Changing New York

Fourth Grade

Social Studies Unit Plan

4 Weeks

New York City Over Time: Growth & Expansion

Rationale: This unit focuses on New York City changing over time. It encompasses various significant moments and movements in United States and New York City history in the 1800 and 1900s. Throughout this unit students will learn about various different moments that shaped the United States. This unit will broaden the minds of the students in this class and make them more knowledgeable members of the community they live in. It is important for these students to learn about the city they live in. New York's history is very rich. Students will be exposed to the growth of a large city and growing nation.

Content Outline:

I. Growth and Change
   a. How has American, specifically New York changed in the 1800s and 1900s
   b. Inventions and Industry
      i. Railroads brought change to New York
      ii. Changes were caused by inventions
      iii. Labor unions tired to improve life for workers in New York
   c. Immigrants in New York
      i. Reasons immigrants came to New York
      ii. Hardships immigrants faced
   d. Building New York
      i. Construction projects and public parks
   e. Depression and War
      i. Difficulties faced during great depression
      ii. FDR

Field Study: The field study for this unit will take place at Ellis Island. Students will get the opportunity to see where immigrants came to when they first arrived in New York. Seeing this will enable students to think about how immigration changed New York forever.

Target Population: This unit will take place in a Fourth Grade classroom in the Bronx, New York. There are thirty students in this class. Four of the students are ESL students.

Duration of Unit: Four Weeks

Essential Questions:

What different cultures have settled in New York?
What hardships were face by New Yorkers and immigrants during this time?
What were the impacts of The Great Depression and World War II on our country and New York?
How has America, specifically New York changed in the 1800s and 1900s?
What inventions and industry was available during this time?

Who were the famous inventors of this time period?
How have the inventions changed over time?
Why did immigrants come to America, and New York?
What important buildings were created during this time? Why were they built?
What new challenges did Americans and the government face during this time?
How does New York continue to change?

Reading Standards

Key Ideas and Details

- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

- RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

- RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

Text Types and Purposes

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas

and information clearly.

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Production and Distribution of Writing

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge

- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies Standards

Industrial growth and expansion

- Transportation, inventions, communication, and technology
- (e.g., 1800s—Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s—auto-
- mobiles, subways, air travel, seaways, telephones, radios and televisions, computer)
- Immigration and migration
- (e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native
- American Indians in New York State)
- The important contributions of immigrants to New York State
- Geographic influences of industrialization and expansion
- (e.g., natural resources, location); the interactions between economic and geographic factors)

Lesson Plan # 1

Subject: Social Studies/ English Language Arts

Purpose:
This lesson will build on students' prior knowledge of how New York City was changing and growing during the late 1800s and early 1900s. The students will learn about immigration to New York; and how the immigrants found both hardships and opportunity in New York.

Objectives:
- Students will be able to identify reasons that immigrants came to the United States and settled in New York.
- Students will be able to describe some of the hardships faced by immigrants.

Vocabulary and Key Terms:

Immigrant – a person who comes to a new country.

NYS Learning Standards:

Reading Standards

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- American Indians in New York State)
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Pre-Assessment:
The students have learned about how New York had grown and changed since the Civil War. Through brief teacher led discussion about immigration and life in New York in the early 1900s the students' knowledge and level of mastery will be determined.

Set- Induction: Prior to this lesson the students were exposed to and learned about life in New York after the Civil War. Immigration was mentioned but not in great detail. To activate prior knowledge, the teacher will ask students if they have ever moved to a new place. The class will discuss how it feels to move to a new place and why you may move to new place.

Procedure:

- Teacher will discuss the rise in immigration during the 1800s.
- Teacher will discuss that these immigrants came from various countries in Europe such as Ireland, Germany, Italy, and Russia.
- Teacher will discuss carious reasons these immigrants came to the US such as lack of freedom, and work.
- Teacher will discuss the reasons many of these immigrants settled in New York because of the close proximity to factories and job opportunities.
- Teacher will discuss Ellis Island, which became the main immigration station for people coming from Europe.
- Teacher will review procedures of Ellis Island: question and answer interview and physical examine.
- Students will form groups and discuss what it would have been like to come through Ellis Island.
- Each group will write a scrip dramatizing aspects of the experience.
- Students will perform their scripts for the class

Closure:
Class will prepare for their field trip to Ellis Island and prepare questions that came up during their skit.

Materials:
Paper
Pencils
Costumes for skits
Computer

Assessment:
Students will be informally evaluated during the guided practice of this lesson.The work that is completed by the students will determine if they understand how New York was at this time and how it changed over time.

Differentiation:

Students will have the opportunity to do further research on Ellis Island and a specific ethnic group during this time. Students will also be able to research further into the layout and physical set up of Ellis Island

Resources:

- Foreman, Scott. Social Studies – Grade 4 – NewYork. Illinois: Pearson Educaiton, Inc., 2008.

Lesson Plan #2

Subject: Social Studies/ English Language Arts

Purpose:
The students will be introduced to early inventors who played important roles and made significant contributions to the urbanization of New York City.

Vocabulary and Key Terms:

Inventor: A person who created or developed a particular process or device

Objectives:

- Students will be able to identify the most important inventors during the 1800's and 1900's.
- Students will be able to identify which inventions these people contributed to New York and the United States.
- Students will be able to describe how these inventions helped the people of this time period as well as how these inventions have changed over time and are still used today.

NYS Learning Standards:

Social Studies

-Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are united by many values, practices, and traditions.
-1.1a: Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.
English Language Arts
Standard 1: Students will read, write, listen, and speak for information and understanding.

Speaking

- Ask questions
- Summarize, with assistance
- Describe a problem and suggest one or more solutions
- Speak loudly enough to be heard by the audience

Listening

- Acquire information and/or understand procedures
- Collect information

Reading

- Read and understand written directions

Technology
Standard 5: Computer Technology

-Key idea: Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge.

Pre-Assessment:
Ask students if they can name any famous inventors and if they know what contributions they made or any facts about them. This will get the students thinking about what they may already know about leaders.

Set Induction:
Explain to the students that they will be discussing early inventors that lived during the growth and expansion period in New York City. Ask the students if they know what a trading card is and describe its purpose. A trading card is a small card with a picture on one side and information, facts, or statistics on the other.
Procedure:

- Begin by getting the classes attention and calling them, by table, to the meeting area.
- The teacher will read aloud the short biography of Robert Fulton, inventor of the steamboat service on the Hudson River . **See attached paper**. At this point, the students will be listening and taking notes.
- When finished, students will volunteer to share facts they thought were important from the read aloud and Robert Fulton's life.
- The teacher will chart the information given by the students.
- The teacher will discuss with students that some details in a story or article are more important than others, especially for trading cards. The teacher will aid the children in categorizing all of the information written into the five most important facts about Robert Fulton.
- The teacher will model the process of creating a Colonial Trading Card for the class and will pass around an example. This card will have an illustration of Robert Fulton on one side and five important facts on the other side.
- The teacher and students will work together to make a class example of a Robert Fulton Trading Card.
- Review directions for independent work then send children back to their desks.
- Hand out all of the books listed under the materials section as well as printed sheets attached to each group. Make sure each group has plenty of books to look up leaders and information.
- The students will go through the books their group has been given and find an inventor that they would like to research and write about.
- The teacher will hand out one plain index card to every student. This will be used to make their trading cards.
- Students will create their own trading cards with colored illustrations and biographical facts about the inventor that they have chosen.
- Students who finish early may share their trading cards with their classmates.
- Once they are finished, volunteers will come up to the front and share what they have learned in making their trading card.

Closure:
After the students are done sharing, they can quietly trade their cards with one another while we clean up materials and supplies.

Materials:

- The Picture History of Great Inventors by Gillian Clements
- Girls Think of Everything: Ingenious Inventions by Women by Catherine Thimmesh
- Great Inventors and their Inventions by David Angus
- Mistakes that Worked by Charlotte Jones and John Obrien
- Hooray for Inventors! By Marcia Williams
- Printed out biographies that are attached
- Index cards
- Colored pencils or crayons
- Read aloud on Robert Fulton
- Pencils

Follow Up Activity:
To follow up this lesson, students will be given a homework assignment in which they must make their own trading card at home. Each student will have a copy of one of the printed biographies to bring home with them and will make a card for the leader they did not write about in class.

Assessment:
During the lesson, the teacher will rotate around the room assessing the students' understanding of the material and the assignment. The teacher will do this to see if any students need additional support and how well the students are managing the task at hand.

Differentiation:
This lesson is a positive experience for all learners because the assignment is modeled and the students are free to choose their own books to use. The teacher will be available for one-on-one help for students having difficulties. For students who excel during this lesson, the teacher can have these students write their facts in paragraph form.

Resources:

- http://www.sacklunch.net/biography/F/RobertFulton.html
- http://www.invent.org/hall_of_fame/152.html
- http://www.invent.org/hall_of_fame/106.html
- http://www.sacklunch.net/biography/H/EliasHowe.html
- http://www.thocp.net/biographies/bell_alexander.html
- http://www.incwell.com/Biographies/Ford.html
- Smartboard

BIOGRAPHY OF ROBERT FULTON

Robert Fulton, a celebrated American engineer and inventor, was born near Lancaster in Pennsylvania, in 1765. When a child, he manifested that taste for mechanics which he cultivated with so much success in after life. While other boys of his age were engaged in play, he found his amusement in visiting the workshops of Lancaster. When he was about seventeen years of age, he set up as a painter of portraits and landscapes in Philadelphia. In 1786, he visited London, where he pursued the study of his art under the tuition of his celebrated countryman, West. In 1793, he was associated in a project to improve inland navigation; he was already familiar with the idea of using steam as a propelling power for boats. From 1797 to 1804, he resided in Paris with Mr. Joel Barlow, the American representative at the French court. During this period, he invented a submarine or plunging boat, called a Torpedo, designed to be used in naval warfare. The French government declined to patronize the project, and Fulton accepted an invitation from the English ministry, which also appointed a commission to test the merits of his torpedo. He appears, however, to have received but little encouragement, and in 1806 he returned to the United States. Having been supplied with the necessary funds by Robert Livingston, who had been American ambassador at Paris, Fulton had the satisfaction of proving, in 1807, that steam could be applied to the propulsion of vessels with entire success. His achievement excited universal admiration, and from that time steam-boats were rapidly multiplied on the waters of the United States. His first boat, the Clermont, made regular trips between New York and Albany, at the rate of five miles an hour, but this rate was soon increased by improved machinery. Fulton had married, in 1806, Harriet, the daughter of Walter Livingstone. In the midst of his triumphs and in the height of his fame he died, on the 24th of February, 1815. He left four children.

ELI WHITNEY

American inventor, pioneer, mechanical engineer, and manufacturer Eli Whitney is best remembered as the inventor of the cotton gin. He also affected the industrial development of the United States when, in manufacturing muskets for the government, he translated the concept of interchangeable parts into a manufacturing system, giving birth to the American mass-production concept. Whitney saw that a machine to clean the seed from cotton could make the South prosperous and make its inventor rich. He set to work at once and within days had drawn a sketch to explain his idea; 10 days later he constructed a crude model that separated fiber from seed.

After perfecting his machine he filed an application for a patent on June 20, 1793; in February 1794 he deposited a model at the Patent Office, and on March 14 he received his patent.

Whitney's gin brought the South prosperity, but the unwillingness of the planters to pay for its use and the ease with which the gin could be pirated put Whitney's company out of business by 1797.

When Congress refused to renew the patent, which expired in 1807, Whitney concluded that 'an invention can be so valuable as to be worthless to the inventor.' He never patented his later inventions, one of which was a milling machine. His genius as expressed in tools, machines, and technological ideas made the southern United States dominant in cotton production and the northern states a bastion of industry.

SAMUEL F.B. MORSE

Morse developed 'lightning wires' and 'Morse code,' an electronic alphabet that could carry messages. The patent was applied for in 1840. A line was constructed between Baltimore and Washington and the first message, sent on May 24,1844, was 'What hath God wrought!'

In 1861 the two coasts of the United States were linked by telegraph.

Samuel F. B. Morse, once a portrait painter, turned to inventing to make his fortune. Morse had little training in electricity but realized that pulses of electrical current could convey information over wires.

Born in Charlestown, Massachusetts, the eldest child of the Reverend Jedidiah Morse and his wife, Elizabeth Ann Breese, Samuel Morse attended Phillips Academy in Andover, Massachusetts, and entered Yale College in 1805, graduating in 1810.

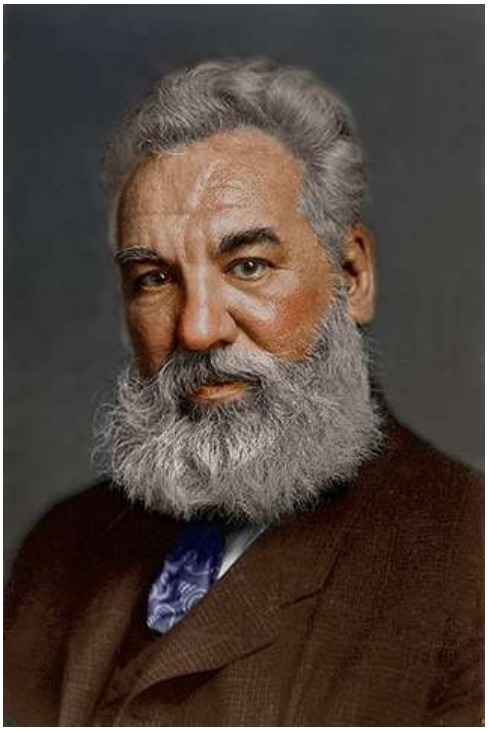
Morse took out three patents on pumps in 1817 with his brother, Sidney Edwards Morse. Samuel Morse's interest in telegraphy began in 1832, and the elements of a relay system were worked out late in 1835. The equipment was gradually improved and was demonstrated in 1837. To support himself later in life Morse was largely dependent on dividends from telegraph companies. In 1858 several European countries combined to pay a gratuity of 400,000 francs as compensation for their use of his system.

ELIAS HOWE

Howe, Elias (1819-1867), the inventor of the American sewing machine. He was born at Spencer, Massachusetts, and died in Brooklyn, New York. His father was a farmer and a miller. Young Elias worked for his father on the farm and in the mill, and attended district school in the winter time. He learned the trade of a machinist. He patented his sewing machine in 1846. He visited England and took out a patent there. He was for a number of years poor, even distitute, and embarrassed by numerous lawsuits. About 1854 his rights under the patent were accepted by various manufacturers, who paid him a royalty, and he became a wealthy man. Nevertheless, he served as a private soldier during the Civil War, and, at a time when it was not known whether the general government was able to pay its debts, he invested his available money in United States bonds. By all accounts, he was a worthy, industrious, patriotic, inventive man. Howe was by no means the first to work at the general problem of a sewing machine, nor, indeed, was he the first to invent a possible contrivance. His inspiration came in the form of the thought to place the eye of the needle in the point, to thrust the thread through the fabric instead of drawing it after. With this idea in mind the rest was easy.

ALEXANDER GRAHAM

BELL



Bell was born in Edinburgh, Scotland on March 3, 1847. He enrolled in the University of London to study anatomy and physiology, but his college time was cut short when his family moved to Canada in 1870. His parents had lost two children to tuberculosis, and they insisted that the best way to save their last child was to leave England.

When he was eleven, Bell invented a machine that could clean wheat. He later said that if he had understood electricity at all, he would have been too discouraged to invent the telephone. Everyone else "knew" it was impossible to send voice signals over a wire.

While trying to perfect a method for carrying multiple messages on a single wire, he heard the sound of a plucked spring along 60 feet of wire in a Boston electrical shop. Thomas A. Watson, one of Bell's assistants, was trying to reactivate a telegraph transmitter. Hearing the sound, Bell believed that he could solve the problem of sending a human voice over a wire. He figured out how to transmit a simple current first, and received a patent for that invention on March 7, 1876. Five days later, he transmitted actual speech. Sitting in one room, he spoke into the phone to his assistant in another room, saying the now famous words: "Mr. Watson, come here. I need you." The telephone patent is one of the most valuable patents ever issued.

Bell had other inventions as well -- his own home had a precursor to modern day air conditioning, he contributed to aviation technology, and his last patent, at the age of 75, was for the fastest hydrofoil yet invented.

Bell died on August 2, 1922. On the day of his burial, all telephone service in the US was stopped for one minute in his honor.

HENRY FORD

Henry Ford was born July 30, 1863 in Wayne county, Michigan. He was the son of Irish immigrants, William and Mary Ford, who had settled on a farm in Dearborn. In addition to helping his father with the harvest, Ford also attended school in a one-room schoolhouse. However, Ford disliked both school and farm life, and at age 16, he walked to Detroit in search of employment.

Ford was employed as an apprentice in a machine shop, where he learned about the internal combustion engine. After several years of learning his trade, Ford returned to the family farm and worked part-time for the Westinghouse Engine Company. Ford set up a small machine shop on the farm and began tinkering with engines and machines. During this time, Ford fell in love with Clara Bryant, who he married in 1888.

Several years later, Ford and his wife moved back to Detroit when Ford was made chief engineer at the Detroit Edison Company. The position required Ford to be on-call 24 hours a day, but the irregular hours allowed him time to experiment. He had experimented with gasoline-powered vehicles and horse-less carriages for several years before his first vehicle was completed. The "Quadricycle," a vehicle with a buggy frame mounted on four bicycle wheels was completed in 1896. Ford sold the "Quadricycle" to raise capital for more creations.

During the next several years, Ford continued to fine-tune his passenger vehicles. In addition, he built racing cars and even drove them himself. In 1903, Ford produced an automobile he was ready to market, and he formed the Ford Motor Company with capital from Detroit citizens. In 1908, Ford introduced the successful Model T, which was manufactured for 19 years. However, Ford's successes were not without problems. Soon after the incorporation of the Ford Motor Company, Ford was threatened by the Association of Licensed Automobile Manufacturers. After years of legal battles, Ford won his case in 1911, which made it possible for more people to become automobile manufacturers.

Ford died at his home on April 7, 1947.

Annotated Bibliography:

a. Student Resources

1. Levine, Ellen. If Your Name Was Changed at Ellis Island. New York: Scholastic, 1993.

   This is a children's book is an interactive journey for children as if they had passed through Ellis Island on their way into America. This book discusses the many procedures of immigration and the routines followed at Ellis Island. It also provides many colorful pictures and quotations from real stories of immigrants.

2. Hest, Amy. When Jessie Came Across the Sea. Massachusetts: Candlewick Press, 1997.

   This is a narrative story from the viewpoint of a 13-year-old girl, Jessie. Jessie is chosen to receive the passage to America, but must leave behind her grandmother to do so. This children's book takes the student through Jessie's journey from her home in Europe, on the ship, and her experiences after arriving to America.

3. Hopkinson, Deborah. Hear My Sorrow: The Diary of Angela Denoto, a Shirtwaist Worker. New York: Scholastic, 2004.

   This book takes place in the 1900's and is meant to be the journal kept by a young girl after arriving in New York City. It touches on the struggles that she and her family went through and how she had to leave school and work in the Triangle Factory.

4. Ziegelman, Jane. 97 Orchard: An Edible History of Five Immigrant Families in One New York Tenement. New York: HarperCollins Publishers, 2010.

   This book tells the story of immigrant cooks living on the Lower East Side around the 1900's. The story is about 5 families living in a single tenement and the struggle to feed themselves and preserve traditions. It uses traditional foods of the families and cookbooks of the time to account for the history of these 5 families and their experiences in becoming American.

b. Teacher Resources

1. Riis, Jacob. How the Other Half Lives: Studies Among the Tenements of New York. Penguin Classics, 1997.

   Riis discusses the horrible living conditions of the poor people in New York City. The book speaks of the many reforms lead by these people and the impact they had on the future of New York. It reveals the dangers that adults and children faced every day in their homes and in their workplaces. This is a firsthand account from a reporter living during the 1800's.

2. Hopkinson, Deborah. Shutting Out the Sky: Life in the Tenements of New York: 1880-1924. New York: Scholastic, 2003.

   This book is about 5 immigrants and recounts their stories using oral histories and actual narratives. It exposes the challenges of these very different people and the various circumstances they found themselves in each day. Some narratives are from children, some from teenagers, and some from adults. The author also includes pictures from the time period.

3. Takaki, Ronald. A Different Mirror: A History of Multicultural America. Back Bay Books, 1993.

   This book is great for teachers because it focuses equally on many different cultures. It shows a history of Indians, African Americans, Mexicans, Japanese, Chinese, Irish, and Jewish. The stories are taken from quotations and personal narratives and talks about the Triangle Shirtwaist Fire as well as other events that have shaped New York and the history of its people.

4. Day, Jared. Urban Castles: Tenement Housing and Landlord Activism in New York City. New York: Columbia University Press, 1999.

   The landlords of the tenement buildings during this time have gotten a bit of a bad reputation for all of the stories of overcrowding and dangerous living conditions, but this book explains the many ways in which they tried to help the immigrants and families. It is a book about activism and the policies that landlords worked to change. This book is a chance for students and teachers to examine not only the lives of the tenants but the landlords behind tenement living.

Annotated Webliography:

a. Student Resources

1. PBS Kids – Big Apple History

   http://pbskids.org/bigapplehistory/immigration/index-flash.html

   This website takes children on a virtual journey from early New York in 1870 to 1964. The children can use a moving timeline to click on the time period that they want to further investigate. It is split up into categories discussing what life was like, important events, and cool people from the past.

2. University of Missouri – eThemes

   http://ethemes.missouri.edu/themes/257

   This site is a host of many different interactive websites for children concerning the ways that New York has changed over the years. The sites

discuss immigration, Ellis Island, the Statue of Liberty and take the students on virtual tours, show videos, share audio clips of people from the time, and provide articles for the children to read about this period in history.

3. Lower East Side Tenement Museum – "Play" Section

   http://www.tenement.org/

   The Lower East Side Tenement Museum can also be used as a field trip for this unit, but if not, their website offers a lot of information and interactivity for children. Underneath the Play portion of this website there are different games and activities for children to do to better understand immigrants and tenement living. Here, they can take a virtual tour, mix a folk song, or create a web comic. This website also has a lot to offer teachers.

b. Teacher Resources

1. Tales' Tree House – Immigration History Homework Guide

   http://kidsite.arapahoelibraries.org/go2.cfm?pid=467

   This website has different links for teachers about immigration including books to use, movies to show, magazine and encyclopedia articles that are useful, and homework guides to use while teaching immigration to students. It also gives a list of websites to use for the teacher as well as websites for the children to use.

2. PBS Teachers – Thematic Teaching

   http://www.pbs.org/teachers/thismonth/immigration/index3.html

   This website is a compilation of the many different options teachers have in regards to online resources and book resources. There are 10 website links for PBS alone as well as many other websites about changing New York. It gives a small synopsis about what each website has to offer as well as what books are useful and for what grade level. This can be used by the teacher develop creative lesson plans and find historical information that will be helpful in their teaching.

3. Scholastic – Stories of Yesterday and Today: Immigration

   http://teacher.scholastic.com/activities/immigration/

   Scholastic offers teachers many opportunities for teaching in this website. This website gives a lot of historical information, but also tells the stories of children who have recently arrived to New York. It is a fun way for students to compare and contrast the lives of these children. It provides different

lessons for the teacher and different charts and graphs showing immigration statistics.