Summary of Unit

At the high school level, students should understand that over time, as successive waves of diffusion wash over particular places, the nature of culture in those places changes. Moreover, some have argued that growing cultural diversity among places is being replaced with a slow movement towards cultural similarity. The loss of distinct languages and the spread of English are associated with a growth in global communication and human migration. Students should understand the potential for such trends to reduce cultural diversity among places and recognize evidence such as the assimilation of immigrants.

In addition to culture, places are distinctive because of the economic activities found there. Students need to understand the processes that account for differences in industry in different parts of the world. While the location of raw materials influences the location of industrial enterprises, students should understand that there are other influential factors like distance to market and transport costs and services. Human capital is another major factor. For instance, some areas may appeal to immigrants because of the growth of certain industries.

Distance also affects the location of industry. Originally, water power sites attracted industry because power could not be moved. When coal became common, power could be moved, but coal was so heavy it was cheaper to use it on its site of production so industry gravitated to coal fields. When the amount of coal needed in manufacturing and the diversity of raw materials in a finished product expanded, industry shifted to major metropolitan centers where the market for products was greatest. Other factors such as available labor, cost of electricity, type of living conditions, and tax incentives all play their part in the location of industry. Students need to understand how these factors affect the character of a given place.

Finally, places display particular arrangements of form or built environment (the organization of buildings, streets, and open spaces). Many American cities adopted the grid-iron street plan. Some are divided into ethnic neighborhoods, while others show distinct evidence of cultural assimilation to the area. Each of these settlement forms contributes to place distinctiveness.
Stage 1 – Desired Results
What students will know, do, and understand

Delaware Content Standards

- **Geography Standard Three 9-12a**: Students will understand the processes which result in distinctive cultures, economic activity, and settlement form in particular locations across the world.

Big Ideas

- Migration
- Culture
- Place

Enduring Understandings

**Students will understand that:**

- Places are unique associations of natural environments and human cultural modifications.
- Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.

Essential Questions

- Why are some places in America more culturally diverse or similar than others?
- To what extent does the culture of a place change over time?
- How has the culture of places in America changed as a result of migration patterns?

Knowledge and Skills

**Students will know...**

- Settlement forms of 19th century America.
- Reasons for immigration to America.
- Why some places are more or less culturally diverse than others.
- How migration patterns impacted American society.

**Students will be able to...**

- Explain the reasons for culturally diverse and similar regions in 19th century America.
- Explain the push-pull effect of immigration and subsequent settlement patterns in America.
- Analyze the effects culture change had on economic activity.
Stage 2 – Assessment Evidence
Evidence that will be collected to determine whether or not Desired Results are achieved

Transfer Task
Apply knowledge of 19th century immigration effects to explain cultural change in a modern city.

Essential Question Addressed by the Transfer Task
- To what extent does the culture of a place change over time?

Prior Knowledge
Now that you have learned about why people migrate and understand that America is distinct because of the migration patterns that have evolved over the past century, you are ready to think about the advantages and disadvantages of immigration to American cities.

Problem
It is 1881, and Congress is debating the passage of the Chinese Exclusion Act. As a 60-year-old, general store owner who moved to California during the Gold Rush, you have seen the effects that large-scale immigration has had on your state. You wish to have your views on the issue heard.

Role/Perspective
You are requested to play the role of a 60-year-old, general store owner.

Product
Write a letter to your Congressman that explains your views and the cultural changes your state has experienced as a result of increased immigration in recent years. Your letter should include the following:
- An overview of the push-pull factors for Chinese immigration during the 19th century.
- An evaluation of the economic impact of Chinese immigration in California.
- An evaluation of the cultural impact of Chinese immigration in California.
- An explanation of why you do or do not support the Chinese Exclusion Act.

Criteria for an Exemplary Response
- Letter is formatted correctly for formal correspondence.
- Body of the letter discusses the following:
  - An overview of the push-pull factors for Chinese immigration during the 19th century
  - An evaluation of the economic impact of Chinese immigration in California.
  - An evaluation of the cultural impact of Chinese immigration in California.
  - An explanation of why you do or do not support the Chinese Exclusion Act.
Letter shows knowledge acquired by further research.
## Rubric

<table>
<thead>
<tr>
<th>Scoring Category</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>An overview of the reasons for Chinese immigration to the United States during the 19th century.</td>
<td>The overview provides a <strong>thoroughly developed explanation</strong> of the reasons for Chinese immigration (<strong>both push-and-pull factors</strong>).</td>
<td>The overview provides a <strong>partially developed explanation</strong> of the reasons for Chinese immigration (<strong>either push-or-pull factors</strong>).</td>
<td>The overview provides a <strong>minimally developed explanation</strong> of the reasons for Chinese immigration (<strong>either push-or-pull factors</strong>).</td>
</tr>
<tr>
<td>An evaluation of the economic impact of Chinese immigration in California.</td>
<td>The evaluation <strong>clearly explains</strong> the economic impact of immigration.</td>
<td>The evaluation <strong>somewhat explains</strong> the economic impact of immigration.</td>
<td>The evaluation <strong>minimally explains</strong> the economic impact of immigration.</td>
</tr>
<tr>
<td>An evaluation of the cultural impact of Chinese immigration in California.</td>
<td>The evaluation <strong>clearly explains</strong> the cultural impact of immigration.</td>
<td>The evaluation <strong>somewhat explains</strong> the cultural impact of immigration.</td>
<td>The evaluation <strong>minimally explains</strong> the cultural impact of immigration.</td>
</tr>
<tr>
<td>Explanation of support for Chinese Exclusion Act.</td>
<td>The explanation is <strong>clear and well supported</strong> with historically accurate evidence.</td>
<td>The explanation is <strong>clear and somewhat supported</strong> with historically accurate evidence.</td>
<td>The explanation is <strong>unclear or minimally supported</strong> with historically accurate evidence.</td>
</tr>
<tr>
<td>The letter provides evidence of content knowledge learned through class readings.</td>
<td>There is <strong>clear evidence of content knowledge learned through class readings.</strong></td>
<td>There is <strong>some evidence of content knowledge learned through class readings.</strong></td>
<td>There is <strong>little evidence of content knowledge learned through class readings.</strong></td>
</tr>
<tr>
<td>Uses content-appropriate vocabulary in order to demonstrate understanding.</td>
<td>Content-appropriate vocabulary is <strong>well developed</strong> and evident.</td>
<td><strong>Some evidence of content-appropriate vocabulary usage.</strong></td>
<td><strong>Minimal evidence of content-appropriate vocabulary usage.</strong></td>
</tr>
</tbody>
</table>
**Student Self-Assessment and Reflection**

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.


How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.
Lesson One

Essential Question
• How has the culture of places in America changed as a result of migration patterns?

Instructional Strategies

Strategy 1: Gathering Information
A-B-C Graffiti

This strategy groups students together to reach an understanding of a concept by either accessing prior knowledge at the beginning of a unit or accessing learned knowledge at the end of a unit.

Have groups of 2-4 students draw a rectangular box at the top of a sheet of paper. Give the following directions to each group:
• Write “Migration” in the box.
• Fold the paper down the middle to create two columns.
• Letter alphabetically A to M down the left side.
• Letter alphabetically N to Z down the right side.

Directions to students might include: “Write the term Migration in the top box. Then, list all of the terms that define or explain the concept of Migration, beginning with A and ending with Z. For instance, when you get to F you might include the word Freedom.”

Once students have written terms for each column, have each group agree on the best three terms that describe the term or concept. Ask the group to circle the top three and debrief by sharing with the class.

As a variation, students can complete the A-B-C Graffiti independently followed by each student sharing his/her top word. As students are sharing with each other, listeners can add to their original lists.

Check for Understanding

✓ Individually, evaluate each term listed in the ABC Graffiti chart. Place a plus (+) symbol next to terms that are positive aspects of migration or a minus (-) symbol next to terms that show possible negative aspects of migration.

Strategy 2: Gathering Information
Think Pair Share and Categorizing

Ask students to think about:
• Why would someone choose to emigrate from their homeland?

Each individual student takes approximately one minute to think about an answer or solution on their own. Then have each student pair with another student in order to discuss responses together. Following this conversation, the whole class should report various answers and solutions.
The class report should be displayed—recorded by teacher or student(s). Students will then discuss which reason they believe would be most motivating to immigrants in the 19th century (economic opportunity). Teacher will explain that the reasons can either be “pull factors” or “push factors.”

**Push factors are reasons a person wants to leave town.** They might include lack of work, polluted drinking water, high rates of crime and lack of personal safety, lack of recreational facilities, remoteness from family, cultural pressures, climate issues like too much snowfall, environmental dangers like earthquake, volcano and storm dangers, and so many more! But for most people, push factors have to be pretty strong. Moving is a big decision, and moving to a new state or to a new country is an even bigger decision.

**Pull factors are the reasons people would be attracted to a particular place.** They might include things that seem like the flip side of the first list. For example, available well-paying jobs are a real pull for folks who left home because there was no work. The point is that not all places possess the pull factor. Also, the decision to choose the target city for immigration is dependent on what information the immigrant can gather. Word of mouth and family connections provide most immigrants with the “scoop” on where they can settle and meet their needs. The basic geographic principle is that, other things being equal, people who decide to move will elect to move to the closest place they know about that meets their needs.

Distance is one of the hurdles. The other is cultural differences. It takes a LOT of energy and courage to immigrate to a place where you know no one and do not speak the language. Immigrants often look for “sponsors”—older immigrants who can show them the ropes, introduce them to employers and landlords, and help them with language and customs.

Student pairs will then categorize their reasons as either “push factors” or “pull factors.” The whole class should then report their decisions, including which factor would be the most motivating reason to move.

**Check for Understanding**

- Individually, students should fill in the following sentence stems as a formative assessment.2

  Push factors and pull factors are similar because they both _____________.
  
  Push factors and Pull factors are different because ____________________.

**Rubric**

2 – This response gives a valid similarity and difference between push and pull factors.
1 – This response gives a valid similarity or difference between push and pull factors.

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1 Push and pull factors courtesy of Maggie Legates, Delaware Geographic Alliance.
2 Marzano and Pickering, 2005.
**Strategy 3: Extending and Refining**

**Making Comparisons**

Using a column chart, students will explore the "push-pull" factors for migration from various European countries beginning in the 19th century.

Classroom resources, including the textbook, can also be used to supplement the websites shown below.

- Digital History: [http://www.digitalhistory.uh.edu/historyonline/ethnic_am.cfm](http://www.digitalhistory.uh.edu/historyonline/ethnic_am.cfm)
- Spartacus Education: [http://www.spartacus.schoolnet.co.uk/USAimmigration.htm](http://www.spartacus.schoolnet.co.uk/USAimmigration.htm)
- Thinkquest Project on Immigration: [http://library.thinkquest.org/20619/](http://library.thinkquest.org/20619/)
- U.S. Department of State's Bureau of International Information Programs: [http://www.america.gov/st/peopleplace-english/2008/February/20080307112004ebyessedo0.1716272.html](http://www.america.gov/st/peopleplace-english/2008/February/20080307112004ebyessedo0.1716272.html)


<table>
<thead>
<tr>
<th></th>
<th>Push Factors</th>
<th>Pull Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Country 2</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 4: Extending and Refining**

**Discussion Web**

Ask students to think about the following questions:

- Which factors were consistent for immigrants from different countries?
- What cultural differences were apparent in these groups of immigrants?

Students draw on research conducted in the previous strategy, the class textbook, from previous classroom discussions, and from personal experiences as they think about the questions and discuss with a partner. The partners must come up with evidence that supports a response. Opinions are fine as long as they are supported by information from the text or by personal experience. Then, the partners are paired with another set of partners to form a discussion group. The members of the group share their responses. Together they reach a consensus on a point of view. Student groups then have the opportunity to share their point of view with the entire class.

As a follow-up, students might be asked to debate the question, to support and write their individual opinions, or to discuss as a class.

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3 Marzano points out in his book, *Classroom Instruction That Works*, that comparing and contrasting is a skill that may seem simple but needs to be scaffolding. Initially comparing and contrasting should take place through teacher-directed comparison tasks which identify specific characteristics and then lead to student-directed comparison tasks. Graphic organizers are useful tools to develop comparing and contrasting skills. After the students analyze the information in graphic format, they can then write their analysis in paragraph or essay format.

4 Access UDLibSearch and use the "History Resource Center: US" High School Database to find this resource.
Check for Understanding

Why did many Europeans move to America during the 19th century? Explain your answer.

Rubric
2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

Strategy 5: Application
LRQD

This strategy includes four basic steps to set the stage for learning:

• L – Listen to the teacher provide the context for concepts of “old immigration” and “new immigration” relative to the two major waves of immigration during the 19th century. This may take the form of a lecture or any other form the teacher feels appropriate.
• R – The student will then read an article, essay, etc., associated with “old immigration” and “new immigration.” See the suggested websites below for material to reproduce for students.
• Q – While reading, students should be engaged in metacognitive thought. Questions to guide their learning could include: “What is unclear?” or “How might you learn more?”
• D – Classroom discussion then commences. Using skills acquired in Lesson 1, Strategies 3 and 4, students will lead the classroom discussion to compare and contrast the two waves of immigration. Key points of the discussion can be recorded to display for visual learners and/or those who have audio-learning deficiencies.

Classroom resources, including the textbook, can also be used to supplement the suggested websites shown below:

• Charts from: Statistical Atlas of the United States, based upon the results of the eleventh census by Henry Gannett
  ▪ Growth of the elements of the population: 1790 to 1890
  ▪ The total population and its elements at each census: 1790 to 1890
• Sections on “Old Immigration” and “New Immigration” from: Oswego City School District’s Regent’s Exam Prep Center
• Teachers can access maps that show immigration of specific cultural groups during different years http://mapserver.lib.virginia.edu/php/newlong.php?subject=2
• Review suggested resources from Lesson 1, Strategy 3.

Check for Understanding

How did the culture of places in America change as a result of new migration patterns in the 19th century? Support your answer with historical evidence.

5 See this weblink for more information: http://smasd.k12.pa.us/pssa/html/Reading/rihnd23c.htm
Rubric
2 – This response gives a valid explanation of change with accurate and relevant historical evidence.
1 – This response lists valid explanation of change with an inaccurate, irrelevant, or no historical evidence.
Lesson 2

**Essential Question**
- Why are some places in America more culturally diverse or similar than others?

**Instructional Strategies**

**Strategy 1: Gathering Information**

Think-Pair-Square

Ask students to think about the essential question: Why are some places in America more culturally diverse or similar than others?

Each individual student takes approximately one minute to think about an answer on their own. Then, have each student pair with another student in order to discuss responses together. After Think/Pair/Share takes place, the partners team up with another set of partners creating groups of four students. Each group compares and contrasts the two sets of answers. From the two, the group decides on a compromise. The whole class reports out on their decisions.

**Check for Understanding**

- How can migration contribute to culturally diverse areas? Explain your answer.

**Rubric**

2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

**Strategy 2: Extending and Refining**

Paper Pass

Participating in a paper pass allows students to actively activate prior knowledge and discuss misperceptions.

First, the teacher writes each question on a separate sheet of oversized poster paper.

- What aspects of culture might immigrants retain in their new setting?
- What aspects of culture might immigrants adapt to assimilate in their new setting?
- Why did many Eastern Europeans immigrate in the late 19th century?
- Why did some cultures settle in homogenous neighborhoods?

Then, students are divided into groups, and one poster sheet is distributed to each group. The students are asked to brainstorm answers to the questions and write them below the question. Everyone in the group should have an opportunity to contribute. After a pre-established period of time (e.g., 4-5 minutes), the groups pass their sheet clockwise to the next group. Each group will then repeat the brainstorming process for each of the next two questions. Once the group receives the fourth question, they are responsible for finding evidence to support or disprove what was written during the brainstorming sessions. On the same sheet, the group should record page numbers or paragraph numbers where they found the evidence using either their textbook or a reading distributed by the teacher. After the groups finish their research, each group will post the papers and present their findings to the class.

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6 See this weblink for more information: http://www.wcer.wisc.edu/archive/cl1/CL/doingcl/thinksq.htm
7Gayle H. Gregory and Carolyn Chapman, Differentiated Instructional Strategies, c. 2002.
Check for Understanding

Why was assimilation harder for “new immigrants” than “old immigrants?” Explain your answer.

Rubric
2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

Strategy Three: Application

Jigsaw

Students work cooperatively to explore the lesson essential question:
• Why are some places in America more culturally diverse or similar than others?

The Jigsaw method of cooperative learning allows each student to be responsible for one aspect of a larger concept. Accountability is essential to this process because the other students in their group cannot learn all of the information without their input. Thus, good classroom management is important to the success of this strategy. Following are the steps to a successful jigsaw learning experience:

1. Place students in groups of 4–6 participants.
2. Appoint one student as the group leader.
3. Divide the material into 4–6 subcategories based on country of origin for immigrants.
4. Each group member will research one subcategory and become an “expert.”
5. Provide research time. Students’ focus should be on the reasons for immigration and the place(s) where the immigrant group settled in America.
6. Have students break away from the larger group and meet with other students who are also researching the same subcategory.
7. The “expert groups” will present to each other their observations, analysis, conclusions, etc.
8. Each “expert” will enhance their product based on what the group has shared.
9. Each “expert” will then go back to his/her original group and present their findings. Other members of their group should ask questions and discuss the subject.
10. The role of the teacher is to float between the groups, answering questions, asking questions, redirecting, etc., when needed.
11. At the conclusion of the activity, a post-activity essay or reflection is used as a formative assessment.

Use the Library of Congress American Memory Collection website on Immigration to select readings for groups.
• http://lcweb2.loc.gov/ammem/ndlpedu/features/immig/introduction.html

On the left side of the webpage are rollover pictures to click, which lead to readings about immigration to America from several different countries. Direct students to specific pages within each immigrant group for time period and content-appropriate assignments. For continuity, it is recommended that pages about Irish, German, Italian, and Scandinavian immigrants are used.

(Pages can also be printed for classroom reproduction if computers are unavailable.)

8 http://www.jigsaw.org/steps.htm
Check for Understanding

- Think about the place in which you live.
- How has immigration (past or present) affected cultural diversity or similarity in the area? Explain your answer with an example.

Rubric
2 – This response gives a valid explanation with an accurate and relevant example.
1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.
Lesson 3

Essential Question

• To what extent does the culture of a place change over time?

Instructional Strategies

Strategy 1: Gathering Information
Carousel Brainstorming

Students should be placed into groups of five.

The teacher should write five questions related to the unit and write them at the top of five oversized sheets of paper (if possible flipchart paper). Number the topics from one to five and place them in different areas of the classroom. (This might be done ahead of time so that they are visible when students arrive.) Suggested questions are:

1. What are some ways to show one’s culture?
2. What examples of aspects of different cultures can you see in school?
3. How did the addition of new immigrant cultures change America in the late 19th and early 20th centuries?
4. In what ways do you see cultural change taking place in America in the present?
5. What hardships do migrants face in the present?

Assign each student a number (1 to 5) or have students draw a number and then ask them to move to the paper labeled with that number.

Each group should be given a magic marker that is a different color than the other groups. Give the group a minute or two to write answer the question or write everything they know about the topic.

After time is called, the students move to the next question (4 to 5, etc.) and rotate around the room until they are finished answering all of the questions. Since more time is required to read the other groups’ notes before adding their own ideas, the teacher might want to add an additional minute each time the group rotates.

When students arrive back to their original question, the group should discuss what was added. Is anything still missing? Then students should collectively write a brief summary tying together everything that was recorded.

Potential Extension: Have students develop a carousel brainstorming session by writing the five review questions.

Strategy 2: Extending and Refining
Socratic Seminar

The goal of a Socratic Seminar is to collaboratively build meaning for student understanding, with preparation playing an integral role in this process. This type of learning can be organized for any classroom, from upper-elementary to graduate school.

9 http://www.readingquest.org/strat/carousel.html
http://www.newton.k12.ma.us/franklin/Challenge/carousel_brainstorming.html
http://its.guilford.k12.nc.us/act/strategies/carousel_brainstorming.htm
10 Source: How to Conduct Successful Socratic Seminars Tape 4 (ASCD video, 1999).
First, the teacher selects a piece of text associated with the Big Idea the class is currently learning. Obviously the length of the text should be age appropriate and must be in the form of an essay or type of material that lends itself to questioning and interpretation.

The text for this task is “The Mixed Crowd” in How the Other Half Lives: Studies Among the Tenements of New York, Jacob Riis, 1890. Ideally, each student should receive a copy on which he or she can highlight, underline, make notes, pose questions. The goal is for the students to “interact” with the text before the Socratic Seminar takes place.

Give students some background information on the author, Jacob Riis:11

Jacob Riis, a journalist and photographer of industrial America and himself a Danish immigrant, exposed the deplorable conditions of late 19th century urban life in his widely read book, How the Other Half Lives, published in 1890. He also presented slide shows to reform-minded, middle-class audiences. Despite his own immigrant background, Riis’ attitudes mirrored the prejudices of the dominant culture toward “foreigners,” as revealed in this stereotyped description of an immigrant neighborhood on New York’s Lower East Side. Riis’ reports on immigrant life—and his equally famous photographs—were important documents of urban conditions in late 19th century urban America. But, they were equally revealing as documents that showed how outsiders often reacted in horror to the lives of ”the other half."

Ask students to analyze one of Riis’ photographs.
- What do you see in the photograph?
- Who were these men?
- What adjectives would you use to describe this photograph?
- What message was Riis trying to send with this photograph?

Now turn to the text.
- What do you notice about the bold-faced terms?
- What do you predict this text is about?

Read the first sentence aloud.
- What kind of imagery is Riis trying to create?

11 http://historymatters.gmu.edu/d/5718/
“Five-cent Lodging”

http://www.iona.edu/faculty/ddefino/riis_photos.htm
A map of the city, colored to designate nationalities, would show more stripes than on the skin of a zebra, and more colors than any rainbow. The city on such a map would fall into two great halves, green for the Irish prevailing in the West Side tenement districts, and blue for the Germans on the East Side. But intermingled with these ground colors would be an odd variety of tints that would give the whole the appearance of an extraordinary crazy quilt. From down in the Sixth Ward, upon the site of the old Collect Pond that in the days of the fathers drained the hills which are no more, the red of the Italian would be seen forcing its way northward along the line of Mulberry Street to the quarter of the French purple on Bleecker Street and South Fifth Avenue, to lose itself and reappear, after a lapse of miles, in the “Little Italy” of Harlem, east of Second Avenue...

Hardly less aggressive than the Italian, the Russian and Polish Jew, having overrun the district between Rivington and Division Streets, east of the Bowery, to the point of suffocation, is filling the tenements of the old Seventh Ward to the river front, and disputing with the Italian every foot of available space in the back alleys of Mulberry Street. The two races, differing hopelessly in much, have this in common: they carry their slums with them wherever they go, if allowed to do it...

Between the dull gray of the Jew, his favorite color, and the Italian red, would be seen squeezed in on the map a sharp streak of yellow, marking the narrow boundaries of Chinatown. Dovetailed in with the German population, the poor but thrifty Bohemian might be picked out by the sombre hue of his life as of his philosophy, struggling against heavy odds in the big human bee-hives of the East Side.

Down near the Battery the West Side emerald would be soiled by a dirty stain, spreading rapidly like a splash of ink on a sheet of blotting paper, headquarters of the Arab tribe, that in a single year has swelled from the original dozen to twelve hundred, intent, every mother’s son, on trade and barter. Dots and dashes of color here and there would show where the Finnish sailors worship their djumala (God), the Greek pedlars the ancient name of their race, and the Swiss the goddess of thrift.

During the seminar, the students begin by responding to an open-ended essential question posed by the teacher who acts as the facilitator.

According to Jacob Riis’ interview, how did the culture in the Fourth Ward Alley change?

Other responsibilities of the facilitator include setting clear expectations and a positive climate where students can speak in a positive environment where shouting matches and teasing or belittling are not tolerated, arranging the classroom in a circle, and redirecting discussion back to the text when tangents begin.

The role of the students includes thoughtfully listening and speaking. However, the seminar itself is not graded and students should be allowed to be silent if they would like. To contribute to positive interaction, it is useful to have students create name plates for their desks in case students do not know each other. The circle format symbolizes that there is no leader and everyone is respected.

The assigned text is the common experience that binds the group together, so the discussion should revolve around it. The facilitator should frequently pose the question,
“Where did you find that in the text?” so that everyone understands the evidence for their opinion. However, the students should realize that during most Socratic Seminars there is no one right answer. The goal is to critically think about the concept or topic and create meaning.

After the seminar ends, two follow-up pieces are essential. First, before the class period ends, it is important to critique or debrief that day’s seminar. The facilitator must keep this in mind and make sure to end the seminar so that there is enough time before the students leave. Questions may include: “What did you notice about this seminar?” “What were the strengths, weaknesses?” Then after the informal discussion, a written reaction or essay is assigned. If possible, it is a good idea to provide a few choices where the student is expected to take a position while referring back to the text.

**Strategy Three**  
**Mapping Change Over Time**

Explore the patterns that are formed when the changes in residence and land use over time are mapped using the activity “Mapping South 4th Street to Fabric Row” from the PhilaPlace website at [http://www.philaplace.org/resource/468/](http://www.philaplace.org/resource/468/). A detailed lesson plan with resource documents is included. Through this activity, students will see that individuals make choices about their place of residence or how their property will be used. When the changes they make are taken together and mapped, patterns may emerge that help us understand the past and plan for the future. Part 1 of the Mapping South 4th Street to Fabric Row lesson exposes students to census records, land use data, and snapshots of individuals who lived and worked in the neighborhood in the 1880s. Part 2 demonstrates how this data was effectively presented in GIS maps to make analysis easier.
**Additional Resources and Teaching Tips**

- A variety of resources for further investigation of change in Philadelphia are included on the PhilaPlace website with appropriate lesson strategies (texts, print, media, and web links). Encourage students to consider how similar processes of change have occurred in landscapes with which they are familiar.

**Differentiation**

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the content standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Differentiation is embedded within the instructional strategies, including think-pair-share variations and other cooperative learning opportunities.

**International Education** – the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.

International Education is an integral part of this unit. The study of the mix of cultures that provides plurality throughout American history is important in any US History course unit, but especially in that of Immigration. Students are applying International Education as they explore the cultures that influenced major changes in American culture at the turn of the 20th century.

**Technology Integration**

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- 8th Grade Technology Literacy – the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA 2003).

Technology can be utilized throughout this unit. Many readings can be accessed electronically if computers are available. Links to digitally archived primary sources are provided for teacher and student use. Students may integrate technology into the transfer task by using a word processing template to help format a formal letter.

**Content Connections**

Content Standards integrated within instructional strategies

**History Standard One, 9-12a:** Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.