

Rights Across the World

Subjects: Social Studies, Human Rights

Suggested Grade Levels: 9–12

Time Frame: 1–2 class periods

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Overview

Fair Hill Burial Ground (FHBG) is located at 2900 Germantown Avenue at Cambria Street, also bounded by Indiana Avenue and 9th Street, Philadelphia, PA. It is on the National Register of Historic Places.

Englishman George Fox, the founder of Quakerism, in 1691, willed the land on which the burial ground is situated to American Quakers for several uses, including a cemetery. At that time, the area consisted of farmland and wooded area outside of the Philadelphia city limits and it was on a major thoroughfare between Philadelphia and the outlying rural areas during the 18th century. The original Meetinghouse, built in 1703, was one of the first brick buildings in the Philadelphia area. There are few accounts of interments in the original burial ground. The area saw its share of skirmishes during the Revolutionary War, and the Meetinghouse was occupied by the British in the winter of 1777 after the Battle of Germantown. In the early 19th century, the property was expanded and burials resumed.

Many American Quaker reformers are interred at Fair Hill, perhaps most notably Lucretia Mott, Harriet Forten Purvis and Robert Purvis. Together, these individuals advocated for the abolition of slavery, racial desegregation, and the institution of equal rights for women in the mid-19th century in the United States.

These reformers' stories are local and connected to the history of Philadelphia, as well as of the United States in the 19th century. In fact, however, they remind us that the difficulties they targeted and their work as champions against them are part of our world's heritage. Their issues and advocacy link us to other countries and eras.

Connection to Philadelphia World Heritage Tool Kit's Goal

Various Americans, who were known for their efforts as reformers, are interred at the Fair Hill Burial Ground (FHBG) in Philadelphia. Their activities reflect the world heritage feature of consideration and advocacy for equality of treatment.

Core Curriculum Standards

Students should be able to read a variety of types of documents in order to summarize and analyze ideas about historical events, and determine relationships among the ideas. Students should be able to communicate their findings in writing.

Objectives

This lesson provides students with the opportunity to examine the lives and activities of human rights advocates in the United States as well as in other countries, starting in Philadelphia.

Essential Question

How have people advocated for human rights across the globe through time?

Materials Needed

Access to the internet, encyclopediae for research

Procedure

Teacher will introduce students to the reformers and their efforts, then challenge them to find other reformers across the world. Teacher may have students concentrate on one continent or time period.

One example, which students might investigate, is the history of Haiti and its independence movement and connection with the abolition of slavery on Hispaniola between the late 18th and early 19th centuries. A key individual in this story is Touissant Louverture (1743-1803).

Another possibility is the utilization of a burial ground to locate reformers with whom students can compare and contrast with FHBG. One example is the Santa Ifigenia Cemetery located in Santiago de Cuba, in southern Cuba, where Jose Julian Marti y Perez is interred, among other Cubans important in the history of Cuba. Jose Marti (1853-1895), essayist, poet, and revolutionary soldier, fought against Spain to help Cuba achieve independence.

Teachers may devote two class periods with accompanying homework to continue the investigations. Students may practice a collaborative approach to their research as well as outcomes.

Outcome/Assessment

On the last day, students will give oral presentations on their findings, and complete an essay writing assignment as homework, which describes and evaluates reformers' efforts across the global community. Teachers may require students to draw from a few or several of their fellow students' presentations as part of their essay development.

Additional Resources

Web:

<http://www.loc.gov/rr/hispanic/1898/marti.html>

<http://www.nationsonline.org/oneworld/History/Haiti-history.htm>

<http://kids.nationalgeographic.com/explore/countries/haiti/>