

One of our 1st units of study covers a time period from around 1820 to 1920.

TOPICS OF STUDY:

The Industrial Revolution (factories)

Immigration (immigrants)

Urbanization (The growth of cities)

The Progressive Movement (reform)



You will need to research and summarize information about these topics for this unit.

You will complete and turn in your own work
This project is worth a substantial amount of
585 POINTS!



In order to make this much more interesting, everyone will pick a country from Europe and create their own Immigrant Diary. YOU will tell this entire story from the first person perspective as if you personally experienced this journey to America during this time and the challenges that await you.



You will role play being a man, woman, child, husband, or wife. Your family will accompany you to America.

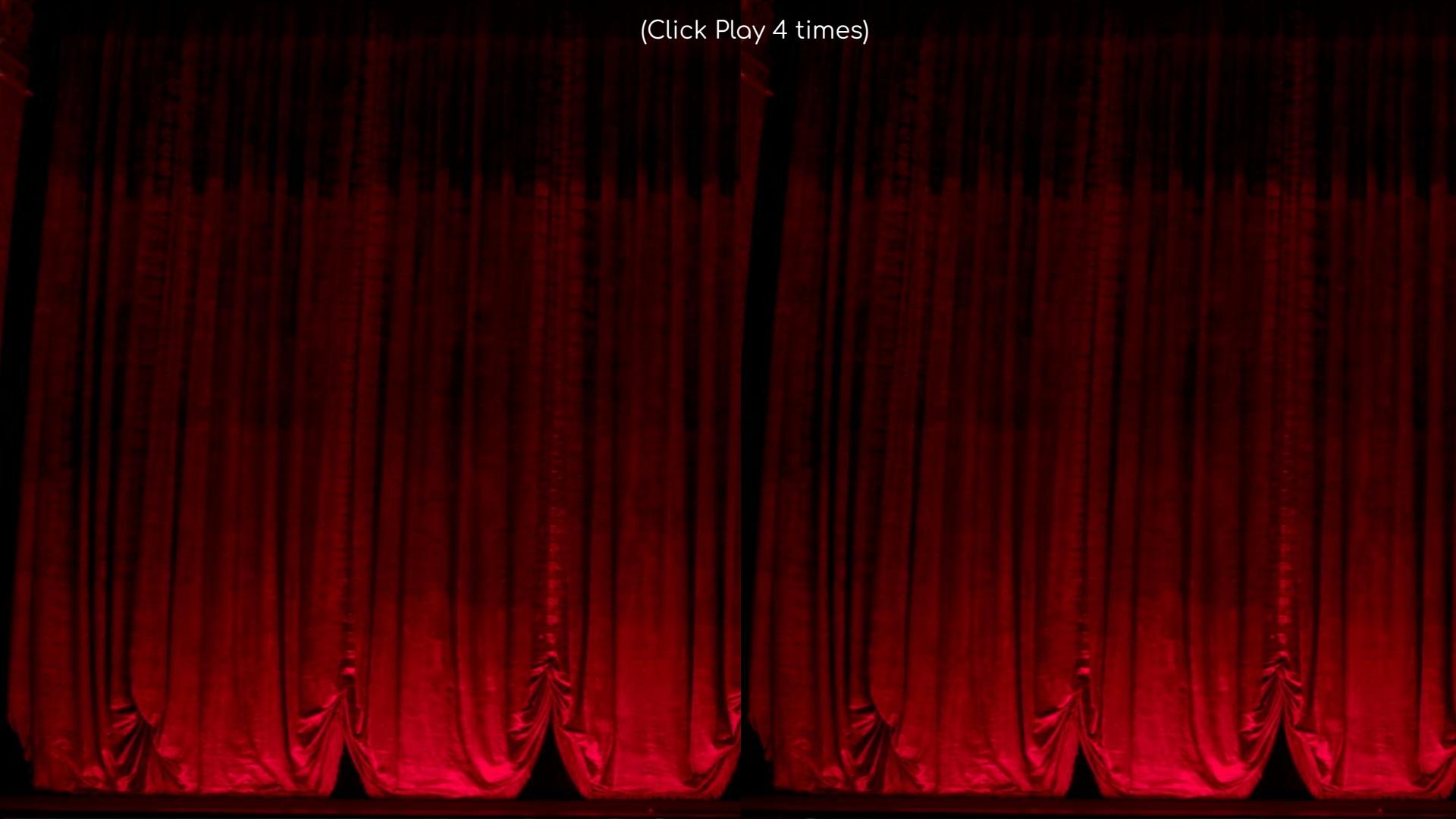
I have provided interactive slides that will guide you through your story - what things you need to research & the types of stories you need to tell.

The goal here is to create a narrative story that is factual and personal, and (hopefully) fun.

This project will have a substantial point value attached to it. The presentations will also comprise a large portion of your grade. 585 POINTS!



(Click Play 4 times)



U.S. INDUSTRIAL/IMMIGRATION/URBANIZATION/ PROGRESSIVE UNIT

SOCIAL SCIENCE STANDARDS

- 11.1.4 Examine the effects of ...the industrial revolution including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.
- 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe.
- 11.2.1 Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's The Jungle.
- 11.2.2 Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
- 11.2.7 Analyze similarities & differences between ideologies of Social Darwinism & Social Gospel.

*Fine Print
(for the lawyers).*

LITERACY STANDARDS

READING LITERACY STANDARDS

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source;
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

WRITING LITERACY STANDARDS

- 2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
- 2.F Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g. articulating implications or the significance of the topic).
9. Draw evidence from informational texts to support analysis, reflection, and research.

DEPTH OF KNOWLEDGE (DOK) LEVELS

DOK LEVEL 1: RECALL

Identifies the topic.

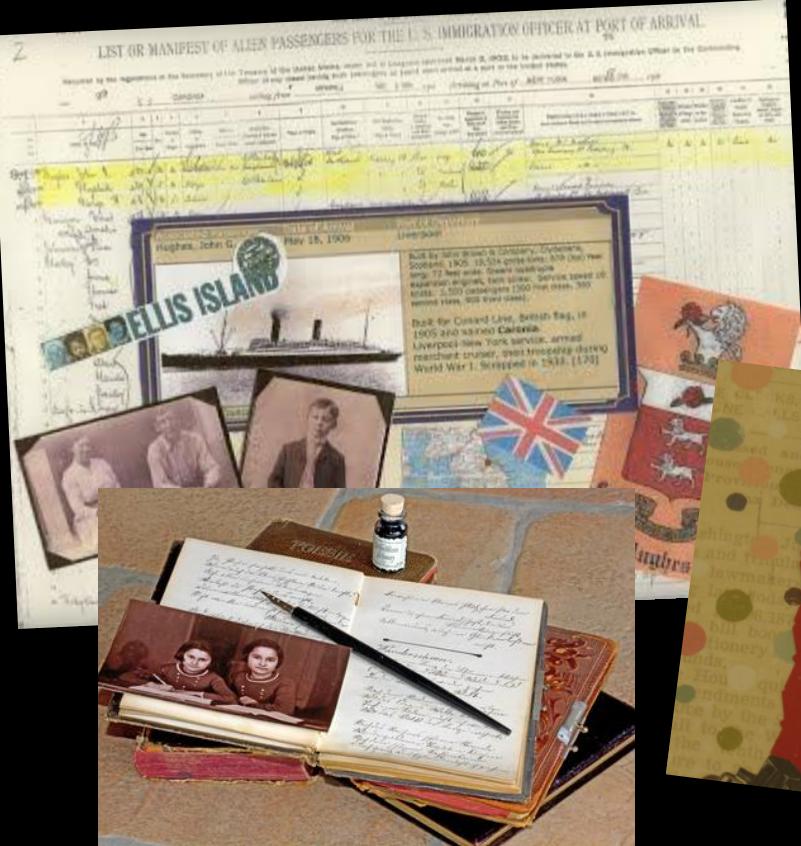
DOK LEVEL 2: SKILL/CONCEPT

Identify and **summarize** the major events in a narrative.

DOK LEVEL 3: STRATEGIC THINKING

Support ideas with **details and examples**.

Immigrant Diary Project



IMMIGRANT DIARY PROJECT GUIDELINES

1. WORK ON THE SLIDES **IN ORDER**. (I WILL LET YOU KNOW HOW MANY TO COMPLETE EACH DAY).
2. **KEEP UP** WITH THE # OF SLIDES YOU MUST COMPLETE EACH DAY. OTHERWISE **DAILY** DEDUCTIONS.
(If you are getting done early or late, you are not doing a careful - thorough job.)
3. **DO NOT** WORK AT A FASTER PACE TO GET DONE EARLY. THIS **DOES NOT** IMPRESS ME.
4. **AFTER** YOU COMPLETE EACH SLIDE, **DELETE** MY INSTRUCTIONS FOR THAT SLIDE SO IT LOOKS GOOD.
5. **DO NOT** COPY & PASTE INFORMATION. **DO** SUMMARIZE YOUR FINDINGS IN THE (**FIRST PERSON**).
6. SERIOUS GRADE DEDUCTIONS IF YOU:
 - a. TELL YOUR STORY IN THE PASSIVE THIRD PERSON AND NOT THE FIRST PERSON (unless indicated).
 - b. ARE **BEHIND** ON YOUR DAILY TOTALS. (I GRADE THIS EACH DAY WE WORK ON IT!)
 - c. DON'T HAVE ALL THE SLIDES **COMPLETED** ON THE DAYS I HAVE YOU SUBMIT THE ASSIGNMENT.
7. ZERO GRADE IF YOU:
 - a. COPY & PASTE INTERNET INFORMATION. THIS IS **MEANINGLESS** AND WILL EARN YOU A ZERO.
 - b. COMPLETE **ANY** SLIDE(S) OUTSIDE OF CLASS RATHER THAN **DURING** CLASS.



HOW TO WRITE YOUR RESEARCHED INFORMATION IN YOUR SCRAPBOOK. Follow this VERY carefully.

It is important to make your narrative story “personal, present, & dynamic” - in addition to factual.

COPIED AND PASTED: (Worthless plagiarism) (Earn an F)



A lot of factories used child labor in unsafe conditions. Factories hired children because they worked for low wages. In some cases, they hired small children because they could get fit into places adults couldn't. Children were subjected to the same long working conditions as adults.

**EXAMPLE OF A SUMMARY IN YOUR OWN WORDS BUT NOT PERSONAL - TOLD 3RD PERSON - PAST TENSE:
“They”** Exception: All slides with a  in the top left corner (no diary page), can be told in the 3rd person.

FACTUAL Children really felt unsafe working in the factories. They didn't get paid much money either, but every little bit helped families make ends meet. Kids were needed because, unlike the adults, they could fit into small places in the factory. Children would get really tired by the end of the day. But during this period in history, children weren't given any special considerations.

EXAMPLE OF A GOOD SUMMARY IN YOUR OWN WORDS - TOLD IN THE 1st PERSON - PRESENT TENSE: “I”

PERSONAL **FACTUAL** **DYNAMIC** Gosh, I really felt unsafe working in this factory. I'm not getting much money either, but any little bit helps my family make ends meet. I'm needed here because, unlike the adults, I can fit into small places in the factory. I sure get really tired by the end of the day! It seems unfair that us kids have to work as long as adults. But that is the way it's always been, I guess. (sigh).

NOTE: When you do your internet searches, keep in mind that we are researching these topics from an American perspective. The Industrial Revolution in America for example.

You might need to add “in America” to the end of your searches.

Another tip is to add “during the Industrial Revolution”, or (...during the Industrial Revolution in America).

Otherwise you might get the *right* info from the *wrong* time period or country.

If the school
blocks pics you
need for your diary
...



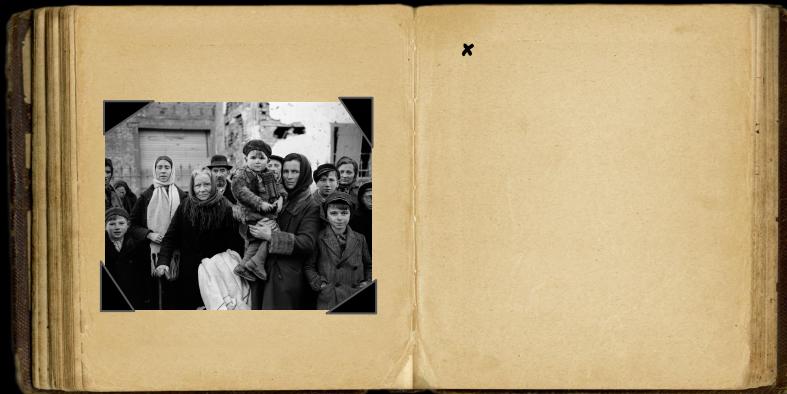
Use your phones
AT HOME to
transfer them to
your computer.

Most of the slides will need a bit of “editing” by you.

In order to have your finished Diary looking as good as possible . . .

Keep my titles etc, but **erase all the instructions** in parenthesis on each slide AFTER you understand what I'm asking you to accomplish.

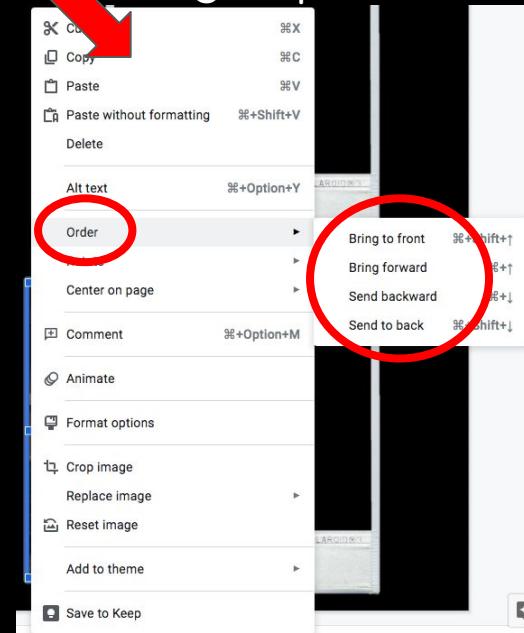
Also **erase the dotted picture lines** and move the black pic corner holders **around your picture**. (Cmd up arrow-will put the triangle OVER the pic). Cmd up/down arrow is your key to adjusting your image “layers”.



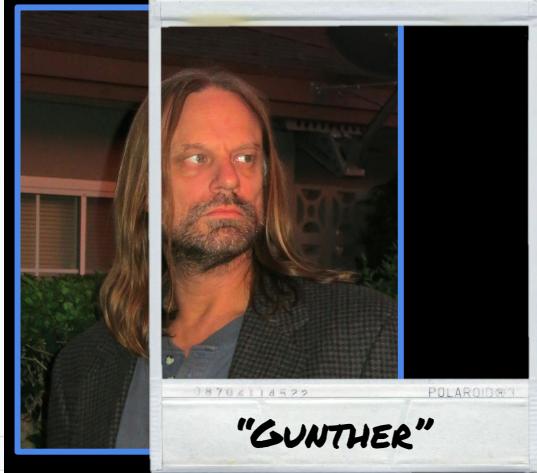
Note: (x) means you will put your own title here and picture inside the polaroid photo frame.

LAYERING - TWO METHODS:

Click on your picture. Cmd up/down arrow controls the layering so you can get your resized image behind the white polaroid frame or behind your triangle pic holders.



Two finger right-click on your picture brings up this menu.



Give me something to grade . . . please.

EXAMPLE A

X AFTER WWI, WE DIDN'T ENOUGH TO EAT
IN GERMANY BECAUSE OUR DAD COULDN'T
GET A JOB. WE ALSO DIDN'T HAVE A GOOD
PLACE TO LIVE. SO WE LEFT FOR AMERICA.

X AFTER WWI, WE
DIDN'T ENOUGH TO EAT IN
GERMANY BECAUSE OUR
DAD COULDN'T GET A JOB.
WE ALSO DIDN'T HAVE A
GOOD PLACE TO LIVE. SO
WE LEFT FOR AMERICA.

(Don't change my font or it's size.)

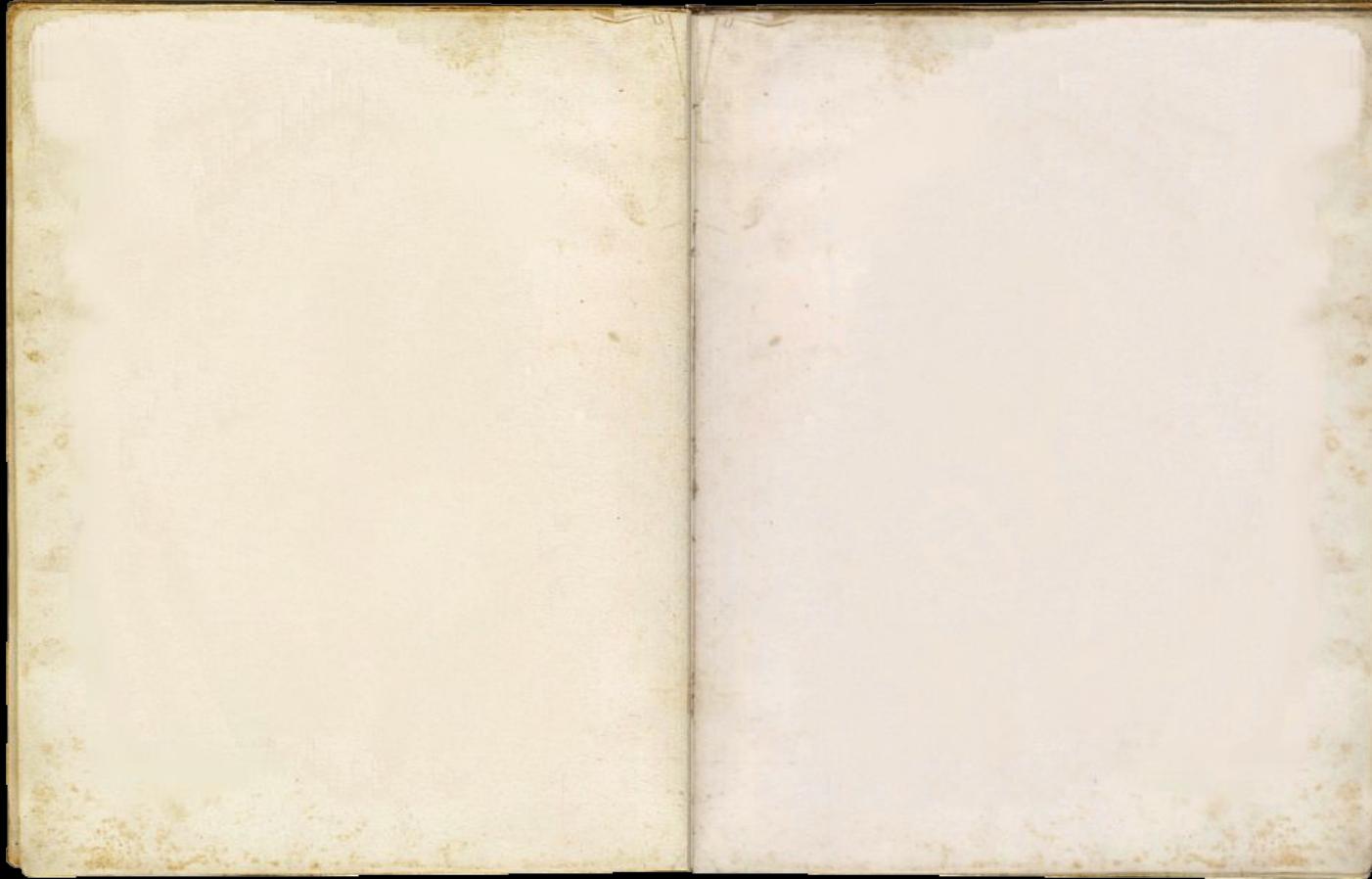
Give me something to grade . . . please.

EXAMPLE B

X THE SITUATION IN GERMANY FOR US
AFTER THE WAR WAS UNBEARABLE.
THERE WAS SO MUCH POVERTY
EVERWHERE. MY DAD COULDN'T GET A
JOB TO FEED US, HIS FAMILY. I THINK
EVEN IF HE COULD GET ONE, THERE
WOULDN'T BE ANY FOOD TO BUY. THAT IS
HOW DESPERATE THINGS WERE FOR US IN
GERMANY. HECK, WE DIDN'T EVEN HAVE
PROPER SHELTER TO LIVE IN. WE WERE
PLAGUED BY BITTER COLD WINTERS
WITHOUT EVEN COAL OR ENOUGH WOOD
TO HEAT OUR DWELLING. ONE DAY WE
HEARD ABOUT A SHIP LEAVING FOR
AMERICA. WE DECIDED THAT IT WAS TIME
TO TAKE A CHANCE AT A NEW FUTURE IN
AN UNKNOWN PLACE FAR, FAR AWAY.

(Don't change my font or it's size.)

*Time to get started filling these “hungry” pages with your Immigrant Diary
personal historical narrative.*





Let us now begin . . .

UNITED
STATES

**SECOND WAVE
OF IMMIGRATION**

1830-1880



**THIRD WAVE OF
IMMIGRATION**

1890-1920

Place all the black circles over countries (in the white rectangles) that came to America during the **Third Wave** of immigration - between 1890-1920.

IRELAND

GREAT
BRITAINIRL.
(Br. dom.)

FRANCE

PORTUGAL

SPAIN

DENMARK

NETH.

BEL.

GERMANY

SWITZ.

AU.

SWEDEN

EST.

LAT.

LITH.

POLAND

CZECH.

ROMANIA

RUSSIA

ITALY

YUGOSLAVIA

BULGARIA

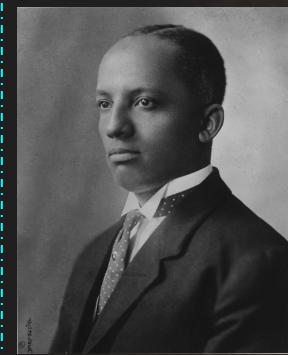
ALB.

TURKE

CHINA

Coming To America As an Immigrant During the Industrial Revolution

This is My Story



By(First Name Last Name)

ME AND MY COUNTRY

(Place the circle over your country of origin.
Don't pick ANY country. You may use any country from either wave of immigration.)

MY STORY BEGINS HERE.



"PUSH" FACTORS

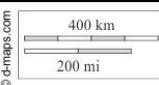
(Research: Push factors for _____ immigrants to America during the Industrial Revolution.)
(Also research living conditions in your native European country during this time.)



X I'VE BEEN LIVING IN RUSSIA FOR ALL MY LIFE BUT I THINK IT'S TIME FOR ME TO MOVE AFTER ALL THAT'S BEEN HAPPENING I JUST CAN'T TAKE IT ANYMORE. WITH THE REVOLUTIONS AND POVERTY. I LIVE IN A DUMP I CALL MY SO CALLED HOME I TRY TO MAKE MONEY BUT THE PAY ISN'T GOOD ENOUGH WITH THE LOW PAY WAGES, I'M TIRED OF BEING BROKE WHILE THE RICH ARE LIVING A GOOD LIFE. SO I HAVE DECIDED TO LEAVE THIS GOD FORSAKEN HELL HOLE WITH MY FAMILY TO "THE LAND OF OPPORTUNITY" THE PLACE CALLED AMERICA. I HAVE ALREADY SEEN MANY PEOPLE LEAVE FOR A NEW LIFE NOW I THINK IT'S MY TURN TO LIVE A BETTER LIFE. I WOULD FINALLY BE OUT OF THIS HELL ON EARTH WITH COLD WINTERS THAT COULD KILL, AND ON A BEACH IN THIS PLACE CALLED CALIFORNIA. NOW THE ONLY I HAVE TO WORRY ABOUT HOW EXACTLY I'M GOING TO GET MY FAMILY TO AMERICA, I HEARD BY BOAT IS THE BEST WAY WE COULD LEAVE BUT THE STATE THAT WE'RE IN WE MIGHT HAVE TO SNEAK ON LIKE MOST OF THE PEOPLE. BUT FOR NOW ALL WE CAN IS HOPE WE GET LUCKY.

My Journey To America

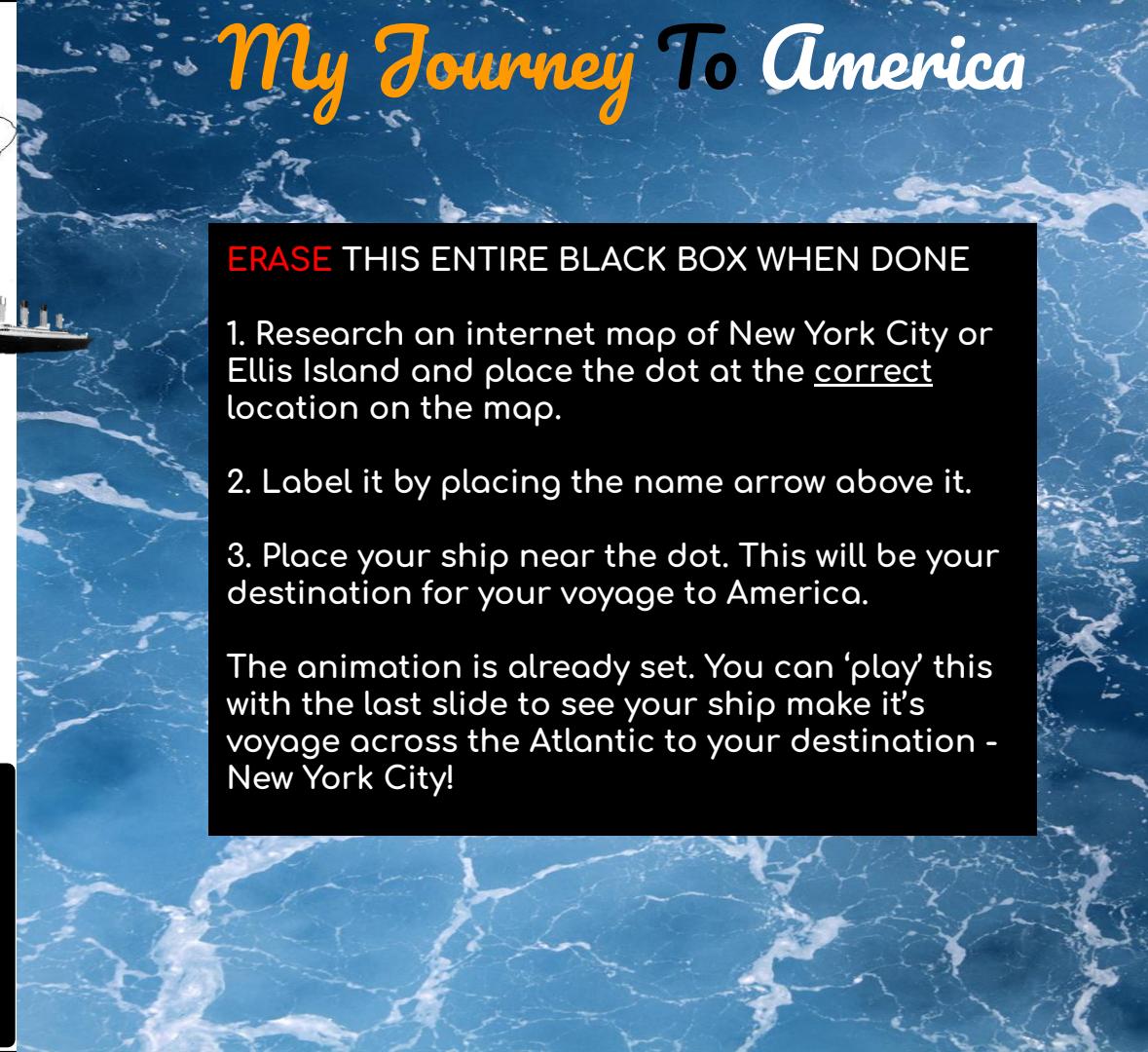




Don't locate New York! I need
New York CITY!



MOVE THESE
3 ITEMS!
Don't leave
them here! ➔
(points!)



"PULL" FACTORS

(Research: Pull factors for immigrants to America during the Industrial Revolution.)



MY WISH LIST OF OPPORTUNITIES I WANT TO EXPERIENCE IN AMERICA

1. ECONOMIC OPPORTUNITIES.
2. ENJOY OPPORTUNITIES OFFERED IN AMERICA
3. ESCAPE VIOLENCE AND ENJOY FREEDOM OF THE AMERICAN GOVERNMENT
4. VOICE IN GOVERNMENT
5. PRACTICE RELIGION

PROJECT HARD GRADE DEADLINE #1

100 pts.

GO THROUGH ALL THE ABOVE SLIDES AND:

1. Erase all my instructions. (Do not erase the scrapbook slide titles).
2. Adjust your black triangle picture holders so they hold your pics in place.
3. Make sure your writing and pics are on the correct sides of each scrapbook slide.
4. Make sure you didn't change my font style or size. Did you write enough?
5. Make sure you didn't PLAGIARIZE.
6. Do you have only story, only facts, or ... BOTH (as you should)?
7. Make sure you wrote in the "First Person" tense - like what you wrote happened to YOU. (If the diary slide has an orange triangle on it,  you can write in the 3rd person - "they".)

JOURNAL REFLECTION ON SEEING THE STATUE OF LIBERTY FOR THE FIRST TIME



X AFTER A LONG JOURNEY OF ABOUT 50 DAYS BY WATER WITH MULTIPLE HARDSHIPS ALONG THE WAY MY ANTICIPATION WAS GROWING BY THE DAY AND SO WAS MY EXCITEMENT. I WAS ABOUT TO START A NEW LIFE BUT BEFORE THAT THERE WAS ONE THING I WANTED TO SEE, THE BIG GREEN LADY KNOWN AS THE STATUE OF LIBERTY. SO WHEN I HEARD WE WOULD BE PASSING BY IT I HAD TO SEE IT SO BEFORE WE COULD REACH I MADE SURE ME AND FAMILY HAD THE BEST SEATS TO SEE IT, I GRABBED MY WIFE PULLING HER ALONG WITH ME SEARCHING FOR THE REST OF MY FAMILY ONCE WE HAD ALL GATHERED TOGETHER WE WITNESSES THE BEGINNING OF OUR NEW LIFE TOGETHER. I WAS FILLED WITH JOY BUT MOST OF ALL THE FEELING OF FREEDOM BEING POURED ON ME, AT THE CORNER OF MY EYE I COULD SEE MY WIFE WITH A SMILE ON HER A FACE A SMILE I HADN'T SEEN IN A LONG TIME AND THE SAME WAS FOR MY BROTHER, MY BROTHER IN-LAW AND MOTHER IN-LAW. AND IN THE MOMENT WE SAW THE STATUE OF LIBERTY WITH SO MUCH JOY I HUGGED MY WIFE AND GAVE HER A BIG O'L SMOOCH WE EVEN STARTED KISSING LIKE THE FRENCH.



ELLIS ISLAND



TIME OUT: THE HISTORICAL BACKGROUND OF ELLIS ISLAND



X BEFORE THE INTRODUCTION OF ELLIS ISLAND IMMIGRANTS HAD TO GO THROUGH INDIVIDUAL STATES TO GET IN AMERICA BUT WITH THE INTRODUCTION OF ELLIS ISLAND IN 1886 IMMIGRANTS COULD NOW GET IN AMERICA THROUGH ELLIS ISLAND. FROM 1886 TO 1954 ELLIS ISLAND LET IN ABOUT 12 MILLION IMMIGRANTS WITH MOST OF THEM COMING FROM EUROPE. BUT WITH THOSE 12 MILLION PEOPLE ABOUT 3,500 OF THEM DIED ON THE ISLAND. THE ACCEPTION PROCESS TOOK ABOUT 5-6 HOURS IF U HAD YOU PAPERS ORGANIZED OR IN GOOD HEALTH IF NOT IT WOULD TAKE LONGER. ELLIS ISLAND CHANGED MANY PEOPLE LIVES AND WAS LOVED BY MANY IMMIGRANTS.

MY EXPERIENCE AT ELLIS ISLAND: WHAT HAPPENED TO ME

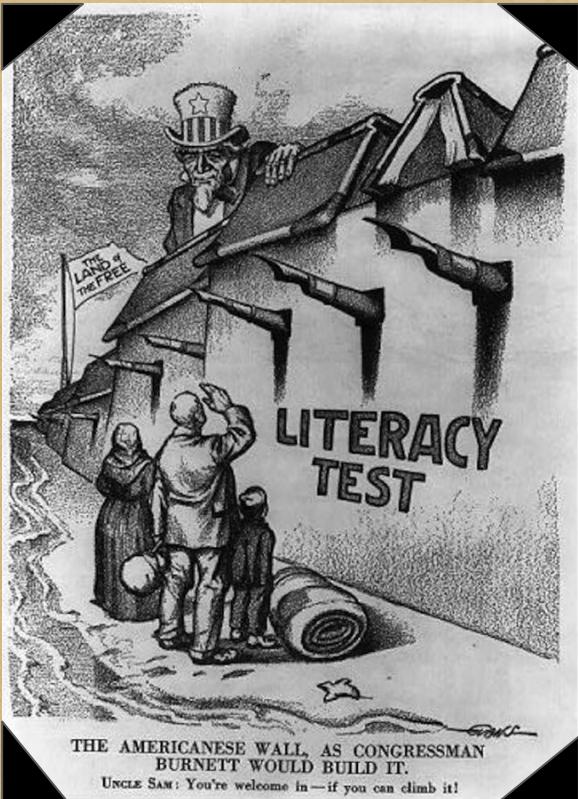
http://www.ellisisland.se/english/ellisisland_immigration3.asp



X ONCE WE HAD GOTTEN OFF THE SHIP WE WERE IMMEDIATELY SENT TO A BUILDING IT HAD FELT SURREAL I COULD FEEL THE GOOSEBUMPS STARTING TO CRAWL UP MY BODY STARTED TO FEEL ANXIETY, AT THAT MOMENT I COULD FEEL MY WIFE GRAB MY HAND AND WHISPER "I'M HERE FOR YOU BAE" SO WE THEN HEADED OFF TO THE LINES WHERE WE WERE THEN INSPECTED BY DOCTOR. I SAW OTHER PEOPLE GET LETTER WRITTEN ON THEM I DIDN'T KNOW WHAT THEY MEANT BUT I DIDN'T WANT ONE, IT WAS THEN MY TURN FOR AN INSPECTION AND WITH THE LITTLE ENGLISH I LEARNED ON THE SHIP I SAID "GOOD MORNING MISTER" I DIDN'T FULLY UNDERSTAND WHAT THE INSPECTOR SAID BUT I THINK IT WAS GOOD HE THEN EXAMINED ME I SURPRISINGLY DIDN'T GET A LETTER, THEN IT WAS MY WIFE TURN AFTER THE INSPECTION SHE GOT "PG" WRITTEN ON HER I WAS CONFUSED AND SCARED. WHERE WERE THEY TAKING MY WIFE I WONDERED, I GRABBED MY WIFE AND ASKED THE GUARD "WHAT THIS" POINTING TO MY WIFE'S CHEST WHERE THEY HAD WRITTEN IT. THE GUARD SAID TO ME IN A SLOW VOICE "THIS MEANS SHE'S PREGNANT" WHILE POINTING TO HER STOMACH. I THEN REALIZED HE WAS SAYING MY WIFE WAS PREGNANT I HAD ALMOST FORGOTTEN IT IN THE WAKE OF EVERYTHING. AND JUST LIKE THAT MY WIFE WAS TAKEN SOMEWHERE ELSE AND WE WERE SEPARATED. FOR THE FIRST TIME IN A WHILE I WAS SEPARATED FROM WIFE AND DIDN'T KNOW IF I HAD LOST HER. MY NERVOS STARTED RISING BUT ME KNOWING MY WIFE I KNEW WE WOULD BE BACK TOGETHER. AFTER BEING SEPARATED I WENT TO THE EYE DOCTOR WHERE I EASILY PASSED AND WENT ON TO INTERROGATION WHERE MY NERVOS ONLY ROSE BY THE MINUTE.

Type: Racist political cartoons against immigrants during the Industrial Revolution. (Then click Google images).

HOW "THEY" SEE US



X THIS POLITICAL CARTOON ABOUT IMMIGRANTS IS RACIST BECAUSE ON THE WALL IT SAYS "LITERACY TEST" AND MOST IMMIGRANTS BACK THEN EITHER DIDN'T KNOW HOW TO WRITE IN ENGLISH OR KNEW ENGLISH AT ALL. IT CAN ALSO BE SEEN THAT PENS ARE BEING USED AS A SORT OF DEFENSIVE SPIKE TO KEEP THE IMMIGRANTS AWAY OR FROM CLIMBING THE WALL, THIS CAN BE INTERRUPTED AS PENS A.K.A WRITING IS THE BEST WEAPON TO STOP IMMIGRANTS FROM REACHING AMERICAN DUE TO THEIR INCOMPETENCE TO WRITE.

WHILE WALKING THE STREETS ON ELLIS ISLAND I KEPT SEEING THESE RACIST POSTERS NONE OF THEM REALLY STOOD TO ME, EXPECT FOR A POSTER I SAW THAT WAS MOCKING US IMMIGRANTS. THE POSTER WAS MOCKING OUR ABILITY TO READ AND WRITE IT WAS BASICALLY CALLING US DUMB, SAYING THAT WE COULDN'T DO WHAT THE AMERICANS CAN AND WE COULDN'T READ OR WRITE LIKE THEM. I ALMOST FELT ASHAMED OF MYSELF I HAD ONLY COME TO AMERICA FOR A BETTER LIFE NOW I WAS BEING MOCKED BY POSTERS, POSTERS CREATED BY THE PEOPLE I WAS SOON GOING TO BE LIVING WITH. I HAD EXPECTED RACISM BUT I DIDN'T EXPECT IT BE THIS HARSH.

The Industrial City

DO NOT WRITE ON THIS SLIDE



DO NOT WRITE ON THIS SLIDE



REALITY CHECK: LIVING CONDITIONS IN THE CITIES

(Research living conditions for immigrants in America during the Industrial Revolution.)



X AFTER ARRIVING TO NEW YORK I HAD TO FIND A HOME FOR MY FAMILY SEEING THAT WE HAD NO MEANS OF LIVING. WE HAD BEEN LOOKING FOR A PLACE TO STAY GOING DOOR TO DOOR ASKING FOR A PLACE TO SLEEP UNTIL WE CAME UPON A MAN WHO OFFERED TO LET ME AND MY FAMILY LIVE IN HIS BUILDING IF I AGREED TO WORK FOR HIM AND WITH NO WHERE ELSE TO GO I OBVIOUSLY SAID YES TO HIS OFFER. WE FIRST ARRIVED I NOTICED THE LACK OF RUNNING WATER OR VENTILATION. WITH THE ONLY KIND OF VENTILATION WE HAD WAS A SMALL WINDOW LOOKING OUT TO THE DIRTY ALLEYWAY. I DIDN'T EXPECT MUCH BUT I KNEW THIS IS THE BEST WE COULD GET. AND WITH THE ONLY THAT WE HAD WAS A MAKESHIFT TOILET MADE OF WOOD THAT DIDN'T EVEN LOOK SANDED DOWN JUST SOME BOARDS. WHILE EXPLORING THE COMPOUND I COULDN'T HELP BUT NOTICE THE AMOUNT OF FECES AND DIRTY CONDITIONS THE PEOPLE WERE LIVING IN, I DIDN'T WANT MY PREGNANT WIFE NEAR ANY OF THIS. TO JEOPARDIZE THE HEALTH OF MY SOON ARRIVING BABY WAS NOT PART OF MY THINGS TO DO. SO I MADE A PROMISE TO WORK AS HARD AS I COULD TO GET MY FAMILY A BETTER LIFE.

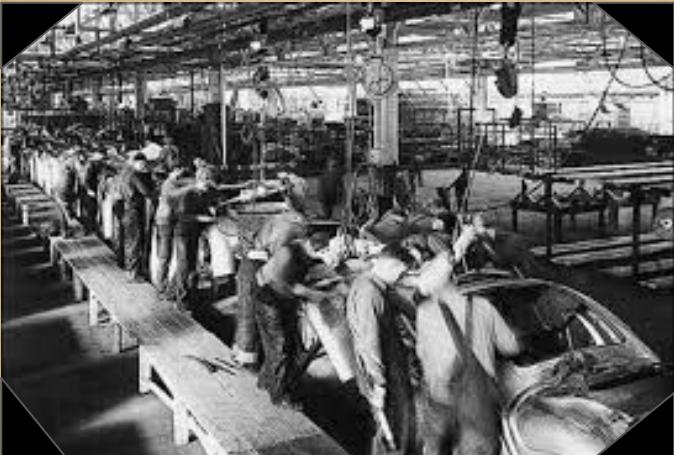
Working Conditions For Men and Women

DO NOT WRITE ON THIS SLIDE



WORKING CONDITIONS for **MEN** IN FACTORIES or MINES

(Research working conditions for immigrants in America during the Industrial Revolution.)



X IT WAS THE FIRST DAY FOR ME, MY BROTHER, AND MY BROTHER IN-LAW TO GO TO WORK WE HAD ALL GOTTEN WORK IN A COTTON FACTORY WE DIDN'T KNOW WHAT TO EXPECT BUT WE WERE READY TO MAKE A NEW LIFE FOR US. WHEN WE ARRIVED AT THE FACTORY WERE PUT TO WORK FAST AND JUST LIKE THAT I SAW AN ACCIDENT HAPPEN SOME KID HAD CUT HIS FINGER DIDN'T KNOW HOW BUT IT HAPPENED SO QUICK, A FEW MOMENTS PASSED TILL SOMEONE CAME OVER TO HELP THE KID OUT HE WAS SOON TAKEN OUT THE FACTORY AND WAS REPLACED BY ANOTHER KID. WE WERE SHOCKED BUT WE HAD TO GET BACK TO WORK. WE HAD BEEN PUT ON THE MACHINE CALLED THE SPINNING JENNY WE WERE BY AN OLDER GUY ON HOW TO USE THE MACHINE BUT WE STILL NEEDED HELP WORKING IT. I HAD ONLY BEEN WORKING FOR ABOUT AN HOUR IN THE FACTORY BUT IT WAS HOTTER THAN EXPECTED WITH AND WITH EVERYBODY SO CRAMPED UP IT MADE IT EVEN WORSE ALL I COULD DO WAS PUSH THROUGH TILL THE DAY ENDED. WE HAD STARTED AT AROUND 8 IN THE MORNING AND IT DIDN'T SEEM LIKE THERE WAS AN END TO THE WORK WE HAD BEEN GOING FOR WHAT FELT LIKE 8 HOURS AND WE HAD ONLY GOTTEN A LUNCH BREAK WHICH WAS ONLY 30 MINUTES LONG I FELT DRAINED AND WANTED TO GO HOME BUT I HAD MORE HOURS TILL I COULD GO BACK HOME

WORKING CONDITIONS for **WOMEN** IN FACTORIES or MINES (Research working conditions for women in America during the Industrial Revolution.)



X IT WAS ABOUT A DAY AFTER THAT I HAD STARTED WORKING WHEN MY WIFE CAME UP ME AND STARTED YAPPING ABOUT IF SHE SHOULD GET A JOB. I HAD ASKED WHY AND SHE TOLD ME SHE HAD SEEN SOME OF THE WOMEN ALSO GOING TO WORK. I TRIED TO TALK TO HER OUT OF IT. SEEING THAT SHE WAS PREGANT AND COULD POSSIBLY HARM OUT BABY BY GOING TO WORK. BUT SHE TOLD ME THAT SHE HAD SEEN A PREGANT WOMEN ALSO GOING TO WORK, I TOLD HER "IT DOESN'T MATTER WHAT THEIR DOING THATS THERE BABY, BUT THIS IS OUR BABY AND I WANT HE OR HER TO BE SAFE". WE SPENT A AN HOUR OR 2 GOING BACK AND FORTH ON WHETHER SHE SHOULD WORK OR NOT BUT IN THE END WE AGREED TO LET HER WORK. AND IF SHE LIKED IT SHE WOULD GET TO WORK. SO THE NEXT MORNING SHE LEFT TO HER NEW JOB WHERE SHE WOULD BE WORKING IN A FACTORY I DIDN'T KNOW WHAT EXACT FACTORY SHE WAS IN BUT ALL I HOPING FOR WAS THAT SHE WAS SAFE. IT WOULD BE ABOUT 10 HOURS TILL SHE CAME BACK HOME SHE LOOKED EXHAUSTED. I THINK SHE REGRETTED GOING TO WORK WITH A BABY.

WORKING CONDITIONS for **CHILDREN** IN FACTORIES or MINES (Research working conditions for children in America during the Industrial Revolution.)



X TODAY I HAD MY ONE AND ONLY DAY OF THE WEEK SO I DECIDED TO WALK AROUND THE "NEIGHBORHOOD" I WAS STAYING IN. WHILE WALKING I CAME ACROSS A BOY WHO WAS DRESSED IN WORK WEAR LEAVING HIS HOUSE HE LOOKED ABOUT 12 AND WAS PRETTY SKINNY. AND BEHIND HIM WAS WHAT LOOKED LIKE HIS FATHER WHOLE SITTING DOWN IN A WHEELCHAIR, I HAD CAME UP TO HIM AND ASKED HIM WHY HIS SON WAS HEADING OFF TO WORK. HE TOLD ME "WELL I MYSELF CAN'T WORK SEEING I'M IN THIS WHEELCHAIR SO I USUALLY SEND HIM OFF TO WORK" I WAS CONFUSED ON WHU SOMEONE WOULD SEND THEIR CHILD TO WORK IN A DANGEROUS FACTORY I HAD THOUGHT ONLY THOSE WITHOUT PARENTS WOULD BE SENT TO WORK IN FACTORIES. WE THEN STARTED TALKING MORE AND HE TOLD ME ABOUT THE STORIES HIS SON WOULD TELL HIM WHEN HE COMES BACK HOME FROM WORK, HE MENTIONED HOW THEY KEEP THE WINDOWS CLOSED TO KEEP THE MOISTURE AND THE HEAT IN THE FACTORY SINCE IT HELPED THE COTTON AND HOW IT WOULD CAUSE MANY OF THE WORKERS TO FAIT DUE TO THE HIGH TEMPERATURES. HE THEN TOLD ME HOW MUCH HIS SON MADE ABOUT \$0.50 A DAY WHICH HAPPENED TO BE WAY LESS THAN WHAT I WAS MAKING. I LEFT THE HOUSE FEELING BAD FOR KID BUT I KNEW YOU HAD TO DO WHAT YOU HAD TO MAKE IT THROUGH THIS LIFE

TIME OUT: THE PROGRESSIVE MOVEMENT 1890s - 1920s

THE PROGRESSIVE MOVEMENT WAS A MOVEMENT THAT HAD STARTED BEING LED BY THEN PRESIDENT THEODORE ROOSEVELT. IT STARTED IN THE 1890'S WITH ITS END BEING IN THE 1920'S. THE PROGRESSIVE MOVEMENT WAS MAINLY BASED ON CRACKING DOWN ON POLITICAL CORRUPTION. IT WAS ALSO A PART OF HELPING LIMIT THE POLITICAL INFLUENCE ON LARGE COMPANIES OR CORPORATIONS. THE PROGRESSIVE MOVEMENT HELPED SUPPORT POLICIES SUCH AS FOOD SAFETY LAWS, AND POLITICAL RIGHT FOR WOMEN AND US WORKERS. THE PROGRESSIVE MOVEMENT CAME TO WHEN ACTIVISTS STARTED TO LOSE MOMENTUM TO PUSH FURTHER CHANGES, THIS WAS CAUSED BY THE AMOUNT OF VICTORIES THE MOVEMENT HAD AND DUE TO THE FACT THAT OTHER MOVEMENTS WERE REPLACING IT.



Google: The History of the Progressive Movement in America

TIME
OUT:



MUCKRAKING = "WHISTLE
BLOWING"

*Muckraking
Then*

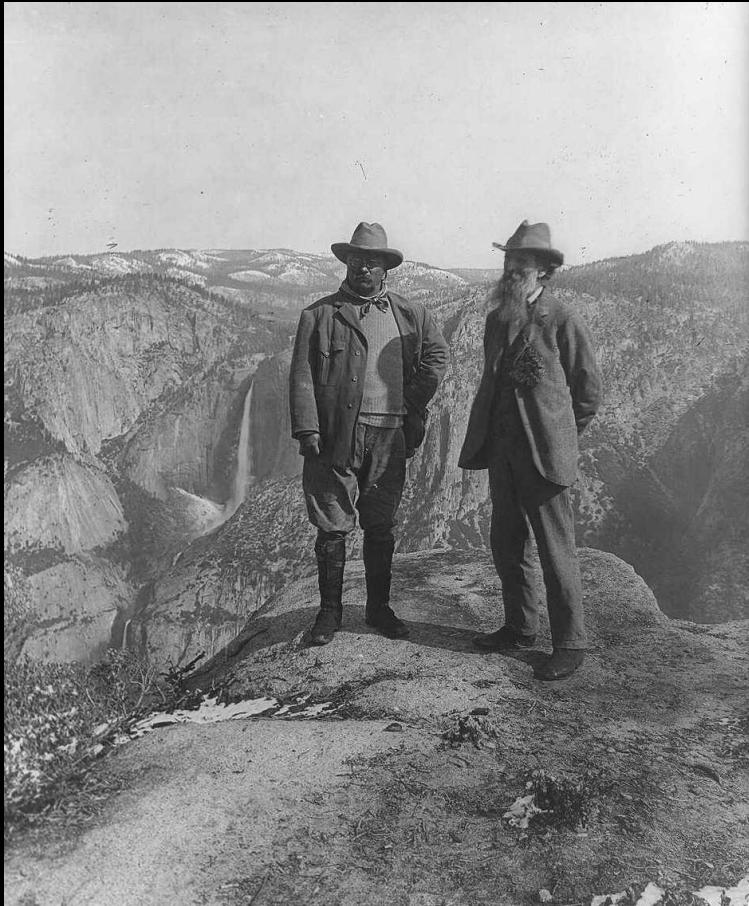
THE MUCKRAKS OR WHISTLE BLOWERS KNOW TODAY WERE FREE WILLED WRITERS WHO'S GOAL WAS TO EXPOSE POLITICAL CORRUPTION IN THE U.S. THEY EVEN WENT AS WAR AS CREATING MAGAZINES FOR THE PEOPLE TO READ ABOUT CORRUPTION.

MUCKRAKS ARE STILL AROUND TODAY ONE OF THE MOST FAMOUS ONES IS SEYMOUR HERSH. SEYMOUR IS AN AUTHOR WHO HAS WRITTEN MANY BOOKS ABOUT EXPOSING SECRETS, BUT HE IS MOST KNOW FOR IS FOR EXPOSING THE COVER OF THE MY LIA MASSACR DURING THE VIETNAM WAR THAT KILLED AROUND 350 TO 500 UNARMED CIVILIANS, THIS WAS COMMINTED THE UNITED STATES ARMY IN MY VILLAGE.

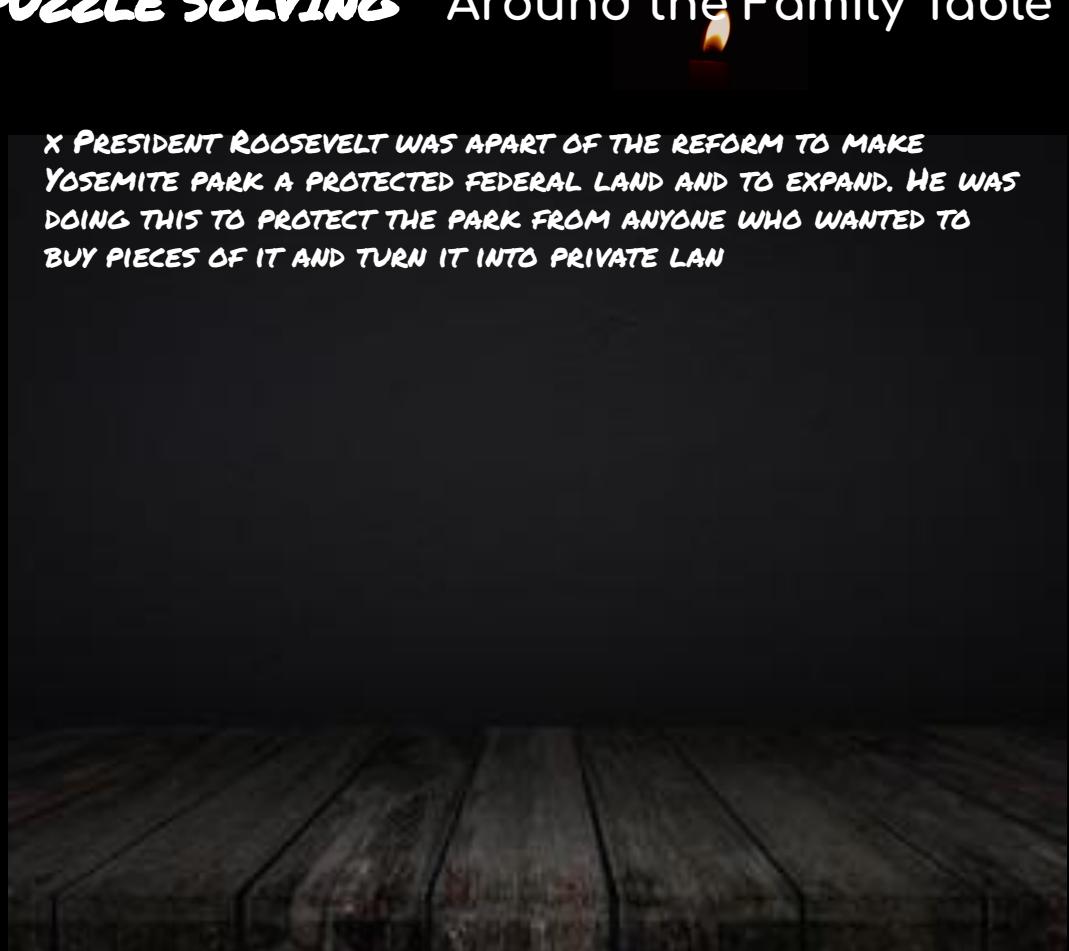


Muckraking Now

TIME OUT: PROGRESSIVE PUZZLE SOLVING Around the Family Table



X PRESIDENT ROOSEVELT WAS A PART OF THE REFORM TO MAKE YOSEMITE PARK A PROTECTED FEDERAL LAND AND TO EXPAND. HE WAS DOING THIS TO PROTECT THE PARK FROM ANYONE WHO WANTED TO BUY PIECES OF IT AND TURN IT INTO PRIVATE LAN



PROJECT HARD GRADE DEADLINE #2

220 pts.

GO THROUGH ALL THE ABOVE SLIDES AND:

1. Erase all my instructions. (Do not erase the scrapbook slide titles).
2. Adjust your black triangle picture holders so they hold your pics in place.
3. Make sure your writing and pics are on the correct sides of each scrapbook slide.
4. Make sure you didn't change my font style or size. Did you write enough?
5. Make sure you didn't PLAGIARIZE.
6. Do you have only story, only facts, or . . . BOTH (as you should)?
7. Make sure you wrote in the "First Person" tense - like what you wrote happened to YOU. (If the diary slide has an orange triangle on it,  you can write in the 3rd person - "they".)

**HOMEWORK: BEGIN WORKING ON YOUR IMMIGRANT
INTERVIEW OUTSIDE OF CLASS**

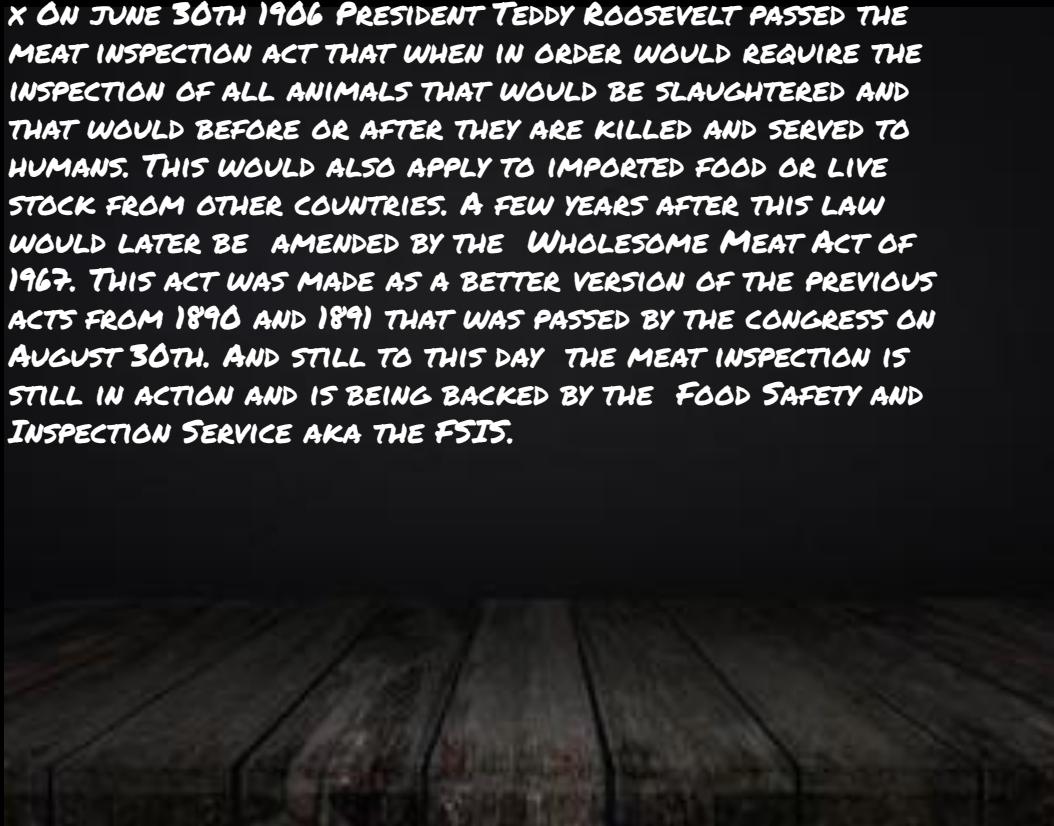
**THEN PUT YOUR INTERVIEW IN SLIDES 46
(and 47 if you need more room).**

**DON'T "WAIT" UNTIL WE GET TO THESE SLIDES LATER IN OUR
PROJECT. CONSIDER IT HOMEWORK.**

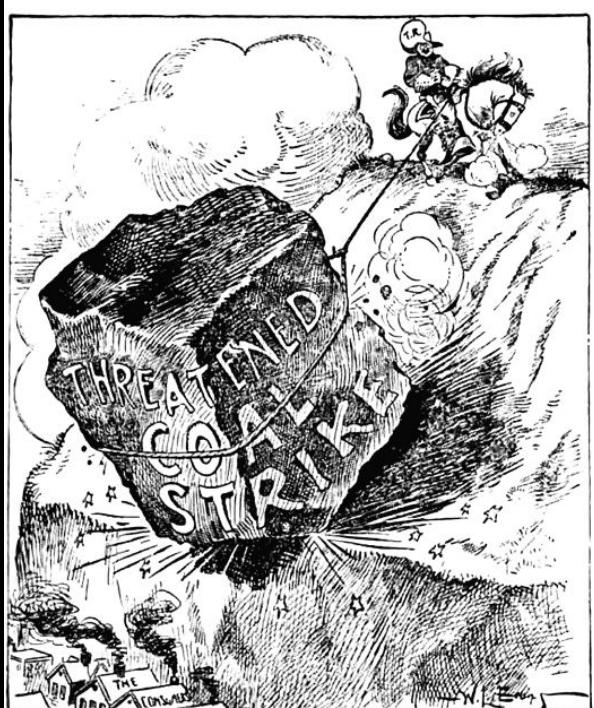
TIME OUT: PROGRESSIVE PUZZLE SOLVING Around the Family Table



X ON JUNE 30TH 1906 PRESIDENT TEDDY ROOSEVELT PASSED THE MEAT INSPECTION ACT THAT WHEN IN ORDER WOULD REQUIRE THE INSPECTION OF ALL ANIMALS THAT WOULD BE SLAUGHTERED AND THAT WOULD BEFORE OR AFTER THEY ARE KILLED AND SERVED TO HUMANS. THIS WOULD ALSO APPLY TO IMPORTED FOOD OR LIVE STOCK FROM OTHER COUNTRIES. A FEW YEARS AFTER THIS LAW WOULD LATER BE AMENDED BY THE WHOLESOME MEAT ACT OF 1967. THIS ACT WAS MADE AS A BETTER VERSION OF THE PREVIOUS ACTS FROM 1890 AND 1891 THAT WAS PASSED BY THE CONGRESS ON AUGUST 30TH. AND STILL TO THIS DAY THE MEAT INSPECTION IS STILL IN ACTION AND IS BEING BACKED BY THE FOOD SAFETY AND INSPECTION SERVICE AKA THE FSIS.



TIME OUT: PROGRESSIVE PUZZLE SOLVING Around the Family Table

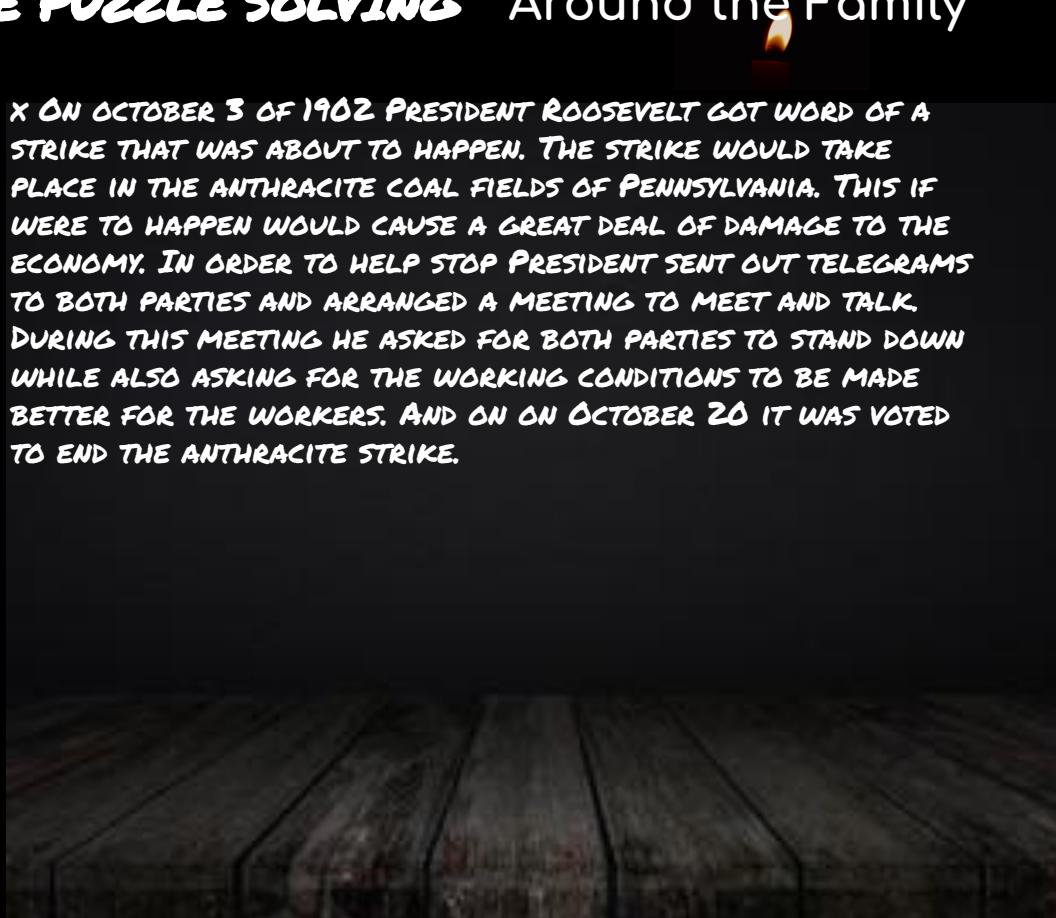


A NEW TASK FOR THE ROUGH RIDER

(In the spring of 1902 a threatened coal strike engaged the attention of the President.)

From the *Leader* (Cleveland)

X ON OCTOBER 3 OF 1902 PRESIDENT ROOSEVELT GOT WORD OF A STRIKE THAT WAS ABOUT TO HAPPEN. THE STRIKE WOULD TAKE PLACE IN THE ANTHRACITE COAL FIELDS OF PENNSYLVANIA. THIS IF WERE TO HAPPEN WOULD CAUSE A GREAT DEAL OF DAMAGE TO THE ECONOMY. IN ORDER TO HELP STOP PRESIDENT SENT OUT TELEGRAMS TO BOTH PARTIES AND ARRANGED A MEETING TO MEET AND TALK. DURING THIS MEETING HE ASKED FOR BOTH PARTIES TO STAND DOWN WHILE ALSO ASKING FOR THE WORKING CONDITIONS TO BE MADE BETTER FOR THE WORKERS. AND ON OCTOBER 20 IT WAS VOTED TO END THE ANTHRACITE STRIKE.



DIARY ENTRY #1: PROGRESSIVES TO THE RESCUE!

X TODAY I WAS TALKING TO MY WIFE ASKING HER ABOUT HOW HER DAY WAS AT WORK. WHEN SHE STARTED TELLING ME ABOUT HOW SOME OF THE GIRLS ARE LEAVING THE FACTORY AND LOOKING FOR NEW JOB. AND I ASKED HER "JUST WHAT NEW JOBS COULD THERE BE" THAT MOMENT WAS WHEN I LEARNED JUST HOW DESPERATE AND HOW MUCH PEOPLE WOULD REALLY DO FOR MONEY. SHE TOLD ME THAT SHE HEARD THAT SOME OF THE WOMEN ARE GOING OUT O AT A NIGHT TO SELL THEIR BODIES, I FELT DISGUSTED AND SAD THAT WOMEN HAD TO DO THIS. AND THIS WAS WHEN I GOT ANOTHER SHOCK MY OWN WIFE WAS TALKING ABOUT AFTER SHE GAVE BIRTH TO OUR KID SHE COULD DO THIS TOO JUST TO MAKE SOME EXTRA, MY HEART DROPPED MY WIFE, THE PERSON I MARRIED WANTED TO SELL HER OWN BODY FOR SOME MONEY. I COULDN'T DO IT I SNAPPED AND TOLD HER SHE WASN'T GOING TO DO ANY OF THAT AND I WAS GOING MAKE SURE OF THAT.

TODAY I WAS WALKING PAST A NEWSPAPER STAND WHEN AN ARTICLE CAUGHT MY EYE. THE ARTICLE HAD BEEN ABOUT PROSTITUTION AND IT TALKED ABOUT HOW SOME NEW LAWS HAVE BEEN PASSED THAT WOULD BE AGAINST SELLING YOUR BODY. IN THE ARTICLE IT ALSO READ THAT THE "MANN ACT" WAS BEING TALKED ABOUT IN CONGRESS WHICH WOULD ALSO SUPPORT THIS ACT. I FELT HAPPY, RIGHT WHEN I GOT HOME I TOLD MY WIFE OF THE GREAT NEWS I JUST READ. SHE WAS A BIT SURPRISED BUT ALSO RELIEVED. SHE DIDN'T REALLY WANT TO DO BUT SHE WAS KINDA BEING FORCED TO DUE TO THE SITUATION WE WERE IN. THAT DAY I WAS FILLED WITH HAPPINESS KNOW MY WIFE WOULDN'T BE SELLING HE BODY FOR SOME STRANGERS.

I FOUND THIS PICTURE OF THE PROBLEM IN A NEWSPAPER AND "PASTED" IT BELOW.



DIARY ENTRY #2: PROGRESSIVES: PEOPLE WHO REALLY CARE

X MAN TODAY WAS A HARD DAY AT WORK I WITNESSED SO MANY COWORKERS GETTING INJURED ON THE JOB IT WAS SICKING. THIS WASN'T NORMAL, LATELY I'VE SEEN WORKERS COME IN INTO WORK WALKING LIKE THEY HAVE 2 LEFT FEET. I WAS CURIOUS ON WHY AND I FOUND WHEN I SAW MY BROTHER IN LAW DRINKING WHAT LOOKED BEER BEFORE HEADING INTO THE FACTORY. I WAS SHOCK I WAS MAD, IN THE MOMENT I LASHED OUT AT HIM TELLING HIM HOW DANGEROUS IT WAS BUT HE DIDN'T SEEM TO CARE. I COULDN'T TAKE IT ALL I COULD WAS FORCE HIM TO GO BACK HOME TILL HE WAS SOBER.

TODAY I WAS WALKING BY A SALOON WHEN I SAW A HUGE GROUP OF PEOPLE LINED UP OUTSIDE. THE LINE WAS LONGER THAN USUAL, I COULDN'T JUST STAND THERE AND WATCH I HAD TO ASK SOMEONE. I ASKED A GUY AT THE END OF THE LINE WHAT WAS HAPPENING AND HE SAID SOME NEW DUMB LAW HAD BEEN PASSED TO BAN ALCOHOL. I DIDN'T KNOW WHAT TO FEEL I FELT HAPPY BUT AT THE SAME TIME ANGER AND SADNESS. THIS LAW WOULD HELP THOSE WHO WERE ADDICTED TO ALCOHOL BUT TO ME IT WAS TOO LATE. I HAD ALREADY LOST MY BROTHER IN LAW TO BEING DRUNK ON THE JOB. WHY COULDN'T THEY PASS THE LAW SOONER, BUT AT LEAST IT WAS NOW OTHER THAN LATE.

I FOUND THIS PICTURE OF THE PROBLEM IN A NEWSPAPER AND "PASTED" IT BELOW.





IMMIGRATION THEN

We are now LEAVING our personal story about being an immigrant from 100+ years ago and are now writing in the THIRD person about the challenges and opportunities that immigrants face TODAY in coming to America for the remainder of our diary. Should be POWERFUL because it is CURRENT.

IMMIGRATION TODAY

TIME OUT: INTERVIEW WITH AN ACTUAL IMMIGRANT 85 pts.

(Place their picture and tell THEIR story below. (You are not role playing here.)

(If the person being interviewed doesn't want their picture posted here for privacy reasons, you may use my sample photo below.)

X THERE ARE A LOT OF IMMIGRANTS IN MY LIFE BUT THE ONE THAT I WANTED TO HEAR THE STORY OF IS MY BROTHER PETER, OR AS SOME PEOPLE MAY KNOW HIM AS WASSWA. PETER CAME TO THE UNITED STATES WHEN HE WAS 8 YEARS OLD IN 2017 AND HAS NOW BEEN LIVING IN THE UNITED STATES FOR ABOUT 7 YEARS. HE CAME FROM A SMALL COUNTRY IN EAST AFRICA AND GREW UP WITH HIS FAMILY TILL THEY GOT SEPARATED IN 2013 WHEN HIS PARENTS AND HIS OLDER WENT TO GO LIVE IN AMERICA. EVER SINCE THEN HE HAD BEEN LIVING WITH HIS OTHER TWO BROTHERS, HIS YOUNGER TWIN AND HIS OLDER BROTHER AND THEIR UNCLE. WHEN PETER MOVED TO THE UNITED STATES HE GOT TO SEE HIS PARENTS AND HIS OLDER BROTHER AFTER NOT SEEING THEM FOR ABOUT 4 YEARS THEY MIGHT HAVE BEEN SEPARATED FOR A WHILE BUT THEY WERE NOW TOGETHER AND THAT'S ALL THAT HE CARED ABOUT. WHEN STARTING HIS NEW LIFE IN COALINGA HE FACED SOME CHALLENGES SUCH A LANGUAGE BARRIER THAT HE WOULD OVERCOME IN THE FOLLOWING YEARS, HE KNEW SOME ENGLISH BUT IT WASN'T THE BEST AND WOULD SOMETIMES STRUGGLE TO TALK TO OTHER PEOPLE, ANOTHER CHALLENGE HE FACED WAS NOT FITTING IN. BEING A NEW KID AT A NEW SCHOOL IN A NEW COUNTRY WAS A GREAT CHALLENGE HE FACED, HE AT TIMES FELT LONELY AT SCHOOL BUT HE HAD HIS TWIN BROTHER WITH HIM WHO HE WOULD BE WITH SINCE HE HIMSELF DIDN'T HAVE FRIENDS. AS TIME PASSED PETER AND BROTHER BOTH BEGAN TO GET ADJUSTED TO THE NEW ENVIRONMENT AND EVEN MAKING FRIENDS ALONG THE WAY.



TIME OUT: INTERVIEW WITH AN ACTUAL IMMIGRANT

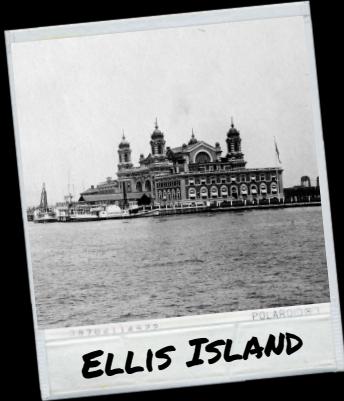
(CONTINUED)

X WHEN PETER CAME TO AMERICA HIS GOAL WAS TO BECOME AN NBA PLAYER SINCE HE LOVED THE SPORT OF BASKETBALL WHEN HE CAME TO AMERICA, HE HAS NOW CHANGED IT TO BECOMING A NURSE BUT HE STILL PLAYS BASKETBALL ON HIS FREE TIME. TODAY PETER STILL THINKS OF HIS FAMILY HE LEFT BACK IN HIS HOME COUNTRY AND SOMETIMES GETS THE CHANCE TO TALK TO THEM EVERY ONCE IN A WHILE. HE CONTINUES TO MOVE FORWARD IN LIFE TO BECOME THE BEST HIM THAT HE CAN BE AND HE'S DOING ALL THIS WHILE STILL REMEMBERING THE HUMBLE BEGINS HE CAME FROM.



TIME OUT - SNAPSHOTS OF AMERICA : THEN AND NOW

The Door to America Then . . .



ELLIS ISLAND

The Door to America Now . . .

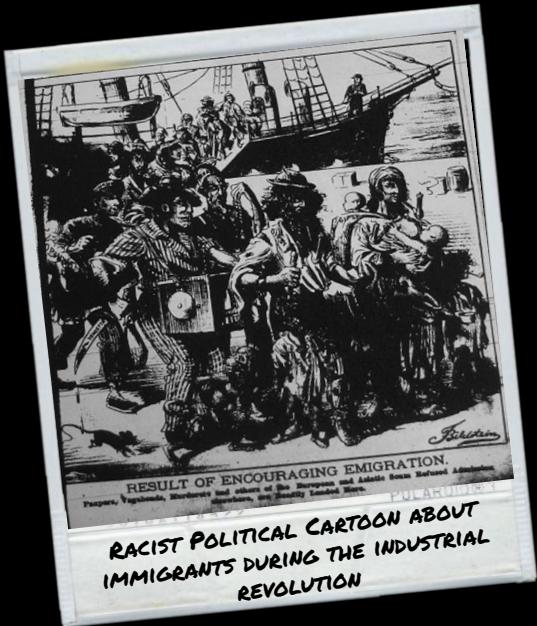


ADOPTED IMMIGRANT
CHILDREN WITH THEIR
FAMILY

X TODAY THERE ARE MANY WAYS THAT IMMIGRANTS CAN GET INTO THE UNITED STATES WITH SOME BEING LEGAL AND OTHERS BEING ILLEGAL. ONE OF THE SOMEWHAT WELL KNOWN METHOD OF IMMIGRATION IS THROUGH ADOPTION. THIS IS WHEN A FAMILY FROM A DIFFERENT COUNTRY ADOPTS EITHER AN ORPHAN OR ANY CHILD FROM A COUNTRY WHICH IN TURN GIVES THE ADOPTED CHILD AN AUTOMATIC CITIZENSHIP. IN ORDER FOR THIS TYPE OF IMMIGRATION TO WORK THE PERSON OR PERSON ADOPTING THE CHILD MUST BE A CITIZEN OF THE COUNTRY THAT THEY ARE TRYING TO BRING THE CHILD TO. SO IF A NON-CITIZEN WOULD DO IT THE CHILD WOULD GET A CITIZENSHIP. THERE ARE TWO TYPES OF WAYS TO GET AN ADOPTED CHILD TO BECOME A CITIZEN, THE FIRST IS THE ORPHAN PROCESS AND THE HAGUE PROCESS. SOME DIFFICULTIES OF THIS TYPE OF IMMIGRATION IS THAT IN SOME CASES THERE IS ABUSE TOWARDS THE CHILD THAT WAS ADOPTED, WITH SOME CASES LEADING TO DEATH OF THE CHILD. ANOTHER ISSUE WITH THIS TYPE OF METHOD IS THAT THE CHILD COULD BE SUBJECTED TO BEING TRAFFICKED WITH SOME FAMILIES WITH ADOPTED CHILDREN WOULD GIVE THEIR ADOPTED CHILDREN AWAY ON THE INTERNET. WITH THE MAIN WAY OF DOING THIS BEING THROUGH COMMUNITIES ON THE INTERNET. THIS MAY NOT BE THE BEST WAY OF IMMIGRATION WITH IT REALLY ONLY BEING ABLE TO HELP KIDS, AND IT MAY HAVE ITS FLAWS BUT ITS GOOD WAY OF HELPING KIDS FORM A NEW LIFE.

TIME OUT - SNAPSHOTS OF AMERICA : THEN AND NOW

Racism In America Then . . .



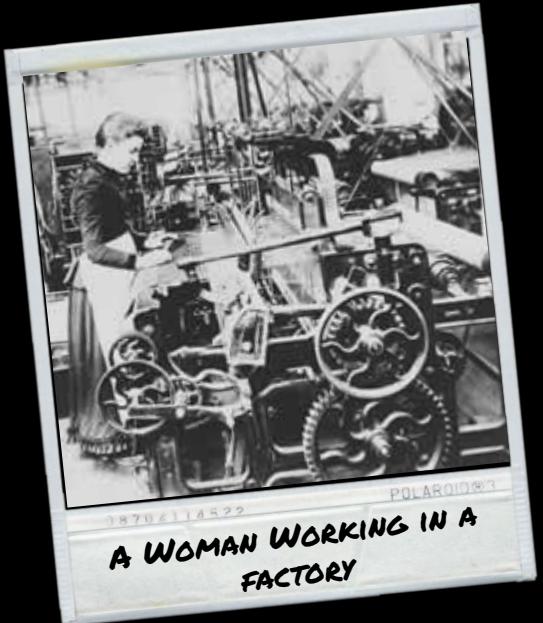
Racism In America Now . . .



XX EVEN AFTER YEARS OF EVOLUTION THERE IS STILL AN ABUNDANCE OF RACISM HAPPENING AROUND THE WORLD AND NOT JUST IN THE UNITED STATES. LIKE IN THE IMAGE SHOWN TO THE LEFT, IT SHOWS A GROUP OF PEOPLE PROTESTING AGAINST IMMIGRANTS COMING INTO ENGLAND. WITH A SIGN THAT SAYS "STOP THE INVASION". THIS TYPE OF RACISM CAN BE SEEN IN COUNTLESS PLACES AROUND THE WORLD. IN MY OPINION I THINK RACISM SHINES A BAD LIGHT ON IMMIGRANTS AND GIVES THEM A BAD LOOK. THIS LEADS TO MORE AND MORE PEOPLE ASSOCIATING IMMIGRANTS WITH BAD THINGS EVEN THOUGH THEY ARE NOT THE PROBLEM AND ITS THE RACISTS THAT ARE THE PROBLEM.

TIME OUT - SNAPSHOTS OF AMERICA : THEN AND NOW

Jobs For Immigrants Then . . .



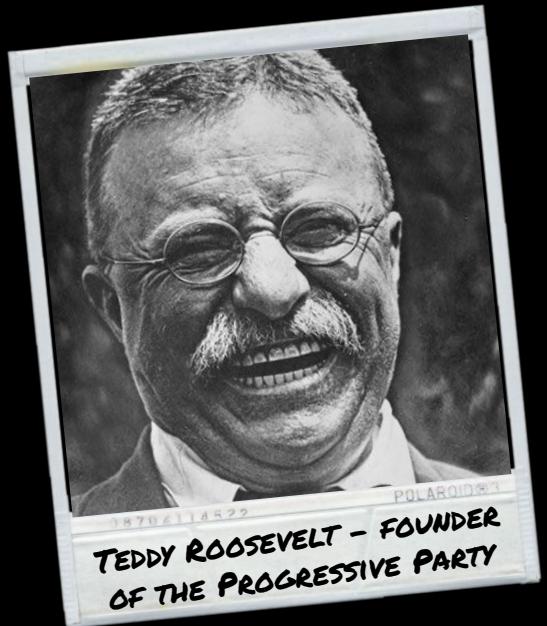
Jobs For Immigrants Now . . .



X THE SEEN ON THE LEFT THAT THE MAN IS DOING IS A FIELD JOB. WHERE YOU WOULD WORK ON A FARM AND GET PAID TO TAKE CARE OF THE PLANTS AND HARVEST THEM. IT'S JOB MAINLY BUILT AROUND HARD MANUAL LABOR, WITH A DECENT SALARY. THE AVERAGE SALARY FOR A FIELD WORKER IS BETWEEN \$20 OR AS LOW AS \$10 AN HOUR.. SOME OF THE MAIN CHALLENGES ABOUT THIS JOB IS THAT MOST IMMIGRANTS SOMETIMES KNOW LITTLE TO NO ENGLISH WHICH MAKES IT HARD FOR THEM COMMUNICATE TO OTHER, ANOTHER CHALLENGE IS THE FACT THAT THE PHYSICAL TOLL IT TAKES ON THE WORKERS BODY.

TIME OUT - SNAPSHOTS OF AMERICA : THEN AND NOW

Progressives Then . . .



Progressives Now . . .



(LOOK UP: PROGRESSIVE DEMOCRATS OF AMERICA. WIKIPEDIA IS FINE HERE.)

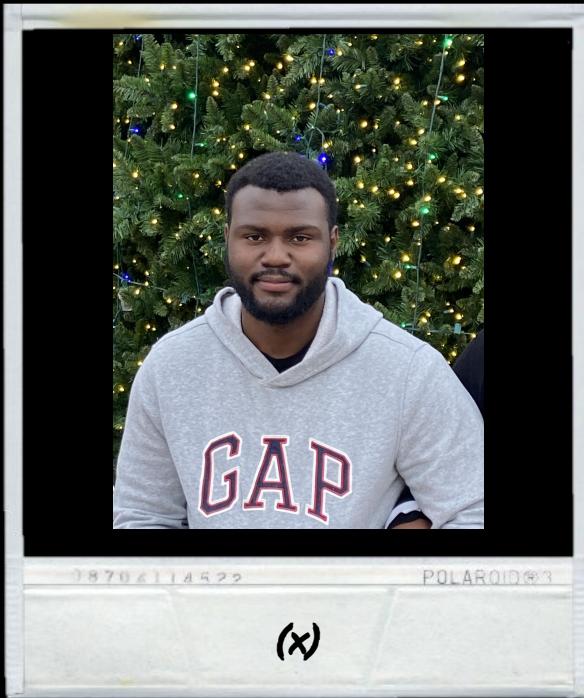
(YOU CAN USE MY PIC ON THE RIGHT OR FIND YOUR OWN PIC THAT APPLIES.)

(LIST FIVE OF THEIR GOALS BELOW:)

PROGRESSIVE GOALS TODAY

1. ENDING POVERTY
2. CLIMATE ACTION:
3. ENDING FOREVER WARS
4. RACIAL JUSTICE
5. UNIVERSAL HEALTHCARE

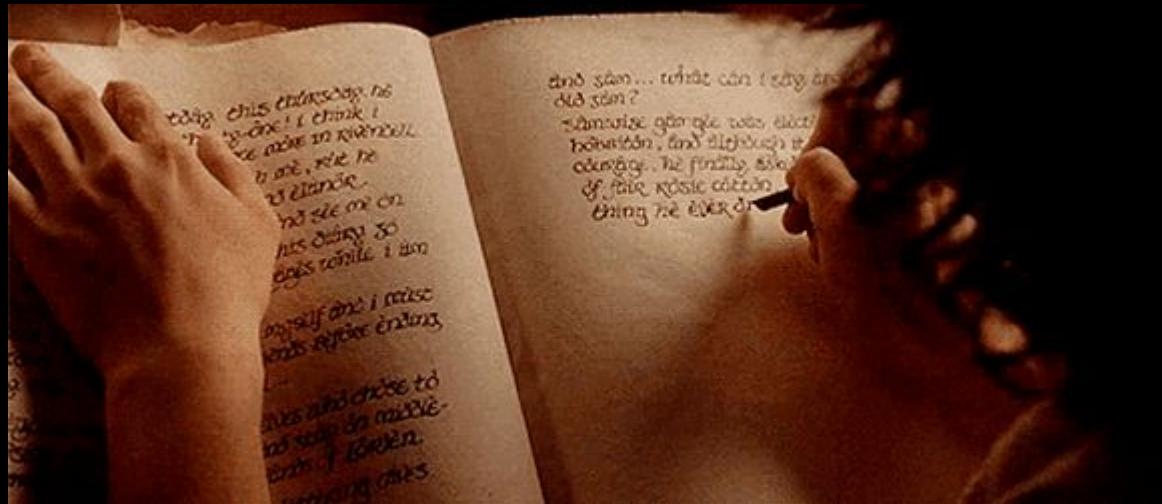
TIME OUT - LIVING THE AMERICAN DREAM: AN IMMIGRANT SUCCESS STORY



(X)

X IMMIGRANTS, THERE ARE A LOT OF IMMIGRANTS THAT HAVE ACHIEVED MANY GREAT THINGS IN THEIR LIFE. SOME MAY BE BIG AND SUM MAY BE SMALL, BUT THERE IS ONE IMMIGRANT THAT ACHIEVED SOMETHING THAT MAY SEEM EASY BUT CAN CHANGE A LIFE FOREVER. THAT IS GETTING HIS CITIZENSHIP, MY BROTHER MATTHEW GREW UP IN A SMALL COUNTRY TO THE EAST OF AFRICA. HE FACED MANY HARDSHIPS WHILE GROWING UP BUT HE ALWAYS MANAGED TO PUSH THROUGH TO OVERCOME THESE CHALLENGES. WITH SOME BEING HARD, LIKE HAVING TO LEAVE HIS BROTHERS TO MOVE TO A DIFFERENT COUNTRY WITH HIS PARENTS, BUT HE STILL CONTINUED TO PUSH THROUGH. MATTHEW HAD GROWN UP IN A HUMBLE HOUSEHOLD BEING THE OLDEST OF 4 SIBLINGS, HE WAS ALWAYS BEEN TAUGHT TO BE RESPONSIBLE, CARING, AND RESPECTFUL TOWARDS HIS FAMILY AND OTHERS AND TO THIS DAY HE IS STILL HOLD THOSE CHARACTERISTICS. WHEN MATTHEW WAS A KID HE ALWAYS DREAMED OF LIVING IN THE USA AND STARTING A NEW LIFE WITH HIS FAMILY. AND WHEN HE ABOUT 13 YEARS OLD HE GOT THAT CHANCE AND HE MOVED TO THE USA, IN HIS FIRST FEW YEARS LIVING IN THE UNITED STATES HE FACED MANY CHALLENGES, SUCH AS A LANGUAGE BARRIER, LIVING IN POVERTY, AND LACKING A SOCIAL LIFE. BUT LITTLE BY LITTLE HE WOULD BEGIN TO FIND HIS FOOTING IN THE USA WITH THE HELP OF PARENTS. HIS PARENTS BEING THE HARD WORKERS THEY ARE STRIVED TO GIVE MATTHEW THE BEST LIFE HE COULD HAVE, EVEN IF IT MEANT WORKING 2 JOBS AND SOMETIMES EVEN 3 TO SUPPORT HIM AND THEMSELVES. MATTHEW ALWAYS TALKS ABOUT HOW MUCH HE LOVES HIS PARENTS FOR NEVER GIVING UP AND PUSHING THROUGH EVERY CHALLENGE THAT THROWN AT THEM. AFTER A FEW YEARS OF LIVING WITH JUST HIM AND HIS PARENTS IN 2017 HE GOT TO BE REUNITED WITH HIS LITTLE BROTHERS WHO HAD STILL BEEN LIVING IN HIS HOME COUNTRY. EVER SINCE THEN HE HAS BEEN PUSHING TO BECOMING THE BEST PERSON HE COULD BECOME, HE HAS NOW BECOME AN AMERICAN CITIZEN AND IS GOING TO COLLEGE TO BECOME A LVN AND HE WISHES TO BECOME A RN AFTER GRADUATING FROM LVN SCHOOL. MATTHEW IS AN INSPIRATION TO MANY PEOPLE IN HIS FAMILY AND EVEN THOUGH HE HAS COME FROM HUMBLE AND SIMPLE BEGINS HE STRIVES TO MOVE FORWARD IN LIFE AND BECOME THE BEST HE CAN BE

Apply finishing touches to your story . . .



for a job well done.



PROJECT HARD GRADE DEADLINE #3

265 pts.

585 TOTAL POINTS

GO THROUGH ALL THE ABOVE SLIDES AND:

1. Erase all my instructions. (Do not erase the scrapbook slide titles).
2. Adjust your black triangle picture holders so they hold your pics in place.
3. Make sure you have the required images. Get them at home if the school blocks you.
4. Make sure your writing and pics are on the correct sides of each scrapbook slide.
5. Make sure you didn't change my font style or size. Did you write enough?
6. Make sure you didn't PLAGIARIZE.
7. Do you have only story, only facts, or . . . BOTH (as you should)?
8. Make sure you wrote in the "First Person" tense - like what you wrote happened to YOU. (If the diary slide has an orange triangle on it,  you can write in the 3rd person - "they".)