

## Massachusetts Social Studies Standards to apply to Eastern European Immigrant Segment of Valley Voices

### Grade 1

#### Topic 1 #9 = 1T1.9

9. Explain that all people born in the United States are citizens, while some people become citizens after moving to the United States from another country. Understand that some residents of the United States are not citizens, but are still members of the community with rights and responsibilities.

#### 1T3.1

1. Provide evidence to explain some of the ways in which the people of the United States are unified (e.g., share a common national history) and diverse (e.g., have different backgrounds, hold different beliefs, and have different celebrations, cultural traditions, and family structures). Clarification Statements:

- Students should learn about each other's families and types of families that may be different from their own (e.g., single-parent, blended, grandparent-headed, foster, LGBT, multiracial). They should begin to develop an understanding of the diversity of the people of the United States and at the same time, how people of different backgrounds can still hold in common shared values of politeness, courage, honesty, respect, and reliability.
- Students should be able to conduct investigations about unity and diversity by reading/looking at picture books about families of diverse backgrounds or interviewing friends, family members, neighbors, or school staff, and then reporting their findings about what people from diverse backgrounds have contributed to the nation, the Commonwealth, or the local community.

### Grade 2

#### 2T3.1,2,3,4

1. Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced (e.g., refugees, people driven from their homelands, enslaved people). Clarification statement: Students might explore newspaper articles, stories, or informational texts in which people migrate or move in order to solve a problem, such as moving to be closer to relatives and friends, to be safe, to find a less expensive, healthier, or better place to live, to find work or education, to be free to practice a religion. Identifying the types of problems people face that might be addressed by migration supports the understanding of problem-solving skills. As they study history in the later elementary grades, students will learn about many instances of voluntary and forced migrations.

2. Give examples of why the United States is called "a nation of immigrants". Clarification Statement: This topic continues the theme of diversity from grade 1. It lends itself to many connections with language arts and an exploration of books about diversity and immigration. Students will learn more about the diversity of the United States in grades 3 through 5, 8, and high school.

3. Conduct interviews with family members, neighbors, friends, or school staff to discover where their families came from, how and why they moved to where they now live, and when and why their families came to Massachusetts. Clarification Statement: Students should be able to explain why people move to a new location or stay in a particular location. They learn about what, in some cases, attracts people to a certain location (i.e., "pull factors") and what, in other cases, forces people to move to a new location (i.e., "push factors").

4. Identify what individuals and families bring with them (e.g., memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g., language, literature, arts, religion, traditions, customs); explain how the community is enriched by contributions from all the people who form it today. Clarification Statement: Students should be able to give examples of traditions or customs from other countries practiced in the United States today, with a focus on the cultures represented in the class and what those cultures have contributed to U.S. society; describe traditional foods, customs, games, and music of the place they, their family, or their ancestors came.

### Grade 3

#### 3T1.2

Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the wellbeing of the town). Explain that before the mid-19th century most of the settlers were of Native American, Northern European, or African descent; describe the current population and immigrant groups of the 20th and 21st centuries and interview family members, friends, and neighbors to obtain information about living and working there in the past and present. Clarification statement: In grade 2, students were asked to interview adults about why they moved to a city or town.

#### **Grade 4**

##### 4T4.4

Explain that many different groups of people immigrated to the United States from other places voluntarily and some were brought to the United States against their will (as in the case of people of Africa).

#### **Grade 6**

##### 6T2.5,6,7

5. Explain how complex societies that practice agriculture may differ, some developing into permanently settled communities, some being nomadic and moving livestock from place to place, some cultivating land temporarily and moving to another location when a plot of land is no longer productive.
6. Explain that scholars have attempted to define the characteristics of a complex society (sometimes called “civilization”) since the early 20th century, and although debates are ongoing, many cite these characteristics: a. an economy that produces food surpluses b. dense populations in distinct areas or cities c. stratified social classes d. specialized occupations e. developed systems of government, religion, and learning f. achievements in technology, art, and monumental architecture g. systems of record keeping, either written or oral<sup>39</sup>
7. Explain the ways in which complex societies interact and spread from one region to another (e.g., by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).

#### **Grade 8**

##### 8T4.1

Explain the different ways one becomes a citizen of the United States.

##### 8T4.10

Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.

##### 8T7.2-6

2. Give examples of how a free press can provide competing information and views about government and politics.
3. Explain the different functions of news articles, editorials, editorial cartoons, and “op-ed” commentaries.
4. Evaluate the benefits and challenges of digital news and social media to a democratic society.
5. Explain methods for evaluating information and opinion in print and online media (e.g., determining the credibility of news articles; analyzing the messages of editorials and op-ed commentaries; assessing the validity of claims and sufficiency of evidence).<sup>50</sup>
6. Analyze the point of view and evaluate the claims of an editorial, editorial cartoon, or op-ed commentary on a public policy issue at the local, state, or national level (e.g., a mayoral or school committee decision, an action by a state legislature or Governor, a vote in Congress or an action by the President).

#### **Grades 9-12**

##### **US History 1**

##### USIT3.2a,c-e

2. Analyze the effects of industrial growth throughout antebellum America, and in New England, the growth of the textile and machinery industries and maritime commerce.
  - a. the technological improvements and inventions that contributed to industrial growth and maritime commerce
  - c. the causes and impact of the wave of immigration from Northern Europe to the United States in the 1840s and 1850s (e.g., the impact of the English occupation of Ireland, the Irish famine, and industrial development in the U.S.)

- d. the rise of a business class of merchants and manufacturers
- e. the role of women as the primary workforce in New England textile factories and female workers' activism in advocating for reform of working conditions

#### USIT6.4

Using primary source images, data, and documents, describe the causes of the immigration of Germans, the Irish, Italians, Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and the major roles of these immigrants in industrialization and the building of railroads.

### **US History 2**

#### USIIT2.1e

1. Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in first two decades of the 20th century. Trends and events students might research include:
  - e. racial and ethnic tensions, the resurgence of the Ku Klux Klan, white supremacy as a movement, and the first Great Migration of African Americans from the South to the North.