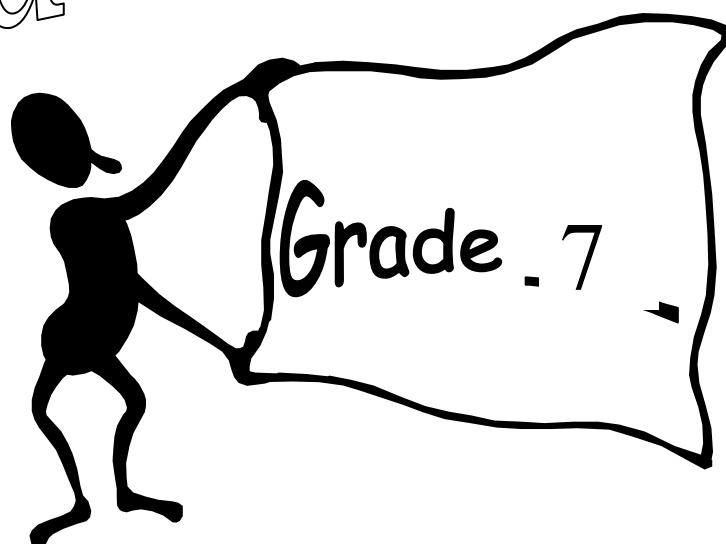


New York City Department of Education
Department of Social Studies

Field-Test Edition



Life in the New Nation

A Sample Unit of Study

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Dear Reader,

Our unit focuses on the many ways a society changes when its economy industrializes. We decided to use early 19th century New York as a lens through which to explore the many ways that American life changed between the years of 1800 and 1850. By looking at the changing landscape of the city, the new inventions of that era, the ways that work and workers changed, and the development of new transportation, with a spotlight on the Erie Canal, we hope to help students see that every aspect of life changes as an economy grows more industrial and new technologies are developed.

Students will analyze historical maps, examine pictures from the time period, read profiles of inventor, and first-hand accounts of workers from the early 19th century to explore the ways that society was changing. We want students to do historical investigation in sequencing maps and pictures, and to act as social historians in their analysis of primary texts such as songs sung by workers on the Erie Canal. We also want them to put themselves in the head of a visitor to New York in the early 19th Century, and to see from the perspective of someone experiencing the technological and social changes of that time.

Inside this packet, you will find an overarching essential question, some focusing questions, a “brainstorm of possibilities,” as well as some suggested lessons and resources to support you as you bring this unit alive in your classroom. The lessons are designed so that each teacher can customize and enrich the teaching points to meet the needs and interests of his or her students. In addition, you can find many approaches to using nonfiction in a project-based social studies curriculum.

This unit was developed through participation in the New York City and the Nation’s Gotham Fellows Program. This professional development program provided the basic concepts, content, and chronologies of American history through the lens of New York City, offered new teaching methodologies, and supported us in the development of this unit of study to pilot in the classroom, and disseminate citywide. The program is funded by “American Journey” a citywide Teaching American History grant from the U.S. Department of Education awarded to the New York City Department of Education. This program is a partnership with the Gotham Center for New York City History/CUNY, City Lore, Historic House Trust, Henry Street Settlement, New-York Historical Society and Brooklyn Historical Society. The combined expertise of these organizations has brought the essential content of American and local history to us in an accessible framework and has supported us in the development of this unit of study.

Social studies is an essential foundation for our students to be informed and active participants in our communities. Each of us must do our part to help students understand the complexities of our world and why we need to be involved citizens. With your help, this unit of study will help our students become young historians as they gain essential skills and strategies as they immerse themselves in this unit of study. By gaining an understanding of how communities may change over time, students can build upon their growing knowledge about communities, recognizing that they are both alike and different, and that each community has a story that is interesting and unique.

Essential Question

How does society change as a nation's economy changes?

Focus Questions	Lessons/Activities
1. How did the Industrial Revolution change the way people worked, lived and traveled during the first half of the 19th century?	<ul style="list-style-type: none">• 1a - c. How did the inventions that brought about the Industrial Revolution change the way people worked, lived and traveled during the first half of the 19th century? Part I• 1d. How did the Market Revolution impact households at the beginning of the 19th century?
2 How does the city landscape change as the economy grows?	<ul style="list-style-type: none">• 2a. How did the streetscape of New York City change from 1800 to 1850?• 2b. How did the building styles of New York City buildings change from 1800 to 1850?• 2c. What elements of 19th century New York streets are still visible today?
3 How did the Erie Canal help make New York the Empire State?	<ul style="list-style-type: none">• 3a. Why was the Erie Canal built?• 3b. Where and when was the Erie Canal built?• 3c. How did the Erie Canal change the state's economy?
4 What types of jobs were available in N.Y.C. in the early 19th century?	<ul style="list-style-type: none">• 4a [jobs of women]• 4b [jobs of runaway slaves and freeborn African-Americans]• 4c [immigrants]
Culminating Project: Life in the New Nation Final Magazine Project	

Culminating Project

Life in the New Nation Magazine Project

Create a magazine dealing with the changes in society during the first half of the 19th century brought about by the Industrial and Market Revolutions. Information for this magazine will come from both sources you have been given in class and outside research. You may incorporate and modify work previously completed during this unit for your magazine. This project is your assessment for this unit—there is no test.

The magazine must have the following:

- **Cover page** with the title of the magazine, information on contents of the magazine and hand drawn art, photography that you took or manipulated or images that were substantially modified from their original source and that relate to the stories contained within. If you are unclear what a cover should look like refer to magazines like Time Magazine, The New Yorker, National Geographic, etc. There needs to be color in your cover page—you want to be visually attracting readers to pick up your magazine and read it!
- **Table of contents** which lists the titles and page numbers of all the items appearing in the magazine.
- **Letter from the Editor** explaining the focus of the magazine and the issue's contents.
- **Feature story** which is a five-paragraph essay that answers the following question: How does a society change as a nation's economy changes? Things to think about that will support your answer:
 - How did the inventions of the Industrial Revolution change the way people lived, worked and traveled?
 - How did the Market Revolution change the way people made, bought and sold goods?
 - How does a landscape change as a city industrializes?
 - How did the Industrial and Market Revolutions change the nation's economy?
- **Inventors Profiles:** Write three brief profiles evaluating three inventors important to the Industrial Revolution. The profile needs to include biographical information, information about the important contributions of the inventor and answer: ***How did the inventor's contribution to the Industrial Revolution change the way people worked, traveled and lived?***
- **Then and Now:** Write an informal piece from the point of view of a New York City resident reflecting on the changes to the city landscape during the first half of the 19th century. In addition to the written component, two maps must be included. These maps must show the changes to city during the first half of the 19th century (they can be found maps, hand-drawn maps or a combination of both).
- **Roaming Reporter Piece:** Write a brief article reporting on the completion of the Erie Canal and the “wedding of the waters.” Be sure to include specific details about who was there, what specifically happened (details, details, details), when it happened, where it

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happened, and what the completion of the Erie Canal will mean to New York and the nation. Your piece must include a hand-drawn illustration (there were no cameras back then) and map (found or hand-drawn) of the canal.

- **Advertisements:** create two advertisements that use images and a slogan to persuade buyers to purchase a factory-made household item. The advertisements must include information on advantages of buying the product as opposed to making it and options on how buyers can purchase the product. Advertisements must be in color and at least half an 8 ½ x 11 page. One of your advertisements can be a replication of you in-class group ad.
- **What's Hot and What's Not:** A Chart that provides information on the inventions of the first half of the 19th century. The chart can be set up any way you like but must include the following information:
 - Invention
 - Who invented it
 - When it was invented
 - What it replaced or improved
 - How it changed either the way people lived, worked or traveled.
- **Homes of the 19th Century:** profile a house and how it reflects the latest developments in home construction that developed during the first half of the 19th century. Your profile needs to include the following information:
 - House's owners
 - Building history: who built it and when
 - Architectural details of the house
 - Inventions/architectural aspects that would have been new or innovative in that time period
- **Creative Piece** highlighting the work of women, immigrants and African-Americans during the first half of the 19th century. The creative piece could be a poem, rap, short story, travel log/travel adventure story, drawings, cartoons, mock movie or book reviews. Specific details about the worker and their work must be included in the piece.
- **CHOOSE TWO OF THE FOLLOWING ADDITIONS TO THE MAGAZINE:**
 - 2 Games (e.g. word scrambles, word searches, crossword puzzles, etc.)
 - Want-ads for new industrial jobs (be sure to include information on type of work, conditions of work, compensation for work, and ideal candidates for the job).
 - Op-Ed pieces criticizing or supporting the industrialization of the new nation
 - Letters to the editor complaining or praising previous magazine articles
 - Articles dealing with business, sports, arts and/or dining
- **Bibliography:** There must be a **properly** formatted bibliography at the end of the entire magazine of all sources used in creating the magazine. Your bibliography **must** include **TWO** book sources. You can have as many web sources as you like.

The magazine can be assembled in any fashion (i.e. physically cut and pasted together or technologically cut and pasted together). All written material needs to be typed—font and spacing is up to you and how you want your magazine to look. Your project will be assessed on the quality of the content and your commitment to creativity (not artistic ability).

Lesson # 1a-c

Essential Question: **How does a society change as a nation's economy grows?**

Focus Question: **How did the inventions that brought about the Industrial Revolution change the way people worked, lived and traveled during the first half of the 19th century?**

Skills/Strategies

- understand the accomplishments of key inventors who ushered in the Industrial Revolution
- explain the importance of key inventors who ushered in the Industrial Revolution
- evaluate the impact of the inventions on how people lived, worked and traveled at the beginning of the 19th century
- analyze written text to draw conclusions

Materials

- handout *Biographical Briefing* (one for each inventor: Duncan Phyfe, Samuel Slater, Eli Whitney, Robert Fulton, Samuel F. B. Morse, Isaac Singer, Francis Cabot Lowell and Peter Cooper)
- handout *Inventor Profiles*
- paper for nameplates (11 x 17 or 8 ½ x 11)
- crayons, markers, color pencils, etc.
- handout *Notes on Industrial Revolution Inventors*
- library or computer lab access

Mini-Lesson

- Use the following information to introduce students to the Industrial Revolution:
The Industrial Revolution was of great importance to the economic development of the United States. The Industrial Revolution itself refers to a change from hand and home production to machine and factory. It began with the mechanization of the textile industries and the development of iron-making techniques, and trade expansion was enabled by the introduction of canals, improved roads and then railways. The introduction of steam power (fueled primarily by coal) and powered machinery (mainly in textile manufacturing) underpinned the dramatic increases in production capacity.
The dates of the Industrial Revolution are not exact. Some have it 'breaking out' in the 1780s but not being fully felt until the 1830s or 1840s, while others hold that it occurred roughly between 1760 and 1830
- Before class, place students into groups of four. Tell students that each group is responsible for learning about and bringing to life the ideas and contributions of a key inventor during a press conference focusing on these questions: **What were the important inventions and contributions that brought about the Industrial Revolution? Who should be considered the key inventor without whom the Industrial Revolution would have had difficulty taking off?** The eight inventors participating in the press conference will be Duncan Phyfe, Samuel Slater, Eli Whitney, Robert Fulton, Samuel F. B. Morse, Isaac Singer, Francis Cabot Lowell and Peter Cooper.
- Assign each student a role for this activity (for groups greater than four, double-up the Investigative Reporter role):
 - a. **Actor** Plays the part of the inventor being questioned by Reporters and Historians during the class presentation. Takes time to learn the ideas and personality of the inventor. Helps others learn about the inventor he or she represents.

- b. **Historian** Responsible for ensuring that all group members understand the ideas and contributions of the inventor. Looks in textbooks, encyclopedias, and other sources for additional information on the inventor. Prepares and asks supportive questions of the inventor during the press conference.
- c. **Public Relations Agent** Takes time to learn about the ideas and personality of the inventor. Introduces the inventor at the start of the press conference. Solicits ideas from group members to design a nameplate for the inventor with a name and appropriate visual symbol of the inventor's contributions to the Industrial Revolution.
- d. **Investigative Reporter** Responsible for anticipating and preparing Actor for any questions that may be asked. Carefully examines *Inventor Profiles* to find out which inventors on the panel made similar contributions. Prepares and asks probing questions of other panel members.

Independent Work Time

- Once students understand their roles, have each group carefully read and discuss their *Biographical Briefing*. Make sure each group discusses the questions at the end of the reading.
- After groups have a general understanding of their inventor's contribution to the Industrial Revolution, explain to students that they have several tasks to complete before the press conference:
 - a. **Prepare the Actor.** Each group must make sure its Actor understands the accomplishments of the inventor accurately and thoroughly. To do this, have each group quiz the Actor on the major points from the *Biographical Briefing*. Also, encourage the Historian to seek additional resources—textbooks, encyclopedias, library books or internet websites—that may help the Actor better understand the character. Each group must anticipate and prepare the Actor for the questions that other groups' Investigative Reporter may ask.
 - b. **Get props and costumes for the Actor.** Tell students that each group should come up with appropriate costumes, props and visual aides that will help bring their characters to life. Encourage students to be creative in thinking about ways to do this.
 - c. **Create a nameplate for the inventor.** Explain to students that each group must create a nameplate for its character to display on the desk at which the Actor sits during the press conference. The nameplate will identify the inventor to the rest of the class as well as give an indication as to the inventor's contribution to the Industrial Revolution. It should be done on a large piece of paper—ideally at least 11" by 17"—and should include two parts. First, the name of the inventor should appear in letters large enough that everyone in the room can read it. Second, the nameplate should contain some simple visual symbol that represents the inventor's contribution to the Industrial Revolution.
 - d. **Rehearse for the press conference.** Tell groups to strategize about how to make their inventors look good during the press conference. Tell groups that the Actor should rehearse his or her answers to questions they anticipate will be asked by other reporters during the press conference. The Historian should come up with supportive questions to ask the Actor that will help the Actor express her or his opinion during the press conference.
- When the groups have finished their tasks and are ready to present their press conference interviews, set up the classroom as if it were an interview panel. This press conference will take at least one full period to complete. Pass out handout

Notes on Industrial Revolution Inventors. Have Public Relations Agents place the nameplates at the front of the Actors' desks.

Share/Assessment

- Begin the press conference by having each Public Relations Agent stand behind her or his Actor and give a one-minute biographical sketch introduction of the inventor. Then have the Public Relations Agents stand or sit down behind the Actors. Throughout the press conference, if an Actor gets stuck or forgets a piece of information, he or she may turn to the Public Relations Agent for help. Act the part of the moderator or host. Encourage questions and stir up competitiveness among the panelists.
- After the introductions, allow the Investigative Reporters to ask pertinent questions. As the press conference unfolds, make sure students are taking appropriate notes on handout *Notes on Industrial Revolution Inventors*.
- Wrap up the press conference with each inventor giving a one-minute response to the following question: ***Why should you be considered the key inventor without whom the Industrial Revolution would have had difficulty taking off?***
- After the press conference, hold a class discussion to examine the different inventors and their contributions presented during the activity. Focus the discussion on these clarifying questions:
 - How did these inventors' contributions impact the way people worked?
 - How did these inventors' contributions impact the way people lived?
 - How did these inventors' contributions impact the way people traveled?
 - How did these inventors' contributions impact the nation's economy?
 - Who do you think made the biggest impact on society?
- Have each student decide for themselves which inventor they think made the most important contribution to the Industrial Revolution and two runner-ups. For each inventor, have students write a profile evaluating each of the three inventors by answering the following question: ***How did the inventor's contribution to the Industrial Revolution change the way people worked, traveled and lived?***

Connection to Culminating Project

- Students understand how key inventors brought on the Industrial Revolution, changing the nation's economy and how people lived, worked and traveled at the beginning of the 19th century. This content information can be included in the five-paragraph essay in the final project.
- Students write persuasive profiles on three inventors to be included in the final project.

NOTES ON INDUSTRIAL REVOLUTION INVENTORS

DIRECTIONS: DURING THE PRESS CONFERENCE, LISTEN CAREFULLY TO WHAT EACH PANELIST HAS TO SAY ABOUT THE MOST IMPORTANT ISSUES FACING AMERICAN SOCIETY AND HOW THOSE ISSUES SHOULD BE ADDRESSED. SKETCH THE SYMBOL OF EACH PANELIST'S IDEAS THAT APPEARS ON HIS OR HER NAMEPLATE. THEN, RECORD EACH PANELIST'S INFORMATION ABOUT HIS CONTRIBUTION TO THE INDUSTRIAL REVOLUTION AND HOW IT CHANGED THE WAY PEOPLE LIVED, WORKED AND/OR TRAVELED.

PANELIST	SYMBOL	FACTS ABOUT PANELIST'S CONTRIBUTION TO INDUSTRIAL REVOLUTION	HOW PANELIST'S CONTRIBUTION CHANGED THE WAY PEOPLE LIVED, WORKED AND TRAVELED

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PANELIST	SYMBOL	FACTS ABOUT PANELIST'S CONTRIBUTION TO INDUSTRIAL REVOLUTION	HOW PANELIST'S CONTRIBUTION CHANGED THE WAY PEOPLE LIVED, WORKED AND TRAVELED

Lesson # 1d

Essential Question: **How does a society change as a nation's economy grows?**

Focus Question: **How did the Market Revolution impact households at the beginning of the 19th century?**

Skills/Strategies

- explain how the meaning of work changed during this period
- explain how the growing power of banks reflected the increasing dependence of Americans on credit and money
- describe the effect of increased manufacturing on the household
- analyze written text to draw conclusions

Materials

- handout *Changing Households and New Markets*
- 8 ½ x 11 paper
- crayons, markers, color pencils, etc.

Mini-Lesson

- Explain to students that the American economy underwent a fundamental change in the early 1800s that affected how Americans lived their lives.
- Have students read handout *Changing Households and New Markets*. Ask students to look for evidence as they read the section that in the early 1800s Americans began to “devote themselves to the business of making money.” (This could be assigned as previous night’s homework.)
- Discuss the characteristics of the American economy during colonial times. Focus the discussion on these questions:
 - What factors led to economic change during the early 1800s?
 - What was the Market Revolution?
 - How did the relationship between Americans and their work change as a result of the Market Revolution?
 - How did it alter both the role of the family within society and relationships within the family?
 - What impact do you think it had on the status of women?
- Confirm students understand that through the efforts of entrepreneurs, products that were traditionally made in the household began to be manufactured in factories in the early 1800s.

Independent Work Time

- Divide students into groups of four. Each group will create an advertisement to convince Americans to buy a factory-made household item.
- Have groups select a household product from the early 1800s (from p. 217 of handout) and create a strategy to persuade Americans to purchase it.
- Each group will create an advertisement that uses images and a slogan to persuade buyers to purchase the product. Information on advantages of buying the product as opposed to making it must be included in the advertisement.

Advertisement must also include options on how buyers can purchase product.
Advertisements must be in color and on 8 ½ x 11 paper.

Share/Assessment

- Advertisements are displayed around the classroom.
- Students examine each group's advertisement and decide which product they are most persuaded to purchase.
- Group share on response to advertisements.
- Discuss the changes that increased purchasing of goods brought to American homes at the beginning of the 19th century.

Connection to Culminating Project

- Students understand how the Market Revolution impacted society at the beginning of the 19th century. This content information can be included in the five-paragraph essay in final project.
- Students devise strategy to persuade consumers to purchase goods which can be transferred to their own advertisement to be included in final project.

Lesson # 2a

Essential Question: **How does a society change as its economy industrializes?**

Focus Question: **How does the landscape of a city change as an economy industrializes?**

Skills/Strategies *Make sure to include skills and strategies from the 8th grade exam.*

- Interpreting maps
- Using maps to do historical analysis

Materials

- Map of the City of New York, 1831 by William Hooker, on New York Public Library Website, URL:
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=612475&imageID=1260183&word=map%20new%20york&s=1¬word=&d=&c=&f=&IWord=&IField=&sScope=&sLevel=&sLabel=&total=1423&num=0&imgs=12&pNum=&pos=2#>
- Map of New York, from 1785, on New York Public Library Website, URL:
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=693681&imageID=805894&word=map%20new%20york&s=1¬word=&d=&c=&f=&IWord=&IField=&sScope=&sLevel=&sLabel=&total=1423&num=24&imgs=12&pNum=&pos=36#>
- Plan of the City of New York, from 1817, New York Public Library Website, URL:
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=252964&imageID=434110&word=street%20map%20new%20york&s=1¬word=&d=&c=&f=&IWord=&IField=&sScope=&sLevel=&sLabel=&total=541&num=192&imgs=12&pNum=&pos=199#>
- Map of the City of New York, from 1845 by David Burr, on New York Public Library Website, URL:
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=606291&imageID=1253197&word=new%20york%20maps&s=1¬word=&d=&c=&f=&IWord=&IField=&sScope=&sLevel=&sLabel=&total=1505&num=0&imgs=12&pNum=&pos=6>
- Plan of the City of New York, depicting 1767, by Jas Kemp, on New York Public Library Website, URL:
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=693678&imageID=805892&word=new%20york%20maps&s=1¬word=&d=&c=&f=&IWord=&IField=&sScope=&sLevel=&sLabel=&total=1505&num=120&imgs=12&pNum=&pos=126>
- Map of the City of New York, from approximately 1850, on New York Public Library Website, URL:
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=252960&imageID=434106&word=map%20new%20york&s=1¬word=&d=&c=&f=&IWord=&IField=&sScope=&sLevel=&sLabel=&total=1423&num=0&imgs=12&pNum=&pos=1>

Mini-Lesson *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

- Begin lesson with two maps up on the overhead (you can pick 2 from the 6 listed in the materials section)
- Have students write down individually and then share what they see as the differences between the two maps.
- Discuss the differences and explain to students that these differences happened over time, and that the growing industrialization and population growth of the city meant that the way the city looked changed dramatically, and that we're going to use maps today to look at those changes.

Independent Work Time *This may include independent work, partner work, small group work, research.*

- Each table receives a packet of 4 Historical New York City street maps
- As a group, the students must sequence the maps, taping them onto a piece of chart paper, and write a justification for why they placed each map where they did in the sequence on an index card taped below.

Share/Assessment *This may include individual or group share, formal and informal assessment.*

- Groups switch from table to table, reading other groups' justifications for the sequencing of their maps
- Teacher shares actual sequence/dates of map

Connection to Culminating Project *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

- Homework: After the next lesson, students imagine they are a historical character who visited New York in 1800 and then again in 1850. In the persona of that character, they write a letter home describing the changes they observe in the city since their first visit, both in the street layout and the buildings.

Lesson # 2b

Essential Question: ***How does a society change as its economy industrializes?***

Focus Question: ***How does the landscape of a city change as its economy industrializes?***

Skills/Strategies *Make sure to include skills and strategies from the 8th grade exam.*

- Using pictures to come to conclusions about a historical time period
- Using buildings and architecture as a way to tell a story of a city
- Investigate how people depend on and modify the physical environment (NYS Social Studies Learning Standard 3)
- Explain how technological change affects people, places, and regions (NYS Social Studies Learning Standard 3)

Materials

- A wide variety of images of New York City buildings can be found on the New York Public Library Digital Gallery, at URL: <http://digitalgallery.nypl.org/nypldigital/index.cfm>
- Picture of New York house in 1700 can be found in The Historical Atlas of New York, by Eric Homberger, p. 41.

Mini-Lesson

The idea behind this lesson is to have students understand that buildings tell the story of a city, and that if we look at how buildings are built, and how they change over time, we can understand more about the people, economy, and development of that city.

- Students look at a picture of house built in 1700 New York and, using building observation sheet (attached below), analyze it first individually, and then as a group, modeling the level of detail that should go into the analysis.
- Teacher and class discuss the materials of the buildings, the people who we think probably lived/worked there, and what its use was, all the time thinking about the story that the building is telling us. Also mention that this was a building type common to an earlier time period and that we'll be looking at buildings that span a time period of about 50 years (1800-1850), and thinking about how building styles and materials changed over that time period.

Independent Work Time

- Teacher tells students that they will be working in groups to examine pictures of different buildings that were built over the course of the first half of the 19th century. Each group will be given a picture of a building, and analyze it in the same way they did the first building during the mini-lesson.
- Students fill out an observation sheet on their building as a group and write down the story they think the building is telling.

Share/Assessment

- Students share the story of their building as they see it with the whole group.
- Group works to sequence the buildings along a timeline according to their building date.

Connection to Culminating Project

- Homework: Students use this lesson in combination with the previous lesson to imagine they are a historical character who visited New York in 1800 and then again in 1850. In the persona of that character, they write a letter home describing the changes they observe in the city since their first visit, both in the street layout and the construction of the buildings.

Name _____

Buildings Tell Us Stories

Looking at the picture of your building, answer the following questions to try to create the *story* of your building.

- 1. What is your building made of? Wood, stone, brick, glass?**

- 2. What are the different parts of your building? Be as detailed as you can.**

- 3. When do you think your building was built? What *evidence* are you using to make that conclusion?**

- 4. What do you think your building was used for? Did people live there, work there, shop there? What *evidence* are you using to make that conclusion?**

- 5. Who do you think used your building? What *evidence* are you using to make that conclusion?**

Lesson #2c

Unit's Essential Question: How does a society change as its economy industrializes?

Focus: How does the landscape of a city change as an economy industrializes?

Skills/Strategies *Make sure to include skills and strategies from the 8th grade exam.*

- Students will explore aspects of life in 1830s New York
- Students will explore the way that city landscapes change over time

Materials

- Student trip guide with space for them to do sketches and record information about the spaces they visit, especially the Merchant's House Museum (this is not created—depending on the class it could be as short as a page or longer, with more space for sketching and observational writing).
- Photocopied walking tour information from New York: 15 Walking Tours, by Gerard R. Wolfe, pp.127-147 (with actual stops at the discretion of the teacher)
- Information and trip planning can be done by going to the Merchant's House Museum website at <http://www.merchantshouse.com/>

Mini-Lesson *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

In this lesson, students take a walking tour field trip through the East Village and make a particular stop at the Merchant's House Museum to explore the neighborhood where wealthy New Yorkers, particularly those whose wealth came as a direct result of the country's industrialization, lived during the 1830s. Students will focus on architectural details of the neighborhood and the historical buildings that are still standing today. Students will also draw on earlier lessons about inventors and inventions of the 19th century while looking at the house of a wealthy merchant during the time period.

Independent Work Time *This may include independent work, partner work, small group work, research.*

During tour, students do three sketches and take notes down on the information they are given. (Another option that would be more engaging is to give students an architectural scavenger hunt, with pictures of different architectural features to look for during the tour.

At the Merchants House Museum, students sketch and/or describe 5-10 objects and/or architectural features they observe in the house, as well as recording information about the house's history and the history of its residents.

Share/Assessment *This may include individual or group share, formal and informal assessment.*

At home or the next day at school, students write up a description of the Merchant's House and the family that lived there in their own words, as if they were writing a profile for a home design magazine (i.e. Better Homes and Gardens)
They include:

- profile of house's owners
- building history
- architectural and furnishing details of the house
- note of inventions/architectural aspects that would have been new or innovative in that time period

Connection to Culminating Project *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

Students will adapt the house profile they create for their culminating project, adding sketches or pictures to illustrate their writing.

Essential Question

How does society change as a nation's economy changes?

Focus Question: *What types of jobs were available in New York and other industrial areas in the early 19th century?*

Skills/Strategies

- *explain reasons for increased immigration
- *analyze written text to draw conclusion
- *analyze primary source documents
- *describe growing ethnic, racial, and religious tensions between native and foreign born Americans
- *evaluating impact that women had in labor organizing
- *examine relationships between members of disenfranchised Americans

Lesson #1a

How did women unite against unfair labor practices in the early 19th century?

Mini-Lesson:

Before the lesson, review information on the Industrial Revolution. Review that the Industrial Revolution was vital in the economic growth of the United States. Students should know that the changes in production went from hand labor to machine labor.

The following information is used to introduce students to the earliest days of American industry:

By the 1830's, manufacturing in America was changing the lives of workers forever. Work typically was dictated not by the desires of individuals who set their watches with the rising and setting of the sun, but was increasingly involving a shift in machine production. In the early days of industrialization, manufacturing was dependent upon the recruitment of women. Using secondary and primary source documents, you will examine if these manufacturing enterprises offered real opportunity to women or a dead end.

Distribute the following handouts.

Independent Work Time *This may include small group work, partner work*

Have each student carefully read the documents and answer the following questions.

*"A Week in the Mill," Anonymous, Lowell Offering, Volume V, 1845

1. In your opinion, is the author giving an accurate description of life in the mills?
2. How does the author describe a typical week for women in the mills?

*"Editorial: Two Suicides," Harriet Farley, Lowell Offering, Volume IV, 1844

1. How do you think factory life might lead to suicides?
2. How has the writer explained the suicides?

* Harriet H. Robinson, "Early Factory Life in New England," 1883

1. What does the writer say about the possession of money in women's hands? Do you think this had an impact on women in general?

***Lucy Larcom, a New England Girlhood, 1889**

1. What does Lucy Larcom think of the mill experience for most women?
How do you think mill work might have impacted women's lives?

***Slave Labor Versus Free Labor," Orestes Brownson,
Boston Quarterly Review 3**

1. Compare and contrast slave labor versus free labor in the article.

Small group work

Students will analyze the documents using the primary source worksheet.

They will argue the case that women in manufacturing were exploited and mostly dead end job prospects. Write down each argument using specific details from the documents.

Now reverse your argument. Assess the validity that women were liberated by work and economic opportunity.

Consider These Questions while you debate each point

1. For what reasons did some women chose manufacturing jobs?
 2. What does the evidence say about the experiences of these women?
 3. In which ways were the experiences of women similar/different than those of slaves?
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Divide students into two groups. One group will argue that manufacturing jobs were good for women, while the other group will argue that manufacturing only offered dead end job prospects. Each group will be given fifteen minutes to present their position. Each team will select four debaters. Other team members will serve as advisors. Use the following procedure in the debate forum.

1. The first speaker for each team will have three minutes to present their position.
2. The second speaker for each team will have two minutes to attack the position of the opposing team.
3. The third speaker for each team will have two minutes for a rebuttal against the second speaker.
4. The fourth speaker for each team will have two minutes to close their case.

*You should allow 4-5 minutes between each argument to give team speakers and advisors an opportunity to revise and clarify position.

Share

Look at the evidence gathered by teams when building their cases.

What are you final thoughts on the subject? Which argument do you think makes the strongest case: Was manufacturing an opportunity for women or a dead end? Why?

Connection to Culminating Project

Students understand how women entered the job market during the 19th century. Students gained understanding as to causes and effects of industrial revolution.

Students can create fictional diary entries of women working in factories during this time.

The diaries should be both pro and con which can be included in the final project.

Lesson #4a

How can we use historical accounts; diaries, narratives, and other records to understand the varied experiences of early 19th century African Americans in New York? What types of jobs were available for African Americans during this period?

Materials:www.library.csi.cuny.edu/dept/history

www.gothamgazette.com;<http://www.archives.gov/education/lessonsworksheets/artifacts.html>

<http://www.archives.gov/education/lessonsworksheets/artifacts.html>

Documents from the Brooklyn Historical Society

In Pursuit of Freedom

Maps of Manhattan, Staten Island

The Big Oyster: History on the Half Shell Mark Kurlansky

Pgs.124-128

The Autobiography of Frederick Douglass (excerpts)

Mini-Lesson

In 1800 New York State granted freedom to all slaves born in the state before July 4, 1799.-but not until July 4, 1827. Even so, slavery was not entirely repealed, for the new law offered a clause, allowing non residents to enter New York with slaves for up to nine months.

Passage of the Fugitive Slave Law in 1850 further corroded the personal liberty of African Americans in the state. Free born and fugitives slaves lived precarious lives facing constant threats from *personal kidnappers*.

African Americans managed to survive despite lawful racial and economic discrimination. A great majority of African Americans had to content themselves with unskilled laboring jobs in urban areas. However, many possessed skills which allowed them to achieve some level of independence Nevertheless, African Americans managed to create their own vibrant, thriving communities in and around New York City.

The communities of Sandy Ground in Staten Island and Seneca Village in Manhattan were two such communities.

Procedure:

Students will create a classroom panel reconstructing lives and jobs of African Americans in New York City. Using primary source documents from the Staten Island Historical Society, the Brooklyn Historical Society, narratives, and students will explore the lives and jobs of African Americans in New York before the Civil War. Students will select photographs, documents and materials that best represents the types of jobs available for African Americans. Taking on the role of curator, the students will interpret how these materials can be used to document African American life.

Independent Work Time-*This may include independent work, partner work, small group work, research.*

Each table receives a package of documents; census of residents of Seneca Village, photographs of African Americans from Sandy Ground, portraits of African Americans, excerpts from the Autobiography of Frederick Douglass.

In groups, follow the instructions on the activity sheet: ***Creating Classrooms Exhibits: An Introduction.***

Share/Assessment –*This may include individual or group share, formal or informal assessment.*

Groups switch and use accountable talk to critique different groups

Panel is displayed around room

Homework –**create an advertisement of your services and skills**

Connection to Culminating Project. *How does this lesson help students work towards the culminating project?*

Students understand how African Americans forged their own communities in New York. Follow up the exhibit with object interpretation. Using information from the documents, narratives, and portraits, students will bring in one object that would have been used by a character in the exhibit panel. On an index card, students will write an interpretation of their object. For example, underneath the portrait of the blacksmith, someone may bring in a horseshoe.

*What stories does this object tell?

*What does it tell us about the person who used it?

*Does the object have a story to tell about the beliefs of the person who made or used it?

Using information from maps, students can recreate a model of Seneca village

Lesson #4c

How did industrial development in the United States lead to an increase in immigration?

Skills/Strategies

- *understand the concepts of transition and change
- *use maps, globes, charts, and graphs, and other tools of geography to gather and interpret data
- *using data to draw conclusions about physical and human patterns of movement
- *understand that immigrants faced economic and ethnic discrimination

Materials:

- *Census, maps pre-Civil War
- *Cobblestone, September 1981 issues, “America at Work: The Industrial Revolution”
- *No Irish Need Apply (poem)

<http://memory.loc.gov/rbc/amss/asl/as109730/001q.gif>

<http://memory.loc.gov.learn/features/port/ho1.html>

Photos and portraits of immigrants

Arts-in-Education Program: Drama & History Integration Workshops, Henry Street

Settlement

- *Film- Roots of a Nation#14, “The Immigration Experience: The Long Journey,”
- *supplies, props, and costumes pieces

Mini –Lesson *This may include direct instruction, shared reading, modeling specific skills, making a connection to prior lesson*

In this lesson, make sure students have basic understanding of factors leading up to the Industrial Revolution and the role and reasons for increased immigration to the United States. Prior to the lesson, students should be in groups.

*Students look at pictures of immigrants and using activity sheet, analyzing images Port of Entry: Immigration analyze it first and then with partners or group.

Independent Work *This may include partner, and small group work*

Using the poem of “No Irish Need Apply,” focus attention on the author’s use of words What information can we gather from this poem? The focus of discussion might include the 5W’s of Who, What, Where, When, and Why.

The students then watch the video, “The Immigration Experience: The Long Journey. Again with the 5 W’s focus. Discuss with students their views and reflections on both pieces. What understandings were gained?

Explain how each group will develop a script in order to gain an understanding of plights of our nation’s immigrates during the period of the 19th century. Using the format from Henry Street Settlement Drama & History Integration Workshop students will create improvisational scenes based on the experiences of immigrates.

Share/Reflection:

Groups share their scenes and use accountable talk in a discussion on the day’s activities.