, When, Where, and Why of Immigration Chart”
overhead transparency; one handout for each pair of participants
- C. “Immigrant Photographs”
overhead of each photograph
- D. “Political Cartoon Sets”
one handout for each pair of participants
- E. “Analyzing Political Cartoons Chart”
one handout for each pair of participants
- F. “List of Writings”
overhead transparency
- G: “Content Knowledge Assessment Scoring Guide”
overhead transparency

Appendix A: Themes for *Industrializing America*

THEME 1

After the Civil War, the development of improved industrial methods and the arrival of masses of immigrants eager for factory jobs launched a new era of mass production in the United States.

THEME 2

Fleeing religious and political persecution and poor economic conditions, millions of people began to move around the globe, with a high concentration coming to the United States.

THEME 3

Industrial expansion and the influx of new populations brought about major sociopolitical changes, including the rise of a labor movement and the emergence of women's organizations as important agents of social and political reform.

Appendix B: Who, When, Where, and Why of Immigration Chart

Who was immigrating?

When were they immigrating?

Where were they coming from?

Within the United States, where were they migrating?

Why were they immigrating?

Appendix C: Immigrant Photographs

No. 101529

ORIGINAL.
James R. Miller
Def.

UNITED STATES OF AMERICA.
Certificate of Residence.

Issued to Chinese *Sabaren*, under the Provisions of the Act of May 5, 1892.

This is to Certify THAT *Wong Turn*, a Chinese *Sabaren*, now residing at *San Bernardino* has made application No. *2292* to me for a Certificate of Residence, under the provisions of the Act of Congress approved May 5, 1892, and I certify that it appears from the affidavits of witnesses submitted with said application that said *Wong Turn* was within the limits of the United States at the time of the passage of said Act, and was then residing at *San Bernardino* and that he was at that time lawfully entitled to remain in the United States, and that the following is a descriptive list of said Chinese *Sabaren* viz.:

NAME: *Wong Turn* AGE: _____
 LOCAL RESIDENCE: *San Bernardino*
 OCCUPATION: *Carriage* HEIGHT: *5 ft 5 1/2* COLOR OF EYES: *Dark Brown*
 COMPLEXION: *Dark* PHYSICAL MARKS OR PECULIARITIES FOR IDENTIFICATION: *Scar back head left side*


And as a further means of identification, I have affixed hereto a photographic likeness of said *Wong Turn*

GIVEN UNDER MY HAND AND SEAL this *6* day of *March*, 189*4* at *San Bernardino* State of *Calif*

Wong Turn

O. M. Milburn
Collector of Internal Revenue,
James R. Miller Def.
District of *Calif*

2-1498



Item 4240

United States Government, WONG TURN: CERTIFICATE OF RESIDENCE: FROM IMMIGRATION DOCUMENTS MISCELLANY (1894).
 Courtesy of the University of California—Berkeley, Department of Ethnic Studies.

Appendix C: Immigrant Photographs



Item 5634
Unknown, MEXICAN IMMIGRANTS ARRIVING (1899).
Courtesy of AP/Wide World.



Item 4463
Unknown, RUSSIAN PEASANTS (n.d.).
Courtesy of the Library of Congress.

Appendix D: Political Cartoon Sets

Set 1 (1 of 2)



Item 6206
Henry Mayer, THE AWAKENING (Feb. 1915).
Courtesy of the Library of Congress.

Appendix D: Political Cartoon Sets

Set 1 (2 of 2)



Item 6822

Oscar Edward Cesare, THE GENII OF INTOLERANCE: A DANGEROUS ALLY FOR THE CAUSE OF WOMANS SUFFRAGE, *Puck* Magazine (Sept. 25, 1915). Courtesy of the Library of Congress.

Appendix D: Political Cartoon Sets

Set 2 (1 of 2)



Item 4467

P. Frenzeny, CHINESE IMMIGRANTS IN A SAN FRANCISCO CUSTOM-HOUSE, *Harpers Weekly* (Feb. 3, 1877). Courtesy of the Library of Congress.

Appendix D: Political Cartoon Sets

Set 2 (2 of 2)



Item 6823
J. Keppler, WELCOME TO ALL! (1880).
Courtesy of the Library of Congress.

Appendix E: Analyzing Political Cartoons Chart

Notes on
Cartoon #1

Notes on
Cartoon #2

Symbolism Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist intended each symbol to represent.

Exaggeration Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration.

Labeling Cartoonists often label objects or people to make it clear exactly what they stand for. Look for the different labels that appear in a cartoon, and consider why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?

Analogy An analogy is a comparison between two different things that share some characteristics. By comparing an unfamiliar issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.

Irony Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

Appendix E: Analyzing Political Cartoons

Once you've identified the persuasive techniques that each cartoonist used, consider the following questions in relation to each cartoon:

1. What is the purpose of the cartoon? What is its message? Is it effective?
2. Who is the intended audience?
3. What is the cartoonist's opinion on this issue?
4. What groups of people would agree/disagree with the cartoon's message? Why?
5. What other opinion can you imagine another person having on this issue?

Analyzing Political Cartoons — http://memory.loc.gov/learn/features/political_cartoon/cag.html. Retrieved November 9, 2006.

Appendix F: List of Writings

Writings by Charlotte Perkins Gilman

- *The Yellow Wallpaper* (1890)
- *In This World* (1893)
- *Women and Economics* (1898)
- *Concerning Children* (1900)
- *The Home, Its Work and Influence* (1903)
- *Human Work* (1904)
- *Forerunner* (monthly journal with prose, 1909–16)
- *What Diantha Did* (1909–10)
- *The Crux* (1910)
- *Moving the Mountain* (1911)
- *The Man-Made World; or, Our Androcentric Culture* (1911)
- *Our Brains and What Ails Them* (1912)
- *Humanness* (1913)
- *Benigna Machiavelli* (1914)
- *Social Ethics: Sociology and the Future of Society* (1914)
- *The Dress of Women* (1915)
- *Herland* (1915)
- *Growth and Combat* (1916)
- *With Her in Our Land* (1916)
- *His Religion and Hers* (1922)
- *The Living of Charlotte Perkins Gilman: An Autobiography* (posthumous, 1987)

Autobiography by Rose Cohen

- *Out of the Shadow: A Russian Jewish Girlhood on the Lower East Side* (1918)

Writings Questions

1. What factors might have allowed Charlotte Perkins Gilman and Rose Cohen to leave written records, when Ah Bing left none?
2. What can we learn from written records about the lives and perspectives of Charlotte Perkins Gilman and Rose Cohen that we cannot learn about Ah Bing's life?
3. What are the implications of these differences for the ways in which U.S. history is written?

Appendix G: Content Knowledge Assessment Scoring Guide

| Points | Description |
|---------------|--|
| 4 | <p>Exceeded Expectations—The answer met all of the expectations (see the description “Fully Met Expectations” below) and exceeded those expectations by demonstrating advanced understanding in any of the following ways:</p> <ul style="list-style-type: none"> • Provides rich and detailed historical knowledge • Questions, critiques, or extends the theme • Uses the exhibit to provide an in-depth analysis of the era • Refers to one or more additional and relevant primary sources |
| 3 | <p>Fully Met Expectations—The answer responds to the prompt in all of the following ways:</p> <ul style="list-style-type: none"> • Demonstrates how the exhibit supports the theme • Draws on relevant historical knowledge to connect the exhibit to the theme • Demonstrates an understanding of the theme • Provides relevant historical knowledge of the era • Provides an analysis of the exhibit |
| 2 | <p>Partially Met Expectations—The answer did not meet all of the expectations (see the description “Fully Met Expectations” above) but did demonstrate understanding in all of the following ways:</p> <ul style="list-style-type: none"> • Demonstrates understanding of the theme, though understanding may be incomplete • Provides relevant historical knowledge of the era • Provides analysis of the exhibit that may be limited |
| 1 | <p>Did Not Meet Expectations—The answer did not meet expectation because of one or more of the following statements:</p> <ul style="list-style-type: none"> • Did not address the theme • Did not demonstrate historical knowledge of the era • Did not discuss or misinterpreted the exhibit |
| 0 | <p>Did Not Answer—The answer did not address the prompt.</p> |



NOTES
