**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_**

**Social Studies Textbook Project**

Students will select a category from our ***Immigration/Industrialization***unit and research several topics already learned in class. At the end of their research, each group will write a chapter about their topic and contribute to *The LES History Textbook: from 1800 to 1890*.

The purpose of the project is to assess a student’s content understanding in our unit of study-- ***Immigration/Industrialization***. It is also to evaluate how well students are applying specific skills taught in class that include: reading of informational text, summarizing informational text, analysis of primary documents, vocabulary use, and citing sources. To support academic achievement for all students, the aforementioned skills will be revisited in mini-lessons during the upcoming weeks.

The research topics that each group will be responsible for (but not limited to) include:

**Chapter 1—*The Indigenous Groups & Early Immigrants in New York***

* Lenni Lenape
* Old Immigrants- push/pull factors of the Dutch & English.
* New Immigrants-push/pull factors of the Irish, German and Italian.
* Collect Pond—the notorious Five Points Slum & *Little Germany*.

**Chapter 2- *The History of Catherine Street***

* The Rutgers Family and the naming of Catherine Street as well as Madison, Monroe, Cherry Streets & Forgotten Streets such as Hamilton and Oak.
* Catherine Market (*Dancing for Eels*)
* Popular Shopping District—Brooks Brothers, and Lord & Taylor.
* 1863 NYC Draft Riots.

**Chapter 3- *The Lower East Side’s Early Economy***

* The Dutch West Indian Company & the Slave Trade.
* The oysters and beaver trade.
* John Jacob Astor (monopolist) in fur trading.
* Catherine Market & (Slips) South Street Seaport-dry dock area.

**Chapter 4- *The Famous “Bowery” Thorough Fare***

* Old Lenape Trail—(Boston Road) Dutch Farms
* Entertainment World
* Mooney House, Bullshead Tavern—George Washington’s connection.
* Bowery Boys & William *Boss* Tweed---Tammany Hall.

**Chapter 6- *The Growth of NYC’s Chinatown***

* Chinese Immigration-----push factors
* First stop San Francisco—pull factors 1849 Gold Rush & Transcontinental Railroad.
* Nativism
* First Chinese Settlers-- Ah Sue (et al.) Chinatown’s attraction to outsiders.

**Chapter 5- *Industry in Lower Manhattan***

* Concept of Industrial Revolution and how it impacted Lower Manhattan--the invention of steel & the steam engine—leads to the growth of urbanization.
* Transportation- The Catherine Ferry & Fulton Ferry.
* Tenements
* Brooklyn Bridge

**Chapter 7- *Daily Scenes & Food on the Lower East Side from 1800 to 1890***

* Businesses: Tanneries, Butchers (slaughterhouses) Peddlers, German Beer Gardens, taverns, dance halls, tobacco stores, horse stables, places of worship, coal and iron yards.
* Neighborhood goes from wealthy to poor
* Chinatown--- restaurants, laundry stores, slumming, gambling and opium dens.
* The Great Blizzard of 1888

**Action Plan:**

In each class there are a total of 7 groups---- 4 to 5 students in each group. Each student is responsible for his/her own topic and research. In addition each student will decide on one of the following jobs (two students may share the same role):

* **Manager**-responsibilities include: keep group on task, remind group members of due dates, managing time and writing an action plan
* **Editor**- responsibilities include: proofread group member’s written work for grammar conventions and plagiarism.
* **Technology Editor**-responsibilities include: designs the layout of the chapter, and have familiarity with *Google slides*.
* **Photographer/Illustrator**-responsibilities include gathering relevant pictures, graphs, maps, political cartoons etc. and writing the captions.

**Research Process/Grading:**

* All drafts must be written in your notebooks and completed.
* Graphic Organizers will be handed-out to support understanding—and organization.
* Students will meet with the teacher to determine personal goals related to the project and check-in periodically.
* Students must show evidence of all---research-- first, second and FINAL Drafts.
* Student effort/productivity in group. (Student as worker rubric look-on line)
* Students must meet all deadlines.

**Action Plan due- Oct. 23rd (class 820 Oct. 24th** )

**Research Topic Draft #1**- **Due Nov 3rd**

**Research Topic Draft #2 Due-Nov. 10**

**Finally Drafts Due-Nov. 17th**

**Group Presentations- Nov. 22nd & (class 800 Nov. 23rd )**

**ATTENTION STUDENTS: Groups must agree to the following:**

* writing style for textbook chapter (i.e. narrative, informational).
* layout design, font-type and size, questions, highlighted areas, trivia etc.
* Must cite 3 different (reputable) sources **(NOT WIKIPEDIA**)
* Must include visuals of primary documents (no more than 3)---maps, graphs, political cartoons, pictures/illustrations etc.
* Include vocabulary words from our class list.

A list of Internet Links related to some of the topics will be attached to- [www.lesyounghistorians.com](http://www.lesyounghistorians.com) to help students in their research. The links will be shown in class. Students should also revisit documents already on *Google Classroom* for their research and reread their reflections. Finally, all students are given a computer and are responsible for the laptop at the end of each class period.

**Please Note: Students may not go on other websites without the permission of the teacher—computer privileges will be taken away if this occurs.**