

City of Immigrants Learning Goals

MISSION 4: “City of Immigrants” provides rich content, context, and learning experiences to students. In addition to supporting the standards listed in the National Standards Alignment document, the game has also been constructed to help students achieve the following learning goals:

MISSION US OVERALL LEARNING GOALS

Students will:

- Learn how Americans struggled to realize the ideals of freedom, democracy, and equality
- Understand the role of ordinary men and women, including young people, in history
- Develop historical empathy
- Build understanding and critical perception to think like an historian

MISSION 4: “CITY OF IMMIGRANTS” LEARNING GOALS

Guiding Questions

The accompanying lessons are designed to support the exploration of the following questions:

1. What conditions prompt immigrants to leave their homeland and/or draw them to come to the United States, and what challenges do they face when they arrive?
2. How do members of immigrant families depend on each other and their community for support?
3. How do immigrants balance their commitment to family, cultural, and religious traditions with their desire to assimilate or explore the new opportunities in America?
4. What were the conditions that immigrant workers faced in the large garment factories, and what were some of the ways that workers and urban reformers responded to those conditions?
5. How did immigrant women experience and shape life in the United States at the outset of the 20th century?

Historical Understandings

By playing the game and engaging with the accompanying materials, students will also be able to reach the following historical understandings:

Historical Understandings	Key Related Vocabulary and Events
The 1890s-1910s was an era of mass immigration to the United States. Millions of immigrants from eastern and southern Europe passed through Ellis Island in order to enter the United States.	anarchist Customs inspection ferries inspector
The industrial era spurred the growth of cities, such as New York and Chicago, which were densely populated by working-class immigrant neighborhoods.	ghetto shtetl settlement house tenement

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Everyone in an immigrant family was expected to contribute to the family's economic survival; it was a struggle for immigrant families to "make ends meet."	boarders sweatshop wages
The jobs available to many immigrants were low paid, irregular, and unskilled.	peddler pushcart sweatshop
Most immigrants lived with people of the same ethnic group. While living conditions in crowded tenement apartments were difficult, they also provided social support.	boarders ghetto shtetl tenement
Lacking in other professional opportunities, small family businesses provided a way for immigrants to improve their economic circumstances.	peddler pushcart merchandise housewares
Reformers established Settlement Houses in working-class immigrant neighborhoods to meet the desperate health needs of residents and provide educational, social, and cultural opportunities.	settlement house Drama Club
In addition to the small sweatshops located in tenement buildings, the clothing industry relied on large factories located uptown. These factories employed hundreds of workers and became the site of union organizing in the early twentieth century.	Triangle Shirtwaist factory muckraking journalism
America's turn-of-the-century cities were the birthplace of a commercial culture filled with new amusements. Immigrants, especially young working women and men, were drawn to the freedom and romance promised by new fashions, moving picture shows, and dance halls.	Coney Island dance halls nickelodeons
Young immigrant women embraced the labor movement in large numbers at the turn of the century, often engaging in brief unorganized work stoppages to protest their conditions, but also joining established unions.	International Ladies' Garment Workers' Union (ILGWU) picket strike Uprising of the 20,000 (1909-10)
The striking women were supported by male union members, Socialist Party activists, and community organizations. The strikers' other key ally was the Women's Trade Union League (WTUL), a group of college students and prominent New York women.	International Ladies' Garment Workers' Union (ILGWU) Socialists

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<p>Crowded and unsafe working conditions in the Triangle Shirtwaist Company factory led to a disastrous fire. Public outcry and pressure from labor unions led the state of New York to issue new laws regulating safety in the workplace.</p>	<p>Triangle Shirtwaist Company fire (1911)</p>
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