*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 |
| 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 |
| 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. | Triangle Shirtwaist Company fire (1911) |