

TEACHER'S GUIDE

Learning Goals

MISSION 4: "City of Immigrants"

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 the story of America and the ways Americans struggled to realize the ideals of liberty and equality.
- Understand the role of ordinary men and women—including young people—in history.
- Develop historical thinking skills that increase historical understanding and critical perception.

MISSION 4: "CITY OF IMMIGRANTS" LEARNING GOALS

Young people and their families left difficult conditions in southern and eastern Europe and immigrated to the United States in large numbers during the early twentieth century. Most settled in large cities like New York. Crowded into urban neighborhoods, immigrants navigated an unfamiliar society and banded together to support each other.

Most immigrant workers were forced to take jobs with low pay, long hours, and poor working conditions. They tried to improve their working conditions by organizing unions.

By the early twentieth century, a Progressive Reform movement, in which women reformers took a leading role, drew attention to the social problems caused by industrial capitalism and urbanization, and sought to improve the housing, health, and education of new immigrants. Young immigrants were attracted to new forms of American popular culture and amusement (such as nickelodeons, amusement parks, and dance halls), although many familiar cultural activities from their home countries were also available to them.

Historical Thinking: Turning Points in History

Historical thinking involves the ability to categorize events into discrete historical periods and to identify key developments or events that shape these historical eras. While recognizing that life in the United States is always experiencing both change and continuity, there are some events as well as social, economic, or technological developments that irrevocably shift the nation's way of life. Mass urbanization and immigration in the early twentieth century were among such developments. As the nation became more urban than rural and the population more ethnically diverse, social life changed dramatically including the nature of work, leisure



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time, family activities, and politics. But turning points exist on a variety of levels, from the national to the local, and from the technological to the personal. In MISSION 4, students in the role of Lena will experience many small turning points, as well as several larger events that created what historians often refer to as "modern America."

By playing the game and completing the accompanying lessons, students will develop skills in analyzing turning points in history. Specifically, students should be able to:

- Identify the personal turning points that young immigrants and their families faced as they decided when to make choices that would help them become more American and when to retain their traditional ways.
- Describe how the garment workers' strike was a new experience for women (especially immigrant women), as they fought publicly for their rights as workers.
- Connect the passage of laws regulating factories with the circumstances of the Triangle Shirtwaist Company fire.

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	peddler



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businesses provided a way for immigrants to improve their economic circumstances.	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 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)

