

Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States' becoming a world power.

5-3.3 Explain the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the role of immigrants in the work force and the growth of cities, the shift from an agrarian to an industrial economy, and the rise of big business. (P, G, E, H)

Taxonomy Level: B 2 Understand /Conceptual Knowledge

Previous/future knowledge:

Although this is the first time that students will explicitly study immigration and urbanization students will have some background from 3rd grade on the rise of towns and the reasons that people migrate from one place to another. In 3rd grade, students summarized developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of the towns (3-5.1). Students also explained the impact and the causes of emigration from South Carolina and internal migration from the rural areas to the cities, including unemployment, poor sanitation and transportation services, and the lack of electricity and other modern conveniences in rural locations (3-5.4).

In 8th grade, students will summarize the changes that occurred in South Carolina agriculture and industry during the late nineteenth century, including changes in crop production in various regions, and the growth of the textile industry in the Upcountry (8-5.3). Students will compare migration patterns within South Carolina and in the United States as a whole in the late nineteenth century, including the population shift from rural to urban areas, migration between regions of the United States, the westward expansion, and the motivations for migration and settlement (8-5.4). Students will also explain the significance that the increased immigration into the United States in the late nineteenth century had for the state of South Carolina, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility, and the effect of racial and ethnic diversity on national identity (8-5.6).

In United States history, students will explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement (USHC-5.3). Students will analyze the rise of the labor movement, including the composition of the workforce of the country in terms of gender, race/ethnicity, and skills; working conditions for men, women, and children; and union protests and strikes and the government's reactions to these forms of unrest (USHC-5.4). Students will also explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest (USHC-5.5). Students will explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines (USHC 5.6).

It is essential for students to know:

Immigrants came to the United States for a variety of reasons. Some were "pushed" out of their home country; others were "pulled" to the United States. Many fled their home country in order to escape religious persecution, war or poverty. Almost all immigrants were attracted by the economic opportunities that the growing American economy offered to them. They also came for political freedom and social equality. For whatever reason they came, immigrants had a profound impact on the United States.

Most immigrants who came in the later half of the 19th century were too poor to take advantage of the offers of free land in the West made by the United States government. Even free land required the resources to travel there and start-up money for establishing a farm. Therefore, many immigrants settled in the cities on the east coast in which they landed. Many immigrants came through the major processing centers at Ellis Island in New York City and Angel Island in San Francisco but every port city was an entry point for immigrants. Some immigrants continued their journey to the cities of the Midwest to work in meat packing plants or grain mills. The increasing numbers of immigrants added to a growing **urbanization**. Immigrants also impacted the character of cities. Many settled with people of their own ethnic backgrounds creating city neighborhoods known as Little Italy, Germantown, Chinatown or Little Poland.

Some immigrants, such as Andrew Carnegie and Alexander Graham Bell, contributed their entrepreneurial skills to the growth of industry. However, most immigrants provided the labor, or **workforce**, needed for expanding industry. Although they played a vital role in the economy, they were often not appreciated for their contributions to economic growth. By their sheer numbers, immigrants drove down wages (supply and demand). Immigrants also took whatever jobs they could find and were willing to work for whatever wage they could get. Because of this, immigrants were resented by ‘native’ Americans. In addition, many immigrants who came in the late 19th century were from eastern and southern Europe whereas immigrants who had arrived in the first half of the 19th century had been of Anglo-Saxon heritage, including the Germans and the Irish. Although German and Irish immigrants had been resented when they first arrived in the 1840s and 1850s, the Irish spoke English and the Germans were known as hard workers. New prejudices against the ‘new’ immigrants of the late 19th century were based on their ethnic and religious backgrounds. Many were Jewish or Catholic and were discriminated against in Protestant America. When industrial workers attempted to organize into unions, the prejudice that native born Americans felt for immigrants undermined the union’s solidarity. Factory owners were able to exploit suspicions about foreigners as dangerous radicals who did not understand or appreciate the democratic system to drive a wedge between workers and to make the cause of labor unions unpopular among the middle class.

The **growth of Big Business** was both a cause and an effect of increased immigration. Big Business encouraged the United States government to continue an open immigration policy so that their workforce would be plentiful and cheap. Immigrants were attracted to jobs created by Big Business and enabled the businesses to grow bigger because they worked for low wages and therefore helped the businesses to make a greater profit. However, Big Business was also caused by the availability of natural resources (land), new inventions and technologies (5-3.1), capital for investment and the role of entrepreneurs. Men like Andrew Carnegie and John D. Rockefeller developed business practices that allowed them to create monopolies. Carnegie controlled the steel industry and Rockefeller controlled the oil industry. These monopolies kept wages low and kept labor unions from being effective.

As industries grew, the United States shifted from an **agrarian economy based on agriculture** to an **industrial economy based on manufacturing**. Farmers were able to produce more crops because of mechanization. As a result, the prices that they could get for their crops fell (supply and demand). Unable to pay their mortgages on land and equipment because of low profits, many farmers lost their farms to foreclosure and moved to the cities in search of jobs in industry. In the late 1800s, many African American sharecroppers and tenant farmers left the South for cities of the Midwest and the Northeast in search of jobs in factories and to escape Jim Crow. By 1920, the majority of people in the United States lived in cities.

[This is also a good time to address indicator 5-6.2 “Explain how humans change the physical environment of regions and the consequences of such changes, including use of natural resources and

the expansion of transportation systems (P, G, E).” The growth of industry and cities significantly impacted the environment.]

It is not essential for students to know:

Students do not need to know all of the port cities through which immigrants entered the United States such as Baltimore, Philadelphia, Boston or Charleston. They do not need to be able to list the countries of origin of all immigrants or know the approximate ratio of immigrants who came from each area.

They do not need to understand the methods that entrepreneurs such as Carnegie and Rockefeller used to create their monopolies such as creating vertical and horizontal integration, demanding rebates from railroads, or driving their competitors out of business. Students do not need to know about other big businesses such as the Sugar Trust, or the Meat Packing Trust.

Students do not need to be able to name the 10 largest cities in the United States in the late 19th century.

Assessment guidelines:

Appropriate assessments require students to **explain** the effects of immigration on the American economy and the role that immigrants played in the workforce. Students should also be able to **summarize** the impact of immigration on urbanization. Students should be able to **summarize** the rise of Big Business and its role in promoting immigration. Students should be able to **explain** the problems of farmers that led many of them moving to the city, thereby causing the shift from an agrarian to an industrial economy. Students should be able to **interpret** maps, charts and graphs and **infer** their relationship to information about immigration and urbanization.