



# Philadelphia World Heritage High School

## Social Studies Lesson Plans



Here are select lesson plans from the Philadelphia World Heritage Lesson Plan Project that took place over the summer of 2016. Over a two-week period, Philadelphia educators collaborated with their peers to design lesson plans that focus on three areas: U.S. History, African American History, and World History. To frame the conversation, we asked educators to consider two questions: What has Philadelphia contributed to the world and, in return, how has the world contributed to Philadelphia? Some of these lessons have been incorporated as supplementary materials for high school social studies teachers serving within the School District of Philadelphia. This project provided the perfect impetus to challenge the knowledge that students take for granted and position them to engage in a steadily globalizing market. We are grateful to our participants and partners for empowering students to think critically about their communities and heritage as well as their role in the larger world. It is our hope that these lessons will inspire thoughtful conversations about history, humanity, and world perspective both in and outside of your classroom.

# Table of Contents

## African American History

1. Why does the School District of Philadelphia have an African-American History Graduation Requirement?.....	4
Pearl Jonas	
2. Boycotting as a Strategy for Abolition: To Boycott or Not to Boycott.....	9
Pearl Jonas	
3. Black Soldiers in the Civil War: Should Free African Americans Serve in the Union Army?.....	21
Pearl Jonas	
4. Appeal of Forty Thousand Citizens Threatened with Disenfranchisement.....	51
Pearl Jonas	
5. What's Your Cause?.....	74
Pearl Jonas	
6. Oral History as Heritage.....	82
Pearl Jonas	
7. Voting as Heritage.....	91
Pearl Jonas	
8. World War II & Racial Equity in Philadelphia.....	95
Pearl Jonas	
9. Corporate Global Citizenship: A Vision Out of Philadelphia.....	116
Pearl Jonas	
10. Race, Class, & Unions: Local 8 and the International Workers of the World.....	126
Pearl Jonas	

## U.S. History

1. That's Gross.....	138
Sarah Duenas	
2. The Devil's in't: Soldiers Camped at Valley Forge and Afghanistan.....	146
Sarah Duenas	
3. Philadelphia Scavenger Hunt Field Trip.....	156
Sarah Duenas	
4. Philadelphia and World Heritage Sites.....	161
Sarah Duenas	
5. Equal Station.....	168
Sarah Duenas	
6. Hellraiser.....	197
Sarah Duenas	
7. My Stealthy Freedom.....	214
Sarah Duenas	
8. @philly_1776.....	225
Sarah Duenas	
9. Philadelphia: Workshop of the World.....	236
Mona Kolsky	
10. The Peopling of Philadelphia: Immigration.....	242
Mona Kolsky	
11. The Lazaretto, 1799-1893: Philadelphia's Quarantine Station.....	250
Mona Kolsky	
12. The Centennial Exhibition: Philadelphia Hosts the International Community, 1876.....	255
Mona Kolsky	
13. Fairmount Waterworks: An International Urban Model.....	262
Mona Kolsky	
14. Philadelphia, a City of Neighborhoods.....	267
Mona Kolsky	
15. Globalization Circa 1780: Philadelphia's Trade with China.....	272
Mona Kolsky	
16. The Lewis and Clark Expedition: Philadelphia, First Stop on the Journey.....	276
Mona Kolsky	
17. James Forten: Philadelphia Citizen, Activist, and Entrepreneur.....	281
Mona Kolsky	



## World History

1. Philadelphia: “A City of Neighborhoods” Chinatown’s Friendship Gate and the Qing Dynasty.....284  
Danielle Heeney
2. Immigration: Late 20<sup>th</sup>- 21<sup>st</sup> Century.....287  
Danielle Heeney
3. Attitudes Toward Immigration through Political Cartoons.....291  
Danielle Heeney
4. Child Labor: Industrial Era.....296  
Danielle Heeney
5. The Fight Against Child Labor in the Industrial Era.....298  
Danielle Heeney
6. The Fight Against Child Labor: 20<sup>th</sup> and 21<sup>st</sup> Century.....300  
Danielle Heeney
7. Labor Unions.....303  
Danielle Heeney
8. Industrial Revolution and Philadelphia’s River Ward Neighborhoods.....306  
Danielle Heeney
9. Philadelphia’s Shipbuilding History.....308  
Danielle Heeney
10. The Adaptive Reuse of Philadelphia’s Navy Yard.....313  
Danielle Heeney

## Why does the School District of Philadelphia have an African-American History Graduation Requirement?

Component	Description
<b>Title of Lesson</b>  <b>Content/Subject Area</b>	<p>Why does the School District of Philadelphia have a African-American history graduation requirement?</p> <p>African American History</p>
<b>Context</b>	<p>Philadelphia was the first major city to mandate an African-American history graduation requirement. While many districts around the country require African-American history be infused in U.S. history courses, Philadelphia is the only major district that requires a full year of study. The fight for African-American studies in the district is a story that can provide insight for students on the value of having this course as well as the challenges of implementation.</p> <p>This lesson would fit well at the beginning of an African-American history course because it gives context and perspective to the requirement (something that students often do not discuss when taking other required courses). Also, if the teacher intends to use various primary and secondary sources throughout the year, this lesson can introduce the practice to students and gives teachers a sense of where students are at with their historical thinking skills.</p> <p>This lesson builds on Philadelphia's World Heritage Status by providing another example of how it's citizens push for building more tolerance and equity.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Why does the School District of Philadelphia have a African-American history graduation requirement?</li> <li>• Can a high school graduation requirement contribute to building a more tolerant and equitable society?</li> </ul>
<b>Duration</b>	4-5 Class Periods
<b>Objective</b>	<p><b>SWBAT</b> contextualize and read evidence closely <b>IOT</b> gather important details needed to answer the historical question.</p> <p><b>SWBAT</b> corroborate and synthesize primary and secondary sources <b>IOT</b> develop a logical argument for the historical question.</p> <p><b>SWBAT</b> reflect on their past experiences with African-American</p>

	history in school <b>IOT</b> predict similarities and differences with their previous experiences.
<b>Standards</b>	<p><u>Common Core History &amp; Social Studies Standards</u></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</li> <li>● CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</li> <li>● CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</li> <li>● CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</li> <li>● CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</li> </ul> <p><u>PA Academic Standards</u></p> <ul style="list-style-type: none"> <li>● 8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</li> <li>● 8.1.9.C. Demonstrate use of appropriate primary and secondary sources.</li> <li>● 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</li> <li>● 8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S. Ethnicity and race Working conditions, Immigration, Military conflict, Economic stability.</li> </ul>
<b>Anticipatory Set</b>	<p><b>PART ONE</b></p> <p>I. Students spend 5 minutes writing about their previous experiences learning African-American history? What did they learn? How did they learn it? What are questions that you have?</p> <p>A. NOTE: A potential extension activity for homework is for students to interview family members and friends about their experiences learning African-American</p>

	<p>history in school.</p> <p>II. Spend a few minutes discussing what students wrote. Have a scribe write down notes/a list on the board from what students share. Close this part of the conversation by asking students what they notice about what they shared. What are the similarities/differences in their experiences?. What do they wonder or still want to know about African-American history and why?</p> <p><b>PART TWO</b></p> <p>III. Many students will have shared their experiences related African-American History Month. If students do not, then ask students to speak about their experience. Build on this to lead a reflection on the purpose and impact of history and heritage months.</p> <p>A. Give students a list of official history and heritage in the United States. Review as a class or in small groups.</p> <p>B. Ask them what they notice and what they wonder.</p> <p>C. Talk about the difference between history and heritage. Merriam-Webster definitions are:</p> <ol style="list-style-type: none"> <li>1. Heritage: the traditions, achievements, beliefs, etc., that are part of the history of a group or nation</li> <li>2. History: an account of the past</li> </ol> <p>D. Why do we have history and heritage months?</p> <p><b>PART THREE</b></p> <p>IV. Transition to presenting students with the historical question: Acknowledge that it is clear that many of us already have experience with African-American history in schools, especially because of African-American History Month. So why does the School District of Philadelphia have an African-American history graduation requirement?</p> <p>A. Give some background information:</p> <ol style="list-style-type: none"> <li>1. Began as a requirement in 2005</li> <li>2. The first major city in the country to require it and one of the only districts to require it.</li> </ol>
<b>Instruction</b>	<p>I. Explain to students that a historical question requires strong evidence to answer and that they will be reading and analyzing various documents that provide first-hand and second-hand accounts.</p> <p>II. Give students graphic organizers. Ask them to write their hypothesis to the historical question in the first box.</p> <p>III. Give students a copy of the timeline</p> <p>A. Model the use of the timeline to identify national and local events that may help us understand the mandate.</p>

	<p>B. Give students a chance to practice on their own.</p> <p>IV. Give students Document A: excerpt's related to Carter G. Woodson.</p> <p>A. Model the use of source information given at the top of each document set. Who is the author? When was it written/created and why?</p> <p>B. Read excerpts together. Model close reading.</p> <p>C. Students collaborate to answer guiding questions.</p> <p>D. Review as a class. Especially the last question about why this might be important to the historical question.</p>
<b>Instruction</b>	<p>I. Introduce Document B</p> <p>A. Students collaborate to read and answer the guiding questions</p> <p>B. Answer clarifying questions as a class and/or review one or two questions.</p> <p>II. Introduce Document C: play the 5 min excerpt from the documentary "More than a Month"</p> <p>A. NOTE: To find the clip search "Philadelphia's Innovative Black History Requirement". The clip is from PBS. Link here:  <a href="http://www.pbs.org/independentlens/videos/philadelphia-s-innovative-black-history-requirement/">http://www.pbs.org/independentlens/videos/philadelphia-s-innovative-black-history-requirement/</a></p> <p>B. Consider playing it twice. Second time students focus on answering guiding questions.</p> <p>C. Students collaborate to discuss questions and their reactions to the video.</p> <p>III. Introduce Documents D-G: quotes from 5 articles reporting on the requirement</p> <p>A. Hang the quotes around the room so that students can engage in a Gallery Walk.</p> <p>B. Give students a certain amount of time to go around, discuss with classmates to write at least 3 arguments for each side of the graphic organizer.</p>
<b>Independent Practice</b>	<p>I. Students spend time using evidence to answer the historical question in the graphic organizer:</p> <p>A. Using evidence from all of the sources answer the historical question. Why does the School District of Philadelphia have an African American history graduation requirement?</p> <p>1. NOTE: Teacher may want to provide more scaffolds (sentence starters) or may want to use this as a diagnostic assessment of student use of historical evidence.</p> <p>B. Students compare and contrast their original hypothesis to their answer.</p> <p>II. Give students time to share answers.</p>

<b>Closure</b>	<p>I. Read and discuss excerpts of The New Republic article as a class:</p> <ul style="list-style-type: none"> <li>A. What did the students she interviewed want? What were some of the positive reviews? What are the challenges for some teachers?</li> <li>B. Do you think that the article is representative of most Philly high schools?</li> </ul> <p>II. Potential closing activities:</p> <ul style="list-style-type: none"> <li>A. Students write letters to themselves that they will get at the end of the year. Ask them to write of what they hope to get out of their African-American history course experience, what they want to know and the kind of student they want to be this year.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• The graphic organizer including the written responses to the historical question will be the formative assessment which can also be used as a diagnostic tool for the evidence based writing.</li> <li>• Class discussions will give the teacher a sense of how students are understanding sources.</li> </ul>
<b>Key Terms</b>	<ul style="list-style-type: none"> <li>• Heritage</li> <li>• Corroboration</li> <li>• Contextualizing</li> <li>• Historical question</li> </ul>
<b>Resources and Materials</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">List of national history/heritage months</a></li> <li><input type="checkbox"/> <a href="#">Graphic organizer</a></li> <li><input type="checkbox"/> <a href="#">Timeline</a></li> <li><input type="checkbox"/> <a href="#">Documents packet</a></li> <li><input type="checkbox"/> <a href="#">Excerpts for gallery walk</a></li> <li><input type="checkbox"/> <a href="#">Excerpt from The New Republic article: Lessons from Philadelphia's mandatory African-American history course</a></li> </ul>



## To Boycott or Not to Boycott...

Component	Description
<b>Title of Lesson</b>	To Boycott or not to boycott...
<b>Content/Subject Area</b>	African American History
<b>Context</b>	<p>Philadelphia was a major center for the abolition movement. However, it was not a monolithic movement. The motivations, goals and strategies for abolition varied. One strategy employed was the boycotting of products made with slave labor organized. In Philadelphia, inspired by the work of an abolitionist in Baltimore, the first US organization dedicated to boycotting emerged, the Free Produce Society. While this strategy provided an opportunity for abolitionist to practice moral consistency, it did not reach the critical mass needed to put pressure on slaveholders. However, as a strategy, boycotting has persisted. In the case of modern day slavery, students may consider how they will make choices around the products they buy.</p> <p>A note about the progression of this lesson. The first day is dedicated to understanding modern-day slavery. Day two is dedicated to understanding boycotting as a strategy.</p> <p>The essential questions for this lesson are:</p> <ul style="list-style-type: none"> <li>• Is it ever justified to buy products that were made with slave labor?</li> <li>• What is the role of the individual in social justice movements?</li> </ul>
<b>Duration</b>	2-3 class periods Recommended to spend one day understanding modern-day slavery
<b>Objective</b>	<p><b>Example: SWBAT</b> evaluate an author's premises, claims, and evidence, by corroborating or challenging them with other information <b>IOT</b> develop a logical argument as to whether or not a city meets the criteria to be a World Heritage City.</p> <p><b>SWBAT</b> identify the premises of the Free Produce Society's Constitution <b>IOT</b> critique boycotting as a strategy.</p>

	<p><b>SWBAT</b> evaluate their actions and beliefs as a consumer <b>IOT</b> reflect on the role of the individual in social justice movements.</p>
<b>Standards</b>	<p><u>CCSS.ELA-Literacy.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p>
<b>Anticipatory Set</b>	<ol style="list-style-type: none"> <li>1. Warm-up: What is product or a brand that you are committed to and why? How does it make you feel? Does it connect you to other people? What value does it add to your life?</li> <li>2. Have a discussion about their warm-up responses.</li> <li>3. While discussion may have been light hearted up until this point, tell students that you will now shift the conversation to a topic that requires empathy for people that they do not know. Then ask students this follow-up question: <ol style="list-style-type: none"> <li>a. What happens if you found out that parts of this product/brand uses slave labor?</li> <li>b. To give students more students more context (for some this may be the first time that they learn that slavery still exists in the world) provide them with the factsheet from the organization “Free the Slaves” - as they put it: “Slavery is not legal anywhere but it happens everywhere.” Review it together and allow for students to share their reactions. <ol style="list-style-type: none"> <li>i. This is the link for the 2016 fact sheet:  <a href="https://www.freetheslaves.net/wp-content/uploads/2016/03/FTS_factsheet-Updated2016.pdf">https://www.freetheslaves.net/wp-content/uploads/2016/03/FTS_factsheet-Updated2016.pdf</a> </li> </ol> </li> </ol> </li> </ol>



	<ul style="list-style-type: none"> <li>c. Use this video to help students think about the definition of slavery: <ul style="list-style-type: none"> <li>i. Kevin Bales, Defining Slavery under “Tides” Youtube Channel</li> <li>ii. Link: <a href="https://youtu.be/-ak1Hu8mmQw">https://youtu.be/-ak1Hu8mmQw</a></li> </ul> </li> <li>d. OPTIONAL: Can do take the slavery footprint quiz as a class (teacher leads the class and come up with one answer) or if students have access to computers or ipads teacher may want to consider having each student do the quiz on their own or in pairs. At the end of the quiz, you will find out how many slaves around the world are working for you. <ul style="list-style-type: none"> <li>i. Link to the quiz: <a href="http://slaveryfootprint.org/survey/#where_do_you_live">http://slaveryfootprint.org/survey/#where_do_you_live</a></li> </ul> </li> <li>e. Follow-up discussion questions: <ul style="list-style-type: none"> <li>i. Would you be willing to pay more (or your parents) for your products to ensure that it was not made using slave labor?</li> <li>ii. Would they be willing to boycott your favorite products/brands to send a message? <ul style="list-style-type: none"> <li>1. As part of a boycott, you would could replace products. For example, instead of using a cell phone, you would use a landline.</li> </ul> </li> <li>iii. How many of you feel torn? You don’t want anyone to be enslaved but you also don’t want to give up your cell phone or clothes? <ul style="list-style-type: none"> <li>1. Explain to students that this is a feeling of moral inconsistency and that this doesn’t make them a bad person. But it does make them human and can help guide our actions.</li> </ul> </li> </ul> </li> </ul>
<b>Instruction</b>	<p>4. Explain to students that while the context was different we can learn from the abolition movement that contributed to the end of slavery in the United States. There were abolitionists in Philadelphia that also felt this moral inconsistency and decided to organize around boycotting to create change. Today we’re going to learn about their contributions to the abolition movement and also consider the lessons we can learn.</p>

	<p>5. Give students background information to the abolition movement in Philadelphia up until the creation of the Free Produce Society.</p> <ul style="list-style-type: none"> <li>a. The first formal protest of slavery in the United States was made in 1688 in Germantown. It challenged the Society of Friends (Quakers) to denounce slavery. Philadelphia Quakers have had a long history of abolitionism.</li> <li>b. 1774: The Pennsylvania Abolition Society, the first anti-slavery society in the United States was created in Philadelphia</li> <li>c. 1780: The Pennsylvania Gradual Abolition Act went into effect freeing anyone enslaved at the time at the age of 28.</li> <li>d. Philadelphia's free black community grew in number and developed strong activism. They created their own anti-slavery societies and collaborated with Philadelphia's white abolitionists.</li> <li>e. Most Philadelphians were not abolitionists. Many were active anti-abolitionists. Race riots and violence were common occurrences. An example is the burning of Pennsylvania Hall in May of 1838. It was build as an anti-slavery meeting house, stood completed for three days and was burned down by anti-abolitionists.</li> <li>f. NOTE: teacher may want to read the overview on abolitionism in Philadelphia in the Encyclopedia of Greater Philadelphia. <ul style="list-style-type: none"> <li>i. Link: <a href="http://philadelphiaencyclopedia.org/archive/abolitionism/">http://philadelphiaencyclopedia.org/archive/abolitionism/</a></li> </ul> </li> </ul> <p>6. Explain to students there were some Philadelphia abolitionists who felt strongly about the moral inconsistency of criticizing slavery and the slaveholders while buying products made by slaves. Out of this the Free Produce Society was born. Tell students that they're going to read the group's constitution. Review vocabulary:</p> <ul style="list-style-type: none"> <li>a. Free labor: labor/worker that is not enslaved. Does not mean "free of charge".</li> <li>b. Conviction: a very strong belief</li> <li>c. Produce: In this context it means "products"</li> </ul>
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	<ul style="list-style-type: none"> <li>d. Society: in this context, a society is a group that comes together for a cause</li> <li>e. Market: in this context, a market is the demand for a certain product (i.e. the market for cell phones is strong means that there is a lot of demand for cell phones).</li> <li>f. Premise: the assumption or belief that an action is based on</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>7. Students read the Free Produce Society constitution and answer the guiding questions. NOTE: It may be helpful for students to discuss this in pairs/groups as the language used is dated. <ul style="list-style-type: none"> <li>a. What are the four premises for the creation of this society?</li> <li>b. What does the group assume is the main factor driving slavery in the south?</li> <li>c. How will the FPS ensure that their strategy is successful in putting pressure on slaveholders?</li> </ul> </li> <li>8. Review the premises with students as a class</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>9. Students will read an anti-slavery pamphlets that advocated for boycotting. Each student gets one of the three distinct available pamphlets. Students answer guiding questions. <ul style="list-style-type: none"> <li>a. What are key terms used to persuade the audience?</li> <li>b. What does the author want the audience to feel?</li> <li>c. What is the argument that the author uses to convince the reader?</li> </ul> </li> <li>10. Give students time to share their analysis.</li> <li>11. Debrief discussion: <ul style="list-style-type: none"> <li>a. Do you think that this strategy was successful?</li> <li>b. What would have been the challenges of this strategy?</li> </ul> </li> </ul>
<b>Closure</b>	<ul style="list-style-type: none"> <li>12. So, do boycotts work? <ul style="list-style-type: none"> <li>a. Ask students: According to the Free Produce Society's constitution, how would they know that their strategy worked? <ul style="list-style-type: none"> <li>i. Answer: If slaveholders gave up their slaves and instead hired and paid laborers.</li> </ul> </li> <li>b. So, that didn't happen. But does that mean the boycott was not successful?</li> </ul> </li> </ul>

	<ol style="list-style-type: none"> <li>i. In order to analyze this question, students will read three perspectives <ol style="list-style-type: none"> <li>1. Philadelphia History Museum Overview</li> <li>2. Freakonomics Podcast</li> <li>3. Journal article from the Pennsylvania Magazine of History and Biography</li> </ol> </li> <li>ii. After reading each source, students answer the question: was the boycott successful?</li> </ol> <p>13. Return to the issue of modern-day slavery. Explain to students to see how one organization, <u>Free the Slaves</u>, addresses modern-day slavery.</p> <ol style="list-style-type: none"> <li>a. Find the “Free the Slaves Formula for Freedom” on Vimeo. <ol style="list-style-type: none"> <li>i. Link: <a href="https://vimeo.com/148250584">https://vimeo.com/148250584</a></li> </ol> </li> </ol> <p>14. Students write a response to the following question. What is the role of the individual in ending modern-day slavery?</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Written responses to guiding questions</li> <li>• Class discussions</li> <li>• Reflective response to the question: What is the role of the individual in ending modern-day slavery?</li> </ul>
<b>Key Terms</b>	<ul style="list-style-type: none"> <li>• Moral Consistency: when your actions align with what your moral standards and values.</li> <li>• Free labor</li> <li>• Conviction</li> <li>• Produce</li> <li>• Society</li> <li>• Market</li> <li>• Boycott</li> </ul>
<b>Resources and Materials</b>	<p>What resources or materials will be needed to teach the lesson?</p> <p>Additional Resources:</p> <p>The BBC Ethics Guide provides a comparison between historical slavery and modern day slavery. Link: <a href="https://youtu.be/-ak1Hu8mmQw">https://youtu.be/-ak1Hu8mmQw</a></p>



CONSTITUTION  
OF THE  
**FREE PRODUCE SOCIETY**  
OF  
PENNSYLVANIA.

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WHEREAS there are many persons who, while they deplore the existence of Slavery, indirectly contribute to its support and continuance by using articles derived from the labor of Slaves:—And whereas we are satisfied that, by a proper union of reasonable efforts, articles similar to those which are thus produced, may be obtained by *free* labor:—And believing that the general use of such articles among us as are raised by Freemen, will gradually establish a conviction in the minds of those who hold their fellow-creatures in bondage, that their own interests would be promoted by the increased quantity, and more ready sale, of their produce, resulting from the change of the condition of their Slaves into that of hired Freemen:—

Therefore, — We whose names are hereunto subscribed do agree to form an Association under the title of

*The Free Produce Society*

Of Pennsylvania;

And have adopted the following Articles for our government, viz. :



Sect. II. The Committee shall correspond with such *societies* and *individuals* in the United States and elsewhere as may be considered favorable to the labor of Freemen, and to the consumption of their products, in order that a ready market may be opened for the sale of such produce, and the wants of the consumer, who will give it a preference, be supplied with facility and regularity.

Sect. III. The Committee shall occasionally circulate, through the medium of the public newspapers, or such other means as they may deem best, information of the places at which, and the persons to and from whom, the products of free labor can be sold and purchased on the most favorable terms. It shall also be a part of the duty of the Committee to exhibit, in a proper and reasonable manner, the propriety of giving a preference to the labor of Freemen, and the consistency of so doing by those who professedly deprecate the existence of Slavery.

Constitution of the Free Produce Society of Pennsylvania, Available on the "Quakers & Slavery" Online Exhibit by Bryn Mawr College:

[http://triptych.brynmawr.edu/cdm/ref/collection/HC\\_QuakSlav/id/4634](http://triptych.brynmawr.edu/cdm/ref/collection/HC_QuakSlav/id/4634)

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Anti-Slavery Pamphlets, Available on the "Quakers & Slavery" Online Exhibit by Bryn Mawr College, Title "If there were no consumers of slave-produce there would be no slaves."

[http://triptych.brynmawr.edu/cdm/compoundobject/collection/HC\\_QuakSlav/id/989/rec/32](http://triptych.brynmawr.edu/cdm/compoundobject/collection/HC_QuakSlav/id/989/rec/32)



**‘IF THERE WERE NO CONSUMERS  
OF SLAVE—PRODUCE THERE  
WOULD BE NO SLAVES.’**

Can we employ another in the commission of robbery, share the profits with him, and yet be innocent of the crime WE INDUCED HIM TO COMMIT, by the glittering bribe we offerd for the commission?

It is clear to the comprehension of those who will take the trouble to examine the subject, that the northern merchant who purchases the cotton, sugar and rice of the southern planter—the proud and haughty planter, the task master who plies the gory lash to the lacerated back of the toiling slave, to extract the greatest possible amount of labor,—the auctioneer who cries his human wares in the market, and who sells these helpless victims of cupidity like oxen in the shambles; yea, even the heartless, murderous slave-trader, are each and all of them, only so many AGENTS, employed BY and FOR the CONSUMER in extracting and transferring to him the products of the unrequited toil, of the poor down trodden suffering slave.

Let the consumer of slave produce ask himself, if he can advance a single argument in favour of his self-indulgence, which might not be offered with equal force by the slaveholder.

E. Harris, Printer.



"HE WHO GIVES THE MOTIVE MAKES HIS  
BROTHERS SIN HIS OWN."

Man's right to liberty and the fruits of his own toil, is the inalienable gift of his Creator. We therefore charge upon the slaveholder the sin of robbing his brother of himself, and the products of his toil. "Wo unto him that buildeth his house by unrighteousness, & his chambers by wrong; that useth his neighbors services without wages, and giveth him not for his work." We deny the oppressors right to the fruits of robbery, and by necessary consequence, his right, to SELL them. WHERE, then, have we obtained the right to buy of that oppressor or his agents? On what principle do we deduce the right to become the receivers of goods, which we know to have been obtained by robbery and violence? On what principle do we infer, that we may innocently share "the gain of oppression?"

How great the inconsistency of those who profess to abhor the system of slavery, while they daily feed and clothe themselves with its fruits! Their WORDS say to the oppressor, "spoil not the poor, oppress not the weak, enslave not the image of God:" their louder speaking CONDUCT says, continue to extort that unrequited labor from your helpless victims: we will furnish you the means to carry on your system of robbery, since we can afford neither the cost, nor the INCONVENIENCE of obtaining free produce.



"From the toiling bondman,s utter need,  
Shall we pile our own full boards";  
And fold about our forms the robes  
His wasting life affords ?

Put the worst face of iniquity and wrong upon "stolen goods" that they will bear, and it will show none of the deep red lineaments of sin,that marks the product of the slaves toil. If we demand in the name of justice that the slaveholder relinquish his hold on that which he wickedly calls his property, if we say to him; "honest poverty is better than ill gotten gain," shall we demur at the small incovenience in which we shall be involved by an attempt to abstain from the products of unrequited toil? Can we doubt that a renunciation of the profits and comforts, which five hundred thousand American Abolitionists now derive from slavery, would do more to seal on the minds of slaveholders a conviction of the real iniquity of the system, and prepare them for a voluntary surrender of their portion of its emoluments, than all the arguments showing its abstract wrongfulness unaccompanied by the evidence that they proceed from honest hearts seeking to be clear of the wrong, & disdaining to derive advantage from it.



# Should free African-Americans serve in the Union Army?

Component	Description
<b>Title of Lesson</b>	Should free African-Americans serve in the Union Army?
<b>Content/Subject Area</b>	African American History
<b>Context</b>	<p>During the Civil War, the free black community in Philadelphia, and in the Union, debated whether or not 'colored' troops should serve as soldiers in the Union army. This debate went on even though the federal government held it illegal for black men to serve. In this lesson, students will read primary sources from both sides of the debate and then engage in a mock historical debate that uses the arguments identified in primary sources.</p> <p>The free black community in Philadelphia was a center for thought around freedom, equality and patriotism. The following essential questions relating to patriotism and identity highlight the global connections to the historical moment that is the focus of this lesson.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What is patriotism? What purpose does it serve?</li> <li>• How does identity interact with patriotism?</li> <li>• Should free African-Americans join the Union army?</li> </ul>
<b>Duration</b>	2-4 class periods
<b>Objective</b>	<p><b>SWBAT</b> identify arguments in a primary source <b>IOT</b> participate in a structured debate.</p> <p><b>SWBAT</b> listen to their classmates and take notes on their debate points <b>IOT</b> write a response a debate question.</p>
<b>Standards</b>	<p><u>CCSS.ELA-Literacy.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary</p>



	<p>source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.6</u> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S. Ethnicity and race Working conditions, Immigration, Military conflict, Economic stability.</p>
<b>Anticipatory Set</b>	<ol style="list-style-type: none"> <li>I. Warm-up: What does it mean to be patriotic? To what extent is patriotism necessary? Make a long list of ways that a person can be patriotic.</li> <li>II. Discuss warm-up.</li> <li>III. To transition, focus joining the army as a form of patriotism. What are reasons that someone joins the army?</li> <li>IV. Transition: explain to students that we will be looking at the debate about whether or not free African-Americans in Union states should serve in the army.</li> </ol>
<b>Instruction</b>	<ol style="list-style-type: none"> <li>V. Develop student background information on soldiers in the Civil War <ol style="list-style-type: none"> <li>A. Explain to students that the Union and state armies refused to accept northern black volunteers up until the Emancipation Proclamation in 1863, almost three years after the start of the war. Although, the U.S Navy had accepted black men to serve.</li> <li>B. Give students an overview of Civil War statistics (Appendix A): <a href="https://drive.google.com/open?id=0B7gJ1NgaMW15RjkxMkU3aDIiZG8">https://drive.google.com/open?id=0B7gJ1NgaMW15RjkxMkU3aDIiZG8</a></li> <li>C. Ask students:</li> </ol> </li> </ol>

	<ol style="list-style-type: none"> <li>1. What do you notice?</li> <li>2. What do you wonder?</li> </ol> <p>D. Next, give students a breakdown of the US population by race based on the 1860 census (Appendix B): <a href="http://www.bowdoin.edu/~prael/lesson/tables.htm">http://www.bowdoin.edu/~prael/lesson/tables.htm</a></p> <ol style="list-style-type: none"> <li>1. In what region of the country did free African Americans constitute the largest percentage of the total population?</li> <li>2. Where did enslaved African Americans constitute the largest percentage of the total population?</li> <li>3. Look at proportion of percentages of soldiers by race and in the general population by race. Is there a “fair” proportion of enlistment in the army?</li> </ol> <p>E. Beyond numbers, explain that free African-Americans and black soldiers had to free being kidnapped into slavery. Black soldiers also had to face racism from both the Union and Confederate armies.</p> <p>VI. Explain to students that we will be preparing for a historical debate on this question. This is a question that free African-Americans debated.</p> <ol style="list-style-type: none"> <li>A. Should free African-Americans join the Union army?</li> </ol>
<b>Instruction</b>	<p>VII. Explain to students that they will be engaging in debates using the arguments that free African-Americans were making at the time. In order to learn those arguments, students will read primary source documents. Each student will read one or two documents.</p> <p>VIII. Give students the graphic organizer for document analysis and debate preparation (Appendix C). Explain and model aspects of the graphic organizer that may be confusing for students.</p> <ol style="list-style-type: none"> <li>A. Link for graphic organizers: <a href="https://docs.google.com/document/d/1LVJOhc3CKp-yIfODfc6kvwSZqWS5-9a6jfKxiEcmTP0/edit#heading=h.azs98tkp0zyz">https://docs.google.com/document/d/1LVJOhc3CKp-yIfODfc6kvwSZqWS5-9a6jfKxiEcmTP0/edit#heading=h.azs98tkp0zyz</a></li> </ol> <p>IX. Give students their assigned document (Appendices D-J).</p> <ol style="list-style-type: none"> <li>A. <u>Teacher note:</u> There are a range of reading levels provided. Consider assigning documents to meet student needs. Also, students can work in cooperative pairings or individually. Or a mixtures of the two.</li> </ol> <p>X. Introduce the fishbowl discussion strategy to students and set ground rules.</p> <ol style="list-style-type: none"> <li>A. <u>Teacher note:</u> Facing History and Ourselves provides a good overview of the fishbowl strategy and options</li> </ol>

	<p>for implementation. Link:  <a href="https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl">https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl</a></p> <p>XI. Give students graphic organizer for note-taking during the debate (Appendix K).  A. <a href="https://docs.google.com/document/d/1LVJOHc3CKp-ylfoDfc6kvwSZqWS5-9a6jfKxiEcmTP0/edit">https://docs.google.com/document/d/1LVJOHc3CKp-ylfoDfc6kvwSZqWS5-9a6jfKxiEcmTP0/edit</a></p> <p>XII. Students engage in a fishbowl debate.</p>
<b>Independent Practice</b>	XIII. Students write a response to the debate question: Should free African Americans join the Union army?
<b>Closure</b>	XIV. As a class, reflect on the following: A. Strengths and areas of improvement for discussion. B. How does identity impact patriotism? What did it mean to patriotic for free African-Americans during the Civil War?
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Graphic organizer for analysis of documents and debate preparation</li> <li>• Performance in debate</li> <li>• Written response to the question: Should free African-Americans join the Union army?</li> </ul>
<b>Key Terms</b>	<ul style="list-style-type: none"> <li>• Patriotism</li> <li>• Civil War: Union and Confederacy</li> <li>• Regiment</li> <li>• Colored: (to help students understand the primary source language) in the United States, an accepted term used to refer to non-white people that came out of the Civil War era; however, today it is usually considered offensive.</li> </ul>
<b>Resources and Materials</b>	<p><u>Materials</u></p> <p>Images of materials available below in appendices. Links are provided at the end of each appendix page.</p> <ul style="list-style-type: none"> <li>❑ Civil War Statistics Handout &amp; Population Table (Appendices A &amp; B)</li> <li>❑ <a href="#">Graphic Organizers</a> (Appendices C and K)</li> <li>❑ Primary Source Documents (Appendices D-J)</li> </ul> <p><u>Resource for Teacher</u></p> <p>Overview of African-American participation in the Civil War from Gale:  <a href="http://ic.galegroup.com/ic/uhip/ReferenceDetailsPage/DocumentToolsPortletWindow?displayGroupName=Reference&amp;action=2&amp;catId=&amp;d">http://ic.galegroup.com/ic/uhip/ReferenceDetailsPage/DocumentToolsPortletWindow?displayGroupName=Reference&amp;action=2&amp;catId=&amp;d</a></p>

	<p><a href="https://www.gale.com/docId/GALE%7CCX3410500100&amp;zid=0ea2be5ca0c16e5fae83039277ce56b8&amp;source=Bookmark&amp;u=boot89629&amp;jsid=e27f988827d3ff9b2dc12ce8b7e61d37">ocumentId=GALE%7CCX3410500100&amp;zid=0ea2be5ca0c16e5fae83039277ce56b8&amp;source=Bookmark&amp;u=boot89629&amp;jsid=e27f988827d3ff9b2dc12ce8b7e61d37</a></p> <p>"Blacks in the Civil War." <i>American Civil War Reference Library</i>. Kevin Hillstrom and Laurie Collier Hillstrom. Ed. Lawrence W. Baker. Vol. 3: Almanac. Detroit: UXL, 2000. 201-215. <i>U.S. History in Context</i>. Web. 25 July 2016.</p>
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## APPENDIX A

### HANDOUT 4.1



### STATISTICS FROM THE WAR<sup>1</sup>

750,000	Total number of deaths from the Civil War <sup>2</sup>
504	Deaths per day during the Civil War
2.5	Approximate percentage of the American population that died during the Civil War
7,000,000	Number of Americans lost if 2.5% of the American population died in a war today
8,064	Number of American soldiers who died in the wars in Afghanistan and Iraq (as of 3/13/13) <sup>3</sup>
2,100,000	Number of Northerners mobilized to fight for the Union army
880,000	Number of Southerners mobilized to fight for the Confederacy
40+	Estimated percentage of Civil War dead who were never identified
66	Estimated percentage of dead African American Union soldiers who were never identified
2 out of 3	Number of Civil War deaths that occurred from disease rather than battle
68,162	Number of inquiries answered by the Missing Soldiers Office from 1865 to 1868
4,000,000	Number of enslaved persons in the United States in 1860
180,000	Number of African American soldiers that served in the Civil War
1 in 5	Average death rate for all Civil War soldiers
3:1	Ratio of Confederate deaths to Union deaths
9:1	Ratio of African American Civil War troops who died of disease to those that died on the battlefield, largely due to discriminatory medical care
100,000+	Number of Civil War Union corpses found in the South through a federal reinterment program from 1866 to 1869
303,356	Number of Union soldiers who were reinterred in 74 congressionally mandated national cemeteries by 1871
0	Number of Confederate soldiers buried in those national cemeteries

1 Except where noted, figures adapted from "The Civil War by the Numbers," American Experience: *Death and the Civil War* companion website, <http://www.pbs.org/wgbh/americalexperience/features/general-article/death-numbers/> (accessed April 25, 2013).

2 Guy Gugliotta, "New Estimate Raises Civil War Death Toll," *New York Times*, April 3, 2012, <http://www.nytimes.com/2012/04/03/science/civil-war-toll-up-by-20-percent-in-new-estimate.html>.

3 Iraq and Afghanistan statistics from <http://www.cnn.com/SPECIALS/war.casualties/>.



## APPENDIX B

**Table 1: Black and White Population, 1860**

Region	White		Free black		Slave		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
New England	3,110,480	99.2%	24,711	0.8%	0	0.0%	3,135,191	100.0%
Mid-Atlantic	7,327,548	98.2%	131,272	1.8%	18	0.0%	7,458,838	100.0%
Midwest	7,833,904	99.2%	65,719	0.8%	17	0.0%	7,899,640	100.0%
Upper South	4,463,501	76.4%	183,369	3.1%	1,195,985	20.5%	5,842,855	100.0%
Lower South	3,573,199	55.9%	67,418	1.1%	2,754,526	43.1%	6,395,143	100.0%
Far West	382,149	98.9%	4,259	1.1%	0	0.0%	386,408	100.0%
United States	26,690,781	85.8%	476,748	1.5%	3,950,546	12.7%	31,118,075	100.0%

Link: <http://www.bowdoin.edu/~prael/lesson/tables.htm>

Patrick Rael, *Black Activism in the Antebellum North: A Lesson Plan* (Brunswick, ME: Bowdoin College, 2005).

## Appendix C

Student Name:

# Historical Debate: Should free African-Americans join the Union Army?

## Document Analysis & Debate Preparation

What type of document is this?	
On what date(s) was document created?	
Who is the author/creator of the document?	
What is the title of the document (give it one if doesn't have one)?	
For what audience was the document written?	
Why do you think this document was written?	
What evidence from the document helps you know why it was written? Quote from the document.	

**Instructions for debate preparation:** during the debate you will use arguments that come from this document. To prepare, pull out quotes that contains an argument that relates to the question. Put the argument in your own words.

Quote	Which side does this quote support?	Put the argument in your own words.
	<p>According to the quote, should African-Americans join the Union army? Circle one.</p> <p>Yes      No</p>	
	<p>According to the quote, should African-Americans join the Union army? Circle one.</p> <p>Yes      No</p>	
	<p>According to the quote, should African-Americans join the Union army? Circle one.</p> <p>Yes      No</p>	

Link: <https://docs.google.com/document/d/1LVJOHc3CKp-yIfDfc6kvwSZqWS5-9a6jfKXiEcmTP0/edit#heading=h.azs98tkp0zyz>

APPENDIX D

**RALLY FOR THE  
DEFENCE OF THE CITY!**



**ROBESON GUARDS!**

**Union League Regiment!**

**NOW ORGANIZING for the DEFENCE OF THE CITY AGAINST REBEL INVADERS.**

The soil of Pennsylvania, where "LIBERTY" was first proclaimed "throughout the land, and to all the inhabitants thereof," must not be polluted by the footsteps of Traitors. He who fails to rally at once to defend his Home, his Family and his Country, is unworthy of the name of Freeman, and of the priceless legacy bequeathed to him by a glorious and noble ancestry.

**THREE MONTHS' SERVICE---13 DOLLARS A MONTH EXTRA PAY,**  
**BESIDES ALL OTHER BOUNTIES.**

**Head-Quarters, Koch's Hotel, R. R. Depot, Manayunk.**

**1st Lieut. C. W. SNEARR.** **Captain J. R. MOORE.**

Eng. & Lith. Co. 101 N. 2nd St. Phila.

*Rally for the defense of the city! Robeson Guards! Union league regiment! Now organizing for the defense of the city against rebel invaders (Philadelphia, 1863)*

Link: <http://www.librarycompany.org/mcallisterexhibition/section3.htm>



# MEN OF COLOR OF PHILADELPHIA!

The Country Demands your Services. The Enemy is Approaching. You know his object. It is to Subjugate the North and Enslave us. Already many of our Class in this State have been Captured and Carried South to Slavery, Stripes and Mutilation. For our own sake and for the sake of our Common Country we are called upon now to

## COME FORWARD!

Let us seize this great opportunity of vindicating our manhood and patriotism through all time. The General Commanding at this post is arranging for the

## DEFENCE OF THE CITY!

He will need the aid of every Man who can shoulder a musket or handle a pick. We have assured him of the readiness of our people to do their whole duty in the emergency. We need not ask you to justify us in having made this assurance. The undersigned have been designated a Committee to have this matter in charge. Members of this Committee will sit every day at

**BETHEL CHURCH, cor. of 6th & Lombard Streets**

AND AT

**UNION CHURCH, Coates Street below York Avenue**

Their business will be to receive the Names of all Able Bodied Men of Color who are willing to share with others the burdens and duties of Entrenching and Defending the City. Men of Color! you who are able and willing to fight or labor in the work now to be done, call immediately and report yourselves at one or the other of the above named places.

E. D. Bassett,  
Wm. Whipper,  
D. B. Turner,  
Jas. McCrummell,  
A. S. Cassey,  
A. M. Green,  
J. W. Page,  
L. R. Seymour,  
Rev. J. Underdue,  
John W. Price

Wm. D. Forten,  
Rev. S. Smith,  
N. W. Depee,  
Dr. J. H. Wilson,  
J. W. Cassey,  
P. J. Armstrong,  
J. W. Simpson,  
Rev. J. B. Trusty,

Fred. Douglass,  
Rev. J. Asher,  
Rev. J. C. Gibbs,  
Daniel George,  
Robert M. Adger,  
Henry M. Cropper,  
Rev. J. B. Reeve,  
Rev. J. A. Williams,  
Rev. A. L. Stanford,  
Thomas J. Bowers,

John P. Burr,  
Robt. Jones,  
O. V. Catto,  
Thos. J. Dorsey,  
I. D. Cliff,  
Jacob C. White,  
Morris Hall,  
James Needham,

Jas. R. Gordon,  
Samuel Stewart,  
David H. Bowser,  
Henry Minton,  
Daniel Colley,  
J. C. White, Jr.,  
Rev. J. P. Campbell,  
Rev. W. J. Abston,  
J. P. Johnson,  
Franklin Turner.

*Men of Color of Philadelphia! (Philadelphia, 1863).*

Link: <http://www.librarycompany.org/mcallisterexhibition/section3.htm>



## APPENDIX E

65  
HEAD QUARTERS, SUPERVISORY COMMITTEE ON COLORED  
ENLISTMENTS, NO. 1210 CHESTNUT STREET.

JUNE 27, 1863.

### MEN OF COLOR:—

At length the opportunity is offered for which you have waited so long and so patiently. A gigantic contest, in which the interests of your race are so largely involved, threatens with destruction the land which for centuries has been your home. At the very commencement of the struggle, you eagerly offered your services. They were rejected for reasons which, whether well or ill founded, were all powerful at the time. Those reasons exist no longer, and your country now invites you to arms in her defence.

Men of color, we speak to you of your country, of the land where God in his mysterious providence has placed you to work out His inscrutable purposes. Yet you have been strangers in a land of strangers, and it is now for you to decide whether that land shall be to you and your children more in the future than it has been in the past. We can make no promises; but we have an abiding faith that the Almighty has not visited us with tribulation in wrath, but in mercy; that you and we, thus tried in the fiery furnace, if true to ourselves and to Him, shall emerge purified and redeemed from the sins and the wrongs of the past.

Twice heretofore have you displayed your valor in the defence of the Republic. In two wars with Great Britain your strong arms aided to beat back the foe, and Washington and Jackson acknowledged the services which you so willingly rendered. You failed in your reward then, but circumstances now have changed, and a war in which slavery on one side is arrayed against freedom on the other, cannot leave you in your present condition, if only you show yourselves equal to the occasion. Old prejudice declared that you could not fight. Your brethren in Louisiana and Mississippi, though degraded by ages of servitude, have gloriously replied to that taunt. You who have long been free are now called upon to respond to them. Prejudice still sneeringly asserts that you will not leave your homes to fight for the flag of the white man. It is for you to repel that taunt, and to show yourselves worthy to call that flag likewise your own.

It is true that even as soldiers, with equality of hardship and of danger, there is even yet inequality of reward. Your pay is not that of the white man, and you are offered no bounty by the Government. This, rightly considered, should be to you a fresh incentive. If, a year ago, this was all that could be secured by your friends, at a time when colored enlistments had rather to be suggested than openly advocated, it is for you to dispel the remaining mists of prejudice by showing in your alacrity that you are actuated, not by love of gain, but by the promptings of patriotism; that you are capable of noble ambition, and that no longer as a servile race, but as the soldiers of a free Republic, your deeds may prove that the laborer is worthy of his hire. We feel authorized to assure you that the Administration and a powerful portion of Congress will at the next session use their influence to remove such discrimination as to pay, not only in the future, but to make up to you all arrearages. Another Port Hudson fight will carry Congress by storm. Meanwhile our exertions shall be unremitting to raise funds, which, if they exceed what may be requisite for the necessary expenditures of enlistments and organization shall be devoted to your benefit.

The world will look with interest upon the mighty experiment in which we are engaged, in which a down trodden race is invited to prove its manhood. The nation is too deeply solicitous in the success of the experiment to neglect any means requisite for that success. You may therefore rely on the most careful forethought and attention. Your officers will be tried and experienced men, selected for the purpose by a special board of examiners, that you may not be carried into battle by incompetent leaders. Every opportunity will be afforded you that skill and science can suggest, and the destinies of your race will be left in your hands, to rise or to fall as you may approve yourselves.

An opportunity which has no parallel in history is now before you. Shrink from it now, and you justify the taunts and sneers of your enemies and oppressors. Take advantage of it; show yourselves to be men



and patriots, and a grateful country watching the flags of your regiments emerging triumphantly from the smoke of battle, cannot refuse the applause which is the due of valor contending for the right.

THOMAS WEBSTER, *Chairman.*

SINGLETON MERCER, *Treasurer.*

CADWALADER BIDDLE, *Secretary.*

GEO. H. BOKER,

J. M. McKIM,

HENRY SAMUEL,

E. R. HUTCHINSON,

A. E. BORIE,

WILLIAM H. ASHHURST,

WILLIAM M. TILGHMAN,

CALEB H. NEEDLES,

THOMAS J. MEGEAR,

N. B. BROWNE,

GEORGE M. CONARROE,

GEORGE T. THORN,

A. G. CATTELL,

GEORGE T. TRUUMAN, Jr.,

CHARLES WISE,

JOHN A. McALLISTER,

SAMUEL S. WHITE,

A. H. FRANCISCUS,

ABRAHAM BARKER,

EVAN RANDOLPH,

WILLIAM ROTCH WISTER,

B. F. RAIMER,

WILLIAM D. KELLEY,

THOMAS P. STOTESBURY,

Col. G. H. CROSMAN, U. S. A.,

JOHN D. TAYLOR,

THOMAS TASKER, Sr.,

B. H. MOORE,

THEODORE BLISS,

HORACE BINNEY, Jr.,

DANIEL SMITH, Jr.,

ALGERNON S. ROBERTS,

Rev. J. W. JACKSON,

LEMUEL COFFIN,

JOHN E. ADDICKS,

E. W. CLARK,

BENJAMIN H. BREWSTER,

JOSHUA P. ASH,

JAMES W. CARSON,

L. MONTGOMERY BOND,

HENRY C. LEA,

SAUNDERS LEWIS,

G. C. MORRIS,

WILLIAM SELLERS,

JAMES L. CLAGHORN,

B. P. HUNT,

WILLIAM G. WAINWRIGHT,

M. RUSSELL THAYER,

ED. PARKER,

Lt.-Col. WILLIAM D. WHIPPLE,

U. S. A.

S. M. FELTON,

JAMES POLLOCK,

JOSHUA SPERING,

JAMES A. WRIGHT,

WILLIAM S. PIERCE,

JOHN S. NEWBOLD,

O. HOWARD WILSON,

HENRY C. TOWNSEND.

Free Mil. Sch. Reg. p. 65

**Document Description:** Recruitment letter for Free Military School for the Command of Colored Regiments issued by the Supervisory Committee on Colored Enlistments.

**Link to High-Quality PDF:** <https://drive.google.com/file/d/0B7qJ1NgaMW15WDZzWIRwamhndTQ/view?usp=sharing>

**Link to original source location:** [http://digitallibrary.hsp.org/index.php/Detail/Object/Show/object\\_id/8274](http://digitallibrary.hsp.org/index.php/Detail/Object/Show/object_id/8274)



## APPENDIX F

### Speech by Frederick Douglass, "Men of Color, to Arms!" (1863)

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*For the first two years of the Civil War black and white abolitionists urged both the liberation of the slaves and the recruitment of African American men in defense of the Union. Barely three months after Lincoln's Emancipation Proclamation went into effect, Frederick Douglass gave a speech in Rochester, New York on March 2, 1863, titled "Men of Color, To Arms!" which urged African American men to join what was increasingly a war to make real what the Proclamation only promised—complete freedom.*

When first the rebel cannon shattered the walls of Sumter and drove away its starving garrison, I predicted that the war then and there inaugurated would not be fought out entirely by white men. Every month's experience during these dreary years has confirmed that opinion. A war undertaken and brazenly carried on for the perpetual enslavement of colored men, calls logically and loudly for colored men to help suppress it. Only a moderate share of sagacity was needed to see that the arm of the slave was the best defense against the arm of the slaveholder. Hence with every reverse to the national arms, with every exulting shout of victory raised by the slaveholding rebels, I have implored the imperiled nation to unchain against her foes, her powerful black hand. Slowly and reluctantly that appeal is beginning to be heeded. Stop not now to complain that it was not heeded sooner. It may or it may not have been best that it should not. This is not the time to discuss that question. Leave it to the future. When the war is over, the country is saved, peace is established, and the black man's rights are secured, as they will be, history with an impartial hand will dispose of that and sundry other questions. Action! Action! not criticism is the plain duty of this hour. Words are now useful only as they stimulate to blows. The office of speech now is only to point out when, where, and how to strike to the best advantage. There is no time to delay. The tide is at its flood that leads on to fortune. From East to West, from North to South, the sky is written all over, "Now or never."

Liberty won by white men would lose half its luster. "Who would be free themselves must strike the blow." "Better even die free, than to live slaves." This is the sentiment of every brave colored man amongst us. There are weak and cowardly men in all nations. We have them amongst us. They tell you this is the "white man's war"; that you will be no "better off after than before the war;" that the getting of you into the army is to "sacrifice you on the first opportunity." Believe them not; cowards themselves, they do not wish to have their cowardice shamed by your brave example. Leave them to their timidity, or to whatever motive may hold them back. I have not their timidity, or to whatever motive may hold them back. I have not thought lightly of the words I am now addressing you. The counsel I give comes of close observation of the great struggle now in progress, and of the deep conviction that this is your hour and mine. In good earnest then, and after the best deliberation, I now for the first time during this war feel at liberty to call and counsel you to arms. By every consideration which binds you to your enslaved fellow countrymen, and the peace and welfare of your country; by every aspiration which you cherish for the freedom and equality of yourselves and your children; by all the ties of blood and identity which make us one with the brave black men now fighting our battles in Louisiana and in South



Carolina, I urge you to fly to arms, and smite with death the power that would bury the government and your liberty in the same hopeless grave. I wish I could tell you that the State of New York calls you to this high honor. For the moment her constituted authorities are silent on the subject. They will speak by and by, and doubtless on the right side; but we are not compelled to wait for her. We can get at the throat of treason and slavery through the State of Massachusetts. She was first in the War of Independence; first to break the chains of her slaves; first to make the black man equal before the law; first to admit colored children to her common schools, and she was first to answer with her blood the alarm cry of the nation, when its capital was menaced by rebels. You know her patriotic governor, and you know Charles Sumner. I need not add more.

Massachusetts now welcomes you to arms as soldiers. She has but a small colored population from which to recruit. She has full leave of the general government to send one regiment to the war, and she has undertaken to do it. Go quickly and help fill up the first colored regiment from the North. I am authorized to assure you that you will receive the same wages, the same rations, the same equipments, the same protection, the same treatment, and the same bounty, secured to the white soldiers. You will be led by able and skillful officers, men who will take special pride in your efficiency and success. They will be quick to accord to you all the honor you shall merit by your valor, and see that your rights and feelings are respected by other soldiers. I have assured myself on these points, and can speak with authority. More than twenty years of unswerving devotion to our common cause may give me some humble claim to be trusted at this momentous crisis. I will not argue. To do so implies hesitation and doubt, and you do not hesitate. You do not doubt. The day dawns; the morning star is bright upon the horizon! The iron gate of our prison stands half open. One gallant rush from the North will fling it wide open, while four millions of our brothers and sisters shall march out into liberty. The chance is now given you to end in a day the bondage of centuries, and to rise in one bound from social degradation to the plane of common equality with all other varieties of men. Remember Denmark Vesey of Charleston; remember Nathaniel Turner of Southampton; remember Shields Green and Copeland, who followed noble John Brown, and fell as glorious martyrs for the cause of the slave. Remember that in a contest with oppression, the Almighty has no attribute which can take sides with oppressors. The case is before you. This is our golden opportunity. Let us accept it, and forever wipe out the dark reproaches unsparingly hurled against us by our enemies. Let us win for ourselves the gratitude of our country, and the best blessings of our posterity through all time. The nucleus of this first regiment is now in camp at Readville, a short distance from Boston. I will undertake to forward to Boston all persons adjudged fit to be mustered into the regiment who shall apply to me at any time within the next two weeks.

**Sources:**

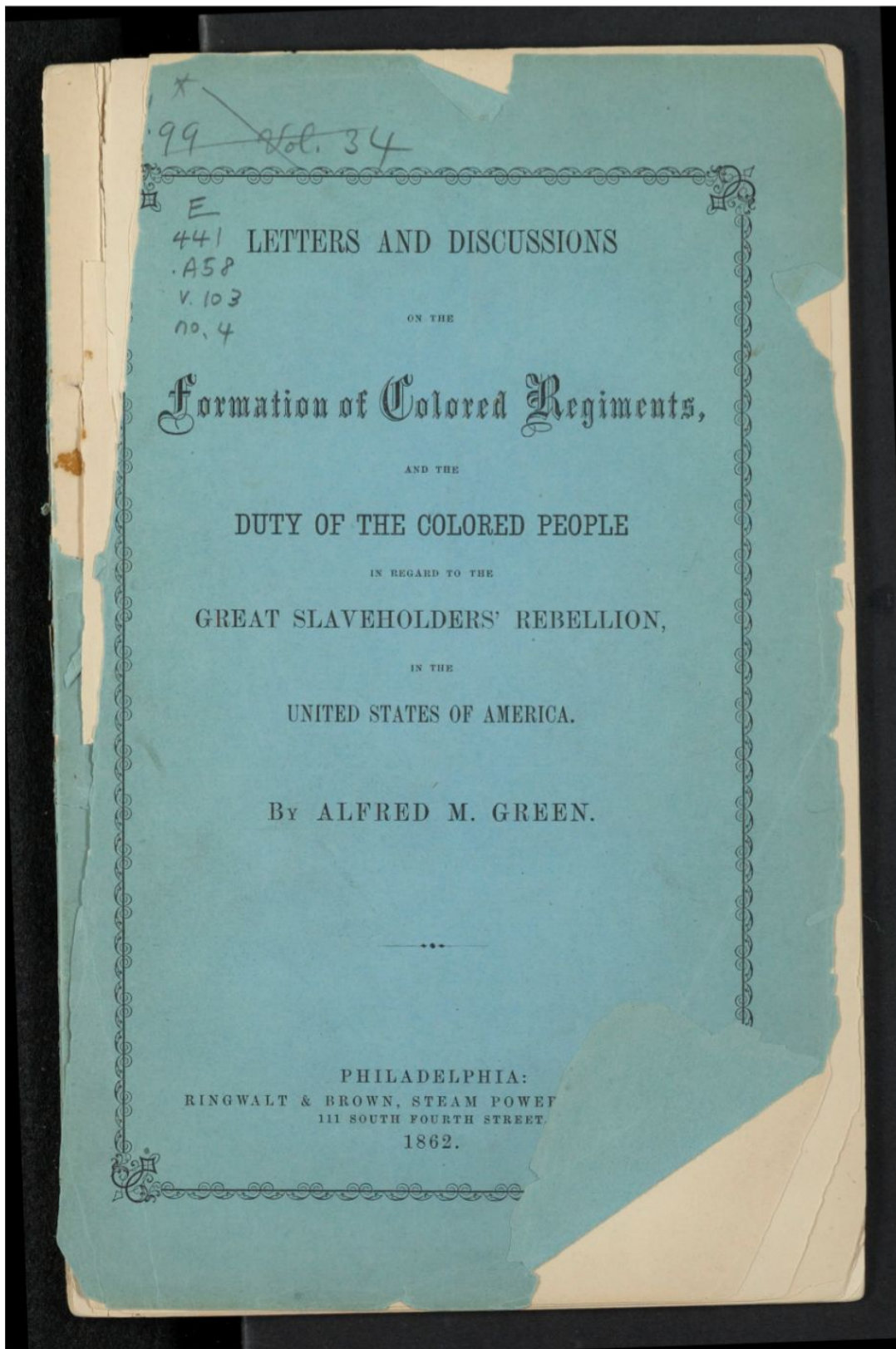
Douglass's Monthly, March 21, 1863, p. 1

Find transcription here: <http://www.blackpast.org/1863-frederick-douglass-men-color-arms#sthash.Lju65w8X.dpuf>

Find a Google doc version here: [https://docs.google.com/document/d/1Pu3O06lcSgl1ZsikxO\\_CbspeLeT5-ykS2tHQvZWcFuA/edit](https://docs.google.com/document/d/1Pu3O06lcSgl1ZsikxO_CbspeLeT5-ykS2tHQvZWcFuA/edit)

Find shortened version here: <http://herb.ashp.cuny.edu/items/show/953>

APPENDIX G (4 pages)





## THE COLORED PHILADELPHIANS FORMING REGIMENTS.

From the Philadelphia Press, of April 22, 1861.

A NUMBER of prominent colored men are now raising two regiments at the Masonic Hall, in South Eleventh street, and hundreds of brawny ebony men are ready to fill up the ranks if the State will accept their services. Peril and war blot out all distinction of race and rank. These colored soldiers should be attached to the Home Guard. They will make Herculean defenders. Colored men, it will be remembered, fought the glorious battle of Red Bank, when the city was in peril in 1777. The following is the address:

The time has arrived in the history of the great Republic when we may again give evidence to the world of the bravery and patriotism of a race, in whose hearts burns the love of country, of freedom, and of civil and religious toleration. It is these grand principles that enable men, however proscribed, when possessed of true patriotism, to say: "My country, right or wrong, I love thee still!"

It is true, the brave deeds of our fathers, sworn and subscribed to by the immortal Washington of the Revolution of 1776, and of Jackson and others, in the War of 1812, have failed to bring us into recognition as citizens, enjoying those rights so dearly bought by those noble and patriotic sires.

It is true, that our injuries in many respects are great; fugitive-slave laws, Dred Scott decisions, indictments for treason, and long and dreary months of imprisonment. The result of the most unfair rules of judicial investigation has been the pay we have received for our solicitude, sympathy, and aid in the dangers and difficulties of those "days that tried men's souls."

Our duty, brethren, is not to cavil over past grievances. Let us not be derelict to duty in the time of need. While we remember the past, and regret that our present position in the country is not

such as to create within us that burning zeal and enthusiasm for the field of battle, which inspires other men in the full enjoyment of every civil and religious emolument, yet let us endeavor to hope for the future, and improve the present auspicious moment for creating anew our claims upon the justice and honor of the Republic; and, above all, let not the honor and glory achieved by our fathers be blasted or sullied by a want of true heroism among their sons. Let us, then, take up the sword, trusting in God, who will defend the right, remembering that these are other days than those of yore—that the world to-day is on the side of freedom and universal political equality.

That the war-cry of the howling leaders of Secession and treason is, let us drive back the advance guard of civil and religious freedom; let us have more slave territory; let us build stronger the tyrant system of slavery in the great American Republic. Remember, too, that your very presence among the troops of the North would inspire your oppressed brethren of the South with zeal for the overthrow of the tyrant system, and confidence in the armies of the living God—the God of truth, justice, and equality to all men.

With a knowledge of your zeal and patriotism, and a hope of its early development, I am yours, for God and humanity,

A. M. GREEN.

PHILADELPHIA, April 20, 1861.

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In my last, I left off by introducing an analogy between our condition and that of four persons living as neighbors in the same vicinity. A, who hates me always, is a slaveholder. B, who is influenced so much by A, is the government. C, who I represented as our friend, is the liberal, true-hearted anti-slavery man of the country, who seeks by any and every means, to emancipate the slaves and enfranchise the already freed man. D, is the colored people, North and South; of course, we've all but one interest in *this* matter, at least. A and B are already in deadly combat. C has a manifest disposition to lend B a hand, for he has often expostulated with B about his allowing A so much influence and power in controlling his affairs, especially on this very subject which has created the quarrel. Of course, if they are not enough for A, D can do nothing less than come in for his share of the responsibility. In a word, if the government and the straight-out anti-slavery men of the North cannot settle satisfactorily with the slaveholders, we are ready to give them such a helping hand as will be felt by Southern chivalry to their heart's content. If the government is not willing to endorse our project till it is reduced to an extremity, it may by such a course advance our interests the more. At all events, hundreds of the noble sons of the old Keystone State are coming into the ranks of our regiments now being organized, and going through with the regular drill and school of the soldier, knowing that the day is not far distant when duty will demand efficient service at their hands, in behalf of the slave. Whether government sanctions it or not, God will.

Respectfully, yours,

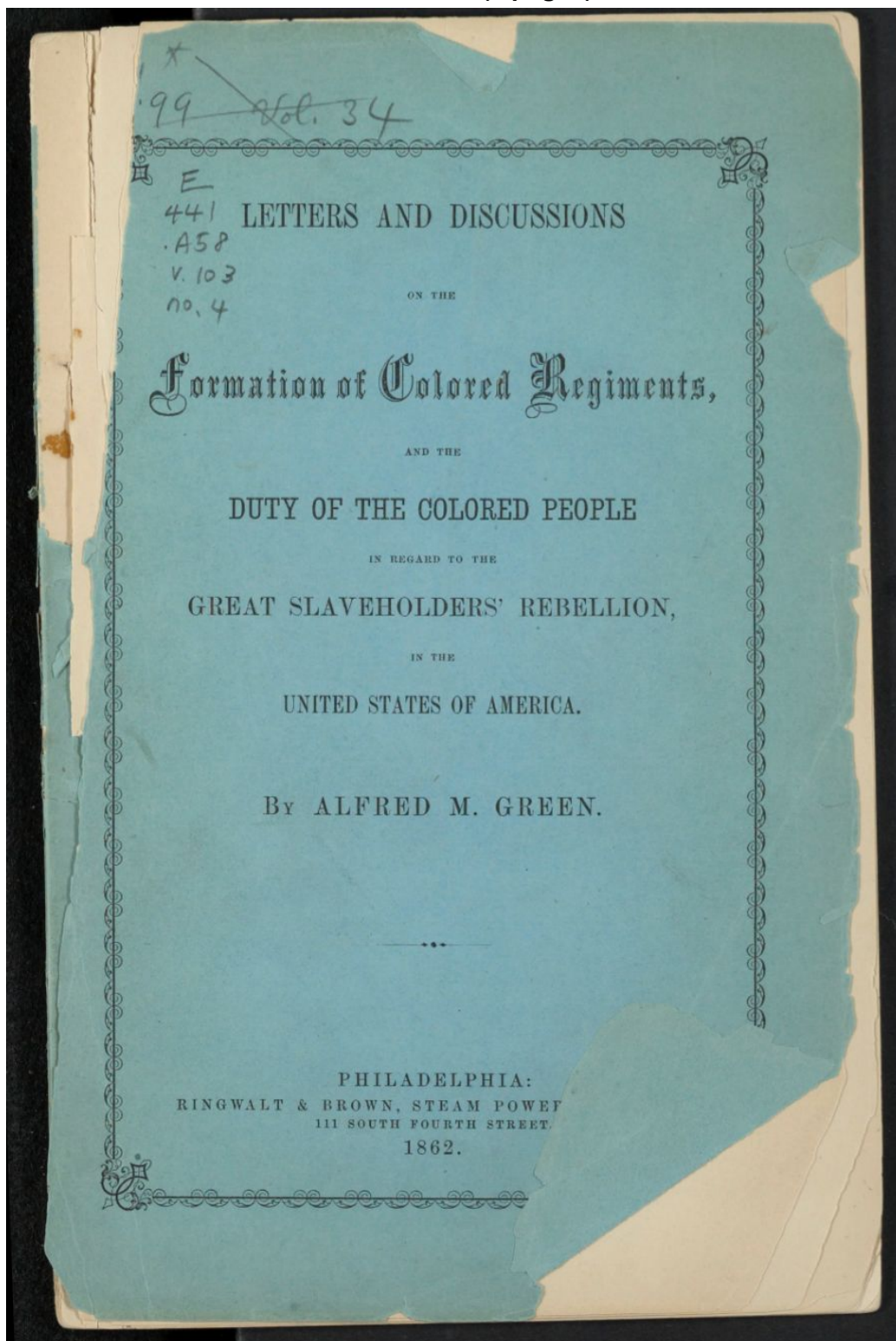
A. M. GREEN.

This is an excerpt from a volume of work titled "Letters and Discussions on the Formation of Colored Regiments." This excerpt is by the compiler of the volume, Alfred Green, a black activist from Philadelphia. He supports the recruitment of black soldiers.

Entire original document: [http://digitallibrary.hsp.org/index.php/Detail/Object/Show/object\\_id/7883](http://digitallibrary.hsp.org/index.php/Detail/Object/Show/object_id/7883)

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APPENDIX H (6 pages)





## FORMATION OF COLORED REGIMENTS.

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### I.

From the Anglo-African, September 28, 1861.

MR. EDITOR:

The duty of the black man at this critical epoch is a question of much importance, deeply interesting the friends of liberty, both white and black. The most imposing feature of this duty, I am told, is in relation to military organizations. This question, I am told, is forced upon us by our eminent, educated, far-sighted leaders, who, anxious for our elevation and zealous for our reputation, in connection with our white brothers would have us write our names side by side with them upon the immortal book of fame, won by well-contested and desperate encounters upon the battle-field. Claiming that any omission on our part to exhibit that patriotism so noticeable in the whites, will, when history shall record the doings of this memorable country, leave our names without one deed of patriotism or expressed desire for the success of the cause of liberty; not one laurel to entwine the brows of those whose valor like blazing stars upon the battle-field would, no doubt, have eclipsed those whom we now are satisfied to acknowledge as superiors and protectors. Is this all wisdom, this mode of reasoning; or is it a mistaken idea, called into existence by a desire for fame? Is it a demanding necessity that the world will decide belongs to us to meet, thus to prove our manhood and love of liberty? Have not two centuries of cruel and unrequited servitude in this country, alone entitled the children of this generation to the rights of men and citizens? Have we not done our share towards creating a national existence for those who now enjoy it to our degradation, ever devising evil for our suffering, heart-crushed race?

Who that will carefully note the many historical reminiscences, made mention of by those who are ready to do justice to us, can doubt our bravery? Who that has heard of the many privations,

hair-breadth escapes, and the unflinching determination of our enslaved brethren seeking the free shores of Canada, can doubt our love of liberty? True patriotism does not consist in words alone, neither do patriotic demonstrations always contribute to the end alone, independent of material aid. I do not suppose any people have been taxed heavier or more than the poor colored people for the cause of liberty, with such small results to themselves. Now, if we have contributed our share to support and establish a government, that we are not entitled to a share in the benefits thereof, what becomes our duty when that government is menaced by those they have cherished at the expense of our blood, toil and degradation?

Let your own heart answer this question, and no regiments of black troops will leave their bodies to rot upon the battle-field beneath a Southern sun—to conquer a peace based upon the perpetuity of human bondage—stimulating and encouraging the inveterate prejudice that now bars our progress in the scale of elevation and education.

I claim that the raising of black regiments for the war would be highly impolitic and uncalled for under the present state of affairs, knowing, as we do, the policy of the Government in relation to colored men. It would show our incompetency to comprehend the nature of the differences existing between the two sections now at variance, by lending our aid to either party. By taking such measures we invite injustice at the hands of those we prefer to serve; we would contribute to the African colonization scheme, projected a half century ago, by ridding the country of that element so dangerous to the charming institution of negro slavery.

Entertaining the sentiment and determination that they do, would it not be unjust in them to accept our service? Would we still invite them to cap the climax by forcing us to the cannon's mouth to save the destruction of those whose whole existence should be merged in with their country's weal and woe? That death should be the readiest sacrifice patriotic citizens could offer to uphold the people's hope, the people's palladium, no one should deny. But what do we enjoy, that should inspire us with those feelings towards a government that would sooner consign five millions of human beings to never-ending slavery than wrong one slave master of



his human property? Does not the contemplation of so flagrant a wrong cause your blood to boil with Christian indignation, or bring tears to the eyes of your broken-hearted old men, whose heads, now silvered by time or bleached by sorrow, can no longer shoulder the weightier responsibilities of a young man's calling?

Not only that. Any public demonstration (for this could not well be done in a corner) would only embarrass the present administration, by stirring up old party prejudices which would cause the loss of both sympathy and treasure, which the government cannot well afford to lose at present. By weakening the arm of the government, we strengthen that of the slave power, who would soon march through these States without fear of forcible resistance.

It would be contrary to Christian humanity to permit so flagrant an outrage in silence to be perpetrated upon any people, especially a class who have known naught else but wrong at their hands, whom they would so gloriously serve in time of danger to their own liberties and sacred rights, preferring now their services to uphold a Government leagued with perdition, upon which the doom of death is written, unless they repent, in letters so plain that he who runs may read. Let us weigh well this thing before taking steps which will not only prove disastrous to the cause we would help, but bring suffering and sorrows upon those left to mourn unavailingly our loss.

I maintain that the principle of neutrality is the only safe one to govern us at this time. When men's lives are in their hands, and so little inducement as there is for us to cast ourselves into the breach, our work for the present lies in quite a different channel from assuming war responsibilities uninvited, with no promised future in store for us—a dilemma inviting enmity and destruction to the few, both North and South, among our people, enjoying partial freedom.

The slave's only hope—his only help—is his suffering brother at the North. When we are removed, the beacon light which directs and assists the panting fugitive is darkened and obscured—his once bright hope, that gave comfort to him as he pressed on to liberty's goal, is shadowed o'er forever. Our own precipitous, unwise zeal must never be the cause to stay the car of freedom, but ever let it roll onward and upward until earth and heaven united shall become one garden of paradisaal freedom, knowing no color,

no clime, but all one people, one language, one Father, Almighty God.

Once under army discipline, subject to the control of government officers or military leaders, could we dictate when and where the blow should be struck? Could we enter upon Quixotic crusades of our own projecting, independent of the constituted authorities, or these military chiefs? Will the satisfaction of again hearing a casual mention of our heroic deeds upon the field of battle, by our own children, doomed for all that we know to the same inveterate, heart-crushing prejudice that we have come up under, and die leaving as a legacy unto our issue—all from those for whom you would so unwittingly face the cannon's mouth to secure to them a heritage denied you and yours?

Is this country ready and anxious to initiate a new era for down-trodden humanity, that you now so eagerly propose to make the sacrifice of thousands of our ablest men to encourage and facilitate the great work of regeneration? No! no!! Your answer must be: No!!! No black regiments, unless by circumstances over which we have no option, no control; no initiatory war measures, to be adopted or encouraged by us. Our policy must be neutral, ever praying for the success of that party determined to initiate first the policy of justice and equal rights.

Who can say that in another twelve months' time the policy of the South will not change in our favor, if the assistance of England or France will by it be gained, rather than submit to northern dictation or subjugation? Did that idea ever suggest itself to your mind? Strange things happen all the while. Look back for the last twenty-four months, and ask yourself if you could have foretold what to-day you are so well informed has actually transpired when coming events cast their shadows before?

In these days, principle is supplanted by policy, and interest shapes policy, I find by daily observation, both in high and low places. Although to many the above idea may seem idle and delusory, inconsistent with the present spirit and suicidal policy of the South, yet I for one would feel justified in entertaining it equally with the idea that the North would proclaim a general emancipation so long as she supposed it a possibility to reclaim the disaffected States of the Southern Confederacy.



And, if an impossibility, what would all proclamations to that effect avail?

I believe with the act of emancipation adopted and proclaimed by the South, both England and France, (and in fact I might safely say all Europe,) would not only recognize their independence, but would render them indirectly material aid and sympathy.

To get the start of the northern slave-worshippers, as they are sometimes termed, who can say that, as a last resort, these rebel leaders have not had that long in contemplation, knowing that should they succumb to this government through force of circumstances, or the uncertain chances of war, their lives would be valueless only as a warning to future generations.

Then, why may we not hope that such is their ultimatum in case of a series of defeats—the liberation of four millions of our poor, heart-crushed, enslaved race. One or two large battles will decide the future policy of both the contending parties—the sooner it comes the sooner we will know our fate. It is in that scale it hangs.

Then let us do our duty to each other—use care in all our public measures—be not too precipitous, but in prayer wait and watch the salvation of God.

R. H. V.

This is an excerpt from a volume of work titled "Letters and Discussions on the Formation of Colored Regiments." This excerpt is letter by an anonymous writer by the initials "R.H.V". The writer is responding to the compiler of the volume, Alfred Green, a black activist from Philadelphia. The writer does NOT support recruiting black soldiers to serve in the Union army.

Entire original document: [http://digitallibrary.hsp.org/index.php/Detail/Object/Show/object\\_id/7883](http://digitallibrary.hsp.org/index.php/Detail/Object/Show/object_id/7883)

Link to PDF of excerpt: <https://drive.google.com/a/scienceleadership.org/file/d/0B7gJ1NgaMW15azNlc2RITC12Tnc/view>

## **“We Feel as Though Our Country Spurned Us”: Soldier James Henry Gooding Protests Unequal Pay for Black Soldiers, 1863**

In January, 1863—the month of Lincoln's Emancipation Proclamation and the second year of the Civil War—the United States began allowing black soldiers to enlist in the Union army. The army needed more manpower or, as African-American soldier James Henry Gooding put it with bitter eloquence, “more food for its ravenous maw.” By 1865 approximately one tenth of all Union soldiers and sailors were African-American, and about eighty percent of these came from the slave states. Black soldiers fought with notable valor. When captured they faced much greater brutality from Confederate soldiers than did their white comrades. Union service, however, was no guarantee of equal treatment. Black soldiers in the Union army served in segregated troops, often faced menial assignments, and received lower pay—\$10 per month to white soldiers' \$13. In this letter to President Lincoln, Gooding, writing on behalf of himself and his fellow black soldiers, protested these conditions.

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Morris Island, S.C.  
September 28, 1863

Your Excellency, Abraham Lincoln:

Your Excellency will pardon the presumption of an humble individual like myself, in addressing you, but the earnest solicitation of my comrades in arms besides the genuine interest felt by myself in the matter is my excuse, for placing before the Executive head of the Nation our Common Grievance.

On the 6th of the last Month, the Paymaster of the Department informed us, that if we would decide to receive the sum of \$10 (ten dollars) per month, he would come and pay us that sum, but that, on the sitting of Congress, the Regt. [regiment] would, in his opinion, be allowed the other 3 (three). He did not give us any guarantee that this would be, as he hoped; certainly he had no authority for making any such guarantee, and we cannot suppose him acting in any way interested.

Now the main question is, are we Soldiers, or are we Laborers? We are fully armed, and equipped, have done all the various duties pertaining to a Soldier's life, have conducted ourselves to the complete satisfaction of General Officers, who were, if anything, prejudiced against us, but who now accord us all the encouragement and honors due us; have shared the perils and labor of reducing the first stronghold that flaunted a Traitor Flag; and more, Mr. President, today the Anglo Saxon Mother, Wife, or Sister are not alone in tears for departed Sons, Husbands, and Brothers. The patient, trusting descendant of Africa's Clime have dyed the ground with blood, in defence of the Union, and Democracy. Men, too, your Excellency, who



know in a measure the cruelties of the iron heel of oppression, which in years gone by, the very power their blood is now being spilled to maintain, ever ground them in the dust.

But when the war trumpet sounded o'er the land, when men knew not the Friend from the Traitor, the black man laid his life at the altar of the Nation,—and he was refused. When the arms of the Union were beaten, in the first year of the war, and the Executive called for more food for its ravenous maw, again the black man begged the privilege of aiding his country in her need, to be again refused.

And now he is in the War, and how has he conducted himself? Let their dusky forms rise up, out of the mires of James Island, and give the answer. Let the rich mould around Wagner's parapet be upturned, and there will be found an eloquent answer. Obedient and patient and solid as a wall are they. All we lack is a paler hue and a better acquaintance with the alphabet.

Now your Excellency, we have done a Soldier's duty. Why can't we have a Soldier's pay? You caution the Rebel chieftain, that the United States knows no distinction in her soldiers. She insists on having all her soldiers of whatever creed or color, to be treated according to the usages of War. Now if the United States exacts uniformity of treatment of her soldiers from the insurgents, would it not be well and consistent to set the example herself by paying all her soldiers alike?

We of this Regt. were not enlisted under any "contraband" act. But we do not wish to be understood as rating our service of more value to the Government than the service of the ex-slave. Their service is undoubtedly worth much to the Nation, but Congress made express provision touching their case, as slaves freed by military necessity, and assuming the Government to be their temporary Guardian. Not so with us. Freemen by birth and consequently having the advantage of thinking and acting for ourselves so far as the Laws would allow us, we do not consider ourselves fit subjects for the Contraband act.

We appeal to you, Sir, as the Executive of the Nation, to have us justly dealt with. The Regt. do pray that they be assured their service will be fairly appreciated by paying them as American Soldiers, not as menial hirelings. Black men, you may well know, are poor; three dollars per month, for a year, will supply their needy wives and little ones with fuel. If you, as Chief Magistrate of the Nation, will assure us of our whole pay, we are content. Our Patriotism, our enthusiasm will have a new impetus, to exert our energy more and more to aid our Country. Not that our hearts ever flagged in devotion, spite the evident apathy displayed in our behalf, but we feel as though our country spurned us, now we are sworn to serve her. Please give this a moment's attention.

Source: Herbert Aptheker, ed., *A Documentary History of the Negro People in the United States* (New York: Citadel Press, 1951), 482–484. Accessed <http://historymatters.gmu.edu/d/6519/>

Link: <https://docs.google.com/document/d/1wZ2l6gG8FvnQ2NYSPVVGZgjaYVjUgRVzOtWV-uLqipU/edit?usp=sharing>



## APPENDIX J

### Letter by the Mother of a Black Soldier (1863)

Source: Ira Berlin et al., eds., *Freedom: A Documentary History of Emancipation, 1861-1867, Series 2* (New York, 1982), pp. 582-83.

Within the Union army, black soldiers were anything but equal to white. Serving in segregated units and ineligible, until the end of the war, to rise to the rank of commissioned officers, they were initially paid less than white soldiers. Even more alarming, the Confederacy announced that it would treat captured soldiers not as prisoners of war but as fugitives who would be remanded to slavery.

One of the more remarkable letters of the Civil War era was written to President Lincoln by Hannah Johnson, the mother of a black soldier. Although, as she notes, she had enjoyed but a "poor education," Mrs. Johnson eloquently advised the president to insist that black prisoners be treated the same as white and resist pressures to rescind the Emancipation Proclamation. The fact that she felt she had a sympathetic recipient in the White House illustrates the enormous changes American society was undergoing as a result of the Civil War. Mrs. Johnson did not know that the day before she wrote the letter, Lincoln had ordered that, for every captured black soldier enslaved, a Confederate prisoner would be put to hard labor for the duration of the war.

Buffalo [New York] July 31 1863

Excellent Sir My good friend says I must write to you and she will send it My son went in the 54th regiment. I am a colored woman and my son was strong and able as any to fight for his country and the colored people have as much to fight for as any. My father was a Slave and escaped from Louisiana before I was born morn forty years ago I have but poor education but I never went to school, but I know just as well as any what is right between man and man. Now I know it is right that a colored man should go and fight for his country, and so ought to a white man. I know that a colored man ought to run no greater risques than a white, his pay is no greater his obligation to fight is the same. So why should not our enemies be compelled to treat him the same, Made to do it.

My son fought at Fort Wagoner but thank God he was not taken prisoner, as many were I thought of this thing before I let my boy go but then they said M<sup>r</sup>. Lincoln will never let them sell our colored soldiers for slaves, if they do he will get them back quick he will rettallyate and stop it. Now Mr Lincoln don't you think you oght to stop this thing and make them do the same by the colored men they have lived in idleness all their lives on stolen labor and made savages of the colored people, but they now are so furious because they are proving themselves to be men, such as have come away and got some education. It must not be so. You must put the rebels to work in State prisons to making shoes and things, if they sell our colored soldiers, till they let them all go. And give their wounded the same treatment. it would seem cruel, but their no other way, and a just man must do hard things sometimes, that shew him to be a great man. They tell me some do you will take back the Proclamation, don't do it. When you are dead and in Heaven, in a thousand years that action of yours will make the Angels sing your praises I know it. Ought one man to own another, law for or not, who made the law, surely the poor slave did not. so it is wicked, and a horrible Outrage, there is no sense in it, because a man has lived by robbing all his life and his father before him, should he complain because the stolen things found on him are taken. Robbing the colored people of their labor is but a small part of the robbery their souls are almost taken, they are made bruits of often. You know all about this [.]

Will you see that the colored men fighting now, are fairly treated. You ought to do this, and do it at once, Not let the thing run along meet it quickly and manfully, and stop this, mean cowardly cruelty. We poor oppressed ones, appeal to you, and ask fair play. Yours for Christs sake

Yours for Christs Sake  
Hannah Johnson

Foner, Eric. 2011. *Voices of freedom: a documentary history*. New York: W.W. Norton & Co.

Link: <https://docs.google.com/document/d/14hm-yZpB8keVtFRcv-1160Jpd0ui3e12qpW2KTfk0y4/edit?usp=sharing>

## APPENDIX K

Student Name:

# Debate Notes and Reflection

Note-taking Instructions: During the fishbowl debate, write down 3 arguments that are different from your own for each side of the debate.

### **YES, African-Americans should serve in the Union army.**

1)

2)

3)

### **NO, African-Americans should serve in the Union army.**

1)

2)

3)

Using what you've learned in the debate, write your personal opinion to the question:

**Should free African-Americans serve in the Union army?**

Using what you've learned in the debate, write your personal opinion to the question:

**Should free African-Americans serve in the Union army?**

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings on the page.

Link to document:

<https://docs.google.com/document/d/1LVJOHc3CKp-yIfoDfc6kwvSZqWS5-9a6jfkXiEcmTP0/edit>





## Appeal of Forty Thousand Citizens, Threatened with Disenfranchisement

Component	Description
<b>Title of Lesson</b>  <b>Content/Subject Area</b>	<p>Appeal of Forty Thousand Citizens, Threatened with Disenfranchisement</p> <p>African American History</p>
<b>Context</b>	<p>Students often learn about black activism and voting rights in the context of the Civil Rights Movement of the 1950s and 60s. However, there is a heritage of black activism, including around voting rights that goes back more than century before the modern Civil Rights Movement. This lesson can help break down misconceptions about the fight for voting rights in the United States as well as provide an opportunity for students to understand that democracy is a work in progress that requires citizen participation to maintain and expand rights.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Is it ever justified to deny someone the right to vote?</li> <li>• What is the role of activism in democracy?</li> <li>• What arguments did free African-Americans in Philadelphia use to oppose the loss of their voting rights in 1838?</li> </ul>
<b>Duration</b>	2 to 4 class periods
<b>Objective</b>	<p><b>SWBAT</b> use the context in a primary source document <b>IOT</b> make meaning of quotes from the document.</p> <p><b>SWBAT</b> put arguments into their worlds <b>IOT</b> apply them to another similar issue.</p>
<b>Standards</b>	<p><u>CCSS.ELA-Literacy.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>



	<p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S. Ethnicity and race Working conditions, Immigration, Military conflict, Economic stability.</p>
<b>Anticipatory Set</b>	<p>I. Four Corners Activity</p> <p>A. <u>Teacher note</u>: Facing History and Ourselves provides a good explanation of this strategy. Structure the activity for what's best for your students! Link: <a href="https://www.facinghistory.org/resource-library/teaching-strategies/four-corners">https://www.facinghistory.org/resource-library/teaching-strategies/four-corners</a></p> <p>B. Use the following statements for the Four Corners:</p> <ol style="list-style-type: none"> <li>1. People who are not U.S. citizens should have the right to vote if they are living in the United States.</li> <li>2. We should amend the Constitution to lower the voting age to 16 years old.</li> <li>3. If you have committed a serious crime, you should not have the right to vote.</li> </ol> <p>C. Debrief the activity:</p> <ol style="list-style-type: none"> <li>1. Summarize the main for and against arguments.</li> <li>2. Ask students to consider who wins and who loses in the situations presented in the statements.</li> </ol> <p>II. Transition by explain to students that they have engaged in conversations about voting rights that have been part of our history since the framing of the Constitution</p>
<b>Instruction</b>	<p>III. Establish background knowledge</p> <p>A. Explain that the original U.S. Constitution gave states a lot of autonomy to create voting laws for their own states, including determining who was allowed to vote. For example, Pennsylvania has changed its</p>



	<p>Constitution 5 times and each time has made a change related to voting.</p> <p>B. Ask students what they know about voting rights history in the United States.</p> <p>IV. Building of what students say about voting history, show students the section on voting from Pennsylvania's 1790 Constitution. Link to entire Constitution here:  <a href="http://www.duq.edu/academics/gumberg-library/pa-constitution/texts-of-the-constitution/1790">http://www.duq.edu/academics/gumberg-library/pa-constitution/texts-of-the-constitution/1790</a></p> <p>A. Ask students what they notice. Who is included and who is excluded? What do they wonder about voting in PA under this Constitution?</p> <p>B. ARTICLE III: Section I. In elections by the citizens, every freeman of the age of twenty-one years, having resided in the state two years next before the election, and within that time paid a state or county tax, which shall have been assessed at least six months before the election, shall enjoy the rights of an elector: Provided, that the sons of persons qualified as aforesaid, between the ages of twenty-one and twenty-two years, shall be entitled to vote, although they shall not have paid taxes.</p> <p>V. Explain that at this time many states barred votes based on race, but not Pennsylvania. However, this was about to change!</p> <p>A. <u>Teacher note</u>: It may be helpful at this point to out that progress is often not linear. Ask students what does progress mean and what should it look like when talking about rights. It may be helpful to use an analogy comparing rights to rubber bands. (SEE APPENDIX A)</p> <p>VI. Continue to build background knowledge</p> <p>A. Philadelphia had one of the largest and free African-American communities before the Civil War.</p> <p>B. Philadelphia was also a center for abolitionist activity.</p> <ol style="list-style-type: none"> <li>1. The first formal protest of slavery in the United States was made in 1688 in Germantown. It challenged the Society of Friends (Quakers) to denounce slavery. Philadelphia Quakers have had a long history of abolitionism.</li> <li>2. 1774: The Pennsylvania Abolition Society, the first anti-slavery society in the United States was created in Philadelphia</li> </ol>
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	<ol style="list-style-type: none"> <li>3. 1780: The Pennsylvania Gradual Abolition Act went into effect freeing anyone enslaved at the time at the age of 28.</li> <li>4. Most anti-slavery societies were NOT interracial. Philadelphia's free black community created their own anti-slavery societies and collaborated with Philadelphia's white abolitionists.</li> </ol> <p>C. Most Philadelphians were not abolitionists. Many were active anti-abolitionists and held strong race prejudice. Race riots and violence were common occurrences. An example is the burning of Pennsylvania Hall in May of 1838. It was built as an anti-slavery meeting house, stood completed for three days and was burned down by anti-abolitionists.</p> <ol style="list-style-type: none"> <li>1. For more information on this incident, a good overview with images can be found here:  <a href="http://trilogy.brynmawr.edu/speccoll/quakersandslavery/commentary/organizations/pennsylvania_hall.php">http://trilogy.brynmawr.edu/speccoll/quakersandslavery/commentary/organizations/pennsylvania_hall.php</a> </li> </ol> <p>D. In 1837, the year before the burning Pennsylvania held a Constitutional Convention partly to discuss changes to voting rights. African-Americans in PA had interpreted the term "freeman" to mean that they had the right to vote. In many counties outside of Philadelphia, African-Americans that met the requirements successfully voted. However, in Philadelphia most did not vote fearing violence. A combination of prejudice and politics can help explain the lack of consistency in voting amongst the black community under the 1790 Constitution.</p> <ol style="list-style-type: none"> <li>1. Use a map of PA counties to give students a visual (SEE APPENDIX B)</li> </ol> <p>E. <u>Teacher note:</u> these two resources provide good overviews</p> <ol style="list-style-type: none"> <li>1. <a href="http://philadelphiaencyclopedia.org/archive/appeal-of-forty-thousand-citizens/#15280">http://philadelphiaencyclopedia.org/archive/appeal-of-forty-thousand-citizens/#15280</a></li> <li>2. <a href="http://digitalhistory.hsp.org/pafrm/doc/appeal">http://digitalhistory.hsp.org/pafrm/doc/appeal</a></li> </ol>
<b>Instruction</b>	<p>VII. Give students a copy of the excerpted "Appeal of Forty Thousand Citizens, Threatened with Disenfranchisement, to the People of Pennsylvania" and the graphic organizer (SEE APPENDIX C and D).</p>

	<p>VIII. Review the source information of the document and the vocabulary.</p> <p>IX. Students work in cooperative groups to read and answer the questions in the graphic organizer.</p> <p>X. Review questions together as a class. Ask students to predict happened with the PA Constitution.</p> <p>A. Share the result: In October, 1838, the voters approved the new Constitution by a slim margin (113,971 to 112,759) which included “white freeman” instead of just freeman”.</p> <p>B. This is the language of the 1838 PA Constitution: ARTICLE III: Election franchise. Section I. In elections by the citizens, every white freeman of the age of twenty-one years, having resided in the State one year, and in the election district where he offers to vote, ten days immediately proceeding such election, and within two years paid a State or county tax, which shall have been assessed at least ten days before the election, shall enjoy the rights of an elector. But a citizen of the United States who had previously been a qualified voter of this State, and removed therefrom and returned, and who shall have resided in the election district, and paid taxes, as aforesaid, shall be entitled to vote after residing in the State six months: Provided, That white freemen, citizens of the United States, between the ages of twenty-one and twenty-two years, and having resided in the State one year and in the election district ten days, as aforesaid, shall be entitled to vote, although they shall not have paid taxes.</p> <p>1. Link:  <a href="http://www.duq.edu/academics/gumberg-library/pa-constitution/texts-of-the-constitution/1838">http://www.duq.edu/academics/gumberg-library/pa-constitution/texts-of-the-constitution/1838</a> </p>
<b>Independent Practice</b>	<p>XI. Tell students that we will now compare and contrast the arguments from the <i>Appeal</i> to the voting age issue that we discussed during the four corners activity.</p> <p>XII. Show students voting ages around the world using the CIA World Factbook. There are 8 pages. Consider giving each student a page to review. Share trends as a class. (SEE APPENDIX F)</p> <p>A. <a href="https://www.cia.gov/library/publications/the-world-factbook/fields/2123.html">https://www.cia.gov/library/publications/the-world-factbook/fields/2123.html</a></p>

	XIII. Students use the graphic organizer to write an appeal (SEE APPENDIX E)
<b>Closure</b>	<p>XIV. Students share their <i>appeals</i> with each other and a few can read it to the class.</p> <p>XV. Compare and contrast our appeals to the one written by Robert Purvis.</p> <p>XVI. Closing discussion: how has this process impacted your understanding of voting?</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Four corners discussion</li> <li>• Graphic organizers and written responses</li> <li>• Class discussion</li> </ul>
<b>Key Terms</b>	<ul style="list-style-type: none"> <li>• Constitution</li> <li>• Appeal</li> <li>• Convention</li> <li>• Commonwealth</li> <li>• Despotism, despot</li> <li>• Posterity</li> <li>• Disenfranchise</li> </ul>
<b>Resources and Materials</b>	<p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• Map of Pennsylvania counties from the 1830s - APPENDIX B</li> <li>• Excerpt of the <i>Appeal of Forty Thousand Citizens, Threatened with Disenfranchisement, to the People of Pennsylvania</i> - APPENDIX C</li> <li>• Graphic organizers - APPENDICES D &amp; E</li> <li>• List of voting ages from around the world - APPENDIX F <ul style="list-style-type: none"> <li>◦ <a href="https://www.cia.gov/library/publications/the-world-fact-book/fields/2123.html">https://www.cia.gov/library/publications/the-world-fact-book/fields/2123.html</a></li> </ul> </li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Rubberband rights analogy - APPENDIX A</li> <li>• Overview of the <i>Appeal of Forty Thousand Citizens, Threatened with Disenfranchisement, to the People of Pennsylvania</i> <ul style="list-style-type: none"> <li>◦ <a href="http://philadelphiaencyclopedia.org/archive/appeal-of-forty-thousand-citizens/#15280">http://philadelphiaencyclopedia.org/archive/appeal-of-forty-thousand-citizens/#15280</a></li> <li>◦ <a href="http://digitalhistory.hsp.org/pafrm/doc/appeal">http://digitalhistory.hsp.org/pafrm/doc/appeal</a></li> </ul> </li> <li>• Pennsylvania Constitutions <ul style="list-style-type: none"> <li>◦ <a href="http://www.duq.edu/academics/gumberg-library/pa-constitution/texts-of-the-constitution/1838">http://www.duq.edu/academics/gumberg-library/pa-constitution/texts-of-the-constitution/1838</a></li> </ul> </li> </ul>



**APPENDIX A (2 pages)**

## **Rubber Band Rights—Expanding or Contracting Suffrage?**

Metaphors are powerful teaching tools. They activate students' imaginations and remain in their long-term memory. What if I told you that rights are like rubber bands? Picture me in front of my class, pulling on a rubber band, stretching it almost to the breaking point and then snapping it back. I then pose the question to students: How are your rights like a rubber band?

The most surprising fact students will learn through reading these articles is that history is not always a story of progress. It does not always move forward. Rights are not continuously expanding; like a rubber band, they can snap back. By comparing how voting rights were addressed in the Pennsylvania Constitution from 1776 to 1873, students will see a general regression, even though rights for some expanded. Some qualifications that were inclusive and expansive in the Pennsylvania Constitution

of 1776 “snapped back” by 1838 and 1873, as African Americans and women were explicitly denied voting rights.

ACKERMAN, CARL. "Teachers' Turn: Stretching Student Understanding." *Pennsylvania Legacies* 8, no. 2 (2008): 30-31. <http://www.jstor.org/stable/27765152>.

### Rubber Band Theory of History, The Water Strategy of Social Change Bruce Hartford, 2010

The way that political change and social advancement is taught in school gives an impression that human progress in America is achieved steadily — like going up a ramp — each year society improves, each year is better than the last. And that those safely dead heroes of the distant past who worked and struggled for greater justice and democracy marched bravely forward to inevitable victory. It's a warm and comforting illusion, but in the real world it's rarely the case.

American abolitionists fought against slavery for decades, but slavery did not gradually decline year after year until it faded away — rather it was destroyed in the sudden cataclysm of the Civil War. From its inception in 1909, The NAACP struggled decade after decade to win voting rights for Blacks, with little progress to show in the Deep South. SNCC and CORE began combining voter-registration and direct action in 1961, and year after year — a time that to us "twenty-somethings" seemed interminable — nothing was gained, the number of Blacks registered in the Carolinas, Georgia, Alabama, Mississippi, and Louisiana barely changed. Then like a sudden bolt of lightening came [Freedom Summer](#) in 1964 and a five months later the [Selma Voting Rights Campaign and the March to Montgomery](#), followed by passage of the [Voting Rights Act of 1965](#). But those flashes of sudden lightening did not occur in a vacuum, they were based on, and grew out of, the years and decades of struggle that preceded them.

The struggles to abolish slavery and win voting rights both illustrate the "**Rubber Band Theory of History**." Imagine a block of wood sitting on a table. Attached to it is a long chain of rubber bands. You pull on the rubber bands hoping to move the block, but they just stretch and stretch and the block doesn't move at all. You pull some more, and stretch the bands tighter, and nothing happens. You pull some more, and then suddenly the block moves so fast that it bangs you in the fingers. Sometimes.

Sometimes it works that way — but sometimes you pour your heart & soul into moving the block, you stretch and stretch the rubber bands, you march, you picket, you go to jail, but the block never moves. You achieve nothing. Which is why activists need to keep in mind Rabbi Tarfon, and the [Tao of Social Struggle](#).

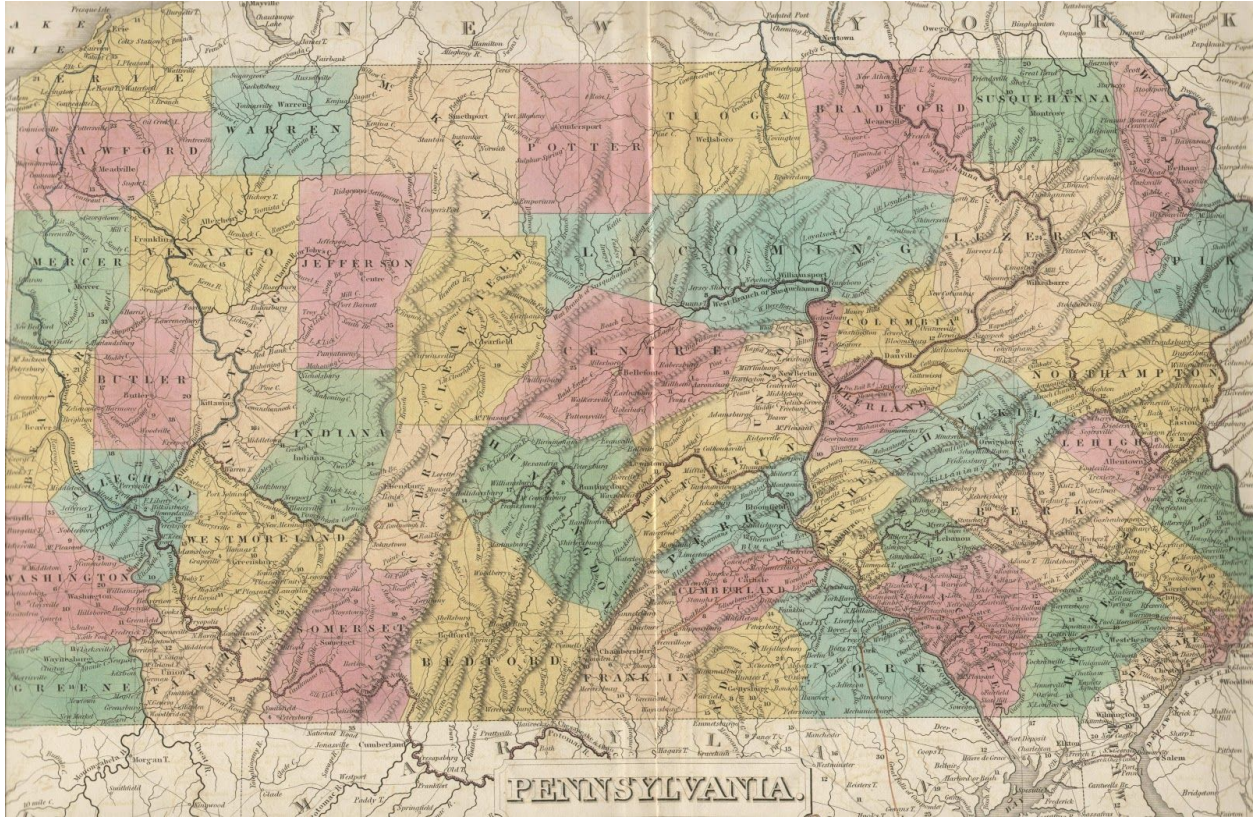
Which brings us to the "**Water Strategy of Social Change**." Contrary to the deeply held beliefs of some ideologists, there is no instruction manual for achieving political reform (let alone, revolution). There is no easy how-to pamphlet, no simple 12-step program. Social struggle is like water flowing to the sea. If something dams the water, it goes around. If it can't go around, it goes over, if it can't go over, it goes under, if it can't go around or over or under, it eats away at the blockage until it dissolves.

The Water Strategy recognizes that social change is an art, not a science. It's a Darwinian process — you try something. If it works you do it more. If it fails, you try something else. That which succeeds survives and thrives, that which fails become stagnant political backwaters thinly inhabited by sterile dogmatists and irrelevant ideologues.

— Copyright © Bruce Hartford, 2010.

Hartford, Bruce. "Rubber Band Theory of History, The Water Strategy of Social Change." *Civil Rights Movement Veterans*, (2010). <http://www.crmvet.org/info/nvrubber.htm>

## APPENDIX B



Link to map description: <http://www.mapsofpa.com/antiquemaps33.htm> scroll to 1831.1

Link to map jpeg: <http://www.mapsofpa.com/19thcentury/1831finley.jpg>

Link to Google doc version:

<https://drive.google.com/file/d/0B7gJ1NgaMW15TkgxQm04aXBhYjA/view?usp=sharing>

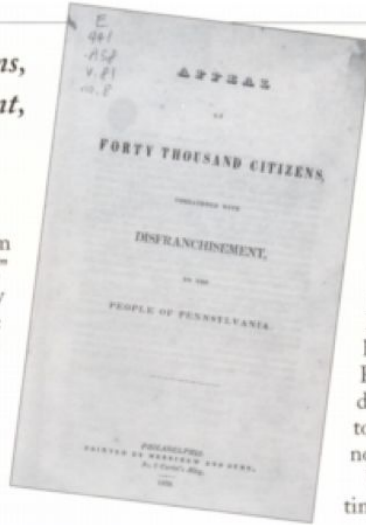


## APPENDIX C

### *Appeal of Forty Thousand Citizens, Threatened with Disfranchisement, to the People of Pennsylvania* (Philadelphia, 1838), excerpt

FELLOW CITIZENS:—We appeal to you from the decision of the "Reform Convention," which has stripped us of a right peaceably enjoyed during forty-seven years under the Constitution of this commonwealth. We honor Pennsylvania and her noble institutions too much to part with our birthright, as her free citizens, without a struggle. To all her citizens the right of suffrage is valuable in proportion as she is free; but surely there are none who can so ill afford to spare it as ourselves.

Was it the intention of the people of this commonwealth that the Convention to which the Constitution was committed for revision and amendment, should tear up and cast away its first principles? Was it made the business of the Convention to deny "that all men are born equally free," by making political rights depend upon the skin in which a man is born? or to divide what our fathers bled to unite, to wit, TAXATION and REPRESENTATION? We will not allow ourselves for one moment to suppose, that the majority of the people of Pennsylvania are not too respectful of the rights and too liberal towards the feelings of others, as well as too much enlightened to their own interests, to deprive of the right of suffrage a single individual who may safely be trusted with it. And we cannot believe that you have found among those who bear the burdens of taxation any who have proved, by their abuse of the right, that it is not safe in their hands. This is a question, fellow citizens, in which we plead *your* cause as well as our own. It is the safeguard of the strongest that he lives under a government which is obliged to respect the voice of the weakest. When you have taken from an individual his right to vote, you have made the government, in regard to him, a mere despotism; and you have taken a step towards making it a despotism to all. . . . [W]hen a distinct class of the community, already sufficiently the objects of prejudice, are wholly, and for ever, disfranchised and excluded, to the remotest posterity, from the possibility of a voice in regard to the laws under which they are to live—it is the same thing as if their abode were transferred to the dominions of the Russian Autocrat, or of the Grand Turk. They have lost their check upon oppression, their wherewith to buy friends, their panoply of manhood; in short, they are thrown



Black abolitionist Robert Purvis, author of the *Appeal of Forty Thousand*. Gratz Collection.  
Title page (TOP) of Robert Purvis, *Appeal of Forty Thousand Citizens, Threatened with Disfranchisement, to the People of Pennsylvania* (Philadelphia, 1838).

upon the mercy of a despotic majority. Like every other despot, this despot majority, will believe in the mildness of its own sway, but who will the more willingly submit to it for that?

. . . We love our native country, much as it has wronged us; and in the peaceable exercise of our inalienable rights, we will cling to it. The immortal Franklin, and his fellow laborers in the cause of humanity, have bound us to our homes here with chains of gratitude. We are PENNSYLVANIANS, and we hope to see the day when Pennsylvania will have reason to be proud of us, as we believe she has now none to be ashamed. . . .

What have we done to forfeit the inestimable benefits of this charter? Why should tax-paying colored men, any more than other tax-payers, be deprived of the right of voting for their representatives? It was said in the Convention, that this government belongs to the *Whites*. We have already shown this to be false, as to the past. Those who established our present government designed it equally for all. It is for you to decide whether it shall be confined to the European complexion in future. Why should you exclude us from a fair participation in the benefits of the republic? . . . We put it to the conscience of every Pennsylvanian, whether there is, or ever has been, in the commonwealth, either a political party or religious sect which has less deserved than ourselves to be thus disfranchised. . . . If we are bad citizens let them apply the proper remedies. . . . Fair protection is all that we aspire to. . . .

Be it remembered, fellow citizens, that it is only for the "*industrious, peaceable, and useful*" part of the col-

ored people that we plead. We would have the right of suffrage only as the reward of industry and worth. We care not how high the qualification be placed. All we ask is, that no man shall be excluded on account of his *color*, that the same rule shall be applied to all. . . .

. . . Firm upon our old Pennsylvania BILL OF RIGHTS, and trusting in a God of Truth and Justice, we lay our claim before you, with the warning that no amendments to the present Constitution can compensate for the loss of its foundation principle of equal rights, nor for the conversion into enemies of 40,000 friends.

In behalf of the Committee,  
ROBERT PURVIS, Chairman.

WINCH, JULIE. "FREE MEN AND 'FREEMEN': Black Voting Rights in Pennsylvania, 1790-1870." *Pennsylvania Legacies* 8, no. 2 (2008): 14-19. <http://www.jstor.org/stable/27765149>.

Google Doc: [https://docs.google.com/document/d/1cP\\_QwqcZzIMjSc4s77mkAR7ZK\\_Mq-zomtA8jCDazepk/edit?usp=sharing](https://docs.google.com/document/d/1cP_QwqcZzIMjSc4s77mkAR7ZK_Mq-zomtA8jCDazepk/edit?usp=sharing)

## APPENDIX D (2 pages)

Student Name:

### Document Analysis:

#### *Appeal of Forty Thousand Citizens, Threatened with Disenfranchisement, to the People of Pennsylvania*

(Philadelphia, January 24, 1838), excerpt

### Vocabulary

Appeal	A serious or urgent request, usually to the public
Convention	A large meeting focused on a purpose or theme
Commonwealth	A self-governing unit; in the context of the USA this is another way to refer to statehood
Despotism, despot	A ruler with absolute power
Posterity	Future generations of people
Disfranchise	Take away the right to vote

**Question # 1: Which word is repeated in the first paragraph? Why is this significant?**

**Question # 2: Go back to the following quote in second paragraph. Use the lines before and after to understand it's meaning. "It is the safeguard of the strongest that he lives under a government which is obliged to respect the voice of the weakest." In your own words, explain the argument that the author is making about the right to vote.**

**Question # 3:** Go back to the following quote in third paragraph. “We love our native country, much as it has wronged us; and in the peaceable exercise of our inalienable rights, we will cling to it.” In your own words, explain the argument that the author is making about the right to vote.

**Question # 4:** In the second and fourth paragraph, the author writes about taxation. What arguments does he make about taxation and the right to vote?

**Question # 5:** Go back to the following quote in 5th paragraph. “...It is only for the “*industrious, peaceful, and useful*” part of the colored people that we plead.” (A) In your own words, explain the argument that the author is making about the right to vote. (B) Why do you think the author includes this argument?



APPENDIX E (2 pages)

Today, there are thousands of Pennsylvanians between the ages of 16 and 18 that do not have the right to vote. Imagine that you are writing an “*Appeal of Thousands of Young Citizens, Who Do not Have the Right to Vote, to the People of Philadelphia.*”

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**Instructions:** First, go back to the *Appeal of Forty Thousand Citizens* and compare and contrast their arguments to the issue of lowering the voting age to 16.

Argument from the <i>Appeal of Forty Thousand Citizens</i>	Is this an argument that could be used to convince lawmakers to change the voting age to 16? Why or why not?

**NEXT, decide the purpose of your appeal. Circle one.**

I want to convince lawmakers to lower the voting age.

I want to convince lawmakers to keep the voting age at 18.

[illegible]

## APPENDIX F (8 pages)

### FIELD LISTING :: SUFFRAGE

This entry gives the age at enfranchisement and whether the right to vote is universal or restricted.

#### Country Comparison to the World

<b>COUNTRY</b>	<b>SUFFRAGE</b>
<u><b>Afghanistan</b></u>	18 years of age; universal
<u><b>Albania</b></u>	18 years of age; universal
<u><b>Algeria</b></u>	18 years of age; universal
<u><b>American Samoa</b></u>	18 years of age; universal
<u><b>Andorra</b></u>	18 years of age; universal
<u><b>Angola</b></u>	18 years of age; universal
<u><b>Anguilla</b></u>	18 years of age; universal
<u><b>Antigua and Barbuda</b></u>	18 years of age; universal
<u><b>Argentina</b></u>	18-70 years of age; universal and compulsory; 16-17 years of age - optional for national elections
<u><b>Armenia</b></u>	18 years of age; universal
<u><b>Aruba</b></u>	18 years of age; universal
<u><b>Australia</b></u>	18 years of age; universal and compulsory
<u><b>Austria</b></u>	16 years of age; universal
<u><b>Azerbaijan</b></u>	18 years of age; universal
<u><b>Bahamas, The</b></u>	18 years of age; universal
<u><b>Bahrain</b></u>	20 years of age; universal; note - Bahraini Cabinet in May 2011 endorsed a draft law lowering eligibility to 18 years
<u><b>Bangladesh</b></u>	18 years of age; universal
<u><b>Barbados</b></u>	18 years of age; universal
<u><b>Belarus</b></u>	18 years of age; universal
<u><b>Belgium</b></u>	18 years of age; universal and compulsory
<u><b>Belize</b></u>	18 years of age; universal
<u><b>Benin</b></u>	18 years of age; universal
<u><b>Bermuda</b></u>	18 years of age; universal
<u><b>Bhutan</b></u>	18 years of age; universal
<u><b>Bolivia</b></u>	18 years of age, universal and compulsory
<u><b>Bosnia and Herzegovina</b></u>	18 years of age, 16 if employed; universal
<u><b>Botswana</b></u>	18 years of age; universal



<b><u>Brazil</u></b>	voluntary between 16 to 18 years of age and over 70; compulsory between 18 to 70 years of age; note - military conscripts by law cannot vote
<b><u>British Virgin Islands</u></b>	18 years of age; universal
<b><u>Brunei</u></b>	18 years of age for village elections; universal
<b><u>Bulgaria</u></b>	18 years of age; universal
<b><u>Burkina Faso</u></b>	18 years of age; universal
<b><u>Burma</u></b>	18 years of age; universal
<b><u>Burundi</u></b>	18 years of age; universal
<b><u>Cabo Verde</u></b>	18 years of age; universal
<b><u>Cambodia</u></b>	18 years of age; universal
<b><u>Cameroon</u></b>	20 years of age; universal
<b><u>Canada</u></b>	18 years of age; universal
<b><u>Cayman Islands</u></b>	18 years of age; universal
<b><u>Central African Republic</u></b>	18 years of age; universal
<b><u>Chad</u></b>	18 years of age; universal
<b><u>Chile</u></b>	18 years of age; universal
<b><u>China</u></b>	18 years of age; universal
<b><u>Christmas Island</u></b>	18 years of age
<b><u>Cocos (Keeling) Islands</u></b>	18 years of age
<b><u>Colombia</u></b>	18 years of age; universal
<b><u>Comoros</u></b>	18 years of age; universal
<b><u>Congo, Democratic Republic of the</u></b>	18 years of age; universal and compulsory
<b><u>Congo, Republic of the</u></b>	18 years of age; universal
<b><u>Cook Islands</u></b>	18 years of age; universal
<b><u>Costa Rica</u></b>	18 years of age; universal and compulsory
<b><u>Cote d'Ivoire</u></b>	18 years of age; universal
<b><u>Croatia</u></b>	18 years of age, 16 if employed; universal
<b><u>Cuba</u></b>	16 years of age; universal
<b><u>Curacao</u></b>	18 years of age; universal
<b><u>Cyprus</u></b>	18 years of age; universal
<b><u>Czechia</u></b>	18 years of age; universal
<b><u>Denmark</u></b>	18 years of age; universal
<b><u>Djibouti</u></b>	18 years of age; universal

<b><u>Dominica</u></b>	18 years of age; universal
<b><u>Dominican Republic</u></b>	18 years of age, universal and compulsory; married persons regardless of age can vote; note - members of the armed forces and national police by law cannot vote
<b><u>Ecuador</u></b>	18-65 years of age, universal and compulsory; 16-18, over 65, and other eligible voters, voluntary
<b><u>Egypt</u></b>	18 years of age; universal and compulsory
<b><u>El Salvador</u></b>	18 years of age; universal
<b><u>Equatorial Guinea</u></b>	18 years of age; universal
<b><u>Eritrea</u></b>	18 years of age; universal
<b><u>Estonia</u></b>	18 years of age; universal for all Estonian citizens
<b><u>Ethiopia</u></b>	18 years of age; universal
<b><u>European Union</u></b>	18 years of age (16 years in Austria); universal; voting for the European Parliament is permitted in each member state
<b><u>Falkland Islands (Islas Malvinas)</u></b>	18 years of age; universal
<b><u>Faroe Islands</u></b>	18 years of age; universal
<b><u>Fiji</u></b>	18 years of age; universal
<b><u>Finland</u></b>	18 years of age; universal
<b><u>France</u></b>	18 years of age; universal
<b><u>French Polynesia</u></b>	18 years of age; universal
<b><u>Gabon</u></b>	18 years of age; universal
<b><u>Gambia, The</u></b>	18 years of age; universal
<b><u>Georgia</u></b>	18 years of age; universal
<b><u>Germany</u></b>	18 years of age; universal
<b><u>Ghana</u></b>	18 years of age; universal
<b><u>Gibraltar</u></b>	18 years of age; universal; and British citizens with six months residence or more
<b><u>Greece</u></b>	18 years of age; universal and compulsory
<b><u>Greenland</u></b>	18 years of age; universal
<b><u>Grenada</u></b>	18 years of age; universal
<b><u>Guam</u></b>	18 years of age; universal; note - Guamanians are US citizens but do not vote in US presidential elections
<b><u>Guatemala</u></b>	18 years of age; universal; note - active duty members of the armed forces and police by law cannot vote and are restricted to their barracks on election day
<b><u>Guernsey</u></b>	16 years of age; universal
<b><u>Guinea-Bissau</u></b>	18 years of age; universal
<b><u>Guinea</u></b>	18 years of age; universal

<b><u>Guyana</u></b>	18 years of age; universal
<b><u>Haiti</u></b>	18 years of age; universal
<b><u>Holy See (Vatican City)</u></b>	election of the pope is limited to cardinals less than 80 years old
<b><u>Honduras</u></b>	18 years of age; universal and compulsory
<b><u>Hong Kong</u></b>	18 years of age in direct elections for half of the Legislative Council seats and all of the seats in 18 district councils; universal for permanent residents living in the territory of Hong Kong for the past 7 years; note - in indirect elections, suffrage is limited to about 220,000 members of functional constituencies for the other half of the legislature and a 1,200-member election committee for the chief executive drawn from broad sectoral groupings, central government bodies, municipal organizations, and elected Hong Kong officials
<b><u>Hungary</u></b>	18 years of age, 16 if married; universal
<b><u>Iceland</u></b>	18 years of age; universal
<b><u>India</u></b>	18 years of age; universal
<b><u>Indonesia</u></b>	17 years of age; universal and married persons regardless of age
<b><u>Iran</u></b>	18 years of age; universal
<b><u>Iraq</u></b>	18 years of age; universal
<b><u>Ireland</u></b>	18 years of age; universal
<b><u>Isle of Man</u></b>	16 years of age; universal
<b><u>Israel</u></b>	18 years of age; universal
<b><u>Italy</u></b>	18 years of age; universal except in senatorial elections, where minimum age is 25
<b><u>Jamaica</u></b>	18 years of age; universal
<b><u>Japan</u></b>	20 years of age; universal
<b><u>Jersey</u></b>	16 years of age; universal
<b><u>Jordan</u></b>	18 years of age; universal
<b><u>Kazakhstan</u></b>	18 years of age; universal
<b><u>Kenya</u></b>	18 years of age; universal
<b><u>Kiribati</u></b>	18 years of age; universal
<b><u>Korea, North</u></b>	17 years of age; universal
<b><u>Korea, South</u></b>	19 years of age; universal
<b><u>Kosovo</u></b>	18 years of age; universal
<b><u>Kuwait</u></b>	21 years of age; universal; note - members of the military or police by law cannot vote; all voters must have been citizens for 20 years
<b><u>Kyrgyzstan</u></b>	18 years of age; universal
<b><u>Laos</u></b>	18 years of age; universal
<b><u>Latvia</u></b>	18 years of age; universal



<b><u>Lebanon</u></b>	21 years of age; compulsory for all males; authorized for women at age 21 with elementary education; excludes military personnel
<b><u>Lesotho</u></b>	18 years of age; universal
<b><u>Liberia</u></b>	18 years of age; universal
<b><u>Libya</u></b>	18 years of age, universal
<b><u>Liechtenstein</u></b>	18 years of age; universal
<b><u>Lithuania</u></b>	18 years of age; universal
<b><u>Luxembourg</u></b>	18 years of age; universal and compulsory
<b><u>Macau</u></b>	18 years of age in direct elections for some legislative positions, universal for permanent residents living in Macau for the past seven years; note - indirect elections are limited to organizations registered as "corporate voters" (973 were registered in the 2009 legislative elections) and a 400-member Election Committee for the Chief Executive drawn from broad regional groupings, municipal organizations, central government bodies, and elected Macau officials
<b><u>Macedonia</u></b>	18 years of age; universal
<b><u>Madagascar</u></b>	18 years of age; universal
<b><u>Malawi</u></b>	18 years of age; universal
<b><u>Malaysia</u></b>	21 years of age; universal
<b><u>Maldives</u></b>	18 years of age; universal
<b><u>Mali</u></b>	18 years of age; universal
<b><u>Malta</u></b>	18 years of age (16 in Local Council elections); universal
<b><u>Marshall Islands</u></b>	18 years of age; universal
<b><u>Mauritania</u></b>	18 years of age; universal
<b><u>Mauritius</u></b>	18 years of age; universal
<b><u>Mexico</u></b>	18 years of age; universal and compulsory
<b><u>Micronesia, Federated States of</u></b>	18 years of age; universal
<b><u>Moldova</u></b>	18 years of age; universal
<b><u>Monaco</u></b>	18 years of age; universal
<b><u>Mongolia</u></b>	18 years of age; universal
<b><u>Montenegro</u></b>	18 years of age; universal
<b><u>Montserrat</u></b>	18 years of age; universal
<b><u>Morocco</u></b>	18 years of age; universal
<b><u>Mozambique</u></b>	18 years of age; universal
<b><u>Namibia</u></b>	18 years of age; universal
<b><u>Nauru</u></b>	20 years of age; universal and compulsory

<b><u>Nepal</u></b>	18 years of age; universal
<b><u>Netherlands</u></b>	18 years of age; universal
<b><u>New Caledonia</u></b>	18 years of age; universal
<b><u>New Zealand</u></b>	18 years of age; universal
<b><u>Nicaragua</u></b>	16 years of age; universal
<b><u>Nigeria</u></b>	18 years of age; universal
<b><u>Niger</u></b>	18 years of age; universal
<b><u>Niue</u></b>	18 years of age; universal
<b><u>Norfolk Island</u></b>	18 years of age; universal
<b><u>Northern Mariana Islands</u></b>	18 years of age; universal; note - indigenous inhabitants are US citizens but do not vote in US presidential elections
<b><u>Norway</u></b>	18 years of age; universal
<b><u>Oman</u></b>	21 years of age; universal; note - members of the military and security forces by law cannot vote
<b><u>Pakistan</u></b>	18 years of age; universal; note - there are joint electorates and reserved parliamentary seats for women and non-Muslims
<b><u>Palau</u></b>	18 years of age; universal
<b><u>Panama</u></b>	18 years of age; universal
<b><u>Papua New Guinea</u></b>	18 years of age; universal
<b><u>Paraguay</u></b>	18 years of age; universal and compulsory until the age of 75
<b><u>Peru</u></b>	18 years of age; universal and compulsory until the age of 70
<b><u>Philippines</u></b>	18 years of age; universal
<b><u>Pitcairn Islands</u></b>	18 years of age; universal with three years residency
<b><u>Poland</u></b>	18 years of age; universal
<b><u>Portugal</u></b>	18 years of age; universal
<b><u>Puerto Rico</u></b>	18 years of age; universal; note - island residents are US citizens but do not vote in US presidential elections
<b><u>Qatar</u></b>	18 years of age; universal
<b><u>Romania</u></b>	18 years of age; universal
<b><u>Russia</u></b>	18 years of age; universal
<b><u>Rwanda</u></b>	18 years of age; universal
<b><u>Saint Barthelemy</u></b>	18 years of age, universal
<b><u>Saint Helena, Ascension, and Tristan da Cunha</u></b>	18 years of age
<b><u>Saint Kitts and Nevis</u></b>	18 years of age; universal

<b><u>Saint Lucia</u></b>	18 years of age; universal
<b><u>Saint Martin</u></b>	18 years of age; universal
<b><u>Saint Pierre and Miquelon</u></b>	18 years of age; universal
<b><u>Saint Vincent and the Grenadines</u></b>	18 years of age; universal
<b><u>Samoa</u></b>	21 years of age; universal
<b><u>San Marino</u></b>	18 years of age; universal
<b><u>Sao Tome and Principe</u></b>	18 years of age; universal
<b><u>Saudi Arabia</u></b>	21 years of age; male; male and female for municipal elections
<b><u>Senegal</u></b>	18 years of age; universal
<b><u>Serbia</u></b>	18 years of age, 16 if employed; universal
<b><u>Seychelles</u></b>	18 years of age; universal
<b><u>Sierra Leone</u></b>	18 years of age; universal
<b><u>Singapore</u></b>	21 years of age; universal and compulsory
<b><u>Sint Maarten</u></b>	18 years of age; universal
<b><u>Slovakia</u></b>	18 years of age; universal
<b><u>Slovenia</u></b>	18 years of age, 16 if employed; universal
<b><u>Solomon Islands</u></b>	21 years of age; universal
<b><u>Somalia</u></b>	18 years of age; universal
<b><u>South Africa</u></b>	18 years of age; universal
<b><u>South Sudan</u></b>	18 years of age; universal
<b><u>Spain</u></b>	18 years of age; universal
<b><u>Sri Lanka</u></b>	18 years of age; universal
<b><u>Sudan</u></b>	17 years of age; universal
<b><u>Suriname</u></b>	18 years of age; universal
<b><u>Swaziland</u></b>	18 years of age
<b><u>Sweden</u></b>	18 years of age; universal
<b><u>Switzerland</u></b>	18 years of age; universal
<b><u>Syria</u></b>	18 years of age; universal
<b><u>Taiwan</u></b>	20 years of age; universal
<b><u>Tajikistan</u></b>	18 years of age; universal
<b><u>Tanzania</u></b>	18 years of age; universal
<b><u>Thailand</u></b>	18 years of age; universal and compulsory



<b><u>Timor-Leste</u></b>	17 years of age; universal
<b><u>Togo</u></b>	18 years of age; universal
<b><u>Tokelau</u></b>	21 years of age; universal
<b><u>Tonga</u></b>	21 years of age; universal
<b><u>Trinidad and Tobago</u></b>	18 years of age; universal
<b><u>Tunisia</u></b>	18 years of age; universal except for active government security forces (including the police and the military), people with mental disabilities, people who have served more than three months in prison (criminal cases only), and people given a suspended sentence of more than six months
<b><u>Turkey</u></b>	18 years of age; universal
<b><u>Turkmenistan</u></b>	18 years of age; universal
<b><u>Turks and Caicos Islands</u></b>	18 years of age; universal
<b><u>Tuvalu</u></b>	18 years of age; universal
<b><u>Uganda</u></b>	18 years of age; universal
<b><u>Ukraine</u></b>	18 years of age; universal
<b><u>United Arab Emirates</u></b>	limited; note - rulers of the seven emirates each select a proportion of voters for the Federal National Council (FNC) that together account for about 12 percent of Emirati citizens
<b><u>United Kingdom</u></b>	18 years of age; universal
<b><u>United States</u></b>	18 years of age; universal
<b><u>Uruguay</u></b>	18 years of age; universal and compulsory
<b><u>Uzbekistan</u></b>	18 years of age; universal
<b><u>Vanuatu</u></b>	18 years of age; universal
<b><u>Venezuela</u></b>	18 years of age; universal
<b><u>Vietnam</u></b>	18 years of age; universal
<b><u>Virgin Islands</u></b>	18 years of age; universal; note - island residents are US citizens but do not vote in US presidential elections
<b><u>Wallis and Futuna</u></b>	18 years of age; universal
<b><u>Western Sahara</u></b>	none; (residents of Moroccan-controlled Western Sahara participate in Moroccan elections)
<b><u>Yemen</u></b>	18 years of age; universal
<b><u>Zambia</u></b>	18 years of age; universal
<b><u>Zimbabwe</u></b>	18 years of age; universal

Link: <https://www.cia.gov/library/publications/the-world-factbook/fields/2123.html>  
Google Doc: <https://drive.google.com/open?id=0B7gJ1NgaMW15YWZPU3M0VWxKcUE>



## What's Your Cause?

Component	Description
<b>Title of Lesson</b>	What's Your Cause?
<b>Content/Subject Area</b>	US History, African American History
<b>Context</b>	Philadelphia was a center for abolitionism and attracted those that worked to end slavery as well as those that sought to escape it. By closely reading a speech by Angelina Grimke Weld, a white woman from the South who moved to Philadelphia and became an abolitionist, students will evaluate how identity connects to the issues that become important to us. In the speech, students will also see the global aspect of connecting to a social cause.
<b>Duration</b>	1 - 2 class periods
<b>Objective</b>	<b>SWBAT</b> close read a primary source speech <b>IOT</b> make connections to the author's identity.
<b>Standards</b>	<p><u>CCSS.ELA-Literacy.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S. Ethnicity and race Working conditions, Immigration, Military conflict, Economic stability.</p>

<b>Anticipatory Set</b>	<p>Describe how the instructor should focus/engage the students' attention in the learning that is about to take place. It maybe an activity that bridges the previous lesson with the next or current lesson. It should also expose the students to the lesson objective.</p> <ol style="list-style-type: none"> <li>I. What is a social issue or cause that you are passionate about? Why are you passionate about this? Does it connect you with people or places outside of Philadelphia? How so? If you can't think about one for yourself, how about someone that you know.</li> <li>II. Discuss responses. Make a list of the causes and the reasons why students are passionate about these causes.</li> </ol>
<b>Instruction</b>	<ol style="list-style-type: none"> <li>III. Explain to students that today they will be reading a speech given by a white woman who grew up in North Carolina and who's family owned slaves. Angelina Grimke Weld moved to Philadelphia and found the anti-slavery community that spoke to her beliefs. She gave this speech inside of Pennsylvania Hall, a building that was funded by abolitionists so that they could have a space to hold meetings and fight for the cause of ending slavery. The building was burned down by a anti-abolitionists mob 4 days after it opened for business. While Angelina Grimke Weld gave the speech, the angry mob that would later burn the building was outside protesting.             <ol style="list-style-type: none"> <li>A. <u>Teacher Note</u>: These links provide overviews to help build background knowledge.                 <ol style="list-style-type: none"> <li>1. <a href="http://trilogy.brynmawr.edu/speccoll/quakersandslavery/commentary/organizations/pennsylvania_hall.php">http://trilogy.brynmawr.edu/speccoll/quakersandslavery/commentary/organizations/pennsylvania_hall.php</a></li> <li>2. <a href="http://www.phillyhistory.org/blog/index.php/2013/05/the-wedding-that-ignited-philadelphia/">http://www.phillyhistory.org/blog/index.php/2013/05/the-wedding-that-ignited-philadelphia/</a></li> </ol> </li> </ol> </li> </ol>
<b>Instruction</b>	<ol style="list-style-type: none"> <li>IV. Give each student a copy of the speech. (SEE APPENDIX) Explain that as students read they will read closely annotate the text by writing the following types of notes on the margins. Link to speech: <a href="https://docs.google.com/document/d/1rgWwSoOABM--ezkCQLa958WnYJUiOwYxykR8w--CJP0/edit?usp=sharing">https://docs.google.com/document/d/1rgWwSoOABM--ezkCQLa958WnYJUiOwYxykR8w--CJP0/edit?usp=sharing</a> <ol style="list-style-type: none"> <li>A. Questions</li> <li>B. Connections</li> <li>C. Reactions</li> <li>D. Important points</li> <li>E. Summary</li> <li>F. I notice..., I wonder..., What if?</li> </ol> </li> <li>V. <u>Teacher note</u>: If you would like to give students a prompt for annotation, tell students make note of aspects of the speech</li> </ol>



	<p>that tell us Grimke's:</p> <ul style="list-style-type: none"> <li>A. Values and beliefs</li> <li>B. Motivations for being an abolitionists</li> <li>C. Aspects of her identity and experiences that influence her work</li> <li>D. Influences</li> </ul> <p>VI. Model annotation of first paragraph.</p>
<b>Independent Practice</b>	VII. Students close read and annotate text
<b>Closure</b>	<p>VIII. Explain to students that they will create an identity chart for Angelina Grimke Weld. The focus of the identity chart is to make connections between Grimke's work as an abolitionist and her identity.</p> <ul style="list-style-type: none"> <li>A. <u>Teacher note:</u> Find explanation of this strategy on the website for "Facing History and Ourselves:             <ol style="list-style-type: none"> <li>1. <a href="https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts">https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts</a></li> </ol> </li> </ul> <p>IX. Aspects to include in identity chart (not an exhaustive list):</p> <ul style="list-style-type: none"> <li>A. Experience with slavery growing up in the South</li> <li>B. Being a Christian</li> <li>C. Being a woman and understanding of her status in the same system</li> <li>D. Being a white Southerner that moved to the North</li> <li>E. Influence of women of England and their successful anti-slavery efforts (we can clearly see in this speech the global aspect of this movement)</li> <li>F. Being a member of the abolitionist community</li> <li>G. Literate</li> </ul> <p>X. Background info to give to students:</p> <ul style="list-style-type: none"> <li>A. Angelina, and her sister, Sarah Grimke were the "first to apply the abolitionist doctrine of universal freedom and equality to the status of women." (Eric Foner, <i>Give Me Liberty</i> textbook). They influenced the movement for women's rights in Philadelphia, nationally and globally. They were well known for pushing boundaries and norms through their activism.</li> </ul> <p>XI. Ask students to go back to their warm-up question and create an identity chart that demonstrates connections between their identity and their passion for a cause/social issue.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Close reading annotations</li> <li>● Identity Charts</li> </ul>
<b>Key Terms</b>	<ul style="list-style-type: none"> <li>● Abolitionist</li> </ul>

	<ul style="list-style-type: none"> <li>• Women's rights</li> <li>• Identity</li> <li>• Social Issue</li> <li>• Cause</li> </ul>
<b>Resources and Materials</b>	<p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• Copies of speech. Link:  <a href="https://docs.google.com/document/d/1rgWwSoOABM--ezkCQLa958WnYJUiOwYxykR8w--CJP0/edit?usp=sharing">https://docs.google.com/document/d/1rgWwSoOABM--ezkCQLa958WnYJUiOwYxykR8w--CJP0/edit?usp=sharing</a> </li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Identity chart strategy:  <a href="https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts">https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts</a> </li> <li>• Information about Pennsylvania Hall and Angelina Grimke <ul style="list-style-type: none"> <li>○ <a href="http://www.phillyhistory.org/blog/index.php/2013/05/the-wedding-that-ignited-philadelphia/">http://www.phillyhistory.org/blog/index.php/2013/05/the-wedding-that-ignited-philadelphia/</a></li> <li>○ <a href="http://trilogy.brynmawr.edu/speccoll/quakersandslavery/commentary/organizations/pennsylvania_hall.php">http://trilogy.brynmawr.edu/speccoll/quakersandslavery/commentary/organizations/pennsylvania_hall.php</a></li> </ul> </li> </ul>

**Angelina Grimké Weld's speech at Pennsylvania Hall  
(May 17, 1838)**

INSTRUCTIONS: Annotate the text as you read closely. Ways to annotate include:

- A. Questions
- B. Connections
- C. Reactions
- D. Important points
- E. Summary
- F. I notice..., I wonder..., What if?

NOTE: (Parentheses) indicate definitions for the word before it. [Brackets] indicate the actions and noises that happened while Grimké gave the speech.

Men, brethren and fathers -- mothers, daughters and sisters, what came ye out for to see? A reed shaken with the wind? Is it curiosity merely, or a deep sympathy with the perishing slave, that has brought this large audience together? [A yell from the mob without the building.] Those voices without ought to awaken and call out our warmest sympathies. Deluded beings! "they know not what they do." They know not that they are undermining their own rights and their own happiness, temporal and eternal. Do you ask, "what has the North to do with slavery?" Hear it -- hear it. Those voices without tell us that the spirit of slavery is *here*, and has been roused to wrath by our abolition speeches and conventions: for surely liberty would not foam and tear herself with rage, because her friends are multiplied daily, and meetings are held in quick succession to set forth her virtues and extend her peaceful kingdom. This opposition shows that slavery has done its deadliest work in the hearts of our citizens. Do you ask, then, "what has the North to do?" I answer, cast out first the spirit of slavery from your own hearts, and then lend your aid to convert the South. Each one present has a work to do, be his or her situation what it may, however limited their means, or insignificant their supposed influence. The great men of this country will not do this work; the church will never do it. A desire to please the world, to keep the favor of all parties and of all conditions, makes them dumb on this and every other unpopular subject. They have become worldly-wise, and therefore God, in his wisdom, employs them not to carry on his plans of reformation and salvation. He hath chosen the foolish things of the world to confound the wise, and the weak to overcome the mighty.

As a Southerner I feel it is my duty to stand up here to-night and bear testimony against slavery. I have seen it -- I have seen it. I know it has horrors that can never be described. I was brought up under its wing: I witnessed for many years its demoralizing influences, and its destructiveness to human happiness. It is admitted by some that the slave is not happy under the *worst* forms of slavery. But I have *never* seen a happy slave. I have seen him dance in his chains, it is true; but he was not happy. There is a wide difference between happiness and mirth (*joy*). Man cannot enjoy the former while his manhood is destroyed, and that part of the being which is necessary to the making, and to the enjoyment of happiness, is completely blotted out. The slaves, however, may



be, and sometimes are, mirthful. When hope is extinguished, they say, "let us eat and drink, for tomorrow we die." [Just then stones were thrown at the windows, -- a great noise without, and commotion within.] What is a mob? What would the breaking of every window be? What would the levelling of this Hall be? Any evidence that we are wrong, or that slavery is a good and wholesome institution? What if the mob should now burst in upon us, break up our meeting and commit violence upon our persons -- would this be any thing compared with what the slaves endure? No, no: and we do not remember them "as bound with them," if we shrink in the time of peril, or feel unwilling to sacrifice ourselves, if need be, for their sake. [Great noise.] I thank the Lord that there is yet life left enough to feel the truth, even though it rages at it -- that conscience is not so completely seared (*burned*) as to be unmoved by the truth of the living God.

Many persons go to the South for a season, and are hospitably entertained in the parlor and at the table of the slave-holder. They never enter the huts of the slaves; they know nothing of the dark side of the picture, and they return home with praises on their lips of the generous character of those with whom they had tarried (*spent time with*). Or if they have witnessed the cruelties of slavery, by remaining silent spectators they have naturally become callous (*insensitive; unfeeling*) -- an insensibility has ensued which prepares them to apologize even for barbarity. Nothing but the corrupting influence of slavery on the hearts of the Northern people can induce them to apologize for it; and much will have been done for the destruction of Southern slavery when we have so reformed the North that no one here will be willing to risk his reputation by advocating or even excusing the holding of men as property. The South know it, and acknowledge that as fast as our principles prevail, the hold of the master must be relaxed. [Another outbreak of mobocratic spirit, and some confusion in the house.]

How wonderfully constituted is the human mind! How it resists, as long as it can, all efforts made to reclaim from error! I feel that all this disturbance is but an evidence that our efforts are the best that could have been adopted, or else the friends of slavery would not care for what we say and do. The South know what we do. I am thankful that they are reached by our efforts. Many times have I wept in the land of my birth, over the system of slavery. I knew of none who sympathized in my feelings -- I was unaware that any efforts were made to deliver the oppressed -- no voice in the wilderness was heard calling on the people to repent and do works meet for repentance -- and my heart sickened within me. Oh, how should I have rejoiced to know that such efforts as these were being made. I only wonder that I had such feelings. I wonder when I reflect under what influence I was brought up that my heart is not harder than the nether millstone. But in the midst of temptation I was preserved, and my sympathy grew warmer, and my hatred of slavery more inveterate (*unlikely to change*), until at last I have exiled myself from my native land because I could no longer endure to hear the wailing of the slave. I fled to the land of Penn; for here, thought I, sympathy for the slave will surely be found. But I found it not. The people were kind and hospitable, but the slave had no place in their thoughts. Whenever questions were



put to me as to his condition, I felt that they were dictated by an idle curiosity, rather than by that deep feeling which would lead to effort for his rescue. I therefore shut up my grief in my own heart. I remembered that I was a Carolinian, from a state which framed this iniquity by law. I knew that throughout her territory was continual suffering, on the one part, and continual brutality and sin on the other. Every Southern breeze wafted to me the discordant tones of weeping and wailing, shrieks and groans, mingled with prayers and blasphemous curses. I thought there was no hope; that the wicked would go on in his wickedness, until he had destroyed both himself and his country. My heart sunk within me at the abominations (*thing that causes disgust*) in the midst of which I had been born and educated. What will it avail (*help*), cried I in bitterness of spirit, to expose to the gaze of strangers the horrors and pollutions of slavery, when there is no ear to hear nor heart to feel and pray for the slave. The language of my soul was, "Oh tell it not in Gath (*Biblical city*), publish it not in the streets of Askelon (*Biblical city*). " But how different do I feel now! Animated with hope, nay, with an assurance of the triumph of liberty and good will to man, I will lift up my voice like a trumpet, and show this people their transgression (*wrong*), their sins of omission towards the slave, and what they can do towards affecting Southern mind, and overthrowing Southern oppression.

We may talk of occupying neutral ground, but on this subject, in its present attitude, there is no such thing as neutral ground. He that is not for us is against us, and he that gathereth not with us, scattereth abroad. If you are on what you suppose to be neutral ground, the South look upon you as on the side of the oppressor. And is there one who loves his country willing to give his influence, even indirectly, in favor of slavery -- that curse of nations ? God swept Egypt with the besom of destruction, and punished Judea also with a sore punishment, because of slavery. And have we any reason to believe that he is less just now? -- or that he will be more favorable to us than to his own "peculiar people?" [Shoutings, stones thrown against the windows, &c.]

There is nothing to be feared from those who would stop our mouths, but they themselves should fear and tremble. The current is even now setting fast against them. If the arm of the North had not caused the Bastile (*bastile*) of slavery to totter to its foundation, you would not hear those cries. A few years ago, and the South felt secure, and with a contemptuous sneer asked, "Who are the abolitionists? The abolitionists are nothing?" -- Ay, in one sense they were nothing, and they are nothing still. But in this we rejoice, that "God has chosen things that are not to bring to nought things that are." [Mob again disturbed the meeting.]

We often hear the question asked , What shall we do?" Here is an opportunity for doing something now. Every man and every woman present may do something by showing that we fear not a mob, and, in the midst of threatenings and revilings, by opening our mouths for the dumb (*not able to speak*) and pleading the cause of those who are ready to perish.

To work as we should in this cause, we must know what Slavery is. Let me urge you then to buy the books which have been written on this subject and read them, and then lend them to your neighbors. Give your money no longer for things which pander to pride and lust, but aid in scattering "the living coals of truth" upon the naked heart of this nation, -- in circulating appeals to the sympathies of Christians in behalf of the outraged and suffering slave. But, it is said by some, our "books and papers do not speak the truth." Why, then, do they not contradict what we say? They cannot. Moreover the South has entreated, nay commanded us to be silent; and what greater evidence of the truth of our publications could be desired?

Women of Philadelphia! allow me as a Southern woman, with much attachment to the land of my birth, to entreat you to come up to this work. Especially let me urge you to petition. *Men* may settle this and other questions at the ballot-box, but you have no such right; it is only through petitions that you can reach the Legislature. It is therefore peculiarly *your* duty to petition. Do you say, "It does no good?" The South already turns pale at the number sent. They have read the reports of the proceedings of Congress, and there have seen that among other petitions were very many from the women of the North on the subject of slavery. This fact has called the attention of the South to the subject. How could we expect to have done more as yet? Men who hold the rod over slaves, rule in the councils of the nation: and they deny our right to petition and to remonstrate against abuses of our sex and of our kind. We have these rights, however, from our God. Only let us exercise them: and though often turned away unanswered, let us remember the influence of importunity upon the unjust judge, and act accordingly. The fact that the South look with jealousy upon our measures shows that they are effectual. There is, therefore, no cause for doubting or despair, but rather for rejoicing.

It was remarked in England that women did much to abolish Slavery in her colonies. Nor are they now idle (*inactive*). Numerous petitions from them have recently been presented to the Queen, to abolish the apprenticeship with its cruelties nearly equal to those of the system whose place it supplies. One petition two miles and a quarter long has been presented. And do you think these labors will be in vain? Let the history of the past answer. When the women of these States send up to Congress such a petition, our legislators will arise as did those of England, and say, "When all the maids and matrons of the land are knocking at our doors we must legislate (*create laws*)."

Let the zeal and love, the faith and works of our English sisters quicken ours -- that while the slaves continue to suffer, and when they shout deliverance, we may feel the satisfaction of *having done what we could*.

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Credit: *History of Pennsylvania Hall which was Destroyed by a Mob on the 17th of May, 1838*  
Negro Universities Press, A Division of Greenwood Publishing Corp,  
New York, 1969





## Oral History as Heritage

Component	Description
<b>Title of Lesson</b>	Oral History as Heritage
<b>Content/Subject Area</b>	African American History, U.S History
<b>Context</b>	In this lesson students will learn about oral history as a sources for learning about the past. They will listen to oral histories of people who migrated to Philadelphia from the South in the 20th century. While the oral histories provide insight into various aspects of life, the unifying focus is voting. When researching African-American suffrage, most sources speak to the Southern experience. We miss out on the experiences and impact of the electorate in the North after the passing of the 15th Amendment. As one of the largest African-American communities in the country, Philadelphia has rich oral histories from which we can gain perspective on voting in the North.
<b>Duration</b>	4-5 class periods (aspects of this lesson may be completed as homework)
<b>Objective</b>	<b>SWBAT</b> take notes on important aspects of an oral history <b>IOT</b> write an analysis of the history provided.
<b>Standards</b>	<p><u>CCSS.ELA-Literacy.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.6</u> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time,</p>

	<p>applying context of events.</p> <p>8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p>
<b>Anticipatory Set</b>	<ol style="list-style-type: none"> <li>I. Warm-up: Pick a recent school event or class activity that everyone experienced. Ask students to write down what happened and how they felt during the event/experience.</li> <li>II. Students share their warm-up responses with at least three people.</li> <li>III. Discuss as a large class: <ol style="list-style-type: none"> <li>A. How were your accounts similar? Different?</li> <li>B. If I were a historian trying to put together the most accurate account of this event, who would your stories help me? What do your stories not provide me with? What else would I need?</li> </ol> </li> </ol>
<b>Instruction</b>	<ol style="list-style-type: none"> <li>IV. Transition by explaining that in order to write history, historians rely on various sources to put together the fullest account possible. One of the type sources that historians use is oral history. <ol style="list-style-type: none"> <li>A. Linda Shopes defines oral history as “To summarize: oral history might be understood as a self-conscious, disciplined conversation between two people about some aspect of the past considered by them to be of historical significance and intentionally recorded for the record.”</li> </ol> </li> <li>V. Explain that in this lesson students will listen to oral histories of African-Americans who migrated to Philadelphia or have long family history here. We’re going to focus especially on their experiences voting.</li> </ol>
<b>Instruction</b>	<ol style="list-style-type: none"> <li>VI. Give students graphic organizer &amp; analysis instructions (SEE APPENDIX A).</li> <li>VII. Listen to one oral history as a class. (SEE APPENDIX B for options). Give students a copy of the transcript or project the transcript on the board. As you listen, pause and model use of graphic organizer, specifically: <ol style="list-style-type: none"> <li>A. Asking questions that could lead to other research</li> <li>B. Taking notes on the following three concepts: <ol style="list-style-type: none"> <li>1. Identity of the interviewee</li> </ol> </li> </ol> </li> </ol>



	<p>2. Life in Philadelphia</p> <p>3. Voting</p> <p>VIII. Students practice writing an analysis of the interview.</p>
<b>Independent Practice</b>	<p>IX. Students pick one (or are assigned) one of the interviews (SEE APPENDIX B). They will listen to it and fill out the graphic organizer (SEE APPENDIX A).</p> <p>A. <u>Teacher note</u>: This can be done in class or as homework. If technology is an issue, create a handout that includes excerpts from the interview transcriptions. Excerpts should include the accounts of voting.</p> <p>X. Students write analysis (See APPENDIX A).</p>
<b>Closure</b>	<p>XI. Students generate 3 new things that they learned, 2 descriptions of voting experiences, and 1 question that they still have.</p> <p>XII. Students share as a class. Someone creates a list of what is shared.</p> <p>XIII. Ask students to observe the list and share what they notice.</p> <p>XIV. Closing question: What is the value of oral history?</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Written analysis of oral history</li> <li>• Class discussion</li> </ul>
<b>Key Terms</b>	<ul style="list-style-type: none"> <li>• Interviewee</li> <li>• Interviewer</li> <li>• Oral History</li> <li>• Ballot</li> <li>• Poll</li> <li>• Republican and Democratic party: in the oral histories provided, interviewers often ask interviewees whether they voted democrat or republican. This is significant because Republicans were elected into power throughout the first half of 20th century. Students may be confused because today's party platforms are different than the ones described in the interviews. This may be a question that students have.</li> </ul>
<b>Resources and Materials</b>	<p><u>Materials</u>:</p> <ul style="list-style-type: none"> <li>• Teacher will need speakers for guided practice.</li> <li>• Students will need access to internet to listen and read interviews independently.</li> <li>• Graphic organizer and written analysis instructions (See Appendix A).</li> <li>• List of oral histories (See Appendix B).</li> </ul>



## APPENDIX A

Student Name:

<b>Notes on Oral History</b>
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<b>Name of Interviewee</b>	
<b>Name of Interviewer</b>	
<b>Date of Interview</b>	

<b>Questions that you have</b>

<b>Notes on the Interviewee's Identity &amp; Important Experiences</b>



<b>Notes on Life in Philadelphia</b>

<b>Notes on Voting and Politics</b>

**Instructions for written analysis:** Write at least one paragraph for each section below. Use the guiding questions to generate analysis.

- 1) Who is the interviewee?
  - a) What effect might the interviewee's social identity and position have on the interview?
  - b) What influences--personal, cultural, social--might shape the way the interviewee expresses himself or herself?
- 2) Evaluate the interviewer.
  - a) How do the interviewer's questions shape the story told?
  - b) How adept is the interviewer in getting the narrator to tell his/her story in his/her own way?
  - c) How might the dynamic between narrator and interviewer affect what is said in the interview?
- 3) What has been said in the interview?
  - a) What's the plot of the story that the interviewee tells?
  - b) What does this tell us about the way the narrator thinks about his/her experience?
  - c) What images, anecdotes does the narrator use to encapsulate experience?
  - d) What can this tell us about how the narrator thinks about his/her experience?
  - e) What does the narrator avoid or sidestep?
  - f) What topics does the narrator especially warm to, or speak about with interest, enthusiasm, or conviction?
  - g) What might this tell us?
  - h) Are there times when the narrator doesn't seem to answer the question posed?
  - i) What might be the reason for this?
- 4) Voting
  - a) What have you learned about voting and democracy through the interview?
  - b) Compare and contrast the voting experiences in the two oral histories that you listened to.

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## APPENDIX B

All links include a short biography of the interviewee, recording of the interview ranging from 1-1.5 hours long, an index, and a transcript. All oral histories are housed on the website called “Goin North”. Find out more about the project here: <http://goinnorth.org/about>.

1. Idelle Truitt Elsey: <http://goinnorth.org/idelle-truitt-elsey-interview>
2. Bessie Yancey: <http://goinnorth.org/bessie-yancey-interview>
3. Kitty Woodard: <http://goinnorth.org/kitty-woodard-interview>
4. Marie Mathis: <http://goinnorth.org/marie-mathis-interview>
5. Max Martin: <http://goinnorth.org/max-martin-interview-2>
6. Milo Manly: <http://goinnorth.org/milo-manly-interview>
7. George Madison: <http://goinnorth.org/george-madison-interview>
8. Jack Jones: <http://goinnorth.org/jack-jones-interview>
9. Fannie Hutchinson: <http://goinnorth.org/fannie-hutchinson-interview>
10. Fletcher & Utensie Hillians: <http://goinnorth.org/hillians-interview>
11. Leon Grimes: <http://goinnorth.org/leon-grimes-interview>
12. William Fields: <http://goinnorth.org/william-fields-first-interview>





## Voting as Heritage

Component	Description
<b>Title of Lesson</b>	Voting as Heritage
<b>Content/Subject Area</b>	African American History, U.S History
<b>Context</b>	When researching African-American suffrage, most sources speak to the Southern experience. We miss out on the experiences and impact of the electorate in the North after the passing of the 15th Amendment. This lesson seeks to leverage our students as oral historians and their day off on Election Day to capture the experiences and evolution of voting in Philadelphia in the past 100 years. Especially as one of the largest African-American communities in the US that also received emigration from the South, Philadelphia is rich with stories that can highlight how people experienced democracy.
<b>Duration</b>	3-4 class periods with additional time outside of class for students to conduct interviews
<b>Objective</b>	<p><b>SWBAT</b> conduct interviews <b>IOT</b> generate oral histories about voting experiences in Philadelphia.</p> <p><b>SWBAT</b> identify key themes and evaluate perspective <b>IOT</b> write an analysis about voting experiences.</p>
<b>Standards</b>	<p><u>CCSS.ELA-Literacy.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.6</u> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p>

	<p>8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p>
<b>Anticipatory Set</b>	<p>I. Warm-up: What feelings does voting generate for people? Do “feelings” around voting matter?</p> <p>II. Explain to students that they will be engaging in an oral history project to explore the landscape of voting in Philadelphia</p>
<b>Instruction</b>	<p>III. Tell students that we want to find out about the voting experience in Philadelphia. What are some questions that we can use to open up the conversation or follow-up questions to our interviewee’s responses.</p> <p>A. Ask a students what they envision a successful interview will sound like.</p> <p>B. Generate list of questions together, students write them down.</p> <p>C. Generate a list of do’s and don’ts for a successful interview.</p>
<b>Instruction</b>	<p>IV. Ask for a student volunteer to interview the teacher about their voting experience</p> <p>A. <u>Teacher note</u>: This is a teaching moment. Consider what the interview experience will be like for students and present similar challenges.</p> <p>V. Critique the interview as a class. What went well and what could be done better?</p> <p>VI. Ask for another student volunteer to interview teacher again.</p> <p>VII. Critique the interview as a class. What went well and what could be done better?</p> <p>VIII. Go back and add to list of questions, and do’s and don’ts list.</p> <p>A. <u>Teacher note</u>: have students write these down OR type this up and provide them with copies.</p>
<b>Independent Practice</b>	<p>IX. Students prepare for their interviews:</p> <p>A. Students identify two people to interview about their voting experiences and prepare personalized questions that will open up the conversation.</p> <p>B. Students identify a recording device (smartphones) and test it out for quality sound (and digital space).</p> <p>1. <u>Teacher note</u>: have alternative plans for students</p>

	<p>that do not have access to recording devices.</p> <p>X. Students conduct and record interviews for homework.</p> <p>A. <u>Teacher Note</u>: Make sure to give students ample time!</p> <p>XI. If students have access to computers, students transcribe their interviews. Provide students with formatting examples.</p> <p>XII. Students write an analysis of their interviews. Questions to guide analysis. (source: <a href="http://historymatters.gmu.edu/mse/oral/summary.html">http://historymatters.gmu.edu/mse/oral/summary.html</a>)</p> <p>A. Who is the interviewee?</p> <ol style="list-style-type: none"> <li>1. What is the interviewee's relationship to the events under discussion?</li> <li>2. What effect might the interviewee's social identity and position have on the interview?</li> <li>3. What influences--personal, cultural, social--might shape the way the narrator expresses himself or herself?</li> <li>4. Consider especially how the events under discussion are generally regarded and how popular culture might shape the narrator's account.</li> </ol> <p>B. Evaluate yourself as an interviewer.</p> <ol style="list-style-type: none"> <li>1. What background and interests does the interviewer bring to the topic of the interview?</li> <li>2. How might this affect the interview?</li> <li>3. How do the interviewer's questions shape the story told?</li> <li>4. How adept is the interviewer in getting the narrator to tell his/her story in his/her own way?</li> <li>5. What effect might the interviewer's social identity and position have on the interviewee, and hence the interview?</li> <li>6. How might the dynamic between narrator and interviewer affect what is said in the interview?</li> <li>7. Does the interviewer have a prior relationship with the interviewee? How might this affect the interview?</li> </ol> <p>C. What has been said in the interview?</p> <ol style="list-style-type: none"> <li>1. How has the narrator structured the interview?</li> <li>2. What's the plot of the story?</li> <li>3. What does this tell us about the way the narrator thinks about his/her experience?</li> <li>4. What motifs, images, anecdotes does the narrator use to encapsulate experience?</li> <li>5. What can this tell us about how the narrator thinks about his/her experience?</li> <li>6. What does the narrator avoid or sidestep?</li> <li>7. What topics does the narrator especially warm to, or speak about with interest, enthusiasm, or</li> </ol>
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	<p>conviction?</p> <ol style="list-style-type: none"> <li>8. What might this tell us?</li> <li>9. Are there times when the narrator doesn't seem to answer the question posed?</li> <li>10. What might be the reason for this?</li> </ol> <p>D. Compare and contrast your two interviews</p> <p>E. Personal reflection</p> <ol style="list-style-type: none"> <li>1. Do you think that your views about voting have been influenced by those around you? Why or why not?</li> <li>2. What have you learned about voting and democracy through this process?</li> </ol>
<b>Closure</b>	<p>XIII. On plain printer paper, students write a quote from their interviews that they think demonstrates something important or profound. Use markers to others can easily see and use the entire paper.</p> <p>XIV. Students will tape their quotes onto the wall for a gallery walk.</p> <p>XV. Students walk around silently reading the quotes.</p> <p>XVI. After 3 to 5 minutes, ask students to stand next to the quote that they connected with the most.</p> <p>XVII. Ask a few students to explain why they are standing where they are.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Recorded interviews</li> <li>● Transcribed interviews</li> <li>● Analysis of interviews and reflection</li> <li>● Class discussions</li> </ul>
<b>Key Terms</b>	<ul style="list-style-type: none"> <li>● Interviewer</li> <li>● Interviewee</li> <li>● Oral History</li> <li>● Ballot</li> <li>● Poll</li> <li>● Suffrage</li> </ul>
<b>Resources and Materials</b>	<p>Students will need access recording devices if they cannot use a smartphone.</p> <p>Resource for background knowledge:</p> <ul style="list-style-type: none"> <li>● Oral History Tips:  <a href="http://www.genealogy.com/articles/research/95_carmack.html">http://www.genealogy.com/articles/research/95_carmack.html</a> </li> </ul>





## World War II & Racial Equity in Philadelphia

Component	Description
<b>Title of Lesson</b>	WWII & Racial Equity in Philadelphia
<b>Content/Subject Area</b>	US History, African American History
<b>Context</b>	<p>During World War II, Philadelphia was the third largest producer of war materials. As such, when that production came to halt due to a strike by white employees of the Philadelphia Transit Company in response to the promotion of 8 black employees, it did not take long before the eyes of the country and the world were on the city. This lesson allows for students to reflect on the impact of local and global context on the struggle for equal opportunity.</p> <p>The historical question that will be the focus on this lesson is: How does WWII impact racial equity in Philadelphia?</p>
<b>Duration</b>	1-2 class periods
<b>Objective</b>	<b>SWBAT</b> collect essential information from primary source photographs and second source overview <b>IOT</b> develop a response to the question: How does WWII impact racial equity in Philadelphia?
<b>Standards</b>	<p><u>CCSS.ELA-Literacy.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.D. Evaluate how conflict and cooperation among groups and</p>

	<p>organizations in Pennsylvania have influenced the growth and development of the U.S. Ethnicity and race Working conditions, Immigration, Military conflict, Economic stability.</p>
<b>Anticipatory Set</b>	<ol style="list-style-type: none"> <li>I. Warm-up: Project on board or give students a copy of the following image without a description. (SEE APPENDIX A) Students write their responses to the following questions. <ol style="list-style-type: none"> <li>A. (Description) What do you see?</li> <li>B. (Description) What is missing from this image?</li> <li>C. (Analysis) What patterns emerge from your descriptions?</li> <li>D. (Interpretation) So what? Why is this important?</li> <li>E. What questions do you have about this image?</li> <li>F. <a href="http://northerncity.library.temple.edu/content/soldier-and-woman-public-trans">http://northerncity.library.temple.edu/content/soldier-and-woman-public-trans</a></li> </ol> </li> <li>II. Discuss the image as a class. Tell students that the image is from August, 1944 in Philadelphia.</li> <li>III. In groups, give students copies of the following images. Ask students to develop a hypothesis of the story behind the pictures as a group. (SEE APPENDIX B) <ol style="list-style-type: none"> <li>A. <a href="http://northerncity.library.temple.edu/content/women-wanted-ad-ptc-trolley">http://northerncity.library.temple.edu/content/women-wanted-ad-ptc-trolley</a></li> <li>B. <a href="http://northerncity.library.temple.edu/content/soldiers-trolley">http://northerncity.library.temple.edu/content/soldiers-trolley</a></li> <li>C. <a href="http://northerncity.library.temple.edu/content/protest-against-philadelphia-t-0">http://northerncity.library.temple.edu/content/protest-against-philadelphia-t-0</a></li> <li>D. <a href="http://northerncity.library.temple.edu/content/mass-ptc-strikers">http://northerncity.library.temple.edu/content/mass-ptc-strikers</a></li> <li>E. <a href="http://northerncity.library.temple.edu/content/women-seek-transportation">http://northerncity.library.temple.edu/content/women-seek-transportation</a></li> <li>F. <a href="http://northerncity.library.temple.edu/content/soldiers-fairmount-park">http://northerncity.library.temple.edu/content/soldiers-fairmount-park</a></li> <li>G. <a href="http://northerncity.library.temple.edu/content/army-truck-transport-people-w">http://northerncity.library.temple.edu/content/army-truck-transport-people-w</a></li> <li>H. <a href="http://northerncity.library.temple.edu/content/first-african-american-trained">http://northerncity.library.temple.edu/content/first-african-american-trained</a></li> <li>I. <a href="http://northerncity.library.temple.edu/content/naacp-branch-members-during-pt">http://northerncity.library.temple.edu/content/naacp-branch-members-during-pt</a></li> </ol> </li> <li>IV. Share hypotheses as a class. A student or teacher writes down the ideas on the board or on big paper for reference later.</li> </ol>
<b>Instruction</b>	<ol style="list-style-type: none"> <li>V. Reveal to students that the event represented in the photographs is the Philadelphia Transit Company Strike (PTC) of 1944. At the height of US involvement in WWII, white employees of the PTC protested the promotion of 8</li> </ol>

	<p>black employees to motorman (trolley operator). The federal government got involved quickly, a rare occurrence.</p> <p>VI. Explain to students that the historical question that they will be exploring in this lesson is: How does WWII impact racial equity in Philadelphia?</p> <p>VII. Show the following video</p> <p>A. <a href="https://www.youtube.com/watch?v=eYewOMQvNqk&amp;index=124&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-">https://www.youtube.com/watch?v=eYewOMQvNqk&amp;index=124&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-</a></p> <p>B. Discussion question:</p> <ol style="list-style-type: none"> <li>1. How does Philadelphia contribute to the war effort?</li> </ol>
<b>Instruction</b>	<p>VIII. Give students graphic organizer and reading on the strike (SEE APPENDIX C and D)</p> <p>IX. Read the introduction as a class and model use of graphic organizer</p> <p>X. Students then work cooperatively to read each section and work on the graphic organizer.</p>
<b>Independent Practice</b>	<p>XI. Students work independently on a written response to the historical question: How does WWII impact racial equity in Philadelphia? (Space is available in their graphic organizer.)</p>
<b>Closure</b>	<p>XII. Compare and contrast what students hypothesized from photographs and actual story.</p> <p>XIII. Students share responses to the historical question.</p> <p>XIV. Discuss with students how this story has changed their understanding of racial equity in Philadelphia.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Hypothesis based on images</li> <li>• Graphic Organizer</li> <li>• Written response to historical question: How does WWII impact racial equity in Philadelphia?</li> <li>• Class discussions</li> </ul>
<b>Key Terms</b>	<ul style="list-style-type: none"> <li>• World War II Context</li> <li>• Philadelphia Transit Company</li> <li>• Racial Equity</li> <li>• Strike</li> <li>• NAACP</li> </ul>
<b>Resources and Materials</b>	<p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• Photograph for the warm-up: Appendix A</li> <li>• Photographs for hypothesis creation: Appendix B</li> <li>• Graphic Organizer: Appendix C</li> <li>• Reading: Appendix D</li> </ul>

	<ul style="list-style-type: none"> <li>• Video for context:  <a href="https://www.youtube.com/watch?v=eYewOMQvNqk&amp;index=124&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-">https://www.youtube.com/watch?v=eYewOMQvNqk&amp;index=124&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-</a> </li> </ul> <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> <li>• TWU &amp; NAACP working together:  <a href="https://www.youtube.com/watch?v=Doa7nAsg21U&amp;index=126&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-">https://www.youtube.com/watch?v=Doa7nAsg21U&amp;index=126&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-</a> </li> <li>• Temple University Urban Archives collection on the strike:  <a href="http://northerncity.library.temple.edu/search-all-collections/1069">http://northerncity.library.temple.edu/search-all-collections/1069</a> </li> </ul>
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## APPENDIX A



Link: <http://northerncity.library.temple.edu/content/soldier-and-woman-public-trans>

APPENDIX B (9 pages)



Link: <http://northerncity.library.temple.edu/content/women-wanted-ad-ptc-trolley>



Link: <http://northerncity.library.temple.edu/content/soldiers-trolley>



Link: <http://northerncity.library.temple.edu/content/protest-against-philadelphia-t-0>

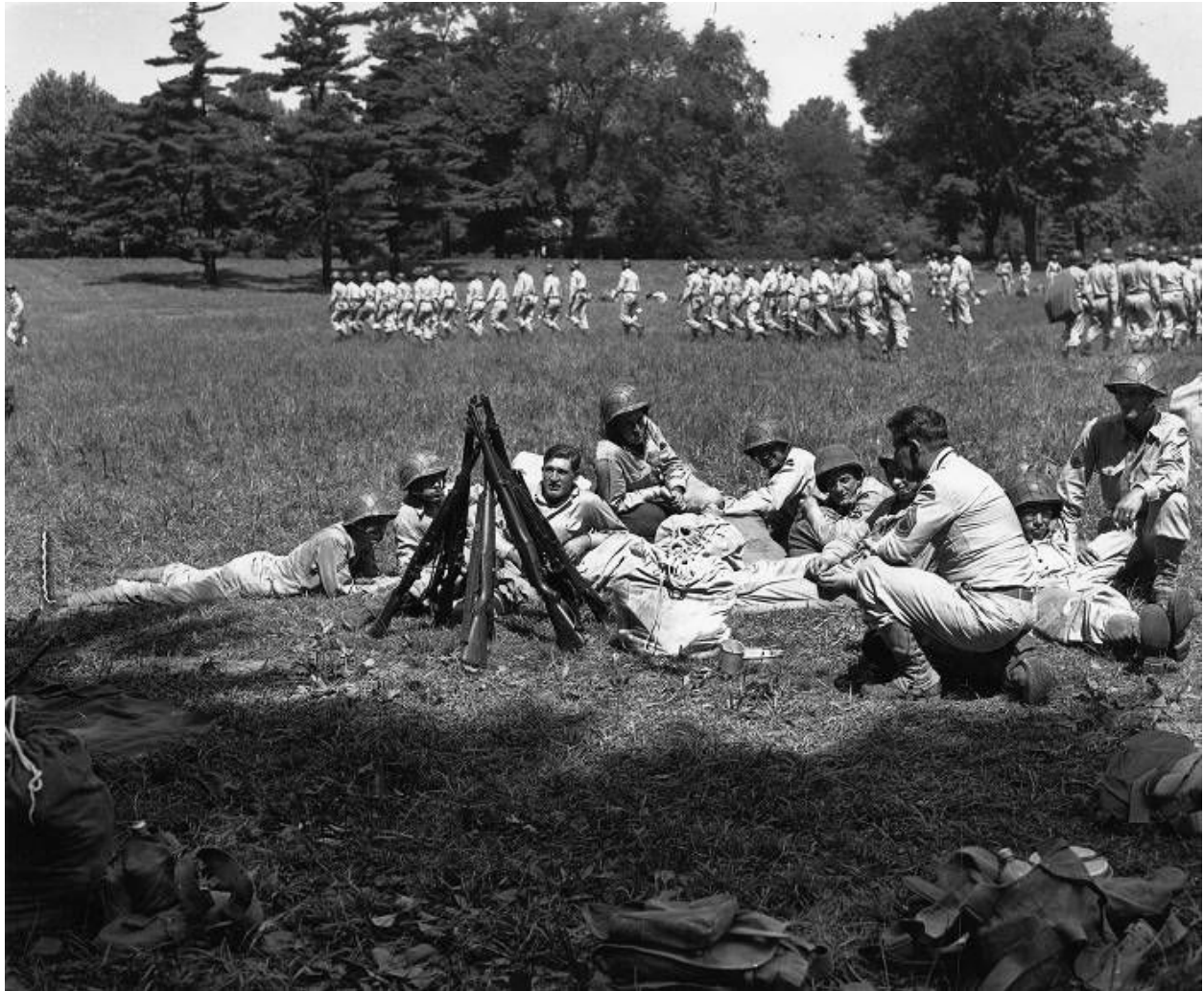




Link: <http://northerncity.library.temple.edu/content/mass-ptc-strikers>



Link: <http://northerncity.library.temple.edu/content/women-seek-transportation>



Link: <http://northerncity.library.temple.edu/content/soldiers-fairmount-park>





Link: <http://northerncity.library.temple.edu/content/army-truck-transport-people-w>





Link: <http://northerncity.library.temple.edu/content/first-african-american-trained>



Link: <http://northerncity.library.temple.edu/content/naacp-branch-members-during-pt>

APPENDIX C (4 PAGES)

Student Name:

## How does World War II impact racial equity in Philadelphia?

Instructions: Write down important dates and events with a brief description of importance. Do not worry about putting events in order. You will do that in the next box.

Instructions: Create a timeline of events in chronological order.

Instructions: Write down people and groups involved and their position or role in the event.

Person or group of people	Position or Role




**Instructions:** Using the evidence that you have collected, write a response to the historical question: How does WWII impact racial equity in Philadelphia?

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across its entire width, typical of notebook or legal stationery. The background is a solid off-white color, and there are no margins, text, or other markings present.

Google Doc Link:

[https://docs.google.com/document/d/1yhgi\\_lagKYREx\\_toSQZaPSPhFWIRxPs49MkELhE4M0/edit?usp=sharing](https://docs.google.com/document/d/1yhgi_lagKYREx_toSQZaPSPhFWIRxPs49MkELhE4M0/edit?usp=sharing)

## APPENDIX D (3 PAGES)

# Civil Rights in a Northern City: Philadelphia

Home > Collections > Philadelphia Transit Strike of 1944

## The Philadelphia Transit Strike of 1944

### Introduction

During World War II, the Philadelphia Transit Company was one of the largest transit systems in the country, serving approximately 2,500,000 passengers per day. In August 1944, in the midst of the war, Philadelphia was also the country's third largest war production city. Just two months after the D-Day landings on the northern coast of France, when American unity abroad and at home was most crucial, hundreds of Philadelphia Transit Company employees went on strike to protest the promotion of eight black PTC employees to the position of trolley car driver. Strikers refused to go to work, and all scheduled transportation runs were at a standstill. By the end of August 1, the first day of the strike, 300,000 war workers who relied on the Philadelphia Transit Company had not been able to get to work, and war production was seriously diminished.

After several days of crippled war production and racial violence, the strike ended when President Roosevelt authorized federal troops to enter the city of Philadelphia. The Philadelphia Transit Company Strike of 1944 began as a racially-motivated strike on the local level, but quickly escalated to include federal involvement because of war-production implications.



### Early War Years

On December 7, 1941, Japan launched a preemptive attack on the United States when Japanese planes bombed Pearl Harbor. This prompted the United States and Britain officially to declare war on Japan the following day, December 8, 1941. Although the United States had been engaged in diplomatic talks and assisting the Allied powers with materials and capital, the bombing of Pearl Harbor launched the United States into full scale involvement in World War II. This resulted in an increased need for soldiers and vehicles, ground weapons, and naval ships. Philadelphia quickly became America's third largest source of war production, especially in Navy production.

In the early years of the war, the federal government issued various executive orders and legislation supporting the war effort. On June 25, 1941, President Franklin D. Roosevelt signed *Executive Order 8802*, prohibiting racial discrimination within the national defense industry. And, in order to support war production, he signed *Executive Order 9346*, on May 27, 1943, mandating fair employment practices. The order called for the utilization of all manpower and the end of discriminatory employment practices and established the Fair Employment Practice Commission to ensure that these goals were met. In Fall 1943, the FEPC ordered the Philadelphia Transit Company to stop discriminatory practices. In the months leading up to the







strike, the company refused to hire any new black employees and confined its few black workers to low paying, maintenance positions.

On June 25, 1943, Congress passed the {Smith-Connally Act,} (the War Labor Disputes Act), over President Roosevelt's veto. The act discouraged strikes and gave the President the power to take over and run privately owned industrial war plants if a strike interrupted war production during the war.

In Philadelphia, the local NAACP chapter began to work actively in 1943 to publicize the issues and rally support. They pressured both the PTC and the federal government to institute fair hiring practices at the PTC, staging peaceful demonstrations and other activities. The Philadelphia Transit Company and the union representing many of its members, the Philadelphia Rapid Transit Employee's Union, were initially opposed to any integration of the work force. Misrepresentation of the impact of integration on seniority policies complicated the discussions as did union power struggles.

After union members voted in Spring 1944, the Transit Workers Union had replaced the PRTEU as the official bargaining agent for PTC workers. The TWU promised to comply with the federal legislation and to participate in non-discriminatory hiring practices. The PTC was receiving federal and local pressure to integrate their workforce. A climate for conflict was built as actors in the city continued to resist change.

In July 1944, the War Manpower Commission ruled that the PTC had to align their hiring practices with policies of the United States Employment Service, which had a strict nondiscrimination policy. On July 27, 1944, the PTC finally showed signs of compliance when it promoted eight African American employees to the position of motormen. These eight men were the first of 537 black employees, among an 11,000 PTC workforce, to be promoted to a highly skilled job. When white PTC workers heard of the pending promotions, they gathered on company property and decided to strike if African Americans were promoted. They understood that the ability of war production workers to get to work was critical to keeping up the war effort at a key point in the war.

## The Strike

The Philadelphia Transit Company Strike began on August 1, 1944, at 4:00 in the morning. Many employees called in 'sick,' and strikers quickly blocked car barn entrances with automobiles to prevent employees from entering. Three PTC employees and one non-PTC employee led the strike. James McMenamin, James Dixon, and Frank Thompson were all veteran employees of the company, and Frank Carney was the former president of the PRTEU. By noon on that first day, 4,500 workers had struck, and all transit vehicles were stopped, and, by the evening of the first day, war production was crippled badly because many employees could not get to the war plants to perform their jobs.

The strikers organized a committee to lead their efforts, led by James McMenamin. As spokesman, McMenamin declared on August 2, that the strike was "strictly a black and white issue," and that strikers would not return to work until the eight black employees had been stripped of their promotions. Also on August 2, a TWU member back to work movement failed, but the TWU continued to encourage its members to return to work. Negotiations remained at a stalemate for three days, until President Roosevelt, under the power of the Smith-Connally Act, authorized Major General Philip Hayes and his troops to seize control of the Philadelphia Transit Company.

On Saturday, August 5, General Hayes marched 5,000 heavily armed troops on the city of Philadelphia. The soldiers set up encampments in Fairmount Park. The soldiers were largely used to protect PTC employees who still wished to work and to operate the transit cars. After the Army's arrival, limited and sporadic transportation was available during the remainder of the strike, but it was not enough to funnel all 2,500,000 of its daily passengers successfully. Many Philadelphians had to resort to driving their cars or hitch hiking. In one instance, nurses caught rides on a milk delivery cart.

While intemperate and racially-charged statements and actions continued throughout the strike, violence was largely avoided. The strikers continued to object to black promotions. Blacks were vocal about wanting their rights. Many argued that if they could fight in the war and drive tanks, they should be able to drive the trolley cars. Strikers, and some black and white residents smashed store windows, dragged individuals from cars and beat them, and mugged individuals on the street, and two white men shot a thirteen year old boy in a drive-by shooting. However, due to local and state government



actions to close liquor stores and increase the police presence in the city, and work by the NAACP and other black organizations in the city, peace generally prevailed. It became clear that many Philadelphians and the nation were against the strike, viewing it as unpatriotic.

A defining characteristic of the strike was its connection to the war effort, which was noticeably crippled because of the strike. The Philadelphia Naval Yard, home to 58,000 employees, was where allied ships that were damaged in the Atlantic were repaired. It contained an airfield, and heavy artillery was also produced there. In addition, absences at other local war plants caused great loss of time and crippled the overall production of badly needed war materials. The strikes posed a deadly problem not only to the blacks who were being discriminated against, but also to the soldiers on the front lines of the war effort. Time was money and victory.

Prior to Saturday, August 5, Major General Hayes had grown tired of various ways of ending the strike. He had pleaded with the strikers to resume work and argued that they were hurting the war effort, blaming them for loss of life on the front lines. After many failed attempts to appeal to the strikers, he issued a statement that if strikers did not return to work by Monday they would lose their draft deferments, be black-listed by the War Manpower Commission so they could not get another job, and would not be eligible for unemployment benefits. Throughout the majority of Sunday, August 6, PTC employees began filling out cards which pledged that they would return to work on Monday, August 7, 1944.

### Aftermath

The strike ended on Monday, August 7, 1944. Except for the four leaders of the strike who were fired and arrested, Philadelphia Transit Company employees resumed work on Monday morning, and the trains began to run as usual. The eight black motormen were instructed to remain at home on Monday, until the transit system was working again without a hitch. The eight returned to work on Wednesday, August 9, and began their training. The federal troops remained in Philadelphia and rode the street cars until August 17, when they finally returned control to the PTC and withdrew from the city. The strike had nevertheless been costly with a significant loss of war materials production.

By September 1944, seven of the new black motormen were driving PTC trolleys. By the following month, the number of black employees working as motormen had doubled. Black employees in skilled positions steadily increased over the following years. The 1944 PTC Strike was not successful in preventing the advancement of black PTC employees, and racial progress had been made in Philadelphia toward a more equitable job market.



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Link to online version:

<http://northerncity.library.temple.edu/content/collections/philadelphia-transit-strike-1944/what-interpretative-essay>



## Corporate Global Citizenship: A Vision Out of Philadelphia

Component	Description
<b>Title of Lesson</b>	Corporate Global Citizenship: A Vision Out of Philadelphia
<b>Content/Subject Area</b>	World History, African American History, Economics
<b>Context</b>	<p>Leon Sullivan, an activist that worked with and for the black community in Philadelphia, extended his vision of economic activism and self-help to the global context. The Sullivan Principles have helped define corporate citizenship. In this lesson, students will consider the challenges of implementing the principles.</p> <p>Essential Question:</p> <p>To what extent, do businesses have a responsibility to address inequality and human rights?</p>
<b>Duration</b>	1-2 class periods
<b>Objective</b>	<p><b>SWBAT</b> build understanding of the history of the Sullivan Principles  <b>IOT</b> create a new principle for corporate citizenship.</p> <p><b>SWBAT</b> use historical examples of corporate social responsibility  <b>IOT</b> reflect on their role as a consumer.</p>
<b>Standards</b>	<p><u>CCSS.ELA-Literacy.RH.9-10.2</u>  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p>

	8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.
<b>Anticipatory Set</b>	<p>I. Warm-up: If you could create any business, what would it be? How will you make money? What kind of resources would you need? Would you keep be it small or try to grow i to a corporation? How would your business interact with the community? Would it address any social issues that we hav in our society?</p> <p>II. Discuss warm-up. Focus question: how would you balance making money and dealing with inequality in the world?</p> <p>III. Transition by explaining that there has been a long history o figuring out the relationship between business and society and government. Today we take for granted that businesses follow laws that are meant to ensure their social responsibility. However, the global nature of our economies make social responsibility challenging. Today we're going to learn about one example of this challenge and the response and legacy of a Philadelphian. His name is Leon Sullivan.</p> <p>A. Consider showing a video of Sullivan speaking to help students visualize him</p> <p>1. <a href="https://www.youtube.com/watch?v=Xc_Rjy37ks">https://www.youtube.com/watch?v=Xc_Rjy37ks</a></p>
<b>Instruction</b>	<p>IV. Vocab:</p> <p>A. OIC (Opportunities Industrialization Center): an organization that Reverend Sullivan founded. They help people get train get training for careers in local industries.</p> <p>B. Progress Plaza: a venture founded by Reverend Sullivan; the first minority owned shopping center.</p> <p>V. Show and discuss the following videos to build background on Leon Sullivan and his strategy for change:</p> <p>A. Video # 1 &amp; 2:</p> <p>1. <a href="https://www.youtube.com/watch?v=SBogeNETYzA">https://www.youtube.com/watch?v=SBogeNETYzA</a></p> <p>2. <a href="https://www.youtube.com/watch?v=1HwvQBtfzvU&amp;index=153&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-">https://www.youtube.com/watch?v=1HwvQBtfzvU&amp;index=153&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-</a></p> <p>3. How was he viewed? How did he view himself? How did he do his work?</p> <p>B. Video # 3:</p> <p>1. <a href="https://www.youtube.com/watch?v=Ac5POV7nfTE&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-&amp;index=152">https://www.youtube.com/watch?v=Ac5POV7nfTE&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-&amp;index=152</a></p>

	<p>2. What is Sullivan's message?</p> <p>C. Video # 4:</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=Ac5POV7nfTE&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-&amp;index=152">https://www.youtube.com/watch?v=Ac5POV7nfTE&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-&amp;index=152</a></li> <li>2. How did Sullivan address the struggles of African-Americans in Philadelphia in the 50s and 60s?</li> </ol> <p>D. Video # 5:</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=BdbYvdgllTc&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-&amp;index=149">https://www.youtube.com/watch?v=BdbYvdgllTc&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-&amp;index=149</a></li> <li>2. What as OIC's strategy?</li> </ol> <p>VI. Explain that Sullivan extended his work globally. Starting with addressing Apartheid in South Africa. There were many US corporations that did business in South Africa during this time.</p> <p>VII. Show video to build background on Apartheid:</p> <ol style="list-style-type: none"> <li>A. <a href="https://www.youtube.com/watch?v=S7yvnUz2PLE">https://www.youtube.com/watch?v=S7yvnUz2PLE</a></li> </ol> <p>VIII. Discuss the following as a class:</p> <ol style="list-style-type: none"> <li>A. Do US corporations have the responsibility to address injustice in South Africa if they do business there? Should they follow South Africa's segregation laws or the anti-segregation laws of the United States?</li> </ol>
<b>Instruction</b>	<p>IX. Give students a copy of the reading on the Sullivan Principles (SEE APPENDIX A).</p> <p>X. Lead the class in guided reading of the article:</p> <ol style="list-style-type: none"> <li>A. Introductory Section <ol style="list-style-type: none"> <li>1. What does it mean to "vote with your dollars"? What do you think is necessary in order for a boycott to work?</li> </ol> </li> <li>B. Section titled "National Attention": <ol style="list-style-type: none"> <li>1. During reading may have to explain the following concepts: board of directors, shareholder, congressional veto.</li> <li>2. Discussion question: What support did the Principles of Equal Rights/Sullivan Principles have?</li> </ol> </li> <li>C. Section titled "Compromise Had A Role" <ol style="list-style-type: none"> <li>1. What is the difference in approach between the Sullivan Principles and a boycott?</li> <li>2. Did the Principles have the desired impact?</li> </ol> </li> </ol> <p>XI. Give students a copy of the Sullivan Principles (SEE APPENDIX A)</p> <ol style="list-style-type: none"> <li>A. Read as a class and ask students to underline words that they don't know</li> </ol>



	B. Answer vocabulary questions
<b>Independent Practice</b>	<p>XII. Students complete reflection handout (SEE APPENDIX B):</p> <ol style="list-style-type: none"> <li>Students pick two principles and explain how it contributes to equality.</li> <li>Students create a new principle for corporations that they think is needed today.</li> <li>Students reflect on how they can vote with their dollars.</li> <li><u>Teacher note:</u> If students need help thinking of issues, the following video, “Social Justice Tour Around Philly”, may be helpful to show: <ol style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=pjKjaAfwKu4">https://www.youtube.com/watch?v=pjKjaAfwKu4</a></li> </ol> </li> </ol>
<b>Closure</b>	XIII. Closing discussion: students share responses to their reflections
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Class discussions</li> <li>Written Reflection</li> </ul>
<b>Key Terms</b>	<ul style="list-style-type: none"> <li>Patronage</li> <li>Corporate Citizenship</li> <li>Corporate Social Responsibility</li> <li>Boycott</li> <li>Opportunities Industrialization Center (OIC)</li> <li>Freedom Plaza</li> <li>Apartheid</li> <li>Social Justice</li> <li>Equality</li> </ul>
<b>Resources and Materials</b>	<p><u>Materials</u></p> <ul style="list-style-type: none"> <li>Reading on the Sullivan Principles - APPENDIX A</li> <li>Reflection Handout - APPENDIX B</li> <li>Videos on Reverend Leon Sullivan <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=SBogeNETYzA">https://www.youtube.com/watch?v=SBogeNETYzA</a></li> <li><a href="https://www.youtube.com/watch?v=1HwvQBtfzvU&amp;index=153&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-">https://www.youtube.com/watch?v=1HwvQBtfzvU&amp;index=153&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-</a></li> <li><a href="https://www.youtube.com/watch?v=Ac5POV7nfTE&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-&amp;index=152">https://www.youtube.com/watch?v=Ac5POV7nfTE&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-&amp;index=152</a></li> <li><a href="https://www.youtube.com/watch?v=Ac5POV7nfTE&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-&amp;index=152">https://www.youtube.com/watch?v=Ac5POV7nfTE&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-&amp;index=152</a></li> <li><a href="https://www.youtube.com/watch?v=BdbYvdglbTc&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-&amp;index=152">https://www.youtube.com/watch?v=BdbYvdglbTc&amp;list=PLwEWxvgiPVsXpww1WbTRbm-KQ0FotNwC-&amp;index=152</a></li> </ul> </li> </ul>

	<p><a href="#">x=149</a></p> <ul style="list-style-type: none"><li>• Video on Apartheid<ul style="list-style-type: none"><li>◦ <a href="https://www.youtube.com/watch?v=S7yvnUz2PLE">https://www.youtube.com/watch?v=S7yvnUz2PLE</a></li></ul></li><li>• Video giving a Social Justice Tour around Philly<ul style="list-style-type: none"><li>◦ <a href="https://www.youtube.com/watch?v=pjKjaAfwKu4">https://www.youtube.com/watch?v=pjKjaAfwKu4</a></li></ul></li></ul>
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## APPENDIX A

### Sullivan Principles

By Molly Roth



The Global Sullivan Principles, launched in 1977 by Philadelphia civil rights leader Leon H. Sullivan (1922-2001), represent one of the twentieth century's most powerful attempts to effect social justice through economic leverage. More a sustained movement than a static document, the principles sought to bring the power of American investment in South Africa to bear on the cruel injustice of the apartheid state by establishing baseline commitments to fairness and empowerment as conditions for operating in the country.

Sullivan, a native of West Virginia coal-mining country, came to Philadelphia in 1950 to pastor Zion Baptist Church on North Broad Street by way of a stop in Harlem, where he served as assistant minister to Adam Clayton Powell Jr. (1908-72) at the Abyssinian Baptist Church. Sullivan believed that Christian ministry needed to be geared to action and described himself as preaching a "pragmatic gospel."

Sullivan had honed his economic activism through what he called the "selective patronage" campaign, begun in 1958. Dissatisfied with the economic opportunities open to minorities and women, he helped to organize a coalition of 400 black ministers across Philadelphia to address discrimination in employment. If companies declined appeals from the coalition to hire blacks into professional and managerial positions, the ministers would urge their congregants to withhold their patronage. "Don't buy where you can't work," they advised. This flexing of consumer muscle by Philadelphia's black population yielded impressive results in terms of access to employment and confirmed the tactical power of coordinated economic resistance.

#### National Attention

The campaign's success also won Sullivan national attention. *Life* magazine included him in its list of the country's 100 leading citizens in 1963, and the Rev. Dr. Martin Luther King Jr. (1929-68), called on him to help develop "Operation Breadbasket," later headed by the Rev. Jesse L. Jackson (b. 1941). This exposure also contributed to Sullivan's appointment in 1971 to the board of General Motors as the first black director of a major U.S. corporation.

Sullivan voiced his opposition to General Motors' involvement in South Africa beginning with his first shareholder meeting, taking the highly unusual step of speaking in opposition to a majority



position of the board. "To a great measure, the system of apartheid is being underwritten by American industry, interests, and investments," Sullivan said. His commitment to the anti-apartheid cause intensified during a 1975 trip to South Africa, where he saw some of apartheid's evil effects up close. He wrote that the inspiration for the principles was born out of suggestions by African leaders he met with on that trip.

"Why doesn't someone do something about apartheid?" Sullivan described himself as asking. "I prayed to God. God spoke back to me and said, 'You do something about it'."

On April 1, 1977, the Principles of Equal Rights, which became known around the world as the Sullivan Principles, were publicly announced with twelve signatories: 3M, American Cyanamid, Burroughs, Caltex (Chevron Oil), Citibank, Ford, General Motors, IBM, International Harvester, Mobil, Otis Elevator, and Union Carbide. By 1987, 125 companies from around the world had subscribed. The Sullivan Principles were enshrined in the Anti-Apartheid Act of 1986, legislation authored by Congressmen William H. Gray (1941-2013) of Pennsylvania and Stephen J. Solarz (1940-2010) of New York and passed with a congressional override of a veto by President Ronald Reagan (1911-2004). The legislation prohibited U.S. companies from engaging in segregationist practices anywhere in the world.

### **Compromise Had a Role**

In his book *Moving Mountains*, Sullivan described his struggles with the proper formulation of his principles, because he believed that the correct course was to compromise at some moments to win acceptance and support. "Each year...the principles became more ambitious and thus more difficult to implement," he wrote. In their original form, the principles lacked the demand that foreign companies recognize black labor unions; this was added in 1984.

After a decade, Sullivan came to believe that the principles were no longer contributing sufficiently to pressuring the government of South Africa to end apartheid, and so he moved from the original principles' call for constructive engagement to worldwide boycott. Sustained international opposition eventually brought about multi-racial democratic elections and the election of Nelson Mandela (b. 1918) as the first black president of South Africa in 1994.

Continuing the principles' evolution, in 1999 Sullivan and then-United Nations Secretary General Kofi Annan (b. 1938) unveiled the Global Sullivan Principles of Social Responsibility, an expanded formulation of the principles of corporate citizenship. Into the twenty-first century, the legacy of the Global Sullivan Principles continued to be invoked in strategies to use buying and investing power to address a wide range of social issues, from combating gun violence to ending the Israeli occupation of the West Bank.

**Molly Roth** is a non-profit administrator in Philadelphia with an interest in the cultural anthropology of Mande West Africa. She served as Executive Director of OIC International, an international development agency founded by Leon H. Sullivan, from 2007 to 2009, and as Founding Executive Director of the Global Philadelphia Association in 2010 and 2011.



### **The Principles of Equal Rights**

1. Nonsegregation of the races in all eating, comfort, and work facilities.
2. Equal and fair employment practices for all employees.
3. Equal pay for all employees doing equal or comparable work for the same period of time.
4. Initiation of and development of training programs that will prepare, in substantial numbers, blacks and other nonwhites for supervisory, administrative, clerical, and technical jobs.
5. Increasing the number of blacks and other nonwhites in management and supervisory positions.
6. Improving the quality of employees' lives outside the work environment in such areas as housing, transportation, school, recreation, and health facilities.
7. Working to eliminate laws and customs that impede social, economic, and political justice.  
(added in 1984)

### **The Global Sullivan Principles**

As a company which endorses the Global Sullivan Principles we will respect the law, and as a responsible member of society we will apply these Principles with integrity consistent with the legitimate role of business. We will develop and implement company policies, procedures, training and internal reporting structures to ensure commitment to these principles throughout our organisation. We believe the application of these Principles will achieve greater tolerance and better understanding among peoples, and advance the culture of peace.

Accordingly, we will:

1. Express our support for universal human rights and, particularly, those of our employees, the communities within which we operate, and parties with whom we do business.
2. Promote equal opportunity for our employees at all levels of the company with respect to issues such as color, race, gender, age, ethnicity or religious beliefs, and operate without unacceptable worker treatment such as the exploitation of children, physical punishment, female abuse, involuntary servitude, or other forms of abuse.
3. Respect our employees' voluntary freedom of association.
4. Compensate our employees to enable them to meet at least their basic needs and provide the opportunity to improve their skill and capability to raise their social and economic opportunities.
5. Provide a safe and healthy workplace; protect human health and the environment; and promote sustainable development.
6. Promote fair competition including respect for intellectual and other property rights, and not offer, pay or accept bribes.
7. Work with governments and communities in which we do business to improve the quality of life in those communities – their educational, cultural, economic and social well-being – and seek to provide training and opportunities for workers from disadvantaged backgrounds.
8. Promote the application of these principles by those with whom we do business.

We will be transparent in our implementation of these principles and provide information which demonstrates publicly our commitment to them.

Google Doc Link: <https://docs.google.com/document/d/1SLjMUq5B1oUoZiaByNNkpoYhLYFhc-CEgoZ1UbkvxqY/edit?usp=sharing>  
Link to Online Version: <http://philadelphiaencyclopedia.org/archive/sullivan-principles/>

## APPENDIX B

Student Name:

### Corporate Global Citizenship: A Vision Out of Philadelphia

Instructions: Pick two Sullivan Principles and explain how they contribute to equality and social justice.

Write your first choice here:

Your explanation:

Write your second choice here:

Your explanation:

**Instructions:** Create a new Sullivan Principle for corporations. HINT: Think about what is going on in Philadelphia, nationally or globally and create a Sullivan Principle that addresses it.

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**Instructions:** What is a social issue that you could address by "voting with your dollars"? What would be the challenges of doing this?

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Google doc link: <https://docs.google.com/document/d/1yfvfDeLKhX2Mnosjpiv4Pmb90uwK8W2dqQrPq35vP2l/edit?usp=sharing>



## Race, Class, and Unions: Local 8 and the International Workers of the World

Component	Description
<b>Title of Lesson</b>	Race, Class, and Unions: Local 8 and the International Workers of the World
<b>Content/Subject Area</b>	US History, African American History
<b>Context</b>	As a center of industrialization in United States history, Philadelphia has also contributed to the development of worker's unions. This lesson fits best in a unit that is already discussing the issues related to industrialization, Progressive Era and Jim Crow. In this lesson, students will learn about one of the earliest instances of successful interracial unionism.
<b>Duration</b>	2-3 Class Periods
<b>Objective</b>	<p><b>SWBAT</b> determine the meaning of words and phrases as they are used in a text <b>IOT</b> evaluate the influence that Local 8 had on local, national and global development.</p> <p><b>SWBAT</b> comprehend a complex secondary source using guiding questions <b>IOT</b> evaluate patterns of continuity and change over time, applying context of events.</p>
<b>Standards</b>	<p>CCSS.ELA-Literacy.RH.9-10.4 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.</p> <p>CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S. Ethnicity and race Working conditions,</p>



	<p>Immigration, Military conflict, Economic stability.</p> <p>8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.</p>
<b>Anticipatory Set</b>	<ol style="list-style-type: none"> <li>I. Warm-up: When is a time that you've joined forces with someone to accomplish a goal? What made you come together? Did you have a relationship before or after this situation?</li> <li>II. Discuss the warm-up as a class.</li> <li>III. Tell students that we're going to apply the ideas in the warm-up to our understanding of unions for this lesson.</li> <li>IV. Tap into student's prior knowledge by asking these questions: <ol style="list-style-type: none"> <li>A. What is a worker's union?</li> <li>B. What do you think are the general goals of a union?</li> <li>C. Why do you think unions developed?</li> <li>D. What does it mean for a union to 'organize'?</li> </ol> </li> <li>V. Ensure that students have an accurate understanding of unions.</li> </ol>
<b>Instruction</b>	<ol style="list-style-type: none"> <li>VI. Set up background/contextual information for reading of secondary source <ol style="list-style-type: none"> <li>A. Review contextual background related to the rise of industry, urbanization and immigration. Of the late 1800s and early 1900s.</li> <li>B. Explain to students that WWI built off industrialization and created more jobs which encouraged more people to move to US cities from rural areas and other countries, especially European.</li> <li>C. Leftist ideas (supporting social equality, opposition to social hierarchy) also gain support in the US and around the world.</li> <li>D. At the same time, racism continues to be entrenched in US institutions and systems and prejudice is not hidden.</li> </ol> </li> <li>VII. Ask students, who has most in common: <ol style="list-style-type: none"> <li>A. A black longshoreman in the 1920s</li> <li>B. An Irish longshoreman in the 1920s</li> <li>C. The white owner of the shipping company that employs the longshoremen in the 1920s</li> </ol> </li> </ol>
<b>Instruction</b>	<ol style="list-style-type: none"> <li>VIII. <u>Teacher note</u>: Use your own judgement about using the following document in your own context. It contains the N word. For guidance on addressing dehumanizing language</li> </ol>

	<p>from history, see APPENDIX A for guidelines from Facing History and Ourselves.</p> <p>IX. Project the political cartoon or give students a copy (SEE APPENDIX B). Discuss the following questions with students.</p> <ul style="list-style-type: none"> <li>A. (Description) What do you see?</li> <li>B. (Description) What is missing from this image?</li> <li>C. (Analysis) What patterns emerge from your descriptions?</li> <li>D. (Interpretation) What is the message? So what? Why is this important?</li> <li>E. What questions do you have about this image?</li> </ul>
<b>Independent Practice</b>	<p>X. Students will read a secondary source article about the Local 8 branch of the International Workers of the World (IWW) union, which organized Philadelphia's longshoremen. Give each student a copy of the reading which also contains guiding questions that students will answer. (SEE APPENDIX C)</p>
<b>Closure</b>	<p>XI. Closure: Four corners discussion based on the following statement</p> <ul style="list-style-type: none"> <li>A. Today, organizing around race is more of a priority than organizing around class.</li> </ul> <p>XII. Students write a reflection:</p> <ul style="list-style-type: none"> <li>A. Based on the what they've learned about Local 8 and the four corners discussion, what is the relationship between race and class in our city? Country? World?</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Response to guiding questions on the secondary source about Local 8</li> <li>• Reflection on the question: what is the relationship between race and class in our city? Country? World?</li> </ul>
<b>Key Terms</b>	<ul style="list-style-type: none"> <li>• Union</li> <li>• Organize</li> <li>• Local</li> <li>• International Workers of the World</li> <li>• Leftist</li> <li>• Interracial</li> <li>• Longshoremen</li> <li>• Capitalism</li> </ul>
<b>Resources and Materials</b>	<p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• Political cartoon - Appendix B</li> <li>• Secondary Source reading with guiding questions and reflection prompt - Appendix C</li> </ul>

	<ul style="list-style-type: none"> <li>○ Original Source: <a href="http://philadelphiaencyclopedia.org/archive/industrial-workers-of-the-world/">http://philadelphiaencyclopedia.org/archive/industrial-workers-of-the-world/</a></li> <li>○ Google Doc: <a href="https://docs.google.com/document/d/1v8ncAWanKzvl4n1fz6UTmANymwCqYISYLYWPGlhWPCc/edit?usp=sharing">https://docs.google.com/document/d/1v8ncAWanKzvl4n1fz6UTmANymwCqYISYLYWPGlhWPCc/edit?usp=sharing</a></li> <li>○</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>● Addressing dehumanizing language from history - Appendix A</li> <li>● Four corners strategy explanation: <a href="https://www.facinghistory.org/resource-library/teaching-strategies/four-corners">https://www.facinghistory.org/resource-library/teaching-strategies/four-corners</a></li> </ul>
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## APPENDIX A

### Addressing Dehumanizing Language from History: Facing History and Ourselves

It is very difficult to use and discuss the term “nigger” in the classroom, but its use throughout history and its presence in this unit’s primary sources make it necessary to acknowledge it and set guidelines for students about whether or not to pronounce it when reading aloud or quoting from the text. Otherwise, this word’s presence might distract students from an open discussion of history and human behavior. We believe that the best way to prepare to encounter this language is to create a classroom contract outlining guidelines for respectful, reflective classroom discussion.

We also recommend the following articles to help you determine how to approach the term in your classroom:

- “Exploring the Controversy: The ‘N’ Word” from *“Huck Finn” in Context: A Teaching Guide* (PBS)
- “Straight Talk about the N-Word” from *Teaching Tolerance* (Southern Poverty Law Center)
- “In Defense of a Loaded Word” by Ta-Nehisi Coates (*New York Times*)

Link to source: <https://www.facinghistory.org/reconstruction-era/addressing-dehumanizing-language-history>



## APPENDIX B



Cartoon from *The Messenger*, 2 (August 1919):4.

Source: <https://journals.psu.edu/phj/article/view/24112/23881>

## APPENDIX C

Student Name:

### Industrial Workers of the World

By Peter Cole

NOTE: Definitions added by teacher in parenthesis and italics.

Instructions: The guiding questions pertain to the paragraph before it.



#### Benjamin Harrison Fletcher (1890-1949)

Born in Philadelphia, Fletcher joined the IWW in 1912. It is unknown how he became radicalized but, presumably, he heard street speakers in his diverse, working class South Philadelphia neighborhood. Fletcher became the most prominent leader in Local 8 and the most influential African American in the entire IWW. During World War I, the federal government targeted the IWW, and Fletcher was the sole African American among the hundred Wobblies convicted of treason in 1918. Although no evidence was brought against him specifically, Fletcher received a ten-year prison sentence and an astronomical \$30,000 fine. Fletcher served about three years before his sentence was commuted in 1922. He remained firmly committed to the Wobblies although never again played a major role. Fletcher's health failed while still young, and he died after living in Brooklyn for fifteen years. (Woodcut by Carlos Cortez, published with permission of Charles H. Kerr Press)



#### IWW Membership Button, 1917

For most of a decade, anyone who wanted to work on the Philadelphia waterfront had to be a member of Local 8. In order to ensure that only fully paid-up members worked, Local 8 distributed a new button monthly. When an employer hired someone not wearing the proper button, Local 8 members were known to stop work until that person paid his dues—demonstrating the Wobblies' commitment to direct action on the job.

In the early 1900s thousands in greater Philadelphia belonged to the Industrial Workers of the World (IWW)—a militant, leftist labor union. Local (*short for local union branch*) 8, which organized the city's longshoremen (*person employed to load and unload ships*), was the largest and most powerful IWW branch in the Mid-Atlantic and the IWW's most racially inclusive branch. Indeed, there might not have been a more egalitarian union anywhere in the nation in the early twentieth century. Known as Wobblies, these early union activists also organized Philadelphians in other industries, especially textiles and metal making.

Question #1: What does it mean to be militant and leftist?

Question # 2: Why is the significance of an egalitarian union at this time?

Founded in 1905, the IWW believed that capitalism (*system where there is private ownership of resources for profit*) was inherently unjust, resulting in the oppression of the great majority (workers) by a tiny, wealthy elite (employers). According to the IWW preamble, these groups “shared nothing in common.” Hence, the Wobblies called for revolutionary changes to create a more just society where everyone could enjoy the fruits of industrialization.

Question # 3: Describe capitalism in your own words.

Question # 4: Do you agree with the IWW preamble, that workers share nothing in common with employers? Explain.

Shortly after its founding, workers in Philadelphia's largest industry, textiles, started joining the IWW, as did those in textile centers across southeastern Pennsylvania and New Jersey, especially Paterson. Similarly, Philadelphia Wobblies maintained ties to Chester, Camden, and Wilmington. Many renowned Wobblies spoke in Philadelphia, including Elizabeth Gurley Flynn, “Big Bill” Haywood, John Reed, Arturo Giovannitti, and Carlo Tresca. However, the most important leader and greatest speaker was the locally-born African American dockworker, Ben Fletcher (1890-1949).



## Thousands of Longshoremen

As one of America's busiest ports, thousands of longshoremen toiled on both sides of the Delaware and Schuylkill Rivers, loading everything from Baldwin locomotives to Stetson hats and unloading unrefined sugar from Cuba and coal from nearby mines.

Reflecting the city's diversity, the city's roughly five thousand longshoremen in 1913 were about one-third African American, a third Irish and Irish American, and a third Europeans, especially Lithuanians and Poles. Employers counted on racism and xenophobia (*intense dislike or fear of people from other countries*) to keep workers from unionizing. However, thousands struck that year and quickly joined Local 8 because it practiced equality by insuring, among other things that a member of every major ethnic group was represented on the negotiating committee.

Question # 5: How did Local 8 succeed in creating an interracial union? Why is this significant?

The IWW's militant tactics worked. Over the next decade, Local 8 dominated area labor relations because its members proved willing to fight for better conditions. Predictably, the empowered longshoremen experienced intense opposition from employers and the government (including the wartime arrests of Fletcher and other leaders on bogus charges of "espionage and sedition"). Beyond winning raises and improving work conditions, Local 8 also integrated work gangs, gatherings, and leadership posts—all unprecedented.

## Employers Resort to Lockout

In 1922 employers taking advantage of postwar America's worsening labor and race relations, "locked out" Local 8 members and broke their hold. This pushback was part of the first, national "Red Scare," (*promotion of fear of communism and leftists*) also signaling a backlash against the growing number of African Americans in the area. Locally and nationally, the IWW went into decline, but its ideals persisted. When the more conservative International Longshoremen's Association returned unionism along the Delaware River, it had to acknowledge the power of African Americans. Further, the Wobblly commitment to ethnic, gender, and racial inclusion regardless of craft or skill was championed in the 1930s by the Congress of Industrial Organizations.



Question # 6: What factors contributed to the division of Local 8?

Although the IWW never was as strong or large in Philadelphia, or elsewhere, after the 1920s, the organization and its ideals lived on, revived by activists across the country in the 1960s and, in Philadelphia, in the 1980s. Indeed, in the last few decades, Wobblies continued to demonstrate impressive passion: to its still-radical commitment to equality across all lines; use of direct action tactics (on the job and in the streets); and brilliant use of language to skewer the status quo in song, posters, and later on the Internet.

In the 1980s, a small but impressively organized community of Wobblies, anarchists, and other leftist radicals established beachheads (*defended position*) in West Philadelphia, including squatting in abandoned row-houses, later taking ownership of some and turning them into collectively-owned properties. Local Wobblies also set up a bookstore in West Philadelphia and were active in the Occupy Philly encampment at City Hall in 2011. As in numerous other cities in the US and beyond, Philadelphia's IWW persisted, still deeply committed to charting a path to a post-capitalist, post-racist world.

Question # 7: What is the legacy of Local 8 and IWW?

Question # 8: What connections can you make between this history and other aspects of the past or present?



[illegible]

Link to Google Doc:

<https://docs.google.com/document/d/1v8ncAWanKzvl4n1fz6UTmANymwCqYISYLWPGlhWPCc/edit?usp=sharing>

Original Source: <http://philadelphiaencyclopedia.org/archive/industrial-workers-of-the-world/>





Component	Description
<b>Title of Lesson</b>	That's Gross
<b>Content/Subject Area</b>	US History
<b>Context</b>	<p>The late 19th century was a time of great medical advancement in Philadelphia and abroad. Philadelphia had a reputation for being particularly well respected in the medical community as the city was the home to many medical institutions and America's first hospital, Pennsylvania Hospital, which still operates to this day.</p> <p>Thomas Eakins was a prominent Philadelphia painter at the time and he is known for two controversial pieces of art depicting medical practices in Philadelphia. By viewing these two images and reading a passage about the influential Dr. Joseph Lister, students will be able to see how medical advancement around the world were received and promoted in Philadelphia for the betterment of the city.</p>
<b>Duration</b>	One 60 minute class period and one 30 minute homework assignment or two 45 minute class periods
<b>Objective</b>	<b>SWBAT</b> analyze a scientific diary and two paintings <b>IOT</b> determine how medical advancements from around the world of the late 19th century influenced Philadelphia.
<b>Standards</b>	<p><b>8.1.9.A</b> Compare patterns of continuity and change over time, applying context of events.</p> <p><b>8.2.12.C</b> Evaluate continuity and change in Pennsylvania are interrelated to the US and the world: Technology</p> <p><b>CCSS.ELA-LITERACY.RH.9-10.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>CCSS.ELA-LITERACY.RH.9-10.9</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
<b>Instruction Part 1</b> <i>5 minutes</i>	<p><i>Think/Pair/Share</i></p> <p>Display the following quote ("That's Gross" Slideshow Slide #2), and ask students to discuss with their neighbors what image may have caused such a reaction.</p> <p>"... one of the most powerful, horrible, yet fascinating pictures that</p>



	has been painted anywhere in this century...but the more one praises it, the more one must condemn its admission to a gallery where men and women of weak nerves must be compelled to look at it, or not to look at it is impossible."
<b>Instruction Part 2</b> <i>5 minutes</i>	<ol style="list-style-type: none"> <li>1. Display image of <i>The Gross Clinic</i> ("That's Gross" Slideshow Slide #3) on screen and inform students that this is the controversial painting from the anticipatory set, gauge their reactions with discussion.</li> <li>2. Distribute Student Handout A and let students know they are to view the images and answer the questions.</li> </ol>
<b>Instruction Part 3</b> <i>20 minutes</i>	<ol style="list-style-type: none"> <li>1. Students will view <i>The Gross Clinic</i> ("That's Gross" Slideshow Slide #4) and answer questions on Student Handout A. Teacher should circulate and offer support.</li> <li>2. Discuss answers with the class.</li> <li>3. Provide additional information about the painting ("That's Gross" Slideshow Slide #5)</li> <li>4. Students will view <i>The Agnew Clinic</i> ("That's Gross" Slideshow Slide #6) and answer questions on Student Handout A. Teacher should circulate and offer support.</li> <li>5. Discuss answers with the class.</li> <li>6. Provide additional information about the painting ("That's Gross" Slideshow Slide #7)</li> <li>7. Provide background information about Dr. Joseph Lister ("That's Gross" Slideshow Slide #8)</li> </ol>
<b>Instruction Part 4</b> <i>25 minutes</i>	<ol style="list-style-type: none"> <li>1. Distribute Student Handout B.</li> <li>2. Students will read primary source text and answer text based questions. Teacher should circulate and offer support.</li> </ol>
<b>Closure</b> <i>5 minutes</i>	Review answers to Student Handout B
<b>Assessment</b> <i>30 minutes</i>	<p>Student Handout C</p> <p>Use the information in text of <i>Joseph Lister, his Life and Work</i> as well as the details from Thomas Eakins paintings <i>The Gross Clinic</i> and <i>The Agnew Clinic</i> to complete the following activity.</p> <p><b><u>I Was There</u></b> Pretend you were one of Agnew's students in Thomas Eakins The Agnew Clinic. Dr. Agnew has extensively taught you and your classmates about the work of Dr. Lister and the importance of Antiseptic Surgery. Write your reactions and observations to the surgery in a detailed one page diary entry.</p>

<b>Key Terms</b>	<p><b>Antiseptic</b> - chemicals that kill germs</p> <p><b>Septicemia</b> - blood poisoning brought on by germs in the blood stream</p> <p><b>Erysipelas</b> - a type of bacterial infection common in the 19th century</p> <p><b>Postmortem</b> - after death</p> <p><b>Suppuration</b> - the process of forming pus</p> <p><b>Putrefaction</b> - the process of decaying flesh</p> <p><b>Fermentation</b> - process of gasses produced by bacteria</p> <p><b>Calico</b> - a type of cloth</p> <p><b>Forceps</b> - large surgical tweezers</p> <p><b>Tenacious</b> - firm holding</p>
<b>Resources and Materials</b>	<p><i>Background Reading for teachers</i></p> <p><a href="https://en.wikipedia.org/wiki/The_Gross_Clinic">https://en.wikipedia.org/wiki/The_Gross_Clinic</a></p> <p><a href="https://en.wikipedia.org/wiki/The_Agnew_Clinic">https://en.wikipedia.org/wiki/The_Agnew_Clinic</a></p> <p><a href="http://www.archives.upenn.edu/histy/features/1800s/1889med/agnewclinic.html">http://www.archives.upenn.edu/histy/features/1800s/1889med/agnewclinic.html</a></p> <p><a href="http://www.philamuseum.org/collections/permanent/299524.html">http://www.philamuseum.org/collections/permanent/299524.html</a></p> <p><i>Full Text of the Joseph Lister, his Life and Work</i></p> <p><a href="https://archive.org/stream/jstor-6707/6707_djvu.txt">https://archive.org/stream/jstor-6707/6707_djvu.txt</a></p> <p><i>Materials Needed</i></p> <p>SmartBoard</p> <p>Copies of Student Handout A</p> <p>Copies of Student Handout B</p> <p>Copies of Student Handout C</p> <p>“That’s Gross” Slideshow:</p> <p><a href="https://docs.google.com/presentation/d/10Oc1b0bEu9XwEniQdu4Kq2fGJ_TUVLGPRVssfZNS7gY/edit#slide=id.g115bebf5e4_0_5">https://docs.google.com/presentation/d/10Oc1b0bEu9XwEniQdu4Kq2fGJ_TUVLGPRVssfZNS7gY/edit#slide=id.g115bebf5e4_0_5</a></p>

### Possible Extension Activities

1. **Reimagine History** Write a letter of acceptance from the Centennial Exhibition to Thomas Eakins for his Painting “The Gross Clinic”. Tell him specifically what the commission liked about the painting and why it showcases the best of Philadelphia.
2. **Modern Medicine** Research an emerging medical procedure. Provide a summary of what the new medical procedure is and its potential impact on Philadelphia.
3. **Field Trip** Visit the painting at the Philadelphia Museum of Art

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

### ***That's Gross***

#### Student Handout A



*The Gross Clinic*, Thomas Eakins 1875



*The Agnew Clinic*, Thomas Eakins 1889

What do you see in this painting?	What do you see in this painting that is similar to The Gross Clinic?
What reaction do you think the artist wanted to viewers of this particular piece of art to have?	What reactions do the medical students in the image seem to be having to this surgery?
What can this painting teach us about life in Philadelphia in 1875?	What major changes to medicine seem to have taken place in the time between the creation of these two paintings?

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

### ***That's Gross***

#### Student Handout B

#### ***JOSEPH LISTER, HIS LIFE AND WORK***

By Dr. PAUL F. CLARK, UNIVERSITY OF MICHIGAN

In order the better to understand his most important work, namely, Lister's discovery of the principles of **antiseptic** surgery, it will be necessary to suggest briefly the conditions that prevailed in hospitals. At that time there was no security that the simplest operation would not end in a fatal **septicemia**.

... When a dresser or a house surgeon entered upon his term of office, he hunted up an old coat... Their operating coats lasted from year to year and eventually acquired an incrustation of filth of which the owners appeared unconscious or even proud... No attempt was made to isolate septic cases; nurses and dressers passed directly from **erysipelas** wards to healthy patients... The supply of water even in the operating theaters was inadequate and one of the frequent duties of the operating surgeon was the performing of **postmortem** examinations. As in Vienna... the surgeon used frequently to come from the post-mortem chamber directly to the operating room, with only such cleanliness as common decency demanded.' Surgeons were not ashamed to speak of a "good old surgical stink."

... The mortality statistics after amputation gives some indication as to the prevailing conditions. At the Edinburgh Infirmary the death rate was 43 per cent; at Glasgow Infirmary 89.1 per cent. At the Pennsylvania Hospital the record was unusually good, the average mortality for a series of years being 24.3...

It was under such conditions as these that Lister taught and worked, his technique being no better than that of many others. There was this difference, however: he did not believe these conditions inevitable, and he was constantly searching by observation and experiment to find out the cause of the high mortality in all hospitals.

In 1865, while intensely occupied with the study of **suppuration**, Lister learned from the work of Louis Pasteur that **putrefaction** was a kind of **fermentation** caused by the growth of microorganisms and that these microorganisms were present in the dust of the air and responsible for wound infection... In considering the possible methods of eliminating the airborne infections, he chose chemical antiseptics as his means and happened to hit upon carbolic acid first. The first product used was a crude acid known as German creosote, which he tried on a compound fracture. Quoting from one of his papers:

*After cleansing the broken limb and squeezing out as far as possible all parts of blood, a piece of **calico** or lint soaked in undiluted*

**Antiseptic** - chemicals that kill germs

**Septicemia** - blood poisoning brought on by germs in the blood stream

**Erysipelas** - a type of bacterial infection common in the 19th century

**Postmortem** - after death

**Suppuration** - the process of forming pus

**Putrefaction** - the process of decaying flesh

**Fermentation** - process of gasses produced by bacteria

**Calico** - a type of cloth



<p><i>carbolic acid and held by a pair of <b>forceps</b>, was introduced into the wound and passed freely in all directions in order to destroy the germs that had entered either at the time of the accident or afterwards and might be lurking in deeper parts. ...The dressing was then fixed in position by strips of adhesive plaster ... for the purpose of soaking up any blood or discharges that might escape. The blood and carbolic acid soon formed a <b>tenacious</b> crust or thick paste which was not removed for several days but its antiseptic properties were renewed from time to time by painting some more of the undiluted carbolic acid on its outer surface..."</i></p> <p>... He did not obtain another suitable case for the application of his principle until the spring of 1866. This also was a compound fracture and he wrote his father on May 27 :</p> <p><i>"It is now eight days since the accident and the patient has been going on exactly as if there were no external wound, that is as if the fracture were a simple one. His appetite, sleep, etc., good, and the limb daily diminishing in size while there is no appearance whatever of any matter forming. Thus a most dangerous accident seems to have been entirely deprived of its dangerous element."</i></p>	<p><b>Forceps</b> - large surgical tweezers</p> <p><b>Tenacious</b> - firm holding</p>
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1. Describe the conditions in hospitals prior to Lister's work. Cite at least two pieces of evidence from the text to justify your description.
2. What portions of Lister's methods as described in his writing, sound similar to modern medicine?
3. What impact of Lister's work can you see in Thomas Eakins *The Agnew Clinic*?

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## *That's Gross*

## Student Handout C

Use the information in text of Joseph Lister, his Life and Work as well as the details from Thomas Eakins paintings The Gross Clinic and The Agnew Clinic to complete the following activity.

**I Was There** Pretend you were one of Agnew's students in Thomas Eakins The Agnew Clinic. Dr. Agnew has extensively taught you and your classmates about the work of Dr. Lister and the importance of Antiseptic Surgery. Write your reactions and observations to the surgery in a detailed one page diary entry.

Dear Diary,

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

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Component	Description
<b>Title of Lesson</b>	The Devil's in't: Soldiers camped at Valley Forge and in Afghanistan
<b>Content/Subject Area</b>	US History
<b>Context</b>	<p>War has been an ever present part of society since the dawn of man. How soldiers have gone to war, and their individual experiences evolve with history. The winter at Valley Forge was remembered as being brutal and unforgiving, with the Continental Army relying on very little to survive. However with a cause that they believed in, the troops rallied and persevered to victory.</p> <p>In present day Afghanistan, American troops experience a wildly different world. The geography is unforgiving in its own way, supplies can be found, but troops and morale are low. 15 years after the start of the war in Afghanistan it continues to be mired in controversy and lacking an uncertain future.</p>
<b>Duration</b>	One 60 minute lesson
<b>Objective</b>	<b>SWBAT</b> analyze primary sources relating to soldier life <b>IOT</b> compare the experiences of soldiers at Valley Forge in 1777-8 and the soldiers in Afghanistan today.
<b>Standards</b>	<p>8.4.C.C. Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.)</p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Instruction Part 1</b> 5 minutes	Display Opening Question ("The Devil's in't" Slide #2). Allow students to discuss their response to the question "You have just been assigned to camp in the woods outside of Philly for the next 6 months. What will you bring with you and why?". Facilitate further probing questions regarding what it takes to supply an army and student willingness to "rough it".
<b>Instruction Part 2</b> 10 minutes	<ol style="list-style-type: none"> <li>1. Display the Guiding Question ("The Devil's in't" Slide #3) and inform students that they will need to answer it by the end of this lesson.</li> <li>2. Present Valley Forge and Afghanistan background ("The</li> </ol>



	<p>Devil's in't" Slide #4 and 5). Students can record notes at teachers directive.</p> <p>3. Distribute "Student Handout A" and copies of the four paired primary sources "Daily Life", "Geography", "Shelter" and "Leadership".</p>
<b>Instruction Part 3</b> 15 minutes	<ol style="list-style-type: none"> <li>1. Have the students read both texts from "Daily Life" to themselves.</li> <li>2. Ask the students to share observations, reactions and/or cite text from the documents on Student Handout A. Pause to take their answers and facilitate discussion among the whole class. Teacher may want to record the answers submitted by students on overhead projector.</li> </ol>
<b>Instruction Part 4</b> 20 minutes	<ol style="list-style-type: none"> <li>1. Students will view the remainder of the sources from "Geography", "Shelter", and "Leadership" and record their reactions on Student Handout A.</li> <li>2. Teacher should circulate the room checking for understanding and providing assistance.</li> </ol>
<b>Closure</b> 10 minutes	Review all sources and responses ("The Devil's in't Slide #'s 6-13).
<b>Assessment</b>	Student Handout B, which asks students to evaluate which military experience they would prefer, Valley Forge or Afghanistan.
<b>Key Terms</b>	Valley Forge Continental Army Afghanistan Taliban
<b>Resources and Materials</b>	<p>Full transcript of George Washington's Letter  <a href="https://www.gilderlehrman.org/sites/default/files/inline-pdfs/t-03706.pdf">https://www.gilderlehrman.org/sites/default/files/inline-pdfs/t-03706.pdf</a></p> <p>Full text of Albigenice Waldo's diary  <a href="http://www.let.rug.nl/usa/documents/1776-1785/albigenice-waldo-from-the-diary-of-a-surgeon-at-valley-forge-1777.php">http://www.let.rug.nl/usa/documents/1776-1785/albigenice-waldo-from-the-diary-of-a-surgeon-at-valley-forge-1777.php</a></p> <p>Full text of USA Today Campbell Article  <a href="http://www.usatoday.com/story/news/world/2015/12/29/gen-john-campbell-afghanistan-taliban-isil/78033970/">http://www.usatoday.com/story/news/world/2015/12/29/gen-john-campbell-afghanistan-taliban-isil/78033970/</a></p> <p>The Devil's in't Slideshow  <a href="https://docs.google.com/a/philasd.org/presentation/d/1lgvqX_9AXMvOWUS9UcvSshvZ4TcHS0MkEHg2Qky3OMQ/edit?usp=sharing">https://docs.google.com/a/philasd.org/presentation/d/1lgvqX_9AXMvOWUS9UcvSshvZ4TcHS0MkEHg2Qky3OMQ/edit?usp=sharing</a></p> <p>Copies of Primary Sources  Copies of Student Handout A</p>

	Copies of Student Handout B  Smartboard or Projector with screen
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Name: \_\_\_\_\_

Date: \_\_\_\_\_ Per: \_\_\_\_\_

### **The Devil's in't**

*Soldiers Camped at Valley Forge and in Afghanistan*

*Student Handout A*

As you look at all of the primary sources record observations, write reactions, or cite text that help you to answer the guiding question: *How do the experiences of the soldiers in the Continental Army as they camped at Valley Forge from December 1777 - June 1778 compare to those experienced by soldiers in Afghanistan today?*

<b>Valley Forge</b>	<b>Afghanistan</b>
<i>Daily Life</i>	
<i>Geography</i>	
<i>Shelter</i>	
<i>Leadership</i>	






## Daily Life

### VALLEY FORGE

Dr. Albigence Waldo

December 14 1777

Outside Philadelphia

...I am Sick - discontented - and out of humour. Poor food - hard lodging - Cold Weather - fatigue - Nasty Cloaths - nasty Cookery - Vomit half my time - smoak'd out my senses - the Devil's in't - I can't Endure it - Why are we sent here to starve and Freeze - ... There comes a bowl of beef soup - full of burnt leaves and dirt, sickish enough to make a Hector spue ... There comes a Soldier, his bare feet are seen thro' his worn out Shoes, his legs nearly naked from the tatter'd remains of an only pair of stockings, his Breeches not sufficient to cover his nakedness, his Shirt hanging in Strings, his hair dishevell'd, his face meagre.

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### AFGHANISTAN

They told us we were going to fight the Taliban. But it turns out, there is no way to know who is Taliban, or what Taliban is, or what they look like.

A guy will be bringing his kid to your clinic one day, then shooting at you the next. You'll make friends with a kid on an airdrop, then see that kid slit another kid's throat on patrol a week later. There is no "enemy" and no goal. The people don't even understand who you are or why you're there. Many of them believed we were invulnerable demons. One elder tested this theory by sending a small child to try and stab me in the back with a knife, which was made by welding a blade onto an old .50 cal casing. Kids dig up mines, bouncing betty's, and old russian munitions and set them off like firecrackers.

The place is a f\*\*\*ed up maelstrom with no conceivable sense of morality, justice, benevolence, or community. Every single person is just trying to survive.

- NAPALM\_SON (From an Ask Reddit thread on October 8th 2015)

[https://www.reddit.com/r/AskReddit/comments/3nyrul/serious\\_soldiers\\_of\\_reddit\\_whove\\_fought\\_in/](https://www.reddit.com/r/AskReddit/comments/3nyrul/serious_soldiers_of_reddit_whove_fought_in/)

## Geography

### VALLEY FORGE



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### AFGHANISTAN





## Shelter

VALLEY FORGE



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AFGHANISTAN



## Leadership

### VALLEY FORGE

Head Qrs: Valley Forge Dec 29th: 1777 Gent:

I take the liberty of transmitting you the Inclosed Return, which contains a state of the New Hampshire Regiments. By this you will discover how deficient, - how exceedingly short they are of the complement of men which of right according to the establishment they ought to have. This information, I have thought it my duty to lay before you, that it may have that attention which it's importance demands; and in full hope, that the most early and vigorous measures will be adopted, not only to make the Regiments more respectable but compleat.

There is one thing more to which I would take the liberty of solliciting your most serious and constant attention; to wit, the cloathing of your Troops, and the procuring of every possible supply in your power from time to time for that end... We had in Camp, on the 23rd Inst. by a Field Return then taken, not less than 2898 men unfit for duty, by reason of their being barefoot and otherwise naked.

Go: Washington

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### AFGHANISTAN

"Top US general may seek more troops for Afghanistan"

*Tom Vanden Brook, USA Today 11:35pm EST December 29, 2015*

WASHINGTON —News from Afghanistan in 2015, when American troops ended their daily combat mission after 14 years, has been grim. Taliban insurgents stormed the northern provincial capital of Kunduz in October and were pushed out after fierce fighting that included an inadvertent attack by a U.S. warplane on hospital that killed 42 civilians... Last week, six U.S. airmen were killed by a suicide bomber outside Bagram Air Base.

"My job as commander on the ground is to continually make assessments," Campbell said. "Every time I've gone to the president and said, 'I need X,' I've been very, very fortunate that he's provided that. So he's been very flexible. It's actually been conditions based as we've gone forward. "If I don't believe that we can accomplish the train, advise and assist and the (counter-terrorism) missions, then I owe it to the senior leadership to come back and say, 'Here's what I need.' If that's more people, it's more people."

Earlier this year, U.S. troops were stretched so thin that they advised their Afghan partners by video conference, Thornberry said. He said he'd rely on commanders for a recommendation on troop levels, adding that they had sought as many as 20,000.







Component	Description
<b>Title of Lesson</b>	Philadelphia Scavenger Hunt Field Trip
<b>Content/Subject Area</b>	US History
<b>Context</b>	Despite growing up in the birthplace of liberty, many Philadelphia students have never visited the wonderful sites that our city has to offer. This lesson is designed to familiarize students with their city and foster teamwork. In teams of no more than 10, with one adult supervising each group, students will travel together throughout the city of Philadelphia completing tasks, answering questions and taking photos.
<b>Duration</b>	One half school day, approximately 3 hours
<b>Objective</b>	<b>SWBAT</b> to navigate the city of Philadelphia <b>IOT</b> visit and experience the important sites and monuments of the city.
<b>Standards</b>	<p><b>7.3.9.A.</b> Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p><b>7.1.U.A.</b> Use geographic tools to analyze information about the interaction between people, places, and the environment.</p>
<b>Anticipatory Set</b> <i>(to be completed at least 2 weeks prior to the date of the field trip)</i>	<ol style="list-style-type: none"> <li>1. Give students the “Philadelphia Exploration Survey” (Student Handout A)</li> <li>2. Alternatively, teacher may want to create a Google Form version of the survey and collect the data that way.</li> <li>3. Discuss the questions and answers with students.</li> <li>4. Inform students that they will be taking a trip to explore downtown and historic Philadelphia.</li> <li>5. Distribute field trip slips and explain rules of the trip.</li> </ol>
<b>Direct Instruction</b> <i>(to be completed the morning of the field trip)</i>	<ol style="list-style-type: none"> <li>1. Prior to leaving for the Scavenger Hunt, teacher will need to assemble students into groups of no more than 10. Each student group must have at least one chaperone. Teacher may choose groups at their discretion.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Have groups get together with their chaperone.</li> <li>3. Distribute “<a href="#">Philly Scavenger Hunt</a>” packet. This packet contains all of the rules and challenges.</li> <li>4. Go over the rules with the students and chaperones.</li> <li>5. You may want to pass out a paper map to all students, or have them rely on technology</li> <li>6. Establish a start time and place (most likely the school)</li> <li>7. Establish the meeting time and place (Love Park or other large public space near public transportation is encouraged)</li> <li>8. Check to make sure all students have their transpass (if taking public transportation)</li> </ol>
<b>Guided Practice</b> <i>(field trip)</i>	<ol style="list-style-type: none"> <li>1. Students will look over the challenges in the “<a href="#">Philly Scavenger Hunt</a>” packet.</li> <li>2. With their chaperone, they will begin researching the questions, looking at maps and discussing their strategies.</li> <li>3. Students will travel as a pack to complete as many challenges as possible.</li> <li>4. Chaperone will check off the challenges as the students complete them.</li> <li>5. Groups will rendezvous at the designated meeting time and place and tally their team points.</li> </ol>
<b>Independent Practice</b> <i>(to be completed upon return from the field trip)</i>	<ol style="list-style-type: none"> <li>1. Upon the return to school, students will respond to a prompt on the Philly Scavenger Hunt Independent Reflection sheet (Student Handout B).</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Students and teachers should discuss the</li> <li>2. Teacher should host an award ceremony for the winners back at the school using rewards chosen at their discretion.</li> <li>3. Prizes can be awarded to first, second and third places.</li> </ol>
<b>Assessment</b>	Students will respond to a prompt on the Philly Scavenger Hunt Independent Reflection sheet (Student Handout B).
<b>Key Terms</b>	Center City Artifact Document Monument Historical Site
<b>Resources and Materials</b>	Septa Transpasses or Arranged Busses Smartphones or Maps Copies of Student Handouts A & B Copies of the <a href="#">Philly Scavenger Hunt Packet</a> 1 Chaperone for up to 10 students (as per district rule)

# Philadelphia Exploration Survey

## *Student Handout A*

1. How often do you visit Center City Philadelphia?

- ☐ Daily
- ☐ Once a week
- ☐ Once or twice month
- ☐ A few times a year
- ☐ Never (skip to question 3)

2. What is your main reason for going to Center City?

3. Why is your main reason for not going to Center City?

4. Which of these Philadelphia landmarks have you been to? Check all that apply.

- ☐ Liberty Bell
- ☐ Independence Hall
- ☐ Christ's Church
- ☐ Elfreth's Alley
- ☐ City Hall
- ☐ Reading Terminal Market
- ☐ Philadelphia Museum of Art





## Philadelphia Exploration Independent Reflection

### *Student Handout B*

Now that you have returned from our field trip please write a two paragraph reflection on your day. Be sure to include your thoughts on the following questions:

- ☐ What are 3 things you learned today?
- ☐ What was the most interesting thing you saw today?
- ☐ How effective was your team when working together?
- ☐ In the future, will you be more or less likely to visit Center City Philadelphia? Why?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Component	Description
<b>Title of Lesson</b>	Philadelphia and World Heritage Sites
<b>Content/Subject Area</b>	World History, US History
<b>Context</b>	The advent of Google Maps street view allows for distant faraway locations to be explore virtually from any internet based device. For this lesson, students will get to “visit” World Heritage Sites throughout the world and compare them to similar sites that can be found in Philadelphia. The Use of Google Cardboard VR Viewers is highly encouraged for this lesson.
<b>Duration</b>	One, 45 minute class period
<b>Objective</b>	<b>SWBAT</b> compare and contrast Philadelphia landmarks to other World Heritage Sites <b>IOT</b> identify commonalities and difference throughout time and place.
<b>Standards</b>	<p>7.1.U.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>
<b>Anticipatory Set</b> 5 minutes	Ask the students the following discussion question: If you could go anywhere in the world, where would you go and why? Answers can range from general cities or countries to specific sites like “The Eiffel Tower”. Discuss what makes a place desirable. Is it the location? Impressions associated with it? It’s function in a global context? Or a combination of all three?
<b>Direct Instruction</b> 10 minutes	<ol style="list-style-type: none"> <li>1. Teacher will explain that today students are going to take a virtual tour of places in the world and Philadelphia that have been deemed historically important.</li> <li>2. Teacher will distribute Student Handout A and go over the instructions.</li> </ol>

	<ol style="list-style-type: none"> <li>On overhead projector or Smartboard, teacher will demonstrate how to locate locations on Google Maps Streetview (type location into search bar, click to open results)</li> <li>If using Google Cardboard, teacher will demonstrate how to open locations in Streetview App as well as how to insert smartphone into VR Viewer.</li> </ol>
<b>Guided Practice (and/or Cooperative Practice)</b> 10 minutes	<ol style="list-style-type: none"> <li>On the board, teacher will fill out the first row of Student Handout A titled "Roadways", using observations submitted by the students.</li> <li>Teacher should ask probing questions to help students be as detailed as possible.</li> </ol>
<b>Independent Practice</b> 20 minutes	<ol style="list-style-type: none"> <li>Individually or in partners (teacher's discretion), students will view the other World Heritage and Philadelphia sites and record their comparative observations.</li> <li>Teacher should circulate the room providing guidance and assistance as needed.</li> </ol>
<b>Closure</b> 5 minutes	<ol style="list-style-type: none"> <li>Review answers with class and discuss observations. Distribute Exit Ticket (Student Handout B)</li> </ol>
<b>Assessment</b>	<p>Exit Ticket (Student Handout B) addressing two questions:</p> <ol style="list-style-type: none"> <li>Which World Heritage Site from today's tour do you most want to visit in real life and why?</li> <li>Which Philadelphia location do you think people from other countries should visit and why?</li> </ol> <p>UNESCO Letter Students will nominate a Philadelphia Site to be included on UNESCO's World Heritage Site List (Student Handout C). Can be assigned as homework or completed during an additional class period.</p>
<b>Key Terms</b>	<p>World Heritage Site Street View Grave Site</p>
<b>Resources and Materials</b>	<p>Projector or Smartboard Copies of Student Handout A, B &amp; C Laptops with internet access or Google Cardboard VR Viewers with smartphones Google Cardboard Instructions <a href="http://www.cnet.com/how-to/see-the-world-in-vr-with-google-cardboard-and-street-view/">http://www.cnet.com/how-to/see-the-world-in-vr-with-google-cardboard-and-street-view/</a></p>



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## Philadelphia & World Heritage Sites

### Student Handout A

*Use Google Maps Street view on either your laptop or Google Cardboard VR Viewer to compare and contrast the sites on the chart.*

	<b><i>Unique to This World Heritage Site</i></b>	<b><i>Similarities</i></b>	<b><i>Unique to Philadelphia</i></b>
<b>Roadway</b>	<i>Teotihuacan, Mexico: Calzada de los Muertos</i>		<i>Benjamin Franklin Parkway</i>
<b>Government</b>	<i>Beijing, China: The Palace Museum</i>		<i>Philadelphia City Hall</i>
<b>Grave Site</b>	<i>Uttar Pradesh, India: Taj Mahal</i>		<i>Benjamin Franklin's Grave</i>

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## Philadelphia & World Heritage Sites

*Student Handout A cont.*

	<i>Unique to This World Heritage Site</i>	<i>Similarities</i>	<i>Unique to Philadelphia</i>
<b>Museum</b>	<i>Paris, France: Musee du Louvre</i>		<i>Philadelphia Museum of Art</i>
<b>Prison</b>	<i>Cape Town, South Africa: Robben Island</i>		<i>Eastern State Penitentiary</i>
<b>Sports</b>	<i>Rome, Italy: Colosseo</i>		<i>Citizens Bank Park</i>

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**Philadelphia & World Heritage Site Exit Ticket**

*Student Handout B*

1. Which World Heritage Site from today's tour do you most want to visit in real life and why?
2. Which Philadelphia location do you think people from other countries should visit and why?

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**Philadelphia & World Heritage Site Exit Ticket**

*Student Handout B*

1. Which World Heritage Site from today's tour do you most want to visit in real life and why?
2. Which Philadelphia location do you think people from other countries should visit and why?

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**Philadelphia & World Heritage Site Letter**  
*Student Handout C*

The UNESCO's World Heritage Committee lists ten criteria that they feel defines a World Heritage Site. In order to join the prestigious list of World Heritage Sites a landmark must meet one of the ten criteria. It's your turn to nominate a Philadelphia Landmark to be a World Heritage Site. Please write a 1-2 page letter to the UNESCO Committee addressing the following items:

*Identify the landmark and it's location*

*Describe the landmark*

*Give the history of the landmark*

*State which of the ten criteria applies to the Landmark*

*Justify why the landmark deserves to be included on the list*



## UNESCO World Heritage Committee Selection Criteria

### ***Cultural Landmarks:***

- (i) to represent a masterpiece of human creative genius
- (ii) to exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning or landscape design;
- (iii) to bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared;
- (iv) to be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history;
- (v) to be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change;
- (vi) to be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance. (The Committee considers that this criterion should preferably be used in conjunction with other criteria);

### ***Natural Landmarks:***

- (vii) to contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance;
- (viii) to be outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features;
- (ix) to be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, freshwater, coastal and marine ecosystems and communities of plants and animals;
- (x) to contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.

<http://whc.unesco.org/en/criteria/>



Component	Description
<b>Title of Lesson</b>	Equal Station
<b>Content/Subject Area</b>	US History
<b>Context</b>	<p>The Declaration of Independence is remembered as the beginning of modern democracy. In Philadelphia we are fortunate enough to claim it as our own. The bold preamble declares that not only will American govern its own lands but also that the young country demands “Equal Station” with Britain, a demand that was unheard of at the time. When Thomas Jefferson committed to paper the ideas and sentiments of his fellow members of the Continental Congress, we must wonder if he knew what lasting repercussions his words would have.</p> <p>Today Jefferson’s words have inspired more than half of the members of the 192 nation UN Assembly to declare independence and assume their equal station on the planet. In 1789 we saw our allies the French with their <i>Declaration of the Rights of Man and the Citizen</i>. African American Soldiers returning home from WWI felt a particular sting of disillusionment and drafted their own 54 item missive to represent the “Negro Peoples of the World”. In 1965 Rhodesia declared their independence from Britain drafting their own document, the <i>Rhodesian Unilateral Declaration of Independence</i>, however they deviated a bit at the end by signing it “God Save the Queen”. In Asia, Thomas Jefferson’s words inspired Ho Chi Minh and resulted in the <i>Declaration of Independence of the Democratic Republic of Vietnam</i>, as he broke his country away from France, our former allies in independence.</p>
<b>Duration</b>	Two 60 minute class periods
<b>Objective</b>	<b>SWBAT</b> compare the Declarations of Independence from other nations <b>IOT</b> determine how the American document influenced the framers of other governments.
<b>Standards</b>	<p>CCSS.ELA-LITERACY.RH.9-10.4</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5</p>

	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6</p> <p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
<p><b>Anticipatory Set</b> <i>15 minutes</i></p>	<p><b><u>Day One</u></b> Conversation Starter Ask the students the following question: How do you break up with someone? The question will generate a variety of responses that are both mature and totally ridiculous, but that is a good thing. Using probing questions and follow up discussion guide the students to the realization that a break up has three parts:</p> <ol style="list-style-type: none"> <li>1. Telling someone it's over (clearly state that the relationship is over)</li> <li>2. Listing the reasons why the relationship ended (we fight too much, we are going to different schools next year, you cheated, etc)</li> <li>3. Explain what will happen next (let's be friends)</li> </ol>
<p><b>Instruction Part 1</b> <i>10 minutes</i></p>	<ol style="list-style-type: none"> <li>1. Distribute Student Handout A to all students</li> <li>2. Review the SOAP information on Student Handout A regarding the Declaration of Independence to help provide context and background for the students.</li> </ol>
<p><b>Instruction Part 2</b> <i>35 minutes</i></p>	<ol style="list-style-type: none"> <li>1. Distribute Student Handout B.</li> <li>2. Read the excerpts from the Declaration of Independence with students, pausing to check for understanding frequently.</li> <li>3. After teacher reads the excerpt and vocabulary definitions, students are to write what they think the excerpt means in their own word in the right column of Student Handout B</li> <li>4. Use the "Equal Station" Powerpoint to help break down text meaning, new vocabulary words.</li> <li>5. Tell students that next they will be looking at one of four documents that was inspired by The Declaration of Independence.</li> </ol>
<p><b>Instruction Part 3</b> <i>45 minutes</i></p>	<p><b><u>Day 2</u></b></p> <ol style="list-style-type: none"> <li>1. Give each student one of the four documents inspired by the Declaration of Independence as well as copies of Student Handout C and D.</li> <li>2. In groups students will read the document once, following the checklist from Student Handout C as they annotate their text:</li> </ol>

	<ul style="list-style-type: none"> <li>→ Define words you did not know in the margin or on the back of the document</li> <li>→ Highlight quotes that stick out to you</li> <li>→ Circle the 3 complaints that you think are most important</li> </ul> <p>3. Students will read the document for a second time, analyzing the SOAP information of the text on Student Handout D.</p>
<b>Closure</b> <i>15 minutes</i>	Class discussion and review of other Declarations of Independence
<b>Assessment</b>	<p>Student Handout E Reflection asks students to reflect on the link between The Declaration of Independence and the document the read in their group.</p> <p>Optional Extension Activity Student Handout F</p>
<b>Key Terms</b>	<p>Preamble Grievances Independence Declaration Citizen Republic</p>
<b>Resources and Materials</b>	<p>Projector or Smart Board Copies of <i>The Declaration of Independence</i>, <i>The Declaration of the Rights of Man &amp; the Citizen</i>, <i>Declaration of the Rights of Negro Peoples of the World</i>, <i>Rhodesian Unilateral Declaration of Independence</i>, <i>Declaration of Independence for Democratic Republic of Vietnam</i> Copies of Student Handouts A, B, C, D, E and F <a href="#">Equal Station Powerpoint</a></p> <p>Background on the Declaration of Independence in a Global Context <a href="http://www.gilderlehrman.org/history-by-era/road-revolution/essays/declaration-independence-global-perspective">http://www.gilderlehrman.org/history-by-era/road-revolution/essays/declaration-independence-global-perspective</a></p>



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## Equal Station

### Student Handout A

These notes serve to help you understand the key points of the Declaration of Independence in order to trace their influence on other documents.

<p>S-What is the <b>Source?</b> <i>Who could have created this?</i> <i>Were they influenced by others while creating this document?</i></p>	<p>Thomas Jefferson (a lawyer from VA) wrote it on behalf of the 13 colonies of America. He has help from Ben Franklin and John Adams.</p>
<p>O- What is the <b>Occasion?</b> <i>When and where was this evidence created?</i> <i>What context or situation encouraged the creation of this document?</i></p>	<p>Philadelphia July 4th 1776. It technically took him a few weeks to write it, but they had been debating it in Congress for months. This was after years of trouble with Britain regarding taxes and unfair treatment.</p>
<p>A- Who is the <b>Audience?</b> <i>Who would be expected to see or read this piece of evidence?</i></p>	<p>King George III, it was the official notice that we were leaving Britain. Also, it helped other American colonists understand what was going on at the time.</p>
<p>P- What is the <b>Purpose?</b> <i>What was this document intending to accomplish?</i> <i>What was its creator's aim?</i></p>	<p>To officially separate the colonies from Britain making them independent states. Also to let other countries know that they could help us if they wanted to.</p>

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**Equal Station**  
*Student Handout B*

<u>TJ's Words</u>	<u>My Words</u>
<i>When, in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another...they should declare the causes which impel them to the separation.</i>	Hey Britain, it's America. We need to break up, and here is why.
<i>We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—</i>	
<i>That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.</i>	
<i>That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.</i>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**Equal Station**  
*Student Handout B*

<u><b>TJ's Words</b></u>	<u><b>My Words</b></u>
<i>The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let the facts be submitted to a candid world.</i>	
#	
#	
#	
<i>We, therefore, the representatives of the United States of America... by the authority of the good people of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be free and independent states; that they are absolved from all allegiance to the British Crown.</i>	

**Equal Station**  
*Student Handout C*

As you read the document that was assigned to you, please complete the following tasks:

- Define words you did not know in the margin or on the back of the document
  - Highlight quotes that stick out to you
  - Circle the 3 complaints that you think are most important
- 

**Equal Station**  
*Student Handout C*

As you read the document that was assigned to you, please complete the following tasks:

- Define words you did not know in the margin or on the back of the document
  - Highlight quotes that stick out to you
  - Circle the 3 complaints that you think are most important
- 

**Equal Station**  
*Student Handout C*

As you read the document that was assigned to you, please complete the following tasks:

- Define words you did not know in the margin or on the back of the document
- Highlight quotes that stick out to you
- Circle the 3 complaints that you think are most important



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**Equal Station**  
*Student Handout D*

Document Name	
S-What is the <b><u>Source?</u></b> <i>Who could have created this?</i> <i>Were they influenced by others while creating this document?</i>	
O- What is the <b><u>Occasion?</u></b> <i>When and where was this evidence created?</i> <i>What context or situation encouraged the creation of this document?</i>	
A- Who is the <b><u>Audience?</u></b> <i>Who would be expected to see or read this piece of evidence?</i>	
P- What is the <b><u>Purpose?</u></b> <i>What was this document intending to accomplish?</i> <i>What was its creator's aim?</i>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

# Equal Station

## *Student Handout E*

The Document I read was : \_\_\_\_\_

1. What elements of the document you read most resembled the Declaration of Independence?
2. What elements of the document you read seem to deviate from the Declaration of Independence?
3. How effective was the author of the document you read in arguing for "Equal Station"?

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**Equal Station**  
*Student Handout F*

We all have things we want to be independent from. Whether it's bad boyfriends, annoying parental rules, a relationship with junk food or laws that you think are unfair. Take this opportunity to declare your independence!

**Step 1 - Preamble:** Tell me what you want to declare your independence, be very clear about it.

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**Step 2 - List of Grievances:** Specifically cite at least 5 reasons that you want to be independent. Be detailed.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Step 3 - Closure:** State your next steps, let the rest of the world know what we can expect from the new you.

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## **The Declaration of Independence**

Philadelphia, 1776

When, in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive to these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. --Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

1. He has refused his assent to laws, the most wholesome and necessary for the public good.
2. He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and when so suspended, he has utterly neglected to attend to them.
3. He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them and formidable to tyrants only.
4. He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.



5. He has dissolved representative houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.
6. He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the state remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within.
7. He has endeavored to prevent the population of these states; for that purpose obstructing the laws for naturalization of foreigners; refusing to pass others to encourage their migration hither, and raising the conditions of new appropriations of lands.
8. He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers.
9. He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.
10. He has erected a multitude of new offices, and sent hither swarms of officers to harass our people, and eat out their substance.
11. He has kept among us, in times of peace, standing armies without the consent of our legislature.
12. He has affected to render the military independent of and superior to civil power.
13. He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his assent to their acts of pretended legislation:
14. For quartering large bodies of armed troops among us:
15. For protecting them, by mock trial, from punishment for any murders which they should commit on the inhabitants of these states:
16. For cutting off our trade with all parts of the world:
17. For imposing taxes on us without our consent:
18. For depriving us in many cases, of the benefits of trial by jury:
19. For transporting us beyond seas to be tried for pretended offenses:

20. For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule in these colonies:
21. For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments:
22. For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.
23. He has abdicated government here, by declaring us out of his protection and waging war against us.
24. He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people.
25. He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.
26. He has constrained our fellow citizens taken captive on the high seas to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.
27. He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian savages, whose known rule of warfare, is undistinguished destruction of all ages, sexes and conditions.

In every stage of these oppressions we have petitioned for redress in the most humble terms: our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.

Nor have we been wanting in attention to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace friends.

We, therefore, the representatives of the United States of America, in General Congress, assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by the authority of the good people of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be free and independent states; that they are absolved from all allegiance to the British Crown, and that all political connection between them and the state of Great Britain, is and ought to be totally dissolved; and that as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes and our sacred honor.

## **“Declaration of the Rights of the Negro Peoples of the World”: The Principles of the Universal Negro Improvement Association**

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### **Preamble**

*Be It Resolved*, That the Negro people of the world, through their chosen representatives in convention assembled in Liberty Hall, in the City of New York and United States of America, from August 1 to August 31, in the year of Our Lord one thousand nine hundred and twenty, protest against the wrongs and injustices they are suffering at the hands of their white brethren, and state what they deem their fair and just rights, as well as the treatment they propose to demand of all men in the future.

We complain:

1. That nowhere in the world, with few exceptions, are black men accorded equal treatment with white men, although in the same situation and circumstances, but, on the contrary, are discriminated against and denied the common rights due to human beings for no other reason than their race and color.

We are not willingly accepted as guests in the public hotels and inns of the world for no other reason than our race and color.

2. In certain parts of the United States of America our race is denied the right of public trial accorded to other races when accused of crime, but are lynched and burned by mobs, and such brutal and inhuman treatment is even practiced upon our women.

3. That European nations have parcelled out among them and taken possession of nearly all of the continent of Africa, and the natives are compelled to surrender their lands to aliens and are treated in most instances like slaves.

4. In the southern portion of the United States of America, although citizens under the Federal Constitution, and in some States almost equal to the whites in population and are qualified land owners and taxpayers, we are, nevertheless, denied all voice in the making and administration of the laws and are taxed without representation by the State governments, and at the same time compelled to do military service in defense of the country.

5. On the public conveyances and common carriers in the southern portion of the United States we are jim-crowed and compelled to accept separate and inferior accommodations and made to pay the same fare charged for first-class accommodations, and our families are often humiliated and insulted by drunken white men who habitually pass through the jim-crow cars going to the smoking car.

6. The physicians of our race are denied the right to attend their patients while in the public hospitals of the cities and States where they reside in certain parts of the United States.

Our children are forced to attend inferior separate schools for shorter terms than white children, and the public school funds are unequally divided between the white and colored schools.

7. We are discriminated against and denied an equal chance to earn wages for the support of our families, and in many instances are refused admission into labor unions and nearly everywhere are paid smaller wages than white men.

8. In the Civil Service and departmental offices we are everywhere discriminated against and made to feel that to be a black man in Europe, America and the West Indies is equivalent to being an outcast and a leper among the races of men, no matter what the character attainments of the black men may be.

9. In the British and other West Indian islands and colonies Negroes are secretly and cunningly discriminated against and denied those fuller rights of government to which white citizens are appointed, nominated and elected.

10. That our people in those parts are forced to work for lower wages than the average standard of white men and are kept in conditions repugnant to good civilized tastes and customs.

11. That the many acts of injustices against members of our race before the courts of law in the respective islands and colonies are of such nature as to create disgust and disrespect for the white man's sense of justice.

12. Against all such inhuman, unchristian and uncivilized treatment we here and now emphatically protest, and invoke the condemnation of all mankind.



In order to encourage our race all over the world and to stimulate it to overcome the handicaps and difficulties surrounding it, and to push forward to a higher and grander destiny, we demand and insist on the following Declaration of Rights:

1. Be it known to all men that whereas all men are created equal and entitled to the rights of life, liberty and the pursuit of happiness, and because of this we, the duly elected representatives of the Negro peoples of the world, invoking the aid of the just and Almighty God, do declare all men, women and children of our blood throughout the world free denizens, and do claim them as free citizens of Africa, the Motherland of all Negroes.
2. That we believe in the supreme authority of our race in all things racial; that all things are created and given to man as a common possession; that there should be an equitable distribution and apportionment of all such things, and in consideration of the fact that as a race we are now deprived of those things that are morally and legally ours, we believed it right that all such things should be acquired and held by whatsoever means possible.
3. That we believe the Negro, like any other race, should be governed by the ethics of civilization, and therefore should not be deprived of any of those rights or privileges common to other human beings.
4. We declare that Negroes, wheresoever they form a community among themselves should be given the right to elect their own representatives to represent them in Legislatures, courts of law, or such institutions as may exercise control over that particular community.
5. We assert that the Negro is entitled to even-handed justice before all courts of law and equity in whatever country he may be found, and when this is denied him on account of his race or color such denial is an insult to the race as a whole and should be resented by the entire body of Negroes.
6. We declare it unfair and prejudicial to the rights of Negroes in communities where they exist in considerable numbers to be tried by a judge and jury composed entirely of an alien race, but in all such cases members of our race are entitled to representation on the jury.

7. We believe that any law or practice that tends to deprive any African of his land or the privileges of free citizenship within his country is unjust and immoral, and no native should respect any such law or practice.
8. We declare taxation without representation unjust and tyrannous, and there should be no obligation on the part of the Negro to obey the levy of a tax by any law-making body from which he is excluded and denied representation on account of his race and color.
9. We believe that any law especially directed against the Negro to his detriment and singling him out because of his race or color is unfair and immoral, and should not be respected.
10. We believe all men entitled to common human respect and that our race should in no way tolerate any insults that may be interpreted to mean disrespect to our race or color.
11. We deprecate the use of the term "nigger" as applied to Negroes, and demand that the word "Negro" be written with a capital "N."
12. We believe that the Negro should adopt every means to protect himself against barbarous practices inflicted upon him because of color.
13. We believe in the freedom of Africa for the Negro people of the world, and by the principle of Europe for the Europeans and Asia for the Asiatics, we also demand Africa for the Africans at home and abroad.
14. We believe in the inherent right of the Negro to possess himself of Africa and that his possession of same shall not be regarded as an infringement of any claim or purchase made by any race or nation.
15. We strongly condemn the cupidity of those nations of the world who, by open aggression or secret schemes, have seized the territories and inexhaustible natural wealth of Africa, and we place on record our most solemn determination to reclaim the treasures and possession of the vast continent of our forefathers.
16. We believe all men should live in peace one with the other, but when races and nations provoke the ire of other races and nations by attempting to infringe upon their

rights[,] war becomes inevitable, and the attempt in any way to free one's self or protect one's rights or heritage becomes justifiable.

17. Whereas the lynching, by burning, hanging or any other means, of human beings is a barbarous practice and a shame and disgrace to civilization, we therefore declare any country guilty of such atrocities outside the pale of civilization.

18. We protest against the atrocious crime of whipping, flogging and overworking of the native tribes of Africa and Negroes everywhere. These are methods that should be abolished and all means should be taken to prevent a continuance of such brutal practices.

19. We protest against the atrocious practice of shaving the heads of Africans, especially of African women or individuals of Negro blood, when placed in prison as a punishment for crime by an alien race.

10. We protest against segregated districts, separate public conveyances, industrial discrimination, lynchings and limitations of political privileges of any Negro citizen in any part of the world on account of race, color or creed, and will exert our full influence and power against all such.

21. We protest against any punishment inflicted upon a Negro with severity, as against lighter punishment inflicted upon another of an alien race for like offense, as an act of prejudice and injustice, and should be resented by the entire race.

22. We protest against the system of education in any country where Negroes are denied the same privileges and advantages as other races.

23. We declare it inhuman and unfair to boycott Negroes from industries and labor in any part of the world.

24. We believe in the doctrine of the freedom of the press, and we therefore emphatically protest against the suppression of Negro newspapers and periodicals in various parts of the world, and call upon Negroes everywhere to employ all available means to prevent such suppression.

25. We further demand free speech universally for all men.

26. We hereby protest against the publication of scandalous and inflammatory articles by an alien press tending to create racial strife and the exhibition of picture films showing the Negro as a cannibal.
27. We believe in the self-determination of all peoples.
28. We declare for the freedom of religious worship.
29. With the help of Almighty God we declare ourselves the sworn protectors of the honor and virtue of our women and children, and pledge our lives for their protection and defense everywhere and under all circumstances from wrongs and outrages.
30. We demand the right of an unlimited and unprejudiced education for ourselves and our posterity forever[.]
31. We declare that the teaching in any school by alien teachers to our boys and girls, that the alien race is superior to the Negro race, is an insult to the Negro people of the world.
32. Where Negroes form a part of the citizenry of any country, and pass the civil service examination of such country, we declare them entitled to the same consideration as other citizens as to appointments in such civil service.
33. We vigorously protest against the increasingly unfair and unjust treatment accorded Negro travelers on land and sea by the agents and employee of railroad and steamship companies, and insist that for equal fare we receive equal privileges with travelers of other races.
34. We declare it unjust for any country, State or nation to enact laws tending to hinder and obstruct the free immigration of Negroes on account of their race and color.
35. That the right of the Negro to travel unmolested throughout the world be not abridged by any person or persons, and all Negroes are called upon to give aid to a fellow Negro when thus molested.
36. We declare that all Negroes are entitled to the same right to travel over the world as other men.
37. We hereby demand that the governments of the world recognize our leader and his representatives chosen by the race to look after the welfare of our people under such governments.

38. We demand complete control of our social institutions without interference by any alien race or races.
39. That the colors, Red, Black and Green, be the colors of the Negro race.
40. Resolved, That the anthem "Ethiopia, Thou Land of Our Fathers etc.," shall be the anthem of the Negro race. . . .
41. We believe that any limited liberty which deprives one of the complete rights and prerogatives of full citizenship is but a modified form of slavery.
42. We declare it an injustice to our people and a serious Impediment to the health of the race to deny to competent licensed Negro physicians the right to practice in the public hospitals of the communities in which they reside, for no other reason than their race and color.
43. We call upon the various government[s] of the world to accept and acknowledge Negro representatives who shall be sent to the said governments to represent the general welfare of the Negro peoples of the world.
44. We deplore and protest against the practice of confining juvenile prisoners in prisons with adults, and we recommend that such youthful prisoners be taught gainful trades under human[e] supervision.
45. Be it further resolved, That we as a race of people declare the League of Nations null and void as far as the Negro is concerned, in that it seeks to deprive Negroes of their liberty.
46. We demand of all men to do unto us as we would do unto them, in the name of justice; and we cheerfully accord to all men all the rights we claim herein for ourselves.
47. We declare that no Negro shall engage himself in battle for an alien race without first obtaining the consent of the leader of the Negro people of the world, except in a matter of national self-defense.
48. We protest against the practice of drafting Negroes and sending them to war with alien forces without proper training, and demand in all cases that Negro soldiers be given the same training as the aliens.
49. We demand that instructions given Negro children in schools include the subject of "Negro History," to their benefit.



50. We demand a free and unfettered commercial intercourse with all the Negro people of the world.

51. We declare for the absolute freedom of the seas for all peoples.

52. We demand that our duly accredited representatives be given proper recognition in all leagues, conferences, conventions or courts of international arbitration wherever human rights are discussed.

53. We proclaim the 31st day of August of each year to be an international holiday to be observed by all Negroes.

54. We want all men to know that we shall maintain and contend for the freedom and equality of every man, woman and child of our race, with our lives, our fortunes and our sacred honor.

These rights we believe to be justly ours and proper for the protection of the Negro race at large, and because of this belief we, on behalf of the four hundred million Negroes of the world, do pledge herein the sacred blood of the race in defense, and we hereby subscribe our names as a guarantee of the truthfulness and faithfulness hereof, in the presence of Almighty God, on this 13th day of August, in the year of our Lord one thousand nine hundred and twenty.

## **Declaration of the Rights of Man - 1789**

*Approved by the National Assembly of France, August 26, 1789*

The representatives of the French people, organized as a National Assembly, believing that the ignorance, neglect, or contempt of the rights of man are the sole cause of public calamities and of the corruption of governments, have determined to set forth in a solemn declaration the natural, unalienable, and sacred rights of man, in order that this declaration, being constantly before all the members of the Social body, shall remind them continually of their rights and duties; in order that the acts of the legislative power, as well as those of the executive power, may be compared at any moment with the objects and purposes of all political institutions and may thus be more respected, and, lastly, in order that the grievances of the citizens, based hereafter upon simple and incontestable principles, shall tend to the maintenance of the constitution and redound to the happiness of all. Therefore the National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:

### **Articles:**

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.
3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.
5. Law can only prohibit such actions as are hurtful to society. Nothing may be prevented which is not forbidden by law, and no one may be forced to do anything not provided for by law.
6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents.

**7.** No person shall be accused, arrested, or imprisoned except in the cases and according to the forms prescribed by law. Any one soliciting, transmitting, executing, or causing to be executed, any arbitrary order, shall be punished. But any citizen summoned or arrested in virtue of the law shall submit without delay, as resistance constitutes an offense.

**8.** The law shall provide for such punishments only as are strictly and obviously necessary, and no one shall suffer punishment except it be legally inflicted in virtue of a law passed and promulgated before the commission of the offense.

**9.** As all persons are held innocent until they shall have been declared guilty, if arrest shall be deemed indispensable, all harshness not essential to the securing of the prisoner's person shall be severely repressed by law.

**10.** No one shall be disquieted on account of his opinions, including his religious views, provided their manifestation does not disturb the public order established by law.

**11.** The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law.

**12.** The security of the rights of man and of the citizen requires public military forces. These forces are, therefore, established for the good of all and not for the personal advantage of those to whom they shall be intrusted.

**13.** A common contribution is essential for the maintenance of the public forces and for the cost of administration. This should be equitably distributed among all the citizens in proportion to their means.

**14.** All the citizens have a right to decide, either personally or by their representatives, as to the necessity of the public contribution; to grant this freely; to know to what uses it is put; and to fix the proportion, the mode of assessment and of collection and the duration of the taxes.

**15.** Society has the right to require of every public agent an account of his administration.

**16.** A society in which the observance of the law is not assured, nor the separation of powers defined, has no constitution at all.

**17.** Since property is an inviolable and sacred right, no one shall be deprived thereof except where public necessity, legally determined, shall clearly demand it, and then only on condition that the owner shall have been previously and equitably indemnified.

## **Declaration of Independence of the Democratic Republic of Vietnam**

All men are created equal. They are endowed by their Creator with certain inalienable rights, among them are Life, Liberty, and the pursuit of Happiness."

This immortal statement was made in the Declaration of Independence of the United States of America in 1776. In a broader sense, this means: All the peoples on the earth are equal from birth, all the peoples have a right to live, to be happy and free.

The Declaration of the French Revolution made in 1791 on the Rights of Man and the Citizen also states: "All men are born free and with equal rights, and must always remain free and have equal rights."

Those are undeniable truths.

Nevertheless, for more than eighty years, the French imperialists, abusing the standard of Liberty, Equality, and Fraternity, have violated our Fatherland and oppressed our fellow-citizens. They have acted contrary to the ideals of humanity and justice.

In the field of politics, they have deprived our people of every democratic liberty.

They have enforced inhuman laws; they have set up three distinct political regimes in the North, the Center and the South of Vietnam in order to wreck our national unity and prevent our people from being united.

They have built more prisons than schools. They have mercilessly slain our patriots; they have drowned our uprisings in rivers of blood.

They have fettered public opinion; they have practiced obscurantism against our people.

To weaken our race they have forced us to use opium and alcohol.

In the field of economics, they have fleeced us to the backbone, impoverished our people, and devastated our land.

They have robbed us of our rice fields, our mines, our forests, and our raw materials. They have monopolized the issuing of bank-notes and the export trade.

They have invented numerous unjustifiable taxes and reduced our people, especially our peasantry, to a state of extreme poverty.

They have hampered the prospering of our national bourgeoisie; they have mercilessly exploited our workers.

In the autumn of 1940, when the Japanese Fascists violated Indochina's territory to establish new bases in their fight against the Allies, the French imperialists went down on their bended knees and handed over our country to them.

Thus, from that date, our people were subjected to the double yoke of the French and the Japanese. Their sufferings and miseries increased. The result was that from the end of last year to the beginning of this year, from Quang Tri province to the North of Vietnam, more than two million of our fellow-citizens died from starvation. On March 9, the French troops were disarmed by the Japanese. The French colonialists either fled or surrendered showing that not only were they incapable of "protecting" us, but that, in the span of five years, they had twice sold our country to the Japanese.

On several occasions before March 9, the Vietminh League urged the French to ally themselves with it against the Japanese. Instead of agreeing to this proposal, the French colonialists so intensified their terrorist activities against the Vietminh members that before fleeing they massacred a great number of our political prisoners detained at Yen Bay and Caobang.

Notwithstanding all this, our fellow-citizens have always manifested toward the French a tolerant and humane attitude. Even after the Japanese putsch of March 1945, the Vietminh League helped many Frenchmen to cross the frontier, rescued some of them from Japanese jails, and protected French lives and property.

From the autumn of 1940, our country had in fact ceased to be a French colony and had become a Japanese possession.

After the Japanese had surrendered to the Allies, our whole people rose to regain our national sovereignty and to found the Democratic Republic of Vietnam.



The truth is that we have wrested our independence from the Japanese and not from the French.

The French have fled, the Japanese have capitulated, Emperor Bao Dai has abdicated. Our people have broken the chains which for nearly a century have fettered them and have won independence for the Fatherland. Our people at the same time have overthrown the monarchic regime that has reigned supreme for dozens of centuries. In its place has been established the present Democratic Republic.

For these reasons, we, members of the Provisional Government, representing the whole Vietnamese people, declare that from now on we break off all relations of a colonial character with France; we repeal all the international obligation that France has so far subscribed to on behalf of Vietnam and we abolish all the special rights the French have unlawfully acquired in our Fatherland.

The whole Vietnamese people, animated by a common purpose, are determined to fight to the bitter end against any attempt by the French colonialists to reconquer their country.

We are convinced that the Allied nations which at Tehran and San Francisco have acknowledged the principles of self-determination and equality of nations, will not refuse to acknowledge the independence of Vietnam.

A people who have courageously opposed French domination for more than eight years, a people who have fought side by side with the Allies against the Fascists during these last years, such a people must be free and independent.

For these reasons, we, members of the Provisional Government of the Democratic Republic of Vietnam, solemnly declare to the world that Vietnam has the right to be a free and independent country—and in fact is so already. The entire Vietnamese people are determined to mobilize all their physical and mental strength, to sacrifice their lives and property in order to safeguard their independence and liberty.

Source: Ho Chi Minh, *Selected Works* Vol. 3, (Hanoi: Foreign Languages Publishing House, 1960–62), 17–21.

## **Rhodesia's Unilateral Declaration of Independence**

Whereas in the course of human affairs history has shown that it may become necessary for a people to resolve the political affiliations which have connected them with another people and to assume amongst other nations the separate and equal status to which they are entitled:

And Whereas in such event a respect for the opinions of mankind requires them to declare to other nations the causes which impel them to assume full responsibility for their own affairs:

Now Therefore, We, The Government of Rhodesia, Do Hereby Declare:

That it is an indisputable and accepted historic fact that since 1923 the Government of Rhodesia have exercised the powers of self-government and have been responsible for the progress, development and welfare of their people;

That the people of Rhodesia having demonstrated their loyalty to the Crown and to their kith and kin in the United Kingdom and elsewhere through two world wars, and having been prepared to shed their blood and give of their substance in what they believed to be the mutual interests of freedom-loving people, now see all that they have cherished about to be shattered on the rocks of expediency;

That the people of Rhodesia have witnessed a process which is destructive of those very precepts upon which civilization in a primitive country has been built, they have seen the principles of Western democracy, responsible government and moral standards crumble elsewhere, nevertheless they have remained steadfast;

That the people of Rhodesia fully support the requests of their government for sovereign independence but have witnessed the consistent refusal of the Government of the United Kingdom to accede to their entreaties;

That the Government of the United Kingdom have thus demonstrated that they are not prepared to grant sovereign independence to Rhodesia on terms acceptable to the people of Rhodesia, thereby persisting in maintaining an unwarrantable jurisdiction over

Rhodesia, obstructing laws and treaties with other states and the conduct of affairs with other nations and refusing assent to laws necessary for the public good, all this to the detriment of the future peace, prosperity and good government of Rhodesia;

That the Government of Rhodesia have for a long period patiently and in good faith negotiated with the Government of the United Kingdom for the removal of the remaining limitations placed upon them and for the grant of sovereign independence;

That in the belief that procrastination and delay strike at and injure the very life of the nation, the Government of Rhodesia consider it essential that Rhodesia should attain, without delay, sovereign independence, the justice of which is beyond question;

Now Therefore, We The Government of Rhodesia, in humble submission to Almighty God who controls the destinies of nations, conscious that the people of Rhodesia have always shown unswerving loyalty and devotion to Her Majesty the Queen and earnestly praying that we and the people of Rhodesia will not be hindered in our determination to continue exercising our undoubted right to demonstrate the same loyalty and devotion, and seeking to promote the common good so that the dignity and freedom of all men may be assured, Do, By This Proclamation, adopt, enact and give to the people of Rhodesia the Constitution annexed hereto;

*God Save The Queen*

Given under Our Hand at Salisbury, this eleventh day of November in the Year of Our Lord one thousand nine hundred and sixty-five.

- *Prime Minister:* Ian Smith
- *Deputy Prime Minister:* Clifford Dupont
- *Ministers:* William Harper, Montrose, Phillip van Heerden, Jack Howman, Jack Mussett, John Wrathall, Desmond Lardner-Burke, George Rudland, Ian McLean, Arthur Philip Smith



Component	Description
<b>Title of Lesson</b>	Hellraiser
<b>Content/Subject Area</b>	World History, US History
<b>Context</b>	In modern society, children are often seen as a sacred protected class. That has not always been the case. Philadelphia's reputation as an industrial revolution powerhouse city, meant that children often worked difficult and dangerous jobs for very little pay. The infamous labor crusader Mother Jones once organized the working children of the city in a 100 mile march to end child labor. Though unsuccessful at achieving that goal, she nonetheless made a significant impact. This lesson has students comparing the plight of Philadelphia child workers to modern child soldiers around the world and imagining Mother Jones reaction, if she were alive today.
<b>Duration</b>	Two 60 min class periods
<b>Objective</b>	<b>SWBAT</b> evaluate the role of Mother Jones in organizing a movement to protect children <b>IOT</b> compare child labor conditions of the 19th century to child soldiers in the modern world.
<b>Standards</b>	<p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the US.</p> <p>U.S. 8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Day One</b>	

<b>Anticipatory Set</b> 5 minutes	Think/Pair/Share Discussion: What does every child deserve?
<b>Instruction Part 1</b> 5 minutes	1. Using the Hellraiser powerpoint (slides 1- 6), give background on Mother Jones and the Children's Crusade
<b>Instruction Part 2</b> 15 minutes	1. Teacher and students will read the section of the article <i>Anti-Capitalist Meetup: Mother Jones and the Children's Crusade</i> titled "The Great Philadelphia Textile Strike of 1903" and answer questions on Student Handout A. 2. Teacher should circulate the room and provide assistance
<b>Instruction Part 3</b> 30 minutes	1. Students will read the remainder of article <i>Anti-Capitalist Meetup: Mother Jones and the Children's Crusade</i> independently and answer questions 2. Teacher should circulate the room and provide assistance to students as needed.
<b>Closure</b> 5 minutes	Review answers as a class
<b>Day Two</b>	
<b>Anticipatory Set</b> 5 minutes	Discussion: Ask the students when they think this quote was said: "I would like you to give a message. Please do your best to tell the world what is happening to us, the children. So that other children don't have to pass through this violence." (Hellraiser Slides 7-8)  Most likely they will respond with "during the children's march" that they learned about yesterday. Reveal to them that this quote is actually from 1997 referencing child soldiers, a problem that persists to this day.
<b>Instruction Part 1</b> 5 minutes	1. Using the Hellraiser powerpoint (slides 9-10), give background on Child Soldiers. 2. Distribute Handout B and inform the students that they will be reading actual quotes from real former child soldiers.
<b>Instruction Part 2</b> 15 minutes	1. Using Student Handout B, students will read a series of quotes from child soldiers and record the phrases that catch their attention 2. Teacher may want to give all quotes to students as a packet, or tape them up to the walls and have students circulate reading them. 3. Teacher will provide guidance and assistance as students read the quotes. 4. After reading all of the quotes, students will answer the questions on Student Handout B 5. Review answers as a class.
<b>Instruction Part 3</b>	1. Using Student Handout C, Students will write a letter to



25 minutes	Mother Jones requesting her assistance in this modern tragedy.
<b>Closure</b> 5 minutes	Student volunteers will read their letters that they wrote to Mother Jones.
<b>Assessment</b>	Dear Mother Jones Letter
<b>Key Terms</b>	Child Soldiers Textiles Union Mother Jones Children's Crusade Strike
<b>Resources and Materials</b>	Hellraiser Powerpoint <a href="https://docs.google.com/a/philasd.org/presentation/d/1Vlhkw9Vg9ccasVL2dwMM74Ny9RenCsmi6DOXloY_UAo/edit?usp=sharing">https://docs.google.com/a/philasd.org/presentation/d/1Vlhkw9Vg9ccasVL2dwMM74Ny9RenCsmi6DOXloY_UAo/edit?usp=sharing</a> Copies of Student Handout A, B, and C Copies of <i>Anti-Capitalist Meetup: Mother Jones and the Children's Crusade</i> Copies of Child Soldier Quotes (courtesy of <a href="http://www.angelrockproject.com/arp/monthly/organization_Child_Soldiers.asp">http://www.angelrockproject.com/arp/monthly/organization_Child_Soldiers.asp</a> )

**Anti-Capitalist Meetup: Mother Jones and the Children's Crusade**  
**By JayRaye Sunday Aug 04, 2013**

<http://www.dailykos.com/story/2013/08/04/1228470/-Anti-Capitalist-Meet-up-Mother-Jones-and-the-Children-s-Crusade>

**The Great Philadelphia Textile Strike of 1903**

The Central Textile Workers Union of Philadelphia held a meeting the evening of May 27, 1903. A vote was taken and a general strike call was issued. That general strike eventually caused 100,000 textile workers to go out on strike in the Philadelphia area. 16,000 of those were children under the age of 16, some as young as 8 or 9 years of age. The textile industry of the day employed children at a higher rate than any other industry. The number given from the 1900 census was 80,000. In cotton textiles, they made up 13.1% of the work force, and that rate reached 30% in the South.

The Central Textile Workers' Union issued this statement:

*"Thirty-six trades, representing 90,000 people, ask the employers to reduce working hours from sixty to fifty-five hours a week. They are willing that wages be reduced accordingly. They strike for lower wages in an effort to get shorter hours.*

*Three trades, representing 10,000 people, ask for the same reduction in working hours, but, in addition, they ask for the same weekly wages or a slight increase, averaging ten per cent.*

*The request for shorter hours is made primarily for the sake of the children and women. For six years the organized textile workers of Philadelphia have been trying in vain to persuade the politician-controlled Legislature of Pennsylvania to pass a law which would reduce the working hours of children and women and stop them from doing night work."*

Average wages for adults for 60 hours of work were \$13. Children working 60 hours(!) got \$2.

On Monday June 1st, at least 90,000 textile workers went out on strike in the Philadelphia area. Of the 600 mills in the city, about 550 were idle. Philadelphia now had more workers out on strike than at any other time in her history. Several thousand workers had already been on strike before the textile strike began, including: the carriage and wagon builders, and the carpenters along with others working in the building trades. It appeared that the city would be in for a long hot summer.

By the next day, Tuesday, the strike spread to the hosiery mills, increasing the army of idle workers by 8,000. Most of these were women and children employed in the Kensington district. This class of workers was unorganized, but they decided to join the ranks of the unionist in other branches of the textile trade as they witnessed the magnitude of the fight for a shorter work week. The Manufacturers vowed they would not submit to the union demands even if they had to shut down their factories indefinitely.

### **Mother Jones in Philadelphia**

By June 17th, Mother Jones was in Philadelphia ready to lend her assistance to the fight. Mother considered child labor to be the worst of the industrial sins. She later described what she witnessed in Philadelphia:

*“Every day little children came into Union Headquarters, some with their hands off, some with the thumb missing, some with their fingers off at the knuckle. They were stooped little things, round shouldered and skinny. Many of them were not over ten years of age, although the state law prohibited their working before they were twelve [actually, 13] years of age.*

*The law was poorly enforced and the mothers of these children often swore falsely as to their children's age. In a single block in Kensington, fourteen women, mothers*

*of twenty-two children all under twelve, explained it was a question of starvation or perjury. That the fathers had been killed or maimed at the mines.”*

On Thursday June 18th, 30,000 textile strikers marched to City Hall. They marched through the city of Philadelphia with Mother Jones in the lead, a little girl striker on each side of her. The streets were full of banners and signs:

**We want justice!**

**We want to go to school!**

**We want time to eat our meals and think!**

Mother later described her speech::

*“I put the little boys with their fingers off and hands crushed and maimed on a platform. I held up their mutilated hands and showed them to the crowd and made the statement that Philadelphia's mansions were built on the broken bones, the quivering hearts and drooping heads of these children. That their little lives went out to make wealth for others. That neither state or city officials paid any attention to these wrongs. That they did not care that these children were to be the future citizens of the nation.*

*The officials of the city hall were standing in the open windows. I held the little ones of the mills high up above the heads of the crowd and pointed to their puny arms and legs and hollow chests. They were light to lift.*

*I called upon the millionaire manufacturers to cease their moral murders, and I cried to the officials in the open windows opposite, ‘Some day the workers will take possession of your city hall, and when we do, no child will be sacrificed on the altar of profit.’*

The officials quickly closed the windows, just as they had closed their eyes and hearts.”

### **The Children's Crusade Begins**

John Spargo, editor of *The Comrade* was in Philadelphia assisting Mother Jones with her efforts to aid the strikers. Both were frustrated that there was little press coverage of the strike. Efforts to raise money for the strikers had been disappointing, and the strikers' relief fund was running low. Mother Jones later describe the reason for the lack of publicity:

*“I asked the newspaper men why they didn't publish the facts about child labor in Pennsylvania. They said they couldn't because the mill owners had stock in the papers. ‘Well, I've got stock in these little children,’ said I, ‘and I'll arrange a little publicity.’”*

The national tour of the Liberty Bell gave Mother the idea to arrange a tour for the little children who were striking for "some of the freedom of childhood." And Mother Jones made plans to leave from Kensington with an "army" of 300 men, women, and children, heading east.

On Tuesday July 7th at 11 o'clock in the morning, Mother Jones began what came to be called "The Children's Crusade." Starting from the Kensington Labor Lyceum, she led her "Industrial Army" out of Kensington toward the northeastern Philadelphia neighborhood of Torresdale where they would camped for the night. The army was accompanied by fifes and drums, American flags, and union banners.

Before leaving Kensington, Mother gave an interview to the *North American* where she explained her reasons for undertaking the Children's Crusade:

*“The sight of little children at work in mills when they ought to be at school or at play always rouses me. I found the conditions in this city deplorable, and I resolved to do what I could to shorten the hours of toil of the striking textile workers so as to gain more liberty for the children and women. I led a parade of children through the city-the cradle of Liberty-but the citizens were not moved to pity by the object lesson*



*The curse of greed so pressed on their hearts that they could not pause to express their pity for future men and women who are being stunted mentally, morally, and physically, so that they cannot possibly become good citizens. I cannot believe that the public conscience is so callous that it will not respond. I am going out of Philadelphia to see if there are people with human blood in their veins.*

*I am going to picture capitalism and caricature the money-mad. I am going to show Wall Street the flesh and blood from which it squeezes its wealth. I am going to show President Roosevelt the poor little things on which the boasted commercial greatness of our country is built. Not one single Philadelphia minister of Christ's Gospel has so much as touched on the textile strike in this city. I shall endeavor to arouse sleeping Christians to a sense of their duty towards the poor little ones.*

*Understand me, I do not blame the manufacturers individually. They are, I repeat, victims of the competitive system. But I do blame society for allowing such evils to exist and to grow without an effort to destroy them. God help the nation if something is not done for a day of reckoning will surely come and with it bloody revolution."*

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## *Hellraiser*

### Student Handout A

*Read the article and answer the following questions. Be sure to cite the text in your answers.*

1. What were the goals of the Central Textile Workers Union of Philadelphia strike?
2. Why did parents lie about their children's ages so that they could work?
3. Why did Mother Jones select maimed children for her march at City Hall in Philadelphia?
4. Who does Mother Jones blame for child labor injustices?
5. What do you think is the biggest injustice facing Philadelphia's children today?

# Geneva Declaration of the Rights of the Child

*Adopted 26 September, 1924, League of Nations*

1. The child must be given the means requisite for its normal development, both materially and spiritually.
2. The child that is hungry must be fed, the child that is sick must be nursed, the child that is backward must be helped, the delinquent child must be reclaimed, and the orphan and the waif must be sheltered and succoured.
3. The child must be the first to receive relief in times of distress.
4. The child must be put in a position to earn a livelihood, and must be protected against every form of exploitation.
5. The child must be brought up in the consciousness that its talents must be devoted to the service of its fellow men.

## **Central Africa**

"I feel so bad about the things that I did. It disturbs me so much that I inflicted death on other people. When I go home I must do some traditional rites because I have killed. I must perform these rites and cleanse myself. I still dream about the boy from my village that I killed. I see him in my dreams, and he is talking to me, saying I killed him for nothing, and I am crying."

- *A 16-year-old girl after demobilization from an armed group (Source: U.S. State Dept. TIP Report 2005)*

## **Democratic Republic of the Congo**

"When they came to my village, they asked my older brother whether he was ready to join the militia. He was just 17 and he said no; they shot him in the head. Then they asked me if I was ready to sign, so what could I do - I didn't want to die."

- *A former child soldier taken when he was 13. (Source: BBC report.)*

## **Democratic Republic of the Congo**

"They gave me a uniform and told me that now I was in the army. They even gave me a new name: 'Pisco' They said that they would come back and kill my parents if I didn't do as they said."

- *Report of interview with a 17 year old former child soldier in 2006.*

## **Democratic Republic of the Congo**

"Being new, I couldn't perform the very difficult exercises properly and so I was beaten every morning. Two of my friends in the camp died because of the beatings. The soldiers buried them in the latrines. I am still thinking of them".

- *Former child soldier interviewed in 2002.*

## Liberia

"I am now 14. I was with the LURD for two years in 2003 and 2004. I had to tow ammunition and arms for them. They beat me. They did not feed me. I didn't participate in DD (sic) because I did not know it was an option for me." Esther, former member of Liberians United for Reconciliation and Development.

- *Source: Amnesty International - Liberia: A flawed process discriminates against women and girls, March 2008.*

## Sudan

"I joined the SPLA when I was 13. I am from Bahr Al Ghazal . They demobilized me in 2001 and took me to Rumbek, but I was given no demobilization documents. Now, I am stuck here because my family was killed in a government attack and because the SPLA would re-recruit me. At times I wonder why I am not going back to SPLA, half of my friends have and they seem to be better off than me."

- *Boy interviewed by Coalition staff, southern Sudan, February 2004.*

## Uganda

"Sometimes in the bush, the rebels would beat us without mercy whether you made a mistake or not. We would also be made to carry heavy loads on our heads for long distances and made to assemble out in the cold each day as early as 5am." Boy, aged 15, abducted by the LRA

- *Source: Coalition: Returning Home - Children's perspectives on reintegration. A case study of children abducted by the Lord's Resistance Army in Teso, eastern Uganda, February 2008.*



## Uganda

" I feel pain from the rape, as if I have wounds inside, and I am afraid I have a disease. I would like to get tested but there is no one to help me. I was tested in the reception centre in Gulu , but I was never told the result. The doctor said that it is better not to know the result." Girl aged 17, abducted by the LRA.

- *Source: Coalition: Returning Home - Children's perspectives on reintegration. A case study of children abducted by the Lord's Resistance Army in Teso, eastern Uganda, February 2008.*

## Zimbabwe

"There was no one in charge of the dormitories and on a nightly basis we were raped. The men and youths would come into our dormitory in the dark, and they would just rape us - you would just have a man on top of you, and you could not even see who it was. If we cried afterwards, we were beaten with hosepipes. We were so scared that we did not report the rapes. The youngest girl in our group was aged 11 and she was raped repeatedly in the base."

- *19-year-old girl describing her experience in the National Youth Service Training Program.*

## Myanmar (Burma)

"They filled the forms and asked my age, and when I said 16 I was slapped and he said, 'You are 18. Answer 18'. He asked me again and I said, 'But that's my true age'. The sergeant asked, 'Then why did you enlist in the army?' I said, 'Against my will. I was captured.' He said, 'Okay, keep your mouth shut then,' and he filled in the form. I just wanted to go back home and I told them, but they refused. I said, 'Then please let me make one phone call,' but they refused that too."

- *Maung Zaw Oo, describing the second time he was forced into the Tatmadaw Kyi (army) in 2005.*

## Nepal

"They (the army) took us to the barracks. They beat us both with their guns and boots. After 15 days my friend died from the beatings. They beat me repeatedly. Once I was beaten unconscious and taken to the hospital. When I regained consciousness I was taken back to the barracks and beaten again. I nearly died. I don't know why they beat me." Ram, recruited in 2004 by the Maoists when he was 14 years old describes his capture by the Royal Nepal Army one year later.

- *Source: Human Rights Watch, Children in the Ranks: The Maoists use of child soldiers in Nepal, February 2007.*

## Colombia

"They give you a gun and you have to kill the best friend you have. They do it to see if they can trust you. If you don't kill him, your friend will be ordered to kill you. I had to do it because otherwise I would have been killed. That's why I got out. I couldn't stand it any longer."

- *17-year-old boy, joined paramilitary group aged 7, when a street child.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

*Hellraiser*  
Student Handout B

*For each quote write down a short phrase that caught your attention:*

*After viewing all of them, respond to the following questions:*

1. What emotions do you have while reading these quotes?
2. How would you react in a similar situation?
3. What would Mother Jones think about children being used as Child Soldiers?
4. How can we help the children of the world in this situation?

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## *Hellraiser*

### Student Handout C

*Given what we know about Mother Jones, she would be furious to see children being used in military efforts. Write a **two** paragraph letter to her about this subject.*

- **Paragraph One:** Introduce the problem. Give her a detailed account of the WHO, WHAT, WHERE, WHEN, and WHY of the situation. Include quotes from the children.
- **Paragraph Two:** Explain HOW you think she can help. Give ideas for anti child soldier campaigns. Ideas include a march, protests, letters to government officials, etc.

Dear Mother Jones,

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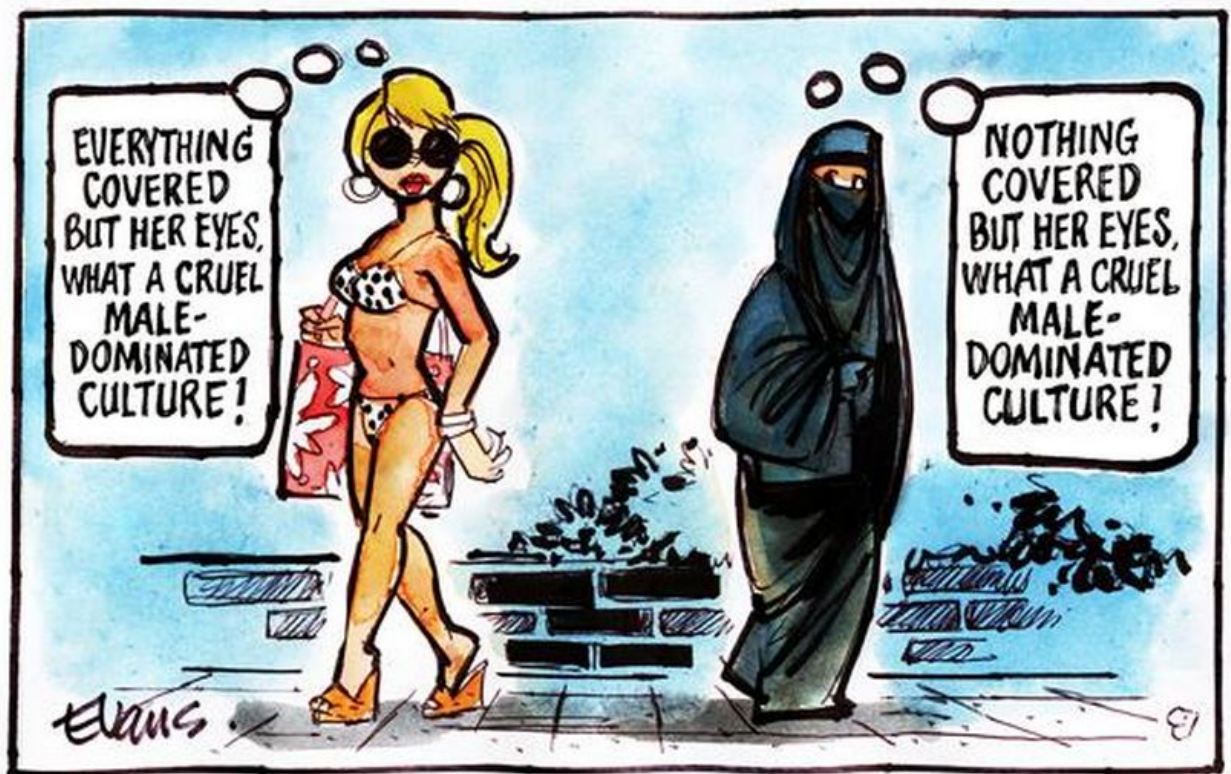
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Component	Description
<b>Title of Lesson</b>	My Stealthy Freedom
<b>Content/Subject Area</b>	World History, US History
<b>Context</b>	<p>Though women make up 50 percent of the population, history has shown women to be repeatedly oppressed by governments and societal institutions. In 1848 women's rights activists, including Philadelphia's own Lucretia Mott, assembled in Seneca Falls to declare American feminine independence. The resulting document, known as the Declaration of Sentiments, borrows heavily from Thomas Jefferson and the Declaration of Independence, albeit with a much cheekier undertone. Though women still had to wait another 70 years to vote, the document provided guidance to the movement and demonstrated a united front between men and women, with 68 female and 32 male signatures.</p> <p>Elsewhere in the world today women, like those in Iran, are claiming their independence in a more modern way: through social media. My Stealthy Freedom is a site that allows women in Iran to shake off the shackles of the country's strict dress code and share their true selves and identities. This controversial site is allowing women a sense of freedom that would make Lucretia Mott quite happy.</p>
<b>Duration</b>	Two 45 minute class periods or, One 60 minute class and one 30 minute HW assignment
<b>Objective</b>	<b>SWBAT</b> analyze the impact of feminist group collaboration <b>IOT</b> trace the evolution of women's rights activism in 19th century America and modern day Iran.
<b>Standards</b>	<p>8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
<b>Anticipatory Set</b> 5 minutes	Distribute or project the Malcolm Evans cartoon and facilitate a discussion about oppression, women and dress codes

<b>Instruction Part 1</b> 5 minutes	<ol style="list-style-type: none"> <li>1. Distribute copies of the <i>Declaration of Sentiments</i> to each student and Student Handout A</li> <li>2. Explain that they will read the document and complete a SOAP analysis of the document.</li> </ol>
<b>Instruction Part 2</b> 30 minutes	<ol style="list-style-type: none"> <li>1. In partners, students will read the <i>Declaration of Sentiments</i> and complete Student Handout A</li> <li>2. Teacher will circulate the room providing assistance.</li> <li>3. Review SOAP chart from Student Handout A</li> </ol>
<b>Instruction Part 3</b> 20 mins	<ol style="list-style-type: none"> <li>1. Distribute copies of the VICE article <i>How Iranian Women Are Protesting Against the Country's Strict Dress Code</i> and Student Handout B</li> <li>2. Students will read the article and highlight phrases and words that they find meaningful.</li> </ol>
<b>Closure</b>	Assign Found Poem as Homework
<b>Assessment</b>	Students will create a Found Poem about women in Iran
<b>Key Terms</b>	Hijab Iran Stealthy Social Media Dress Code Protest
<b>Resources and Materials</b>	Copies of Student Handout A and B Copies of Malcolm Evans cartoon Copies of Declaration of Sentiments Copies of VICE article <i>How Iranian Women Are Protesting Against the Country's Strict Dress Code</i> <a href="http://mystealthyfreedom.net/en/">http://mystealthyfreedom.net/en/</a>



Cartoon by Malcolm Evans

## **Declaration of Sentiments**

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of Government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly, all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes of divorce; in case of separation, to whom the guardianship of the children shall be given; as to be wholly regardless of the happiness of women—the law, in all cases, going upon the false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration.

He closes against her all the avenues to wealth and distinction, which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education—all colleges being closed against her.

He allows her in Church as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the Church.

He has created a false public sentiment, by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and her God.

He has endeavored, in every way that he could to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.



Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation,—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of these United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and national Legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions, embracing every part of the country.

Firmly relying upon the final triumph of the Right and the True, we do this day affix our signatures to this declaration.

***Report of the Woman's Rights Convention, Held at Seneca Falls, N.Y., July 19th  
and 20th, 1848 (Rochester, 1848)***

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**My Stealthy Freedom**  
*Student Handout A*

<b>Document Name:</b>	<i>Declaration of Sentiments</i>
S-What is the <b><u>Source?</u></b> <i>Who could have created this?</i> <i>Were they influenced by others while creating this document?</i>	
O- What is the <b><u>Occasion?</u></b> <i>When and where was this evidence created?</i> <i>What context or situation encouraged the creation of this document?</i>	
A- Who is the <b><u>Audience?</u></b> <i>Who would be expected to see or read this piece of evidence?</i>	
P- What is the <b><u>Purpose?</u></b> <i>What was this document intending to accomplish?</i> <i>What was its creator's aim?</i>	

## How Iranian Women Are Protesting Against the Country's Strict Dress Code

By Dorian Geiger July 2, 2016

<http://www.vice.com/read/the-iranian-women-fighting-state-censorship-one-selfie-at-a-time>

Iran is home to perhaps the most strictly enforced dress code in the world. In the capital, Tehran, thousands of Gashte Ershad, or morality police—both in uniform and plainclothes—patrol the streets, looking for men with flashy jewelry or certain haircuts and women in form-fitting clothes or loose hijabs, which are required by law to be worn at all times.

According to Amnesty International, between March 2013 and March 2014, upwards of 2.9 million women received a police warning for dress code infractions. This May, a woman was even arrested for posting a photo of herself without a hijab to Instagram. And Tehran is cracking down further, deploying 7,000 new officers last month to keep an eye out for insufficiently pious outfits.

"As a woman, every time I venture out into the streets, I am constantly pre-occupied by how I should dress," said Neda, a 32-year-old Iranian woman who spoke to VICE under the condition of anonymity. "Should I be wearing this tight-fitting coat? Is my coat too short? Am I likely to be arrested because of what I am going to wear?"

Some Iranian women have resorted to cutting their hair short and dressing like men to blend in, avoid detection, and protest. Others use an app designed to alert users to the presence of patrols.

And some have also taken to removing their hijabs, sometimes just for brief moments, and taking photos of their uncovered heads as an act of resistance. The resulting photos are compiled by a site called My Stealthy Freedom. The project's Facebook page recently hit a million followers and has continued to grow despite efforts by the government to shut it down and discredit its founder, Masih Aleinjad.

With the recent influx of thousands of undercover police in Tehran, using My Stealthy Freedom has never been more important—or more dangerous—for the city's women. The platform is one of the few remaining relatively safe spaces left for Iranian women to unveil and express themselves, though the risk of getting caught has also been

heightened, as anyone could be an plainclothes morality officer. This has bred an Orwellian degree of paranoia amongst Iranian women, but most My Stealthy Freedom users, including Neda, are unfazed.

"I am so much in the mood to fight for my own rights in my own country that I am not scared anymore. I want to be able to dress as I see fit," said Neda, whose photographs on My Stealthy Freedom have been featured by CNN and other international news outlets. "I could get arrested anytime, but I have no intention of giving up on fighting despite the possible dangers lurking for me."

For maybe just for a few ephemeral moments, women using My Stealthy Freedom unveil themselves in front of the lens of their smartphones. It's an open act of rebellion, a taste of freedom, and a portal of expression for oppressed women, who also view it as a pipeline to change in their country.

"There is a cultural revolution going on in Iran," said another My Stealthy Freedom user in a video sent to the site. "Our women are increasingly courageous to flout these laws and their numbers are growing. Just think about it: If everyone complied with the compulsory veiling, we would not have this new 7,000-strong police force. These women are no longer scared of the police."

"Through social media you can see the true face of Iran"—Masih Aleinjad

"For 37 years, not only my hair, but the hair of millions of Iranian women has been held hostage by the Islamic Republic," said Aleinjad, My Stealthy Freedom's founder, who created the site in 2014 while living in London. "Our hair has been held hostage because the government wants to control our bodies."

Aleinjad, 39, an Iranian journalist now living in Brooklyn, thinks this type of behavior, coupled with the existence—and popularity—of platforms like My Stealthy Freedom, speak to a turbulent cultural shift unfolding in Iran. (If she returned to her home country she would be imprisoned.)

"It's a cultural war between two lifestyles: The lifestyle that the government wants to put pressure on people to follow. And the lifestyle that the youth is already following," she added.

But this cultural shift is fueled largely by the proliferation of social media, and one, that Aleinjad suspects, is responsible for the massive deployment of undercover morality officers in Tehran.

"When you turn on the TV in Iran, you only see women in hijabs. But this is not Iran," Aleinjad contends. She described a "legal Iran," which is seen on Iranian official media, and "illegal Iran," which lives and breathes online. "Through social media you can see the true face of Iran," she said.

"Social media is a tool and weapon for Iranian people who have been censored for more than 30 years," she continued. "The government of Iran has guns, bullets, prisons, and power, but the people of Iran have Facebook, Twitter, Instagram, social media, and their own words."

It's unclear, however, whether social media alone can truly be a catalyst to real change in Iran.

"Websites like My Stealthy Freedom show there is a very strong support for change in Iran," said Alireza Nader, an Iranian foreign policy researcher for the RAND Corporation. "[But it's] not necessarily going to change the political system today or tomorrow. It's going to take a very long time for Iran's political system to change or evolve. The political system is very much reactionary. As long as Iranians question the system, they can chip away at it in the long term."

But neither that skepticism nor the ever-hovering threat of harassment, arrest, prison, or worse, are deterrents for women like the ones promoting My Stealthy Freedom.

"If I did not challenge these laws, my conscience would be full of guilt," Neda said. "I have at least managed to contribute in my own way to making it known to the entire world what Iranian women really are like and how they really wish to live."



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## **My Stealthy Freedom**

### *Student Handout B*

After reading the VICE article, *How Iranian Women Are Protesting Against the Country's Strict Dress Code* you will create a "Found Poem". Found Poems are special because **you do not write the poetry, you must "find" it** from other sources.

As you read the articles about life in Iran for women, highlight the **phrases, descriptive words, and verbs** that appeal to you. The idea is to choose words and phrases **that are meaningful**.

Afterwards, you can rearrange the words any way that you like. **This poem does not have to rhyme**. Your poem should not exceed **14 lines**.

Here is an example of a Found Poem based on Martin Luther King's "I Have a Dream Speech":

#### **Let Freedom Ring**

A great American,  
a great beacon light of hope.  
End the long night of captivity.

One hundred years later,  
still sadly crippled,  
still languishing.  
The chains of discrimination.

One day  
this nation will rise up,  
an oasis of freedom,  
and sing in the words -  
we are free at last.



Component	Description
<b>Title of Lesson</b>	@philly_1776
<b>Content/Subject Area</b>	US History, World History
<b>Context</b>	Social Media is often seen as an entertaining distraction. But what if there is more to it than that? The Arab Spring saw a multitude of marginalized men and women who took to their phones and laptops to spread the spirit of democracy. One has to wonder what our founding fathers would have accomplished had they had access to today's technology.
<b>Duration</b>	One sixty minute lesson
<b>Objective</b>	<b>SWBAT</b> evaluate the impact of social media <b>IOT</b> reimagine American Revolutionary primary sources in twitter form.
<b>Standards</b>	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.  CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>Anticipatory Set</b> 5 minutes	Facilitate a class discussion: How do you use Social Media? (@philly_1776 slide #2)
<b>Instruction Part 1</b> 5 minutes	<ol style="list-style-type: none"> <li>1. Inform students that social media has been used in the past 5 years to help facilitate revolution. (@philly_1776 slide #3-5)</li> <li>2. Distribute copies of <i>Social Media: Enemy of the State or Power to the People?</i></li> </ol>
<b>Instruction Part 2</b> 20 minutes	<ol style="list-style-type: none"> <li>1. Read <i>Social Media: Enemy of the State or Power to the People?</i></li> <li>2. Have students answer the questions on Student Handout A in partners</li> <li>3. Teacher will walk around and assist understanding</li> <li>4. Review answers as a class</li> </ol>
<b>Instruction Part 3</b> 25 minutes	<ol style="list-style-type: none"> <li>1. Distribute copies of Student Handout B. There are 6 primary sources of various difficulty. Teacher may assign one or more to each student to read and summarize in a "tweet".</li> </ol>

	<ol style="list-style-type: none"> <li>An example is provided using a quote from King George III (@philly_1776 slide #6)</li> <li>Teacher should walk around and assist students as necessary.</li> </ol>
<b>Closure</b> 5 minutes	Have students share tweets
<b>Assessment</b>	Student Handout B, Tweets from the Revolution
<b>Key Terms</b>	Arab Spring Iran Social Media
<b>Resources and Materials</b>	Copies of <i>Social Media: Enemy of the State or Power to the People?</i> <a href="http://www.huffingtonpost.com/pierre-omidyar/social-media-enemy-of-the_b_4867421.html">http://www.huffingtonpost.com/pierre-omidyar/social-media-enemy-of-the_b_4867421.html</a> Copies of Student Handout A and B

## **Social Media: Enemy of the State or Power to the People?**

*02/27/2014 By Pierre Omidyar, founder and chairman of eBay; and publisher and CEO of First Look Media.*

At a recent series of events in Beijing hosted by the Berggruen Institute, I was asked to speak about social media and the potential harm and good associated with it.

My view is pretty straightforward — I believe that social media is a tool of liberation and empowerment. That may seem fairly audacious when a good portion of the Western world is using Facebook and Twitter to post pictures of what they had for dinner or take quizzes on what TV character they may be. But the freedom to communicate openly and honestly is not something to be taken for granted. In countries where traditional media is a tool of control, these new and truly social channels have the power to radically alter our world.

In my eyes, social media is one of the most important global leaps forward in recent human history. It provides for self-expression and promotes mutual understanding. It enables rapid formation of networks and demonstrates our common humanity across cultural differences. It connects people, their ideas and values, like never before.

As for critics of this view, I remind them that social media is in its infancy. Essentially, we're in the days of Alexander Graham Bell talking to his assistant Watson across a rudimentary wire. Once we truly learn how to harness this new technology and these new ways of communicating, we will feel the full impacts of social media.

From mobilizing young voters here in the U.S. to the roots of the Arab Spring in the Middle East, Twitter, YouTube, Facebook and others have played not just an important role, but also an instrumental one. As just one example, take the Iranian Revolution 35 years ago. Since that time, the American media has painted a grim and simplistic view of the country. Through the nightly news and other news sources, we came to know it as a theocratic, anti-American country.

Yet in the course of a few months in 2009, as thousands gathered in Tehran to protest the presidential election, something in our worldview changed. For the first time young people in America were connecting with young people in Iran, and realizing they had far more in common than they'd ever thought. Americans became invested in the Iranian outcome because ties had been forged through real time accounts on cell phones and laptops. Consequently, our government began to see popular American support for the uprising there and later in Egypt, Libya, Tunisia and other countries. People in those countries saw Americans not just standing idly by, but for the first time

engaged in their battles and supporting their efforts. Through it all, traditional media struggled to keep up with the powerful exchanges happening in Twitter feeds and blog posts. A truly new and free form of global personal communication was born.

Recently, I saw firsthand the fear that some governments have about truly empowering their citizens through these new technologies. In China, the government of President Xi Jinping has expressed concern about the real power that social media has to spread information. Hundreds of bloggers across the country have been detained and intimidation tactics have ramped up. Microbloggers have been threatened with three years' jail time for posting "false" information that is viewed at least 5,000 times. Can the Chinese government accept social media's inherent offer of liberation or empowerment? Or will government "management" of social media reduce it to a modern version of state-controlled media?

The chilling effect is palpable — driving some underground and forcing others to seek different avenues to communicate. What the government fails to realize is that people will not stop communicating; they will always find new ways to do so. The power of truth and the reach of social networks can be a threatening combination for those with something to hide.

The important work now is keeping these networks public and open. As some governments see both their power and potential, they are clamping down. In some scenarios, with expanding control and the use of government-employed contributors, social media could become yet another tool of oppression.

I've seen firsthand the power of human connections online forming communities of interest. They are self-monitoring, with their own norms and expectations. From the printing press to the telephone to the Internet, each of these tools has been a way to organize and activate — to give people the voice they want and deserve.

Forward-thinking governments will listen to those voices and empower them. Others will be fearful of the voice of the people and remain on the losing side of history.

[http://www.huffingtonpost.com/pierre-omidyar/social-media-enemy-of-the\\_b\\_4867421.html](http://www.huffingtonpost.com/pierre-omidyar/social-media-enemy-of-the_b_4867421.html)



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## **@philly\_1776**

### Student Handout A

Read the article

1. Why does the author believe “In my eyes, social media is one of the most important global leaps forward in recent human history”?
2. How does social media affect the way Americans view other cultures?
3. In what ways has social media helped empower people?
4. What potential exists for social media to oppress people?

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**@philly\_1776**  
Student Handout B

@PhillyBenFranklin

"About this time, I was asked by a nobleman what would satisfy the Americans. I answered that it might easily be comprised in a few Re's:

- call your Forces,
- store Castle William,
- pair the Damage done to Boston,
- peal your unconstitutional Acts,
- nounce your pretentions to Tax us,
- fund the duties you have extorted; after this
- quire, and
- ceive payment for the destroyed Tea, with the voluntary grants of the Colonies,
- And then
- joice in a happy
- conciliation."



140 Character Max

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**@philly\_1776**  
Student Handout B

@GenGeorgeWashington

"There is one thing more to which I would take the liberty of soliciting your most serious and constant attention; to wit, the cloathing of your Troops, and the procuring of every possible supply in your power from time to time for that end. If the several States exert themselves in future in this instance, and I trust they will, I hope that the Supplies they will be able to furnish in aid of those, which Congress may immediately import themselves, will be equal and competent to every demand. If they do not, I fear—I am satisfied the Troops will never be in a situation to answer the public expectation and perform the duties required of them. No pains, no efforts on the part of the States can be too great for this purpose. It is not easy to give you a just and accurate idea of the sufferings of the Army at large—of the loss of men on this account. Were they to be minutely detailed, your feelings would be wounded, and the relation would probably be not received without a degree of doubt & discredit. We had in Camp, on the 23rd Inst by a Field Return then taken, not less than 2898 men unfit for duty, by reason of their being barefoot and otherwise naked. Besides this number, sufficiently distressing of itself, there are many Others detained in Hospitals and crowded in Farmers Houses for the same causes. . . ."



140 Character Max

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**@philly\_1776**

Student Handout B

@KeepItRealTPaine

. . . Mankind being originally equal in the order of creation, the equality could only be destroyed by some subsequent circumstance: the distinctions of rich and poor may in a great measure be accounted for, and that without having recourse to the harsh ill-sounding names of oppression and avarice. Oppression is often the consequence, but seldom or never the means of riches; and though avarice will preserve a man from being necessitously poor, it generally makes him too timorous to be wealthy. But there is another and greater distinction for which no truly natural or religious reason can be assigned, and that is the distinction of men into **KINGS** and **SUBJECTS**. Male and female are the distinctions of nature, good and bad the distinctions of heaven; but how a race of men came into the world so exalted above the rest, and distinguished like some new species, is worth inquiring into, and whether they are the means of happiness or of misery to mankind. In the early ages of the world, according to the scripture chronology there were no kings; the consequence of which was, there were no wars; it is the pride of kings which throws mankind into confusion. . . .



140 Character Max

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**@philly\_1776**  
Student Handout B

@RideorDieRevere



Unhappy BOSTON! see thy Sons  
deplore, Thy hallowe'd Walks besmear'd  
with guiltless Gore: While faithless ---  
and his savage Bands, With murd'rous  
Rancour stretch their bloody Hands;  
Like fierce Barbarians grinning o'er their  
Prey, Approve the Carnage, and enjoy  
the Day.

If scalding drops from Rage from  
Anguish Wrung If speechless Sorrows  
lab' ring for a Tongue, Or if a weeping  
World can ought appease The plaintive  
Ghosts of Victims such as these; The  
Patriot's copious Tears for each are  
shed, A glorious Tribute which embalms  
the Dead.

But know, FATE summons to that awful  
Goal, Where JUSTICE strips the Murd'rer  
of his Soul: Should venal C-ts the  
scandal of the Land, Snatch the

relentless Villain from her Hand, Keen Execrations on this Plate inscrib'd, Shall reach a JUDGE who never  
can be brib'd.

The unhappy Sufferers were Messs. SAM. L GRAY, SAM.L MAVERICK, JAM.S CALDWELL , CRISPUS  
ATTUCKS & PAT.K CARR Killed. Six wounded two of them (CHRIST.R MONK & JOHN CLARK) Mortally



140 Character Max



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

**@philly\_1776**  
Student Handout B

@SOLSamAdams

"Where Law ends, (says Mr. Locke) TYRANNY begins, if the Law be transgress'd to anothers harm": No one I believe will deny the truth of the observation, and therefore I again appeal to common sense, whether the act which provides for the quartering and billeting the King's troops, was not TRANSGRESS'D, when the barracks at the Castle WHICH ARE SUFFICIENT TO CONTAIN MORE than the whole number of soldiers now in this town, were ABSOLUTELY REFUS'D: This I presume cannot be contested. Should any one say that the law is not transgres'd "to anothers harm," the assertion I dare say would contradict the feelings of every sober householder in the town. No man can pretend to say that the peace and good order of the community is so secure with soldiers quartered in the body of a city as without them. Besides, where military power is introduced, military maxims are propagated and adopted, which are inconsistent with and must soon eradicate every idea of civil government. Do we not already find some persons weak enough to believe, that an officer is oblig'd to obey the orders of his superior, tho' it be even AGAINST the law!



140 Character Max

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## @philly\_1776

### Student Handout B

@Jefferson7476

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.



140 Character Max



### Philadelphia: Workshop of the World

Component	Description
<b>Title of Lesson</b>	<b>Philadelphia: Workshop of the World</b>
<b>Content/Subject Area</b>	US History
<b>Context</b>	<p>In the nineteenth century Philadelphia’s booming economy attracted immigrants with diverse cultures and important skills. Industrialization created jobs, as well as pockets of enterprise all over the city.</p> <p>Philadelphia profited greatly from the railroad phenomenon. Among the giants, the Baldwin Locomotive works stretched from Broad and Spring Garden all the way to 22nd Street. The behemoth company employed 8,000-10,000 workers and supplied trains to countries around the world, such as Brazil, Russia, and Japan. By 1842, trackage for the Philadelphia and Reading Railroad extended from the banks of the Schuylkill to the Delaware River. The Port Richmond yards and docks covered over 230 acres and were the largest privately owned tidewater terminal in the world.</p>
<b>Duration</b>	<p>In the 1830s, the textile industry surged. Mid-century, there were 60,000 people employed in approximately 700 textile companies clustered within neighborhoods of Kensington, Manayunk, Germantown, and Frankford. Production included lace, hosiery, clothing, hats, shoes, cotton and woolen yarns, blankets, and leather goods.</p> <p>By 1859, Philadelphia was home to over two dozen processors of hides. The Adams and Keen Company became the largest pre-Civil War producer of leather. Nearby in Northern Liberties, at Front and Laurel Streets, the Henry Disston Saw Manufacturing Company was described as “the most extensive in the United States and probably the largest in the world.”</p> <p>By 1869, at least 40 manufacturers were employing skilled laborers such as glassblowers, sandpaper makers, coach painters, stonecutters, blacksmiths, shovel makers, machinists, bookkeepers, spinners, wheelwrights, cabinetmakers, tin workers, and shirt makers. The pace continued into the 20th century. From the 1880s through the 1920s the city known as the “Workshop of the World”</p>

	<p>supported industries whose diversity is unmatched in the history of manufacturing. Hundreds of manufacturing plants produced, among other things, rope, cordage, men's suits, women's dresses, knit fabrics, sweaters, socks and silk stockings, upholstery, tapestries, bindings, braids, ribbons and trimmings, carpets, blankets, draperies, and yarns.</p> <p>While the city supplied the world with goods, it was also its own best customer. Thousands of modest-sized firms formed a web of interchanging industries. For instance, a carpet maker might purchase yarn from one supplier, have it dyed at a second, buy patterns from a third, and acquire punch cards used to control weaving jacquards at yet another. In return, the card makers purchased specially coated paper stock from Manayunk manufacturers, and dyers bought specialty machinery from Procter and Schwartz, which acquired its metal casting from foundries all around town. This unique interdependent network of talent and resources contributed enormously to personal and business success.</p> <p>Philadelphia was home to an extraordinary collection of enterprises that became household names. Among them the Budd Company, Standard Roller Bearing Company, Electro-Nite Carbon Company, Crown Cork and Seal Company, Sun Oil Company, Boeing Aircraft Company, Piasecki Aircraft, Penn Worsted Mills, Atwater Kent Manufacturing Company, Midvale Steel, Tastykake, and the Philadelphia Elevator Company are notable.</p> <p>Still, though Philadelphia hosted some huge facilities, Philadelphia was known far better as an incubator for small enterprises, as a city packed with workshops and mid-size firms begun in many cases by workers or supervisors who "graduated" from employment to entrepreneurship. In Lawrence, Pittsburgh, or Detroit in its Ford era, a tiny number of great firms were the major employers (American Woolen, U. S. Steel) and dominated the landscape as well as local economic and political life. Yet in Philadelphia, even the eight to ten thousand workers engaged at the Baldwin Locomotive Works were a minuscule fragment of the city's quarter million industrial employees. Hence the city was dependent neither on one manufacturing trade nor on any cluster of giant corporations for its economic health.</p> <p>Of course, none of this could have been developed without the international demand, and the response of Philadelphia's manufacturing companies. These companies shipped its final</p>
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	<p>products and from which materials, fuel, and for a long period, fresh workers and entrepreneurs arrived by ship and rail. During the decades surrounding 1900, the city drew heavily on Pennsylvania's rich coal reserves, dependent on the reliability of the vast Pennsylvania Railroad system, the Reading and the B &amp; O, and profitted from its deepwater port, through which a considerable fraction of the world's wool supply flowed steadily. Of course, Philadelphia firms supplied the nation with tools and saws, fabrics and machinery, but they were also alert to the possibilities of international/export trade.</p> <p>Still, Philadelphia by 1890 may have virtually covered the world of manufacturing, but its products were in large measure confined to domestic markets. Much of the reason for this lay in the American system of protective tariffs. In order to "free" the new United States from economic dependence on technically more advanced Britain, the federal government was determined to erect a set of import taxes/tariffs which would bring foreign goods' prices up to or above those of products "Made in the U.S.A." These barriers certainly had something to do with the rise of industry (precisely what is still being debated), but by the late nineteenth century they generated a secondary consequence. The entire cost structure of American production and consumption was, on average, pitched at a level higher in global terms than that of our principal rivals, Britain and Germany. As a result, though our standard of living may have been higher, most of our goods were priced higher for export than those of European competitors. The erratic but considerable expansion of demand at home sustained overall growth, but as the industrial system matured, concern mounted about how to establish additional outlets for the products of our manufacturing capacity.</p> <p>With the influx of people, immigrants and citizens from outside of Pennsylvania, new communities sprang up all around the city. Henry Disston, head of Tacony's Disston and Sons Saw Works, envisioned an idealized community, building houses, parks, banks and movie theaters around his factory, some of which still stand today. Over 100 beer breweries populated one small corner of the city, creating a community still known as Brewerytown.</p> <p>Philadelphia became defined by its small craft businesses that produced superior quality goods. As years passed, many</p>
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	Philadelphia industries quietly closed their doors, but some still exist in the face of a century of change.
<b>Objective</b>	<p>PA Academic Standards  8.1.9.A. Analyze chronological thinking  8.1.9.B. Analyze and interpret historical sources  8.2.9.B. Identify and analyze primary documents, material artifacts and historic sites important to PA</p> <p>CCSS.ELA-LITERACY.RH.11-12.1  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.  CCSS.ELA-LITERACY.RH.11-12.2  Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>CCSS.ELA-LITERACY.RH11-12.7  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Standards</b>	SWBAT assess the diversity of products made and manufactured in 19th century Philadelphia IOT explain why Philadelphia was called the “Workshop of the World.”
<b>Anticipatory Set</b>	<p>Using a smartboard, show 5-6 photographs from the collection of photos from Philadelphia as the “workshop of the world.” Probe students as to what this title meant? Should Philadelphia still have this moniker? If not, why?</p> <p>(<a href="https://www.google.com/search?q=pictures+of+philadelphia+as+the+workshop+of+the+world&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0ahUKEwjHllvPrIPOAhWBWh4KHWpiDVwQsAQIIA&amp;biw=1147&amp;bih=612">https://www.google.com/search?q=pictures+of+philadelphia+as+the+workshop+of+the+world&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0ahUKEwjHllvPrIPOAhWBWh4KHWpiDVwQsAQIIA&amp;biw=1147&amp;bih=612</a>)</p>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>• Using the smartboard, show students the introduction page to the website, Workshop of the World.  (<a href="http://www.workshopoftheworld.com/introduction/introduction.html">http://www.workshopoftheworld.com/introduction/introduction.html</a>)</li> <li>• Examine the left hand side of the page to locate Philadelphia neighborhoods. Each neighborhood is a link to businesses once located there. Review several neighborhoods and click on the various business; some will have photographs, some just text, and others will have artifacts from the company.</li> </ul>

<b>Guided Practice (and/or Cooperative Practice)</b>	<ul style="list-style-type: none"> <li>•Divide class into pairs. Assign each pair a neighborhood from the Workshop of the World website.</li> <li>•Students are to divide a paper into four columns. Write at the top of the first column, NAME OF COMPANY; second column, YEARS IN BUSINESS,; third column, PRODUCTS MADE; fourth column, IMPORTANT INFORMATION, such as to what countries the products were sold. Once they have completed the task, students are to complete a graphic organizer web categorizing the companies in the neighborhood they have researched.</li> <li>•Have student teams present their findings to the class.</li> </ul>
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>•Using a computer or ipad, have students use the same website as in the Guided Practice. Have students select two photographs of trade cards/advertisements/posters from the following companies: Center City- 1-Creswell Ironworks 2-White Dental Works Frankford 1-Globe Dye Works company North Philadelphia 1-Philadelphia Inquirer Southwest 1-Troemner Company</li> <li>•Distribute two copies of the Document Analysis Worksheet (<a href="http://www.archives.gov/education/lessons/worksheets/document.html">http://www.archives.gov/education/lessons/worksheets/document.html</a>)</li> <li>•Students are to a complete a document analysis sheet for each trade cards or poster selected.</li> </ul>
<b>Closure</b>	In small groups, students are to share findings from analyzing each primary source.
<b>Assessment</b>	Exit Ticket: Why was Philadelphia called the “Workshop of the World?” What characteristics of a city permit such a title? What countries/areas of the world might have that title today? Why?
<b>Key Terms</b>	Industry, economy, textiles, domestic market, manufacturing, artisans
<b>Resources and Materials</b>	<p><b>Collection of photographs depicting Philadelphia as the “Workshop of the World.”</b></p> <p><a href="https://www.google.com/search?q=pictures+of+philadelphia+as+the+workshop+of+the+world&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0ahUKEwjHllvPrIPOAhWBWh4KHWpiDVwQsAQIIA&amp;biw=1147&amp;bih=612">https://www.google.com/search?q=pictures+of+philadelphia+as+the+workshop+of+the+world&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0ahUKEwjHllvPrIPOAhWBWh4KHWpiDVwQsAQIIA&amp;biw=1147&amp;bih=612</a></p>

	<p><b>Workshop of the World, a website listing Philadelphia neighborhoods and the 19th-20th century companies located in them.</b>  <a href="http://www.workshopoftheworld.com/introduction/introduction.html">http://www.workshopoftheworld.com/introduction/introduction.html</a></p> <p><b>Photo Analysis Worksheet</b>  <a href="https://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf">https://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf</a>  Or  <a href="http://www.archives.gov/education/lessons/worksheets/photo.html">http://www.archives.gov/education/lessons/worksheets/photo.html</a></p> <p><b>Document Analysis Worksheet</b>  <a href="http://www.archives.gov/education/lessons/worksheets/document.html">http://www.archives.gov/education/lessons/worksheets/document.html</a></p>
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## The Peopling of Philadelphia: Immigration



Component	Description
Title of Lesson	The Peopling of Philadelphia: Immigration
Content/Subject Area	US History
Context	<p>Through most of the nineteenth century the United States economy needed both unskilled and skilled workers. In fact, after the 1880s, the demand was mostly for unskilled workers to fill the growing need in manufacturing. Simultaneously, conditions in some areas of Europe were in a downward economic slide. Therefore, southern and eastern Europeans, possessing few skills, were drawn to the economic promise that the United States had to offer, the push-pull factors.</p> <p>In Europe four major forces changed society in the nineteenth century: a huge increase in population, the spread of commercial agriculture, the rise of the factory system, and the expansion of relatively inexpensive transportation, such as steamships and railroads. After 1873, steamships made the journeys across the Atlantic quicker, cheaper, and safer, while steam-powered trains improved overland trips. These factors created the perfect equation for mass migration to the United States.</p> <p>The change of the European economy as the century moved into the first several decades caused a crisis in agriculture and crafts. Commercial agriculture caused the price of land to soar; open field agriculture also pushed peasants and others who had worked small plots on estates off the land. Subsistence farming declined for it was too expensive to purchase land. All the while, the population increased. Thus there was a shortage of jobs. The same situation existed with skilled artisans. European factories were producing items at larger quantities and cheaper; thus, skilled artisans could not compete. In fact, skilled workers also found a loss of their jobs due to industrialization in the 19<sup>th</sup> century.</p>

## The Peopling of Philadelphia: Immigration

It appears that most Europeans had a sense of what was happening in America. Some had relatives in America who undoubtedly shared information about jobs, housing, land costs, and wages. There were also advertisements posted in European cities by steamship companies, railroads, and states themselves who were trying to attract people. Between 1868 and 1873, when crops failed in Sweden, over 100,000 Swedes moved to America. There was much information published there about the Homestead Act and its promise of free land.

The immigrants coming to America and moving into the major cities, such as Philadelphia, also had advanced knowledge of their destination. Most of the eastern Europeans, Italians, Jews, Romanians, Greeks, Slavs, went to industrial cities where the number of unskilled jobs was increasing. Most had family and ethnic networks that provided access to jobs, housing, and even funds for transportation. This “chain migration,” the process whereby immigrants followed family and friends to the same areas, played a significant role in creating the settlement patterns of specific nationalities.

During the 18<sup>th</sup> and very early 19<sup>th</sup> centuries, Philadelphia was a major port in North America. New York had always competed with Philadelphia and Boston for the premier spot. In 1825, Philadelphia rapidly lost its position with the opening of the Erie Canal. It was at this point in history that it became faster and cheaper to leave from New York to the western frontier. So, while Philadelphia lost its top position as a port, it was still a viable and active port for the remainder of the 19<sup>th</sup> century.

Several major steamship companies having passenger and cargo services in Philadelphia began operating in the 1820s. They had regular weekly service from Philadelphia to Liverpool, England. Liverpool was a huge port that attracted mostly Irish and British immigrants but also people from Europe who were looking to obtain cheap passage to North America. The second decade of the 19<sup>th</sup> century had 20,000 immigrants coming through Philadelphia’s port, about ten percent of the total number of immigrants coming to America. By mid-century a steerage ticket cost eight pounds eight shillings, several months’ wages for a laborer.

By the 1870s, modern steamships enabled the transatlantic



## The Peopling of Philadelphia: Immigration

voyage to be reduced from four to two weeks or less. Steamships made the journey quicker, less expensive, and safer. The most economical means for most immigrants was via the steerage class. Passenger lines could pack 900-1400 passengers onto the lower decks of their ships. Compartments were similar to dormitories. The cost was \$20.00.

There were other ports in Europe, specifically Bremen, Germany and Antwerp, Belgium where American steamships had direct passage to Philadelphia. Fredric Miller, author of numerous books on Philadelphia, examined the proportion of the foreign population in Philadelphia throughout the 19<sup>th</sup> century. He noted: "By 1850 three out of ten Philadelphians were foreign-born, the highest proportion ever recorded. The Germans and Irish accounted for more than three-quarters of the total, as about 20,000 of the former and 70,000 of the latter lived in Philadelphia. By the mid 1870s, Philadelphia had a population total of three-quarters of a million people. Over a quarter of its people were foreign-born; 100,000 Irish and 50,000 Germans accounted for more than five-sixths of the city's immigrants, while almost all of the other immigrants were from England and Scotland."

Philadelphia inherited more than one million immigrants in the 19<sup>th</sup> century. However, more continued their journey than disembarked. They moved on to other destinations by means of the very good railroad system that existed in Pennsylvania. In the 1890s, the railroad spent \$10,000 to expand and modernize the port facility at Washington Avenue called the Emigrant Depot. In 1896 this state-of-art building included electric lights, heating, an area for medical examinations, a railroad ticket office, dressing rooms, a waiting room, and a travel information bureau. Now immigrants would not have to leave the port and be inundated with overzealous "entrepreneurs" offering every imaginable service to these newly arriving immigrants.

The Census of 1880 showed more than 90 percent of Philadelphia's immigrants were from Germany, Great Britain or Ireland. However, the 1880s saw a radical change in the ethnicity of its new immigrant population with the influx of 30,000 Russian Jews and 20,000 Italians. In fact, by 1900 the Italians and Irish populations became equal in numbers, while the Russian Jewish population reached 100,000. It should also

## The Peopling of Philadelphia: Immigration

<b>Duration</b>	<p>be noted that most of these immigrants from Eastern Europe did not arrive through the port of Philadelphia. They arrived in New York and traveled to Philadelphia to start their new lives. Philadelphia was the “workshop of the world” and the “city of homes” with its inexpensive housing. Throughout the 19<sup>th</sup> century Philadelphia absorbed over one million immigrants creating a city rich in diversity.</p> <p>1-2 class periods</p>
<b>Objective</b>	<p>SWBAT discover a diverse group of immigrants came to Philadelphia in the 19th century ( and were met with nativism and a strong anti-immigration sentiment) IOT interpret political cartoons.</p>
<b>Standards</b>	<p>PA Academic Standards  8.1.9.A Analyze chronological thinking  8.2.9.B Identify and analyze primary documents, material artifacts and historic sites important to PA history from 1787-1914  8.3.9.B Identify and analyze the political and cultural contributions of individuals and groups to U.S. history from 1787-1914</p> <p>CCSS.ELA-LITERACY.RH.11-12.1  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.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2  Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Anticipatory Set</b>	<p>Using a smartboard, show students the Ohio State University 3-history video, “Responses to Immigration,” a 3-part video explaining late 19th century U.S. immigration from 1880-today. (total of approximately 13 minutes)  Part 1- The New Immigrant, 1880-1924 (5m37s)</p>

## The Peopling of Philadelphia: Immigration

	<p>Part 2- Immigration in Wartime(5m37s)</p> <p>Part 3- Epilogue: Immigration Then and Now(1m51s)</p> <p>(<a href="https://www.youtube.com/watch?v=8X4CypTaOQs">https://www.youtube.com/watch?v=8X4CypTaOQs</a>)</p>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>•Present 19th-early 20th century Philadelphia immigration statistics and U.S. immigration statistics on the smartboard</li> <li>(Use the statistics for Philadelphia from the graph from this HSP/Balch Institute article-- the graph is mid-way through the article, scroll down:  <a href="http://www2.hsp.org/exhibits/Balch%20resources/phila_ellis_island.html">http://www2.hsp.org/exhibits/Balch%20resources/phila_ellis_island.html</a>) and U.S immigration statistics:  <a href="https://www.google.com/search?q=u.s+immigration+statistics+19th+century&amp;client=safari&amp;rls=en&amp;tbm=isch&amp;imgil=-i3ZovTHrWh7IM%253A%253Bc0phwquCkSkpIM%253Bhttp%25253A%25252F%25252Fwww.latinamericanstudies.org%25252Fimmigration-statistics.htm&amp;source=iu&amp;pf=m&amp;fir=-i3ZovTHrWh7IM%253A%252Cc0phwquCkSkpIM%252C_&amp;usg=__P5ln1FTivUhU9goB7gmMeoeZ2Q0%3D&amp;biw=1279&amp;bih=623&amp;ved=0ahUKEwi9nNa92PvNAhXLNx4KHSc6BJ8QyjcIPg&amp;ei=_xmMV_2gKcvveKf0kPgJ#imgsrc=-i3ZovTHrWh7IM%3A">https://www.google.com/search?q=u.s+immigration+statistics+19th+century&amp;client=safari&amp;rls=en&amp;tbm=isch&amp;imgil=-i3ZovTHrWh7IM%253A%253Bc0phwquCkSkpIM%253Bhttp%25253A%25252F%25252Fwww.latinamericanstudies.org%25252Fimmigration-statistics.htm&amp;source=iu&amp;pf=m&amp;fir=-i3ZovTHrWh7IM%253A%252Cc0phwquCkSkpIM%252C_&amp;usg=__P5ln1FTivUhU9goB7gmMeoeZ2Q0%3D&amp;biw=1279&amp;bih=623&amp;ved=0ahUKEwi9nNa92PvNAhXLNx4KHSc6BJ8QyjcIPg&amp;ei=_xmMV_2gKcvveKf0kPgJ#imgsrc=-i3ZovTHrWh7IM%3A</a></li> <li>•Discuss reasons for immigration--push &amp; pull factors, etc (see Notes in Resources and Materials section)</li> <li>•Review the concept of nativism and how anti-immigrant sentiment manifested itself in the 19th century. Compare to current wave of nativism and anti-immigrant sentiment in America today. How is it different? The same?</li> </ul>
<b>Guided Practice (and/or Cooperative Practice)</b>	<ul style="list-style-type: none"> <li>• Review the <i>Cartoon Analysis Guide</i> with the list and description of persuasive techniques.</li> </ul> <p><b>For Teacher:</b> review Library of Congress' Teacher's Guide to analyzing political cartoons.  (<a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf</a>)</p> <ul style="list-style-type: none"> <li>• Using one of the 12 political cartoons in the powerpoint provided, ( <b>SEE corresponding Folder for 12 -political cartoons' powerpoint</b>) and apply the guide descriptors while 'walking' students through the process of analyzing a political cartoon and interpreting its meaning. Discuss social, political, and economic factors.</li> <li>• Divide class into small groups, 2-3 students per grouping.</li> <li>• Download the remaining political cartoons and provide a hardcopy</li> </ul>

## The Peopling of Philadelphia: Immigration

	<p>of 1-2 cartoons for each group. Instruct students to interpret and discuss the meaning of the political cartoon.</p> <ul style="list-style-type: none"> <li>• Distribute a copy(s) of the Political Cartoon Analysis Worksheet for students to complete using the cartoon(s) assigned.</li> </ul> <p>(<a href="https://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf">https://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf</a>)</p>
<b>Independent Practice</b>	<p>Have students independently read two articles from the Encyclopedia of Greater Philadelphia:</p> <ol style="list-style-type: none"> <li>1-"Immigration 1790-1860"</li> <li>2-'Immigration 1870-1930"</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1-Discuss similarities and differences of two time periods of Philadelphia immigration, late 19th century and the 21st century.</li> <li>2- Have students create a timeline of important events of Philadelphia immigration from 1790-1930.</li> </ol>
<b>Assessment</b>	<p>Assign students an essay to compare and contrast immigration from 1840-1920 in Philadelphia.</p> <p>Extension Assignment: Select a notable immigrant American to research.</p>
<b>Key Terms</b>	Immigrants, unskilled labor, artisans, transatlantic, nativism
<b>Resources and Materials</b>	<p><b>Video: Responses to Immigration, 1880-1924(5m 38s)</b>  <a href="http://ehistory.osu.edu/videos/responses-to-immigration">http://ehistory.osu.edu/videos/responses-to-immigration</a></p> <p><b>Award winning documentary: Ellis Island-History of Immigration to the U.S., 1890-1920 (30 minutes)</b>  <a href="https://www.youtube.com/watch?v=8X4CypTaOQs">https://www.youtube.com/watch?v=8X4CypTaOQs</a></p> <p><b>Library of Congress' Teacher's Guide to Analyzing Political Cartoons</b>  <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf</a></p> <p><b>Cartoon Analysis Guide</b>  <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf</a></p> <p><b>Powerpoint of 12 Political Cartoons WITHOUT Interpretation</b></p>

## The Peopling of Philadelphia: Immigration

(Created by A. Lewandowski)-- see #2 folder

### 12 Political Cartoons with Description and Interpretation

(Created by A. Lewandowski)

<http://hti.osu.edu/sites/hti.osu.edu/files/Immigration-in-US-History-Cartoons-Descrip.pdf>

### Additional Political Cartoons on Immigration

<https://www.google.com/search?q=19th+century+political+cartoons+about+immigration&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjfKuS0vvNAhVIJh4KHddpBWkQsAQIHQ&biw=1279&bih=623>

### 19th century Immigration statistics for Philadelphia embedded in article on immigration from HSP/Balch Institute

[http://www2.hsp.org/exhibits/Balch%20resources/phila\\_ellis\\_island.html](http://www2.hsp.org/exhibits/Balch%20resources/phila_ellis_island.html)

### 19th century U.S. immigration statistics

[https://www.google.com/search?q=u.s+immigration+statistics+19th+century&client=safari&rls=en&tbm=isch&imgil=-i3ZovTHrWh7IM%253A%253Bc0phwquCkSkpIM%253Bhttp%25253A%25252F%25252Fwww.latinamericanstudies.org%25252Fimmigration-statistics.htm&source=iu&pf=m&fir=-i3ZovTHrWh7IM%253A%252Cc0phwquCkSkpIM%252C&usg=\\_\\_P5In1FTivUhU9goB7gmMeoeZ2Q0%3D&biw=1279&bih=623&ved=0ahUKEwi9nNa92PvNAhXLNx4KHSc6BJ8QyjcIPg&ei=\\_xmMV\\_2gKcvveKf0kPgJ#imgsrc=-i3ZovTHrWh7IM%3A](https://www.google.com/search?q=u.s+immigration+statistics+19th+century&client=safari&rls=en&tbm=isch&imgil=-i3ZovTHrWh7IM%253A%253Bc0phwquCkSkpIM%253Bhttp%25253A%25252F%25252Fwww.latinamericanstudies.org%25252Fimmigration-statistics.htm&source=iu&pf=m&fir=-i3ZovTHrWh7IM%253A%252Cc0phwquCkSkpIM%252C&usg=__P5In1FTivUhU9goB7gmMeoeZ2Q0%3D&biw=1279&bih=623&ved=0ahUKEwi9nNa92PvNAhXLNx4KHSc6BJ8QyjcIPg&ei=_xmMV_2gKcvveKf0kPgJ#imgsrc=-i3ZovTHrWh7IM%3A)

### Political Cartoon Analysis Worksheet

[https://www.archives.gov/education/lessons/worksheets/cartoon\\_analysis\\_worksheet.pdf](https://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf)

### Constitutional Rights Foundation, *Educating About Immigration*

<http://crfimmigrationed.org/index.php/immigration-in-us-history>

### NOTES:

#### Excerpt from: Constitutional Rights Foundation

- **Why Do Immigrants Come to America?**

From 1820 to 2001, more than 67 million people entered this country from many lands. Some paid their own way. Some came as indentured servants. Some signed up as contract laborers to work on American railroads, canals, farms, and factories. Others came as refugees or entered the United States illegally. Millions abandoned their homes to become part of the greatest mass migration of people in the history of the world. Why did they do this, and why do they still come?



## The Peopling of Philadelphia: Immigration

As in most cases of human migration, there are "push" and "pull" factors at work. "Push" factors are conditions that encourage people to leave their homelands. They include such things as famine, unemployment, and poverty. Also, crippling taxes, wars, the military draft, and religious and political persecution have forced people to abandon their native countries.

Immigrants coming to this country have not only been "pushed" from their homelands. They have also been "pulled" by the seemingly limitless opportunities of America. There was land to farm. There were forests to cut down and railroads to build. The Gold Rush of 1849 stirred the imaginations of the adventurous. Those trapped in poverty saw a way out by getting jobs as farm laborers or in the industrial cities of America. Still others were drawn by the American ideals of freedom and equality.

Millions of immigrants have pulled up their roots and journeyed to America. Immigrants are still coming. They are coming for the same reason that most immigrants came in the past: for hope and a chance for a better life.

### ● How Has America Accommodated So Many Immigrants?

The United States has forged a nation of immigrants. The presence of different ethnic groups could easily have led to permanent divisions and ethnic strife as it has in other places. This country has experienced some of these problems at various times, most notably racism and nativism. Yet through all the hardships and setbacks, it has managed to mold a united nation from diverse ethnic groups. There are many reasons for this success.

First, from the beginning, the United States has been a nation of immigrants. In 1783, President George Washington stated: "The bosom of America is open to receive not only the opulent and respectable stranger, but the oppressed and persecuted of all nations and religions." Accepting immigrants is considered part of American culture.

Second, America's commitment to freedom has encouraged toleration of different religions and traditions. The First Amendment to the U.S. Constitution guarantees freedom of expression and the right to freely practice any religion.

Third, upward mobility has kept ethnic groups from being mired in poverty. The United States has historically had a strong economy. The growing economy has pulled most people up, including immigrants. In most cases, after a generation or so, people have joined America's vast middle class.

Fourth, the United States' two-party system has helped prevent political fragmentation along ethnic lines. The United States has had some third-party movements, but they have been short-lived. Those engaged in politics have had to work within one of two parties. The parties in turn have had to accommodate a broad range of people.

Fifth, American ideals proclaim an openness to immigrants. The Declaration of Independence proclaimed that "all men are created equal." The Statue of Liberty stands in New York Harbor as a beacon welcoming immigrants. The United States has not always lived up to these ideals, but they have given immigrants a sense that they belong in America and have encouraged toleration from everyone.

## The Lazaretto, 1799-1893: Philadelphia's Ellis Island



Component	Description
Title of Lesson	<b>The Lazaretto, 1799-1893: Philadelphia's Quarantine Station</b>
Content/Subject Area	US History
Context	<p>Throughout the 19<sup>th</sup> century, ships, the immigrants on the ships, and cargo were subjected to stringent inspection. This inspection and quarantine station, called the Lazaretto Station, has often been referred to as Philadelphia's Ellis Island. In fact, it was built almost one hundred years earlier than Ellis Island, in 1799, as a response to the Yellow Fever epidemic of 1793. The Lazaretto is located ten miles below Philadelphia on the Delaware River (Essington, PA), just south of today's Philadelphia Airport.</p> <p>"Lazarettos" were built throughout Europe as early as the fourteenth century. They were places of quarantine to house the sick. The derivation of the name appears to have come from the biblical beggar Lazarus. The first "official" lazaretto was created near Venice, Italy in 1423. It was a small island in the Venetian lagoon used as a quarantine station as early as 1403, although another station, not state sanctioned, was established in 1347 to house victims of the plague that had spread through Europe.</p> <p>Benjamin Franklin, Dr. Benjamin Rush and other interested Philadelphia citizens in the mid 18<sup>th</sup> century created the first quarantine station Philadelphia. It was located near Fort Mifflin along the Delaware River. This site proved to be geographically and psychologically too close to the city. Thus a new site was found, ten miles down river and out of sight, to protect Philadelphia's citizens from infectious diseases. In fact, the establishment of this quarantine station in 1799 was under the authorization of the Philadelphia Department of Health.</p> <p>In the 19<sup>th</sup> century passenger ships, along with their cargo, were to stop at the Lazaretto Quarantine Station to be</p>

## The Lazaretto, 1799-1893: Philadelphia's Ellis Island

<p><b>Duration</b></p>	<p>inspected. Often it was deemed that the ship and cargo be fumigated and sometimes the cargo was destroyed. In many instances, it was the belongings of the immigrants that were destroyed in belief that they harbored yellow fever or cholera. "If there was sickness or death found on board, those afflicted would be removed to the Hospital to await recovery or death, and the dead would be buried on site. All cargo and possessions would be 'purified,' and the ship scoured and whitewashed clean. The quarantine process at this stage could take a week to longer than a month."</p> <p>Lazaretto Station consisted of a thirty-room brick building called the Hospital, a cemetery, carriage house, outdoor kitchen, and guard house. The hospital was "modeled after the Pennsylvania Hospital in Philadelphia, and the wings were used for hospital purposes.</p> <p>Later in the century the Lazaretto physicians were required to file federal certificates of inspection. The Lazaretto Station, a ten- acre site, was vacated in 1895. The buildings survive to this day, used for various purposes over the years. that included a hospital, offices, residences, and many smaller buildings. Philadelphia's Lazaretto, according to the historian, Fredric Miller, is "certainly one of the first, oldest, and most intact quarantine stations in the United States."</p> <p>1-2 class periods</p>
<p><b>Objective</b></p>	<p>SWAT to understand the purpose of quarantine in the 19th century IOT critique the design of Philadelphia's Lazaretto.</p>
<p><b>Standards</b></p>	<p>PA Academic Standards 8.1.9.B Analyze and interpret historical sources 8.1.9.D. Analyze and interpret historical research 8.2.9.B. Identify and analyze primary documents, material artifacts and historic sites important in PA history from 1787-1914</p> <p>CCSS.ELA-LITERACY.RH.11-12.1 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.</p>

## The Lazaretto, 1799-1893: Philadelphia's Ellis Island

	<p>CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.10</p>
<b>Anticipatory Set</b>	<ul style="list-style-type: none"> <li>•Brainstorm what students know of 19th century immigration and Ellis Island. What was its purpose? Of what background were most immigrants? Why?</li> <li>•On the smartboard, show brief timeline of quarantine throughout history. Discuss quarantine stations and the most famous, Ellis Island. (<a href="http://www.sas.upenn.edu/~dbarnes/History.html">http://www.sas.upenn.edu/~dbarnes/History.html</a>)</li> <li>• Show 2-minute video: Immigration to the U.S. through Ellis Island (<a href="http://w.glencoe.com/video_library/index_with_mods.php?PROGRAM=9780078745218&amp;VIDEO=2872&amp;CHAPTER=13&amp;MODE=2">w.glencoe.com/video_library/index_with_mods.php?PROGRAM=9780078745218&amp;VIDEO=2872&amp;CHAPTER=13&amp;MODE=2</a>)</li> <li>• If time permits, show the 29-minute History Making Productions video, <i>Fever</i>. (<a href="https://www.youtube.com/watch?v=P7L5ollfYcl">https://www.youtube.com/watch?v=P7L5ollfYcl</a>) This video provides background information on the numerous Yellow Fever epidemics throughout the 1890s which, in fact, prompted Philadelphia officials to create a quarantine station, the Lazaretto.</li> </ul>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>•Introduce students to America's first quarantine station, The Lazaretto, established in 1799, and located a few miles south of Philadelphia on the Delaware River-- use a map to show students the exact location along the Delaware in relationship to Philadelphia. Ask students why the Lazaretto was positioned south of Philadelphia on the Delaware River. Why not at Philadelphia's port? Discuss the physical design of the Lazaretto. Why do students think it was designed in such a manner? Advantages? Disadvantages? (Students will use these brainstorming ideas for comparison in the closure section of this lesson.)</li> <li>•Use smartboard to view photographs of the Lazaretto "Then &amp; Now"-- image gallery slideshow (<a href="http://www.sas.upenn.edu/~dbarnes/Photos.html">http://www.sas.upenn.edu/~dbarnes/Photos.html</a>)</li> </ul>

## The Lazaretto, 1799-1893: Philadelphia's Ellis Island

<b>Guided Practice (and/or Cooperative Practice)</b>	<p>1- •The teacher should establish groups for a 'Jigsaw' activity-- 4 groups</p> <ul style="list-style-type: none"> <li>• Divide the article from the <i>Pennsylvania Magazine</i>, "Guarding Against Alien Impurities: The Philadelphia Lazaretto, 1854-1893, into 4 sections.</li> <li>• While students are reading their assigned section help them stay focused by asking them to use the 5 Ws-approach (who, what, where, when, why), and use the 5Ws for sharing the highlights with classmates.</li> </ul> <p>2- See Resource section for article; permission for use given by the author, Edward T. Mormon and HSP.</p> <p>Extension: Using a computer or ipad, have students review Philadelphia's <i>Public Ledger</i> article describing the Lazaretto, August 14, 1879, four years before it closes. (<a href="http://www.sas.upenn.edu/~dbarnes/1879_description.html">http://www.sas.upenn.edu/~dbarnes/1879_description.html</a>)</p> <ul style="list-style-type: none"> <li>•Distribute a portion of the reading to each group.</li> <li>•Jigsaw the groups so all information is shared.</li> </ul>
<b>Independent Practice</b>	<p>To review and reinforce information, distribute a graphic organizer with 5- columns labelled who, what why, when, where to each student. (<a href="http://www.scholastic.com/teachers/sites/default/files/asset/file/5doublyous_0.pdf">http://www.scholastic.com/teachers/sites/default/files/asset/file/5doublyous_0.pdf</a>)</p> <p>Have students complete the chart independently with the information learned from their reading and presentations of their classmates during the jigsaw activity.</p>
<b>Closure</b>	<p>Students may select one project to submit:</p> <p>1-Have students research and write an article on quarantine today, and if there is a need for such screening. Why or why not? Has there been use of quarantine screening in the 21st century?</p> <p>2- Have students research and write a short paper comparing and contrasting Philadelphia's Lazaretto to several quarantine stations/lazarettos around the world. Students should compare and contrast their physical design, why each was constructed, years in use, etc.</p> <p>Suggested 19th century quarantine stations around the world:</p> <ul style="list-style-type: none"> <li>• Lazzaretto Vecchio, Italy (1423)</li> <li>• Dubrovnik Lazaret, Croatia (1627)</li> <li>• Kamau Taurua, New Zealand (1863)</li> <li>• Hospital Island, Maine (1832)</li> </ul>

## The Lazaretto, 1799-1893: Philadelphia's Ellis Island

	<ul style="list-style-type: none"> <li>• Quail Island, new Zealand (1842)</li> <li>• Molokai, Hawaii (1866)</li> <li>• Angel Island, California (1891)</li> <li>• Grosse Island, Quebec, Canada (1832)</li> </ul>
<b>Assessment</b>	Collect students' graphic organizers and article as evidence of their level of understanding of quarantine and quarantine stations in the nineteenth century.
<b>Key Terms</b>	Quarantine, quarantine station, Lazaretto, yellow fever, immigrants
<b>Resources and Materials</b>	<p><b>Video (2 minutes) on Immigration via Ellis Island</b>  <a href="http://w.glencoe.com/video_library/index_with_mods.php?PROGRAM=9780078745218&amp;VIDEO=2872&amp;CHAPTER=13&amp;MODE=2">w.glencoe.com/video_library/index_with_mods.php?PROGRAM=9780078745218&amp;VIDEO=2872&amp;CHAPTER=13&amp;MODE=2</a></p> <p><b>History Making Productions' Video, <i>Fever</i> (29 minutes)</b>  <a href="https://www.youtube.com/watch?v=P7L5ollfYcl">https://www.youtube.com/watch?v=P7L5ollfYcl</a></p> <p><b>Article: History of the Lazaretto: Highlights and Documents</b>  <a href="http://www.sas.upenn.edu/~dbarnes/History.html">http://www.sas.upenn.edu/~dbarnes/History.html</a></p> <p><b>Article: A Short History of Quarantine</b>  <a href="http://www.sas.upenn.edu/~dbarnes/History.html">http://www.sas.upenn.edu/~dbarnes/History.html</a></p> <p><b>Philadelphia's <i>Public Ledger</i> article on the Lazaretto, August 14, 1879</b>  <a href="http://www.sas.upenn.edu/~dbarnes/1879_description.html">http://www.sas.upenn.edu/~dbarnes/1879_description.html</a></p> <p><b>Five Ws Chart/Graphic Organizer</b>  <a href="http://www.scholastic.com/teachers/sites/default/files/asset/file/5doubleyous_0.pdf">http://www.scholastic.com/teachers/sites/default/files/asset/file/5doubleyous_0.pdf</a></p> <p><b>Special thanks to the Historical Society of Pennsylvania and Edward Morman for permitting free access to this article through JSTOR.</b>  Edward T. Morman, "Guarding against Alien Impurities: The Philadelphia Lazaretto, 1854–1893," <i>Pennsylvania Magazine of History and Biography</i> 108 (1984): 131–151.</p>





Component	Description
<b>Title of Lesson</b>  <b>Content/Subject Area</b>	<b>The Centennial Exhibition: Philadelphia Hosts the International Community, 1876</b>  US History
<b>Context</b>	<p>In 1876 the United States International Exhibition was held in Philadelphia. Its purpose was to introduce to the world the modern successes in commerce and technology: to inform and show off each country's accomplishments and products. That year happened to coincide with America's one hundredth birthday, thus the 1876 Centennial Exhibition. It was spectacular. Exhibitors from forty countries from around the world participated. People from around the globe came to Philadelphia to witness the grandeur of it all. Middle Eastern countries, Tunisia, Egypt, and the Ottoman Empire, were represented in the Exhibition's main building. Persia (now Iran) initially accepted the offer to exhibit but later declined. The Centennial was an opportunity for the people of the world to see that Middle Eastern people were skillful, industrious, and "advanced." It provided a worldwide venue in which to display their industries. After all, commerce was a major goal for participating nations.</p> <p>Egypt's exhibition at the Centennial was grand, 5000 square feet. Its entrance paid tribute to its past with a huge structure resembling an ancient temple from the land of the Nile, painted in imitation stone. Two massive pillars supported the entrance. Over the entrance was the globe with encircling wings, the ancient Egyptian symbol of eternity, and on either side of the entrance crouched a sphinx. The sign on the side of the entrance read: "Egypt- the oldest people of the world sends its morning greeting to the youngest nation." Upon entering the exhibition the walls of the court-like room were</p>

hung with photographs and drawings of Egypt. The room held an array of opulent objects made of velvet, silk and embroideries of gold. Fine drawing room furniture with ivory and mother-of-pearl designs, taken from ancient mosques, were displayed and for sale. In fact everything was for sale; the exquisite jewelry, precious stones, carpets, works of iron and copper, pipes, silk, and gold and silver threads. It was a show of fine workmanship and design. Cotton was the main product Egypt displayed. The intention was to show the world their fine cotton and strengthen its cotton export business.

The exhibition from the Ottoman Empire/Turkey had a Turkish Café whereby visitors could drink Turkish coffee and smoke Turkish tobacco. They also presented a fine display of pottery, crafts, jewelry, carpets, leather goods, and tobacco in a “Bazaar-like” setting. The Tunisia display was similar. Syrian Christians even had a “bazaar” filled with Christian religious items from the Holy Land. What was not sold at the Centennial was shipped to New York auction houses.

The Centennial afforded westerners the opportunity to meet people from the Middle East who spoke English in a setting that attempted to duplicate their native land. People could observe their customs, clothing, and environment in these exhibitions. Thus, international trade, human understanding and enlightenment, for some, moved further along the timeline of U.S.- Middle East history.

Japan, a close friend of the U.S. at the time, began developing and building its exhibition two years prior to the international exhibition, in 1874. The country allotted \$600,000 for their grand display of pottery, carvings, porcelain, lacquerware, furniture, and bronzes. Their spectacular exhibition won them 142 awards.

The China Empire exhibition was adjacent to the Japanese Pavilion. It was half the size, and featured an ornamental gateway, celestial pagoda, vases and various artwork.

	<p><b>Countries, kingdoms, colonies and empires represented at the 1876 Centennial:</b></p> <p>Argentine Confederation Austria-Hungary Belgium Bolivia Brazil Chile China Denmark Ecuador Egypt France (with * Algeria) Germany Great Britain(plus 189 colonies) * Bahamas * Bermuda * British Guiana * Canada * Cape of Good Hope * Ceylon * Gold Coast * India * Jamaica * New South Wales * New Zealand * Queensland * South Australia * Seychelles Archipelago * Mauritius * Tasmania * Trinidad * Victoria Greece Guatemala and Salvador Hawaii Haiti Honduras Italy</p>
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## The Centennial Exhibition: Philadelphia Hosts the International Community, 1876

<b>Duration</b>	<p>Japan Liberia Luxembourg</p> <p>Mexico Netherlands Nicaragua Norway Orange Free State Peru Portugal Russia Spain * Cuba * Philippine Islands Sweden Switzerland Tunis Turkey U.S. of Colombia Venezuela</p> <p>* = colonial status</p> <p>2-3 class periods</p>
<b>Objective</b>	<p>•SWAT explore and interpret illustrations and photographs from the 1876 Centennial IOT understand the purpose of the Centennial and its international impact on trade and political relations.</p>
<b>Standards</b>	<p>PA Academic History Standards 8.1.9.B Analyze and interpret historical sources 8.2.9.D Interpret how conflict and cooperation among groups and organizations in PA influencing the growth and development of U.S. working conditions, immigration, and economic stability 8.3.9.B Compare the impact of historical documents and artifacts</p> <p>CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from</p>

## The Centennial Exhibition: Philadelphia Hosts the International Community, 1876

	<p>specific details to an understanding of the text as a whole. CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Anticipatory Set</b>	<p>Introduce students to the Centennial, the world's fair held in Philadelphia in 1876 in Fairmount Park. Show photograph of the Fairgrounds (<a href="https://archive.org/stream/gri_33125014935387#page/n15/mode/2up">https://archive.org/stream/gri_33125014935387#page/n15/mode/2up</a>) OR file:///Users/teacher/Desktop/Views%20of%20the%20Centennial%20Exhibition%20(1876).webarchive</p> <p>AND...</p> <p>History Making Productions' video, <b><i>Philadelphia, The Great Experiment: The Floodgates Open, 1865-1876</i></b> (start video at minute 24:03, the precise minute in which information on the Centennial is shown) (<a href="https://www.youtube.com/watch?v=go9kxaqoYx0">https://www.youtube.com/watch?v=go9kxaqoYx0</a>)</p> <p>Note that the Centennial highlighted commercial, industrial, and international exhibitions. Countries from around the world participated but this lesson will focus specifically on countries from the Middle East/North Africa( Egypt, Turkey, and Tunisia) along with China, Japan, the Philippines, and Hawaii. Philadelphia hosted 10 million visitors from around the world and, therefore, it was an opportunity for Americans/Philadelphians, and foreigners, to see and meet people from other cultures of which they had no first-hand knowledge.</p>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>•Brainstorm the names of countries in the Middle East.</li> <li>•This activity is a "Jigsaw." Assign groups of eight, whereby two students will partner. Distribute a copy of the article, <i>Centennial in Philadelphia</i>, to each student. <a href="http://archive.aramcoworld.com/issue/197606/centennial.in.philadelp">http://archive.aramcoworld.com/issue/197606/centennial.in.philadelp</a></li> </ul>

## The Centennial Exhibition: Philadelphia Hosts the International Community, 1876

	<p><a href="#">hia.htm</a></p> <p>Divide the article into four parts. Assign one portion of the article to each pair. Partners move to sit with same topic partners (four groups with teams of the same topic/portion of the reading). Partners read and review the article portion assigned. Partners consult with same-topic team to plan a teaching strategy, a brief presentation to others who had not read their portion. Have original teams reunite and each person, in order of the article, will share their portion. In the end, no one has read the entire article yet everyone learns about the unread portions from their three other group members.</p>
<b>Guided Practice (and/or Cooperative Practice)</b>	<ul style="list-style-type: none"> <li>•Discuss types of primary resource materials.</li> <li>•On the smartboard, show students a quick overview of the 17 photographs from the Centennial (see folder). The photographs are of the Middle Eastern/North African exhibits, along with photographs of the exhibits built/created by China, Japan, the Philippines, and Hawaii. These photographs are from the Free Library of Philadelphia's Centennial Collection which is a comprehensive collection of all of the international exhibitions. For this lesson only non-western exhibits are in the corresponding folder.</li> <li>• Demonstrate the use of the Photo Analysis Worksheet using one photograph.</li> </ul>
<b>Independent Practice</b>	<p>1-Students will use a Photo Analysis Worksheet to "read" and analyze photographs.</p> <ul style="list-style-type: none"> <li>•Assign students two photographs to analyze using Photo Analysis Worksheets.</li> <li>•Distribute two worksheets to each student or pairs of students.</li> </ul> <p>2-After both analysis worksheets are completed, have students write a brief article (1-2 paragraphs) for the <i>Philadelphia Inquirer</i> (summer 1876) describing the exhibit and items they have viewed from a country's exhibition. Students may research additional information in order to have a more comprehensive perspective for their article.</p>
<b>Closure</b>	<p>1-Ask students to share their responses from the Photo Analysis Worksheet; teacher should record major points for all to see on the board or chart paper. Discuss similarities and differences.</p> <p>2- Have students share their article about the exhibit they described.</p>
<b>Assessment</b>	<p>Have students write about misconceptions Philadelphians in 1876 might have had when seeing Turkish and Egyptian people for the first time. Why? Describe any stereotypes or preconceived ideas students have of people from the Middle East today. Why?</p> <p>Wrap up discussion with ideas students have about the international</p>



## The Centennial Exhibition: Philadelphia Hosts the International Community, 1876

	impact the 1876 Centennial had on trade and politics.
<b>Key Terms</b>	Middle East, primary source documents, centennial, international trade
<b>Resources and Materials</b>	<p><b>History Making Productions' video, Philadelphia, The Great Experiment: The Floodgates Open, 1865-1876</b> (start video precisely at 23:01 minutes for presentation about the Centennial)  <a href="https://www.youtube.com/watch?v=go9kxaqoYx0">https://www.youtube.com/watch?v=go9kxaqoYx0</a></p> <p><b>Article: Centennial in Philadelphia</b>  <a href="http://archive.aramcoworld.com/issue/197606/centennial.in.philadelphia.htm">http://archive.aramcoworld.com/issue/197606/centennial.in.philadelphia.htm</a></p> <p><b>Photograph of Centennial Fairgrounds</b>  <a href="https://archive.org/stream/gri_33125014935387#page/n15/mode/2up">https://archive.org/stream/gri_33125014935387#page/n15/mode/2up</a></p> <p><b>Photo Analysis Worksheet</b>  <a href="https://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf">https://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf</a></p> <p><b>Turkish Bazaar illustration</b>  <a href="https://www.granger.com/popuppreview.asp?image=0264986">https://www.granger.com/popuppreview.asp?image=0264986</a></p> <p><b>Egyptian Bazaar</b>  <a href="https://www.granger.com/popuppreview.asp?image=0264986">https://www.granger.com/popuppreview.asp?image=0264986</a></p> <p><b>Frank Leslie's Illustrated Historical Register of the Centennial, 1876</b>  <a href="https://archive.org/stream/gri_33125014935387#page/n5/mode/2up">https://archive.org/stream/gri_33125014935387#page/n5/mode/2up</a></p> <p><b>Photographs and information of the Centennial grounds</b>  file:///Users/teacher/Desktop/Views%20of%20the%20Centennial%20Exhibition%20(1876).webarchive</p> <p><b>Free Library Collection of photographs of international bazaars and exhibits.</b>  <a href="https://libwww.freelibrary.org/CenCol/tours-mainbuilding.htm">https://libwww.freelibrary.org/CenCol/tours-mainbuilding.htm</a></p>

## Fairmount Water Works: An International Urban Model



Component	Description
<b>Title of Lesson</b>	<b>Fairmount Water Works: An International Urban Model</b>
<b>Content/Subject Area</b>	U.S. History
<b>Context</b>	<p>As a result of the Yellow Fever epidemics throughout the 1790s and early 1800s, Philadelphia organized an effort to establish the first public water system in an American city. What resulted was the Fairmount Water Works, built by the famous Benjamin Henry Latrobe.</p> <p>In 1798, when Philadelphia first organized the Watering Committee to find a way to supply the city with pure water, Americans were very aware of the adverse effect urban development had on water supplies of Europe. London was struggling with the pollution of the Thames. In fact, Philadelphia had already started to pollute the Delaware River. Consequently, there was a conscious decision to bring pure water of the Schuylkill River into the city.</p> <p>City fathers called upon Latrobe, the engineer and architect who later became known for his work on the United States Capitol, for his advice. Latrobe was in Philadelphia at the time (1798) to build the Bank of Pennsylvania, whose design has been called the first monument of the Greek Revival in America.</p> <p>Latrobe's first plan, a neoclassical structure at Centre Square (the location of City Hall today) housed a steam engine, boiler, and pump. That building quickly proved inadequate to serve the needs of a growing city. In 1811, Latrobe's assistants, John Davis and Frederick Graff, proposed construction of a new pumping station on the banks of the Schuylkill River.</p> <p>The Fairmount Water Works opened in 1822, just outside city limits in the district of Spring Garden. People came from around the world to view this technological achievement amidst its magnificent gardens.</p> <p>The Fairmount Water Works illustrates the romantic concepts of the era and was celebrated as a prime example of the blending of</p>

## Fairmount Water Works: An International Urban Model

	<p>nature and technology. By the 1840s the clean, neoclassical architecture of the buildings, the landscaped garden, and the promenades up to and around the reservoirs on “Fair Mount,” as the rise was identified on an 1687 map of Philadelphia, were all major attractions. Ornamental sculptures, fountains, and airy gazebos added to the visual pleasure of the site. For the general public as well as for those with engineering or technical interests, the technological components at Fairmount made the Water Works a unique wonder-- the turning of massive waterwheels, the action of the powerful pumps, and the sparkling reservoirs containing the city’s water supply. The Fairmount Water Works was an exciting place to visit for locals and for visitors from around the world.</p> <p>In his <i>American Notes for General Circulation</i>, Charles Dickens recorded his 1840 visit to Fairmount:</p> <p><i>Philadelphia is most bountifully provided with fresh water, which is showered and jerked about, and turned on, and poured off everywhere. The Water-works, which are on a height near the city, are no less ornamental than useful, being tastefully laid out as a public garden, and kept in the best and neatest order. The river is dammed at this point, and forced by its own power into certain high tanks or reservoirs, whence the whole city, to the top stories of the houses, is supplied at a very trifling expense.</i></p> <p>By the 1830s Fairmount had become the prototype of a water-supply system for growing urban areas in the United States and abroad. Graff acted as consultant for more than thirty-seven other water works. In 1844 the system supplied an average of 5.3 million gallons of water per day to 28,082 households, expenditures were \$29,713, and the revenue into the treasury was \$151,501.</p> <p>From 1815 to the consolidation of the city with its districts in 1854, Fairmount Water Works was the sole pumping station supplying Philadelphia with water. Although technological improvements were made with the installation of water turbines beginning in 1851, Fairmount Water Works began to deteriorate by the 1880s. River pollution reached untenable proportions in the 1890s, and the facility was decommissioned as a pumping station in 1909.</p> <p>2-3 class periods</p>
<b>Duration</b>	
<b>Objective</b>	SWAT discover the history and importance of Philadelphia’s water system IOT compare it to another World Heritage City’s public water system.

## Fairmount Water Works: An International Urban Model

<b>Standards</b>	<p>PA Academic Standards  8.1.9. A Analyzes chronological thinking  8.1.9.B Analyze and interpret historical sources  8.2.12.B Evaluate impact of historical documents, artifacts in PA which are critical to U.S. history</p> <p>CCSS.ELA-LITERACY.RH.11-12.1  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.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2  Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Anticipatory Set</b>	<p>•Have students watch the History Making Production of <b><i>Fever: 1790-1820 (Philadelphia: The Great Experiment)</i></b>, approximately 30 minutes  (YouTube Video  <a href="https://www.youtube.com/watch?v=P7L5oIfYcl&amp;list=PLwEWxvgiPVsUAlpsMi-beFNyn7dQ6UEza">https://www.youtube.com/watch?v=P7L5oIfYcl&amp;list=PLwEWxvgiPVsUAlpsMi-beFNyn7dQ6UEza</a>)</p> <p>AND...  History Making Productions' brief webisode, <b><i>The Waterworks, First in the Nation</i></b> (8:47 minutes)  (<a href="https://www.youtube.com/watch?v=UljN8JwR1jU">https://www.youtube.com/watch?v=UljN8JwR1jU</a>)</p>
<b>Direct Instruction</b>	<p>•Review the film's highlights. What were the causes of the continuous Yellow Fever epidemics? What were the race issues? Political issues? Medical issues?</p> <p>•Show the 16-minute film, <b>Fairmount Water Works</b>, shown at the Water Works Interpretive Center. It provides an interesting history and description of the Fairmount Water Works.  (<a href="https://vimeo.com/95017596">https://vimeo.com/95017596</a>)</p>
<b>Guided Practice (and/or Cooperative</b>	<p>•Create a fact sheet ( 5 Ws) on the Fairmount Water Works by having students brainstorm information from the videos. Post.</p>

## Fairmount Water Works: An International Urban Model

<b>Practice)</b>	<p>•Distribute copies/post copy on smartboard of article, <i>Cool, Clear Water: The Fairmount Water Works</i>.</p> <p>(<a href="http://pabook2.libraries.psu.edu/palitmap/FairmountWW.html">http://pabook2.libraries.psu.edu/palitmap/FairmountWW.html</a>)</p> <p>This is a brief, clearly written overview of the Fairmount Water Works. Have students read and highlight major aspects of the rise and fall of the Water Works. It is suggested that students create a timeline.</p>
<b>Independent Practice</b>	<p>Divide class into teams, or students may work independently. One team will research Philadelphia's water supply past and present. This presentation should include what replaced the Fairmount Water Works when it closed in 1909.</p> <p>All other teams will research the water supply in a <u>large city</u> in an African or South Asian country, also a World Heritage City:  <i>Suggestions:</i>  Cairo, Egypt  Dakar, Senegal  Mombasa, Kenya  Fez, Morocco  Timbuktu, Mali  Kandy, Sri Lanka  Hue, Viet Nam  Surakarta, Indonesia  Amer, India</p> <p>The team may choose their country/city or teacher assigns. Each group will research information, using reliable sources, primary and secondary, if possible, about the past and present conditions of drinking water, and the health conditions of the people.</p>
<b>Closure</b>	Teams will present their research to the class.
<b>Assessment</b>	Students will write an essay comparing and contrasting all of the presentations presented on drinking water past and present in urban areas, Philadelphia and African and South Asian cities.
<b>Key Terms</b>	Reservoir, yellow fever, neoclassical, public water supply, consolidation
<b>Resources and Materials</b>	<p><b>Library of Congress photographs and prints of Fairmount Water Works</b>  <a href="https://www.loc.gov/photos/?q=fairmount+water+works&amp;st=list">https://www.loc.gov/photos/?q=fairmount+water+works&amp;st=list</a></p> <p><b>History Making Productions' video, Yellow Fever: 1790-1920,</b></p>

## Fairmount Water Works: An International Urban Model

	<p><b>Philadelphia: The Great Experiment</b> <a href="https://www.youtube.com/watch?v=P7L5oIfYcl&amp;list=PLwEWxvgiPVsUAlpsMi-beFNyn7dQ6UEza">https://www.youtube.com/watch?v=P7L5oIfYcl&amp;list=PLwEWxvgiPVsUAlpsMi-beFNyn7dQ6UEza</a></p> <p><b>Fairmount Water Works Film</b> <a href="https://vimeo.com/95017596">https://vimeo.com/95017596</a></p> <p><b>Travel Literature from the 'Golden Age' of the Water Works</b> <a href="http://resourcewater.org/rwfiles/More%20Travel%20Literature%20Excerpts.pdf">http://resourcewater.org/rwfiles/More%20Travel%20Literature%20Excerpts.pdf</a></p> <p><b>Article: Cool, Clear Water: The Philadelphia Water Works</b> <a href="http://pabook2.libraries.psu.edu/palitmap/FairmountWW.html">http://pabook2.libraries.psu.edu/palitmap/FairmountWW.html</a></p> <p><b>History Making Productions' webisode, The Waterworks, First in the Nation</b> <a href="https://www.youtube.com/watch?v=UljN8JwR1jU">https://www.youtube.com/watch?v=UljN8JwR1jU</a></p>
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## Philadelphia, A City of Neighborhoods



Component	Description
<b>Title of Lesson</b>	<b>Philadelphia, A City of Neighborhoods</b>
<b>Content/Subject Area</b>	US History
<b>Context</b>	<p>William Penn, the founder of Philadelphia, grew up in the Tower Hill section of London, one of the many storied neighborhoods in the capital of England. Before Penn set foot on the Delaware River shoreline in October 1682, he lived in a number of European cities including Paris, Dublin and Amsterdam. Each of those centuries-old European cities contained a rich fabric of fabled neighborhoods.</p> <p>Curiously, the moniker of "The City of Neighborhoods" is carried by the city Penn founded instead of one of the European cities where firmly established neighborhoods existed long before Philadelphia was even a figment in Penn's imagination. New York City, formally founded before Penn's arrival in America, has hundreds more identified neighborhoods than Philadelphia, judging by the list of nearly 200 neighborhood names compiled by the Philadelphia City Department of Records. NYC's Department of City Planning references America's largest city merely as "A City of Neighborhoods" — not using the distinguishing word "The." Boston, Chicago, St. Louis, and other cities also regard themselves as "a" City of Neighborhoods.</p> <p>The origins of Philadelphia's claim are unclear. The city was regarded as "The City of Homes" as far back as the 1870s, and an 1893 book termed Philadelphia "a city of residences" with praise for the legacy of homeownership by "employers and employees" dating from Penn's arrival. A 1976 booklet on the historical development of Philadelphia neighborhoods published by Philadelphia's City Planning Commission stated, "Philadelphia as a city of neighborhoods has antecedents as far back as the city's founding."</p> <p>Whether the savvy snagging of an enticing marketing slogan or sheer happenstance, the reputation of "The City of Neighborhoods" is consistent with the fact that Philadelphia historically has defined itself through its residential character. Implicit in the "City of Neighborhoods" dynamic is the intense pride Philadelphians hold about the distinct residential areas comprising this city. Philadelphians love their city but they particularly love those sections of their city where they were born, raised and in many instances continue to live.</p> <p>Many of the current neighborhoods around Philadelphia existed as</p>

## Philadelphia, A City of Neighborhoods

separate boroughs, districts and townships in the County of Philadelphia before absorption into the city via the 1854 Act of Consolidation. Before consolidation, Philadelphia's city boundaries extended only as far as William Penn's original plan, from the Delaware River to the Schuylkill and from Vine to South Streets. Consolidation brought into the city neighborhoods such as historic Germantown in the northwest, formally founded one year before William Penn's arrival, and the Spring Garden community on the city's northwest edge.

The distinction of being Philadelphia's oldest continuously occupied neighborhood belongs to Tacony, with records of residents dating from a decade prior to William Penn's arrival. This neighborhood located along the Delaware River, in what is now Philadelphia's Lower Northeast section, is near the place where Penn made a Treaty of Peace with the Native Americans who originally inhabited the Philadelphia region.

Neighborhoods appear to be stable, yet they are continually changing. This is evident in Society Hill, the lauded upscale community of colonial-era homes adjacent to Independence National Historical Park. The name Society Hill originated with the Free Society of Traders, a colonial-era merchant's society, and once applied to the entire region from today's Pine Street down to Christian Street. The name fell out of use by the nineteenth century, but assumed new life during the 1950s period of urban renewal.

Urban renewal, called by some, gentrification, transformed Society Hill from a hardscrabble residential area filled with commercial buildings into an elite enclave. However that renewal also triggered removal of Philadelphia's oldest African-American community dating from colonial times — the area examined in Dr. W.E.B. DuBois' seminal 1899 book, "The Philadelphia Negro," prepared as sociological research for the University of Pennsylvania.

The changing character of this city's neighborhoods is also evident in North Philadelphia's now overwhelmingly African-American Strawberry Mansion section, which housed Philadelphia's largest Jewish community during the first half of the twentieth century. Philadelphia's character as a "City of Neighborhoods" also developed from immigration and absorption of new populations. Successive waves of immigrants from across Europe, blacks migrating from the South, and Hispanics (primarily Puerto Ricans) added distinctive imprints to the complexions of neighborhoods. Interestingly, Philadelphia's famous nickname — the "City of Brotherly Love," derived from the translation of the Greek name Penn gave his city — also masks a history of un-neighborly turmoil.

Philadelphia's earliest race riots targeted African Americans in today's Society Hill in the early nineteenth century, and by the 1840s anti-Catholic sentiment targeted Irish immigrants in Kensington and

## Philadelphia, A City of Neighborhoods

	<p>Southwark. In the 1950s-1960s efforts to preserve rare integration became defining struggles in neighborhoods like Mt. Airy, located in Philadelphia's leafy Northwest section. These were contemporary challenges for a neighborhood with a long history. Mt. Airy inherited its name from the mansion owned by a Colonial-era Chief Justice of Pennsylvania's Supreme Court, then expanded residentially in the late 1800s as trolley and commuter train lines created links to Center City.</p> <p>Surprisingly for a city steeped in history, the neighborhood-memory of many Philadelphians extends back for only a couple of decades. Few among the thousands coming to the Sports Complex in South Philadelphia yearly to cheer the city's professional baseball team are aware that Philadelphia's century-plus long baseball tradition began in North Philadelphia during the 1880s. Two teams from that era remain active in Major League Baseball including the beloved Phillies.</p> <p>Today many see South Philadelphia as historically the Italian section of the city. Few are aware of that area's origins with Swedish settlers as evidenced by the Gloria Dei (Old Swedes') Church, the oldest church in Pennsylvania. And along with Italians, the area has growing Mexican and Southeast Asian populations.</p> <p>Philadelphians hold a heartfelt loyalty about their neighborhoods. And that loyalty radiates through the collective psyche of the city that adores local cuisine like juicy cheesesteaks, and wild support for professional sports teams reflects in the name of the mascot of Philadelphia's MLB team: the "Phillie Phanatic." Although Philadelphia's population fluctuates and facial features of its communities change, that pride in being a part of a particular neighborhood remains resilient.</p> <p><i>(Linn Washington Jr. is associate professor of journalism at Temple University and co-director of <a href="http://PhiladelphiaNeighborhoods.com">PhiladelphiaNeighborhoods.com</a>. This essay is published in partnership with the <a href="#">Encyclopedia of Greater Philadelphia</a> project and the <a href="#">Historical Society of Pennsylvania</a>, with support from the <a href="#">Pennsylvania Humanities Council</a>.)</i></p> <p>1-2 class periods</p>
<b>Duration</b>	
<b>Objective</b>	<p>SWBAT examine the consolidation of towns prior to 1854 that became part of the city of Philadelphia IOT distinguish between the “original” neighborhoods of Philadelphia and its expansion after the first two hundred years.</p>
<b>Standards</b>	<p>PA Academic Standards  8.1.9.A Analyze chronological thinking  8.1.9.B Analyze and interpret historical sources</p> <p>CCSS.ELA-LITERACY.RH.11-12.1  Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific</p>

## Philadelphia, A City of Neighborhoods

	<p>details to an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Anticipatory Set</b>	<ul style="list-style-type: none"> <li>•Survey the class to find out the neighborhoods in which they live. Make a list on the board.</li> <li>•Brainstorm: What makes a neighborhood?</li> <li>•Using the Philadelphia Department of Records listing(see link below), present students with a list of all Philadelphia neighborhood names. (Click the link, scroll down to the bottom of the page to access the link for neighborhoods alphabetically: A-K, L-P, and Q-Z----</li> </ul> <p><a href="http://www.phila.gov/phils/docs/otherinfo/placname.htm">http://www.phila.gov/phils/docs/otherinfo/placname.htm</a>)</p> <ul style="list-style-type: none"> <li>•Select one or two videos from the website “Philadelphia Neighborhoods,” perhaps select the two closest to which most students live. Each video is less than two minutes.</li> </ul> <p>(<a href="http://www.visitphilly.com/philadelphia-neighborhoods/neighborhood-videos/#sm.000001exvzbcesbeunw19w64quxrh">http://www.visitphilly.com/philadelphia-neighborhoods/neighborhood-videos/#sm.000001exvzbcesbeunw19w64quxrh</a>)</p> <ul style="list-style-type: none"> <li>•Is your neighborhood listed? If not, why might that be?</li> <li>•Discuss whether or not the description of the neighborhood in the video is accurate and, if not, what is missing or inaccurate.</li> </ul>
<b>Direct Instruction</b>	<ul style="list-style-type: none"> <li>•Did you know Philadelphia consisted of only the ‘city proper,’ just two miles in total, until 1854? Before then, Philadelphia’s environs were separate entities, districts within the Commonwealth of Pennsylvania with the right to establish their own government. It was be the Consolidation Act of 1854 that brings together districts and and towns that we now know as Philly neighborhoods, totalling almost 130 miles.</li> <li>•Discuss why communities wanted to join to create one large Philadelphia? What were the benefits?</li> </ul>
<b>Guided Practice (and/or Cooperative Practice)</b>	<ul style="list-style-type: none"> <li>•Use the 1854 map, a primary source, in this article to complete the Map Analysis worksheet.</li> </ul> <p>(Article on Consolidation: <a href="http://philadelphiaencyclopedia.org/archive/consolidation-act-of-1854/">http://philadelphiaencyclopedia.org/archive/consolidation-act-of-1854/</a>)</p> <p>(Map Analysis worksheet: <a href="https://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf">https://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf</a>)</p>
<b>Independent Practice</b>	<p>1-Read the article on the Consolidation Act of 1854. Highlight major ideas, terms, and long-term implications.</p>

## Philadelphia, A City of Neighborhoods

	<p>2-Tel Aviv, Israel is also a World Heritage City and a city of neighborhoods. Using a computer/ipad, have students research information about the neighborhoods in Tel Aviv, and select a few to compare and contrast to Philadelphia neighborhoods.</p>
<b>Closure</b>	<p>Write a one-page paper analyzing the similarities and differences between Kyoto, Japan and Philadelphia neighborhoods. Kyoto, Japan is a World Heritage City, its city was planned in 794 C.E.</p> <p>What can students conclude about neighborhoods with this brief comparison?</p> <p>Extension: Have students justify which city is a “true” city of neighborhoods. They must provide evidence for their justification.</p>
<b>Assessment</b>	<p>Exit ticket: Do neighborhoods change? If so, why and how do they change? If not, explain how neighborhoods remain the same.</p>
<b>Key Terms</b>	<p>Consolidation, urban renewal, gentrification</p>
<b>Resources and Materials</b>	<p><b>Philadelphia Neighborhoods and Place Names, Philadelphia Department of Records</b>  <a href="http://www.phila.gov/phils/docs/otherinfo/placname.htm">http://www.phila.gov/phils/docs/otherinfo/placname.htm</a></p> <p><b>List of Districts and towns before 1854 consolidation</b>  <a href="http://www.phila.gov/phils/docs/Inventor/textonly/dtb.htm">http://www.phila.gov/phils/docs/Inventor/textonly/dtb.htm</a></p> <p><b>Videos of Philadelphia Neighborhoods (17)</b>  <a href="http://www.visitphilly.com/philadelphia-neighborhoods/neighborhood-videos/#sm.000001exvzbcesbeunw19w64quxrh">http://www.visitphilly.com/philadelphia-neighborhoods/neighborhood-videos/#sm.000001exvzbcesbeunw19w64quxrh</a></p> <p><b>Article on the Consolidation Act of 1854</b>  <a href="http://philadelphiaencyclopedia.org/archive/consolidation-act-of-1854/">http://philadelphiaencyclopedia.org/archive/consolidation-act-of-1854/</a></p> <p><b>Map Analysis Worksheet</b>  <a href="https://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf">https://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf</a></p>

Component	Description
<p><b>Title of Lesson</b></p> <p><b>Content/Subject Area</b></p>	<p><b>Globalization Circa 1780: Philadelphia's Trade with China</b></p> <p>US History</p>
<p><b>Context</b></p>	<p>American trade with China began in 1784 with the first American merchant ship, the <i>Empress of China</i>. Robert Morris, a Philadelphia financier, was the principal investor. The ship was to leave Philadelphia for Canton, but poor weather conditions caused the <i>Empress of China</i> to leave from New York. Thus begins America's independent trade with China and the beginnings of the long, ongoing process of the nation's financial, cultural, and industrial globalization.</p> <p>Initially, China showed an interest in purchasing three items from American merchants: Spanish bullion, ginseng from the Appalachian Mountains, and furs, particularly sea otter pelts. Bullion, also known as specie, was usually in the form of Spanish silver mostly mined in Latin America. The Chinese were quite particular about their imports. They had a high regard for Spanish bullion and acquired a great deal of silver as result of trading with American merchants. Silver, used as a commodity and not a currency, was not charged an import fee and also made it more desirable for Americans to use for exchanging goods. European traders pressured Canton officials to make bullion a duty- free import. However, by the second decade of the 19<sup>th</sup> century opium became the most desired commodity for import by the Chinese.</p> <p>American ships traveled long and dangerous routes to deliver their goods, so they made certain to return with cargo. The extraordinary travel risks along with the reality of pirate attacks (for the bullion cargo) were constant. Nevertheless, it was the selling of Chinese goods that apparently made this trade venture exceedingly profitable. American demand for Chinese tea, cottons, silk, lacquer ware, fans, furniture, porcelain, and other Chinese goods made the risk financially worthwhile and, in fact, highly lucrative. However, it would be tea that keeps the early trade continuously active over the sixty years. Tea was the preferred drink for all Americans and China was its major source for this important commodity.</p> <p>America's trade with China was the very beginning of international trade for the U.S. Today we purchase many different types of goods from China. They cater to our particular styles and requests. The same existed in the early trade. Products were made specifically for the</p>



<p><b>Duration</b></p>	<p>American market and the goods varied in cost and quality. The Chinese learned about the new American country and its people while Americans learned about the Chinese due to this continuous trade.</p> <p>Philadelphia businessman, shipbuilder, banker, humanitarian, Stephen Girard, played a major role in the early trade with China. Girard was French-born, but after nine years as a sailor, he found his way to America. He then found his way to the city of Philadelphia at the beginning of the Revolutionary War. Philadelphia's shipbuilding industry was expanding and Girard, a former sea captain who understood sailing and ships, was placing orders for the construction of an advanced fleet of ships. His ships sailed regularly to China. As a tribute to his homeland's philosophers he named his ships Rousseau, Voltaire, Montesquieu, and Helvetius.</p> <p>By 1793 Girard's business was international and his China trade business was of major importance in making him one of the few millionaires in America. It was he who helped establish the First Bank of America in Philadelphia. Girard was so wealthy that he was able to loan the U.S. government \$1.5 million during the War of 1812.</p> <p>After the War of 1812, most Philadelphia merchants followed the British lead and changed their cargo to opium. Opium was the most profitable commodity and the supply and demand was constant. It was, in fact, illegal and immoral by Chinese standards to buy and sell opium. Yet, there was a never-ending demand by the Chinese, particularly when it was to be smoked. The Americans purchased opium from Turkey cheaply and then clandestinely sold it to Chinese vendors along the Pearl River, before entering the port of Canton .</p> <p>1-2 class periods</p>
<p><b>Objective</b></p>	<p>SWBAT determine the importance of the 18th-century China trade ITO understand the basis of early globalization.</p>

<b>Standards</b>	<p>PA Academic Standards  8.3.9.A A comparison the role groups and individuals played in social, political, cultural, and economic development of the U.S. 8.3.9.B compare the impact of historical documents and artifacts</p> <p>CCSS.ELA-LITERACY.RH.11-12.1  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.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2  Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS&gt;ELA-LITERACY.RH.11-12.7  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Anticipatory Set</b>	<ul style="list-style-type: none"> <li>•Brainstorm with the class a list of countries from which goods they use daily (clothing, school materials, electronics, household items, etc) come.</li> <li>• Discuss the term globalization as a class or in small groups. Follow the discussion with a brief YouTube video describing the concept of globalization, such as “Globalization Easily Explained”.</li> </ul>
<b>Direct Instruction</b>	<p>Teacher should provide background information for the document students will receive, an entry from the “Journal of the Continental Congress.” This was a letter of introduction from the United States to the officials in Canton introducing the ship, its captain, and its purpose. It also notes the treatment that it expects while in ports of China, and conversely, what the ships of China can expect if they arrive in the United States.</p> <p>Background:  In 1785, a group of six Philadelphia investors sponsored the first ship from Philadelphia to China. The ship was called the <i>Canton</i>, in honor of its destination, Canton, China. The ship’s captain, Thomas Truxton, was a Revolutionary War privateersman and commanding officer of the United States frigate, <i>Constellation</i>. The <i>Canton</i> made two round trip voyages to China from Philadelphia. The document in this lesson, from the Congressional record acknowledges the ship, the <i>Canton</i>, and Captain Thomas Truxton, as a citizen of the United States. This document addresses the second voyage of the ship.</p>
<b>Guided Practice (and/or Cooperative Practice)</b>	<p>Introduce and discuss types of primary source materials and their use. Display copy of ‘Document Analysis Worksheet’ and review sections for students to complete for their independent practice.</p>
<b>Independent</b>	<p>Provide students with a copy of the documents “Journal of the Continental</p>

<b>Practice</b>	<p>Congress, Dec. 30, 1785”  <a href="http://www.constitution.org/uslaw/cont-cong/30_journals_continental_congress.pdf">http://www.constitution.org/uslaw/cont-cong/30_journals_continental_congress.pdf</a>) and a primary source analysis worksheet  <a href="http://www.archives.gov/education/lessons/worksheets/document.html">http://www.archives.gov/education/lessons/worksheets/document.html</a>) for each student.  Students will read the document and complete the analysis worksheet independently or with a partner.</p>
<b>Closure</b>	<p>Teacher will discuss and review findings, as guided by the analysis worksheet, with the class.</p>
<b>Assessment</b>	<p>Exit ticket  Have students write a brief response to the question: Explain how the Philadelphia-China trade in the late 18th century was the early stage of globalization?</p> <p>Extension: Have students examine and interpret, then compare and contrast, the 1786 Treaty with Morocco: Treaty of Peace and Friendship  <a href="http://avalon.law.yale.edu/18th_century/bar1786t.asp">http://avalon.law.yale.edu/18th_century/bar1786t.asp</a>)  and the 1786 Treaty with Prussia; Treaty of Amity and Commerce(<a href="http://avalon.law.yale.edu/18th_century/prus1785.asp">http://avalon.law.yale.edu/18th_century/prus1785.asp</a>)  . Do such treaties exist today?</p>
<b>Key Terms</b>	<p>Globalization, primary source documents, Continental Congress</p>
<b>Resources and Materials</b>	<ul style="list-style-type: none"> <li>•Document Analysis Worksheet  <a href="http://www.archives.gov/education/lessons/worksheets/document.html">http://www.archives.gov/education/lessons/worksheets/document.html</a>)</li> <li>•Journal of the Continental Congress, December 30, 1785  <a href="http://www.constitution.org/uslaw/cont-cong/30_journals_continental_congress.pdf">http://www.constitution.org/uslaw/cont-cong/30_journals_continental_congress.pdf</a></li> </ul>

## The Lewis & Clark Expedition: Philadelphia, First Stop on the Journey



Component	Description
<b>Title of Lesson</b>  <b>Content/Subject Area</b>	<b>The Lewis &amp; Clark Expedition: Philadelphia, First Stop on the Journey</b>  US History
<b>Context</b>	<p>Thomas Jefferson, during the 1780s and 1790s, approached American military hero George Rogers Clark and French scientist Andre Michaux to undertake a scientific expedition across the continent, and he offered to finance adventurer John Ledyard's proposal to cross North America from west to east. These plans did not mature; but once Jefferson became president in March 1801, he had the power of his office to propel his beloved project forward.</p> <p>Jefferson embraced Enlightenment-era science, especially the documentation of nature based on empirical investigation. Reflecting that interest, his library at Monticello included hundreds of volumes, maps, and scientific reports on North American subjects, places, and discovered species. There was only one city in America to which Jefferson would send Lewis to prepare for his task, Philadelphia. Philadelphia had the learned men of science and medicine who could teach Lewis what he'd need to know to fulfill Jefferson's enumerated requests. Philadelphia was the city where he could purchase all the goods he would need for the expedition.</p> <p>Meriwether Lewis arrived about May 12, 1803, in Philadelphia, a city of twelve thousand dwellings inhabited by eighty-one thousand residents. Philadelphia had served as the nation's capital from the American Revolution to 1800. No other American community possessed the concentration of learning needed to teach Captain Lewis what he must know to succeed in the vast, uncharted western wilderness.</p> <p>Lewis first visited Benjamin Smith Barton (1766-1818), professor of natural history and botany at the University of Pennsylvania, also a friend of Jefferson, who tutored Lewis on how to collect, describe, and preserve plants. Barton had studied in Edinburgh, Scotland, and Gottingen, Germany, and had written the first textbook on botany in the United</p>

## The Lewis & Clark Expedition: Philadelphia, First Stop on the Journey

States, a copy of which Lewis carried throughout the expedition. Barton also loaned him his own copy of Antoine Simon Le Page DuPratz's *The History of Louisiana*, a book that Lewis carried across the continent and back.

Robert Patterson (1743-1824) deepened Lewis' knowledge of latitude and longitude. He was the University of Pennsylvania's vice-provost and professor of mathematics and natural philosophy, as well as the long-time secretary of the American Philosophical Society—eventually succeeding to its presidency. Patterson also taught navigation at a number of Philadelphia schools, and he enthusiastically supported the American popular museum of natural science and art that Charles Willson Peale had recently installed at Independence Hall.

Dr. Benjamin Rush (1746-1813) advised Lewis on health standards to maintain on the trail, diet, and internal cleansing, as well as the need to obtain knowledge of diseases in the west from the Indians. He had studied medicine in Edinburgh, and became a professor at the University of Pennsylvania's Institute of Medicine and Clinical Practice. His prestige had made him an authority figure during Philadelphia's yellow fever epidemic of 1793, but his total reliance on bleeding to cure fever had yielded unfavorable results. Rush's interest in human thought processes has caused him to be recognized as a forerunner of modern psychiatry, although he seems to have had no interest in Meriwether Lewis' characteristics of abnormal mental anguish.

Caspar Wistar (1761-1818), another Philadelphia intellect, alerted Lewis to the possibility of finding the remains of mastodons and other fossils. He served as vice president of the American Philosophical Society for twenty years, becoming its president when Jefferson resigned in 1815, and he published the first American textbook on anatomy. Like Rush and Barton, Wistar had studied medicine in Edinburgh, acknowledged as the center of western medical learning. He lectured at the University of Pennsylvania from the chair of anatomy and, like Rush and Barton, was a physician at Pennsylvania Hospital, America's first hospital dedicated to serving the poor, including the insane.

While in Philadelphia, Lewis purchased more than thirty-five hundred pounds of equipment for his assignment. Philadelphia was the best place to find the specialized merchandise he required. Twenty-eight Philadelphia merchants and artisan manufacturers, as well as the army's

## The Lewis & Clark Expedition: Philadelphia, First Stop on the Journey

<b>Duration</b>	<p>Schuylkill Arsenal, sold items and services to Lewis, and he carefully inspected each purchase. These expenditures provided life necessities for the twenty-eight month venture: portable shelter, clothing, illumination, Indian trading goods, weapons, powder and ball, health maintenance items, emergency food, navigational and cartographic instruments, construction tools, and packing boxes. Philadelphia inventor Isaiah Lukens provided Lewis with one of his compressed air rifles, a curiosity that fascinated the Native Americans the Corps of Discovery encountered.</p> <p>After arranging for his two and a half tons of equipment and supplies to be carefully packed in thirty-five boxes, one hogshead, and a variety of kegs, Lewis hired a suitable wagon—probably a Conestoga and five horses through William Linnard, a military agent. The wagon driver left Philadelphia for Harpers Ferry on June 10. Lewis left Philadelphia for Washington, D.C., eight days later. The Lewis and Clark expedition had begun.</p> <p>1-2 class periods</p>
<b>Objective</b>	SWBAT understand the scientific and economic importance of Philadelphia in the early 19th century ITO compose an essay explaining why Meriwether Lewis began his journey in Philadelphia.



## The Lewis & Clark Expedition: Philadelphia, First Stop on the Journey

<b>Standards</b>	<p>PA Academic Standards  8.2.9.B Compare the impact of historical documents  8.3.9.A Comparison of the role groups and individuals played in social, political, cultural and economic development of the U.S.</p> <p>CCSS.ELA-LITERACY.RH.11-12.1  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.  CCSS.ELA-LITERACY.RH.11-12.2  Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Anticipatory Set</b>	<p>Display on smartboard copy of original invoice of goods purchased in Philadelphia by Meriwether Lewis, “A Memorandum for the articles in Readiness for the Voyage of 1803.”  (<a href="http://brbl-dl.library.yale.edu/vufind/Record/3519961">http://brbl-dl.library.yale.edu/vufind/Record/3519961</a>)</p> <ul style="list-style-type: none"> <li>•Ask students what they think this document might be. What was it’s purpose? What does it tell the reader?</li> <li>•Brainstorm with students what items they would need for a trip lasting eighteen months to a land unknown, perhaps to another planet.</li> </ul>
<b>Direct Instruction</b>	<p>Present background information on Meriweather Lewis’ preparatory visit to Philadelphia and the environs. Highlight people, places, and acquisition of goods.  Article: “ Firm Foundations in Philadelphia”</p> <p>(<a href="file:///Users/teacher/Desktop/Philadelphia%20Chapter:%20Lewis%20and%20Clark:%20Philadelphia%20Connection%20Frank%20Muhly.webarchive">file:///Users/teacher/Desktop/Philadelphia%20Chapter:%20Lewis%20and%20Clark:%20Philadelphia%20Connection%20Frank%20Muhly.webarchive</a>)</p> <p>Option: Distribute a copy of the article, “Firm Foundations in Philadelphia,” to students, assign sections to small groups. Have student Jigsaw the article.</p>
<b>Guided Practice (and/or Cooperative Practice)</b>	<p>Distribute a copy of the article and a graphic organizer, the Outliner, to each student (see resources). Have students independently, or in small groups, complete the graphic organizer on the article “Firm Foundations in Philadelphia”; students should compare and discuss their results.</p>
<b>Independent Practice</b>	<p>Using a computer or ipad, direct students to read independently the article, “To Equip an Expedition” which includes a list of two tons worth of goods( Cost: \$2500) purchased by Lewis while in Philadelphia.  (<a href="file:///Users/teacher/Desktop/Lewis%20and%20Clark%20.%20Inside%20the%20">file:///Users/teacher/Desktop/Lewis%20and%20Clark%20.%20Inside%20the%20</a></p>

## The Lewis & Clark Expedition: Philadelphia, First Stop on the Journey

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<b>Closure</b>	Have students check off the items with which they are familiar. They should research the meaning of the unknown items and make notes ( definition) next to the term on the paper of its meaning.
<b>Assessment</b>	Have students write a brief article for <i>Poulson's American Daily Advertiser</i> , a popular Philadelphia newspaper in 1803, explaining Meriwether Lewis' visit to Philadelphia and what he accomplished while in Philadelphia.
<b>Key Terms</b>	Scientific expedition, Enlightenment, merchants
<b>Resources and Materials</b>	<p><b>Memorandum for Articles in Readiness for the Voyage of 1803 (Yale University Library)...Purchases of goods in Philadelphia (document)</b>  <a href="http://brbl-dl.library.yale.edu/vufind/Record/3519961">http://brbl-dl.library.yale.edu/vufind/Record/3519961</a></p> <p><b>Article on Lewis' preparation trip to Philadelphia/Pennsylvania entitled "Firm Foundations in Philadelphia: The Lewis &amp; Clark Expedition's ties to Pennsylvania."</b>  file:///Users/teacher/Desktop/Philadelphia%20Chapter:%20Lewis%20and%20Clark:%20Philadelphia%20Connection%20Frank%20Muhly.webarchive</p> <p><b>Article: "To Equip an Expedition."</b>  file:///Users/teacher/Desktop/Lewis%20and%20Clark%20.%20Inside%20the%200Corps%20.%20To%20Equip%20an%20Expedition%20%7C%20PBS.webarchive</p>



Component	Description
Title of Lesson	James Forten: Philadelphia Citizen, Activist, and Entrepreneur
Content/Subject Area	US History
Context	<p>James Forten (1766-1842) was an abolitionist, entrepreneur, soldier with the Philadelphia militia, one of the thirty-five black men in the Second Pennsylvania Brigade of the Continental Army during the Revolutionary War, sailmaker, and one of wealthiest people in Philadelphia. He was born free, to free black parents, in Philadelphia and attended a Quaker school, the Anthony Benezet's School, learning how to read and write, and acquiring the essence of the Quaker principles about the universality of humankind.</p> <p>After his father died, Forten left school prematurely to seek employment in order to help his family. He spent several years at sea, enlisting in 1781 on the <i>Royal Louis</i>. Upon return to Philadelphia in 1786, Forten became an apprentice to Robert Bridges, a white sailmaker, who soon made him foreman of his shop, and by 1798 Forten owned the shop. He employed more than forty workers, black and white; Forten's personal fortune soon grew to an estimated \$100,000, one of the wealthiest men in Philadelphia.</p> <p>James Forten was dedicated to the cause of racial equality. Forten joined Richard Allen in 1800 in circulating a petition calling on the U.S. Congress to emancipate slaves. During the War of 1812, he organized, with the assistance of Absalom Jones and Richard Allen, a black volunteer force of 2,500 men for the defense of Philadelphia. His efforts throughout the 1820s helped to gain important black support for the radical abolitionist movement, and he was closely associated with William Lloyd Garrison and Theodore Weld. Extremely influential with Garrison, Forten is credited with convincing the future publisher of the <i>Liberator</i> to call for emancipation and equality rather than colonization. In 1833 Forten helped to organize the American Antislavery Society and was active in the society until 1841, when he became ill. A supporter of the women's suffrage movement and temperance movements, he founded, in 1839, the American Moral Reform Society, which he established for the "promotion of Education, Temperance, economy, and Universal Liberty."</p> <p>Forten married and had children who were active in the abolitionist movement, as was his granddaughter, Charlotte Forten Grimke.</p>

## James Forten: Philadelphia Citizen, Activist, and Entrepreneur

<b>Duration</b>	1 class period
<b>Objective</b>	SWBAT discover the importance of James Forten's effort in the abolitionist movement in order to analyze his public plea for the for the eradication of slavery.
<b>Standards</b>	<p>PA Academic Standards  8.2.9.B Identify and analyze primary documents, material artifacts and historic sites important to PA  8.3.9.B Compare the impact of historical documents and artifacts</p> <p>CCSS.ELA-LITERACY.RH.11-12.1  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.  CCSS.ELA-LITERACY.RH.11-12.2  Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.5  Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>
<b>Anticipatory Set</b>	<p>Show 2-minute YouTube video, historian Erica Dunbar on James Forten. (<a href="https://youtu.be/MqojwFUII6g">https://youtu.be/MqojwFUII6g</a>)</p> <p>AND</p> <p>History Making Productions' <i>Philadelphia, The Great Experiment: Disorder, 1820-1854</i> (show only the first 7 minutes discussing James Forten) (<a href="http://bit.ly/Disorder_1820-1854">http://bit.ly/Disorder_1820-1854</a>)</p> <ul style="list-style-type: none"> <li>• Discuss highlights about Forten from videos: childhood, how he became wealthy, position in Philadelphia community, use of wealth, etc.</li> </ul>
<b>Direct Instruction</b>	1- Using background information, review briefly the life of James Forten's life. Brainstorm pivotal moments and events in his life with the students. Discuss why

## James Forten: Philadelphia Citizen, Activist, and Entrepreneur

	<p>he was unique, what was important to him based on the information given, and how he made a difference.</p> <p>2- Show 2 -minute YouTube video on James Forten, Philadelphia: The Great Experiment (excerpt) by historian, Erica Dunbar (<a href="https://www.youtube.com/watch?v=hSSSOpm-ZHw">https://www.youtube.com/watch?v=hSSSOpm-ZHw</a>)</p>
<b>Guided Practice (and/or Cooperative Practice)</b>	<p>Distribute a copy of the James Forten letters (originally a pamphlet) to each student. Have students read in small groups and discuss the meaning of each of the five letters independent of each other. (<a href="http://oieahc.wm.edu/wmq/Jan07/winch.pdf">http://oieahc.wm.edu/wmq/Jan07/winch.pdf</a>)</p>
<b>Independent Practice</b>	<p>Distribute a copy of the document Analysis Worksheet for students to complete independently. (<a href="http://www.archives.gov/education/lessons/worksheets/document.html">http://www.archives.gov/education/lessons/worksheets/document.html</a>)</p>
<b>Closure</b>	<p>Review students' answers for the Document Analysis Worksheet. Discuss differences that may have arisen.</p>
<b>Assessment</b>	<p>Exit Ticket: Why, by standards of the times in which Forten lived, and even by today's standards, would James Forten be considered an extraordinary man. What were his most important accomplishments.</p>
<b>Key Terms</b>	<p>Abolitionist, entrepreneur, Quaker principles</p>
<b>Resources and Materials</b>	<p><b>James Forten letters (pamphlet) to the Senate of Pennsylvania</b> <a href="http://oieahc.wm.edu/wmq/Jan07/winch.pdf">http://oieahc.wm.edu/wmq/Jan07/winch.pdf</a></p> <p><b>Document Analysis Worksheet</b> <a href="http://www.archives.gov/education/lessons/worksheets/document.html">http://www.archives.gov/education/lessons/worksheets/document.html</a></p> <p><b>History Making Productions' video, Philadelphia, The Great Experiment: Disorder, 1820-1854</b> Show first 7 minutes on James Forten... <a href="http://bit.ly/Disorder_1820-1854">http://bit.ly/Disorder_1820-1854</a></p> <p><b>YouTube Videos on James Forten:</b></p> <p><b>1-Black American Inventors-- James Forten</b> <a href="https://youtu.be/MqojwFUl6g">https://youtu.be/MqojwFUl6g</a></p> <p><b>2- Philadelphia: The Great Experiment</b> <b>Webisode Excerpt on James Forten narrated by historian, Erica Dunbar</b> <a href="https://www.youtube.com/watch?v=hSSSOpm-ZHw">https://www.youtube.com/watch?v=hSSSOpm-ZHw</a></p>



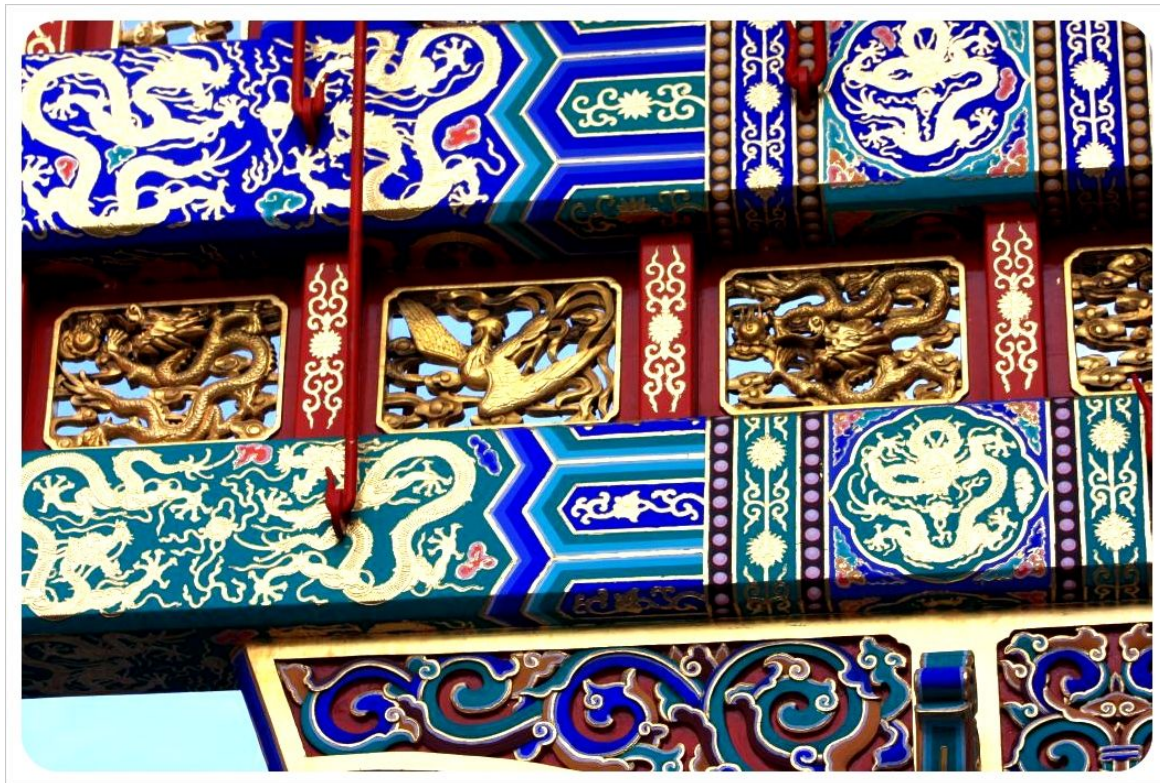
Component	Description
Title of Lesson	Philadelphia: "A City of Neighborhoods" Chinatown's Friendship Gate and the Qing Dynasty
Content/Subject Area	World History
Context	Philadelphia's Chinatown Friendship Gate was constructed in the architectural style of the China's Qing dynasty. It was built to symbolize the sister city relationship between Philadelphia and Tianjin, China. This lesson can be used as an introduction to the Qing Dynasty.
Duration	1 period (45 minutes-1 hour)
Objective	SWBAT develop and analyze the topic with relevant, well-chosen, and sufficient facts IOT describe a characteristic or value of the Qing Dynasty inferred from architecture (Chinatown's Friendship Gate) and supported by research.
Standard(s)	<p>-Standard - CC.8.6.9-10.H</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>-Standard - CC.8.6.9-10.G</p> <p>Gather relevant information from multiple authoritative print and digital sources.</p> <p>-Standard - CC.1.4.9-10.B</p> <p>Write with a sharp distinct focus identifying topic, task, and audience.</p>
Anticipatory Set	<p>-Present students with pictures of the Friendship Gate in Philadelphia's Chinatown. Explain that the Gate is adorn with designs from the Qing dynasty.</p> <p>-Ask students to hypothesize the characteristics or values of the dynasty based on the traditional designs. Create a list or word cloud based on the students' discussion.</p>
Direct Instruction	Provide basic background information on the Qing Dynasty. The Qing Dynasty, also referred to as the Manchu Dynasty, reigned from 1644-1912. It was the last imperial dynasty in China.



Guided Practice (and/or Cooperative Practice)	<p>-In groups of 2 or 3, students research an assigned emperor from the Qing dynasty. (A list of emperors can be found here: <a href="https://www.travelchinaguide.com/intro/history/qing.htm">https://www.travelchinaguide.com/intro/history/qing.htm</a>)</p> <p>-The group compiles a list of key events/policies/contributions that occurred during the reign of that emperor and presents to the class on chart paper. Keep on display.</p>
Independent Practice	<p>-After the presentations, display and review the list of characteristics/values described during the anticipatory set.</p> <p>-Independently, students create a response to the following prompt: Choose a characteristics or value that your class ascribed to the Qing Dynasty as a result of examining the traditional Qing Dynasty designs found on the Friendship Gate in Philadelphia. Use the group research to provide evidence and justify this characterization.</p>
Closure	Students present their writing.
Assessment	Student's independent prompt responses
Key Terms	dynasty, emperor
Resources and Materials	<p>Chart paper, computers for research, pictures of Philadelphia's Chinatown Friendship Gate</p> <p>Qing dynasty emperors  <a href="https://www.travelchinaguide.com/intro/history/qing.htm">https://www.travelchinaguide.com/intro/history/qing.htm</a> </p>



<http://www.visitphilly.com/music-art/philadelphia/the-china-gate/#sm.00007nio7t14b3drtvhva2zqvrllr>



<http://globetrottergirls.com/2011/08/great-american-road-trip-2011-philadelphia/>





<http://picturephilly.com/2010/10/28/friendship-gate-entrance-to-chinatown-in-philadelphia/>

Component	Description
Title of Lesson	Immigration: Late 20th-21st century
Content/Subject Area	World History, US History
Context	This lesson can be used as an introduction to the reasons for migration/immigration. In the 19th and 20th century, Philadelphia was a major port of arrival and settlement area for immigrants. More recently, 2006 data of metropolitan cities reveals that Philadelphia ranks 16th in percentage of foreign born residents, with approximately a half million.
Duration	45 minutes
Objective	<b>SWBAT</b> determine a theme or central idea of a text <b>IOT</b> analyze the push or pull factors for immigration in Philadelphians' bios and situational examples.
Standard(s)	<p>-Standard - <b>CC.1.3.9-10.A</b></p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>-Standard - <b>CC.8.6.9-10.H</b></p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>-Standard - <b>CC.8.5.9-10.B</b></p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
Anticipatory Set	<p>-Display or distribute images of Philadelphia's "The History of Immigration".</p> <p>-In pairs, students discuss what the artists of the mural were trying to depict about the immigrant experience and reasons for immigration.</p>
Direct Instruction	-Philadelphia was an important port of immigration in the 19th and 20th century. An immigrant station stood on the Delaware River on Washington Avenue in South Philadelphia. Hundreds of thousands of people passed through the immigration station in 1873-1915.

	<p>-Introduce the meaning/definition of “push” and “pull” factors of migration and the four areas: economics, political, social, and environmental.</p>
Guided Practice (and/or Cooperative Practice)	<p>-In partners or small groups, students hypothesize reasons why people would want to/have to migrate from their homeland. These reasons are written on post-its. Students decide if it is a push or pull reason and affix to chart paper titled “Push” or “Pull”. Student explains if the rationale is economics, political, social, or environmental.</p> <p>-Students complete attached activity, determining if each example reason for migration is a push or pull factor (Philadelphia based). Students add additional “pull” factors for why people would want to immigrate to Philadelphia.</p>
Independent Practice	<p>-Distribute a short bio of someone who recently immigrated to Philadelphia.  <a href="http://www.welcomingcenter.org/sites/default/files/immigrant_phila_delphia.pdf">http://www.welcomingcenter.org/sites/default/files/immigrant_phila_delphia.pdf</a> Bios are located throughout this document)</p> <p>-Students determine the reason for immigrating, whether it was “push” or “pull”, and which of the 4 areas it corresponds.</p>
Closure	<p>-Students split into either a push or pull group. In these groups, they summarize the bio and rationale for immigrating to Philadelphia.</p>
Assessment	<p>Student discussion and presentation</p>
Key Terms	<p>Immigrate, migrate, push factors, pull factors.</p>
Resources and Materials	<p>Post-its, chart paper</p> <p>Push and Pull Factors activity (see below)</p> <p>Photos of the “History of Immigration” mural  <a href="http://www.artsobserver.com/2012/02/26/philadelphia-mural-program-features-narrative-installation-on-immigration-to-u-s/">http://www.artsobserver.com/2012/02/26/philadelphia-mural-program-features-narrative-installation-on-immigration-to-u-s/</a>  <a href="http://explorepahistory.com/displaygallery.php?gallery_id=1-7-3C&amp;bcolor=ggreen&amp;showimage=10">http://explorepahistory.com/displaygallery.php?gallery_id=1-7-3C&amp;bcolor=ggreen&amp;showimage=10</a></p> <p>Philadelphia Immigrant bios  <a href="http://www.welcomingcenter.org/sites/default/files/immigrant_philadelphia.pdf">http://www.welcomingcenter.org/sites/default/files/immigrant_philadelphia.pdf</a></p> <p>Washington Avenue Immigration Station  <a href="https://southwarkhistory.org/2013/01/09/immigrationstation/">https://southwarkhistory.org/2013/01/09/immigrationstation/</a></p>

Push and Pull Factors in Immigration

A push factor means \_\_\_\_\_  
\_\_\_\_\_.

A pull factor means \_\_\_\_\_  
\_\_\_\_\_.

*Identify if the following reasons for immigration are push or pull factors.*

Philadelphia's shipbuilding industry attracted many skilled workers from Europe.

\_\_\_\_\_

Many Irish people immigrated to the United States during the Potato Famine in Ireland.

\_\_\_\_\_

Many Chinese people immigrated to the US during the Taiping Rebellion (1850-1864), a civil war in China in which hundreds of thousands of peasants were killed.

\_\_\_\_\_

The industrial revolution encouraged many immigrants to go to US cities, such as Philadelphia, in the hope of finding work.

\_\_\_\_\_

Philadelphia's medical schools have attracted people worldwide for centuries.

\_\_\_\_\_

Due to persecution in Bhutan, many Bhutanese refugees have settled in South Philadelphia.

\_\_\_\_\_

English Quakers immigrated to Philadelphia for the promise of religious freedom.

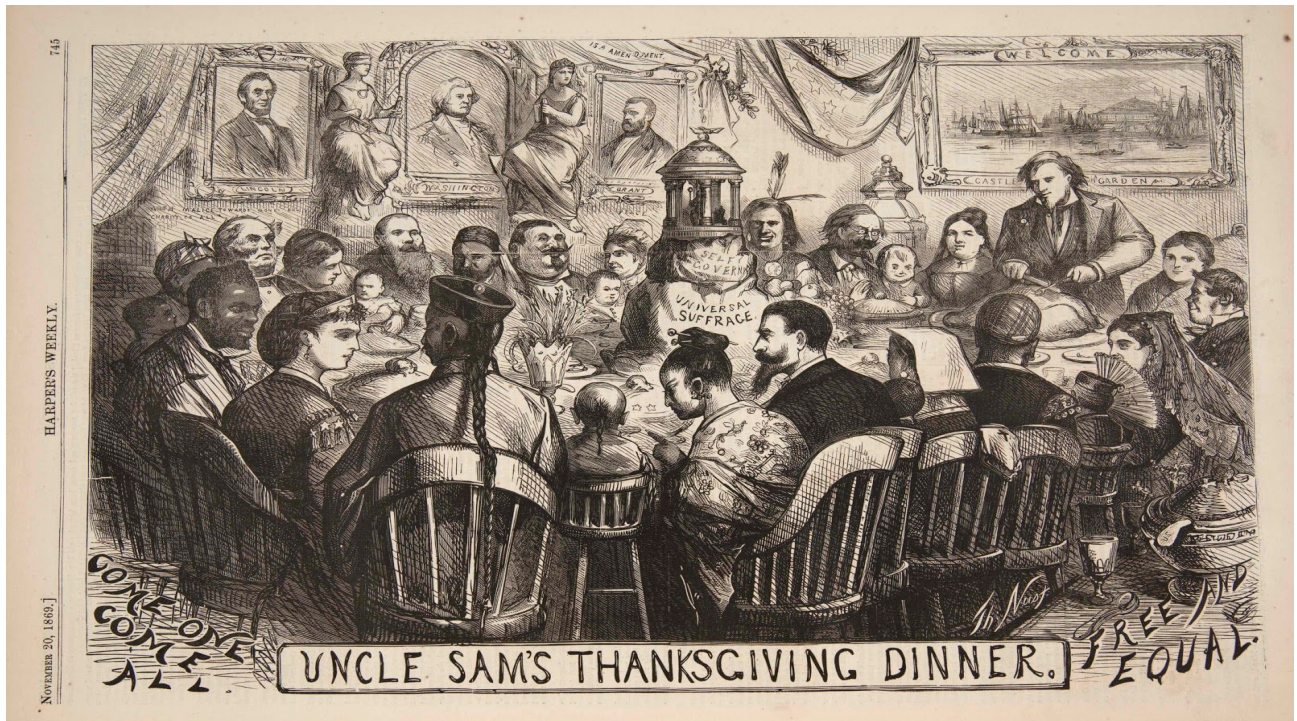
\_\_\_\_\_



Component	Description
<b>Title of Lesson</b>	Attitudes toward Immigration through Political Cartoons
<b>Content/Subject Area</b>	US History, World History
<b>Context</b>	<p>Since its founding, Philadelphia has been an important port for immigration. To this day, its neighborhoods hold distinct characteristics of the immigrant groups that settled there. Immigration was a contentious issue in the 19th and 20th century and today. This lesson can be used as an introduction to anti immigration attitudes and legislation in the 19th and 20th century (quotas, literacy tests, Immigration Restriction Act, Asian Exclusion Act, Immigration Act of 1924).</p>
<b>Duration</b>	45 minutes-1 hour
<b>Objective</b>	SWBAT analyze various accounts of a subject told in different mediums IOT analyze attitudes toward immigration through political cartoons.
<b>Standard(s)</b>	<p>-Standard - CC.1.2.9-10.G</p> <p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>-Standard - CC.8.5.9-10.A</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Standard - CC.1.5.9-10.A</p> <p>Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<b>Anticipatory Set</b>	<p>-Students examine the 1869 Harper's Weekly image (see below). What do you see? What is the artist trying to portray?</p> <p>-Students then examine "The High Tide of Immigration- A National Menace" (See below). What do you see? What is the artist trying to portray?</p> <p>-Compare the images' message.</p>
<b>Direct Instruction</b>	-Introduce the concept of nativism, which is defined as "a policy or belief that protects or favors the interest of the native population of

	<p>a country over the interests of immigrants.”</p> <p>(<a href="http://www.scholastic.com/teachers/article/nativism-america-and-europe">http://www.scholastic.com/teachers/article/nativism-america-and-europe</a>)</p>
<b>Guided Practice (and/or Cooperative Practice)</b>	<p>-In pairs or small groups, students view the remaining 4 political cartoons from the later 19th/early 20th century. (see below). Student groups can review all cartoons or review 1 cartoon and present with the class.</p> <p>-On index cards, students write their observations of each cartoon. What is the message? Does it demonstrate a nativist attitude? A sentence starter may also be used to guide writing (example- This cartoon illustrates that the artist believes immigration_____.</p> <p>The following details from the cartoon support my analysis:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>The cartoon does/does not support a nativist ideology because _____.)</p>
<b>Independent Practice</b>	<p>Students research 2 modern cartoons about immigration. Students interpret the cartoon. Students interpret the cartoons using the political cartoon analysis sheet:</p> <p><a href="http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf">http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf</a></p>
<b>Closure</b>	<p>Class discussion on their observations of modern cartoon. Students compare attitudes toward immigration in the 19th/20th century and now.</p>
<b>Assessment</b>	<p>Cartoon analysis in groups and independently</p>
<b>Key Terms</b>	<p>nativism</p>
<b>Resources and Materials</b>	<p>Political cartoon pictures (see below)</p> <p>political cartoon analysis sheet:</p> <p><a href="http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf">http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf</a></p> <p>Nativism information</p> <p><a href="http://www.scholastic.com/teachers/article/nativism-america-and-europe">http://www.scholastic.com/teachers/article/nativism-america-and-europe</a></p>





Thomas Nast. From Harper's Weekly, November 20, 1869.  
<http://dcc.newberry.org/collections/immigration-and-citizenship>





“The High Tide of Immigration- A National Menace” in Judge (1903)  
<http://herb.ashp.cuny.edu/items/show/1875>



“Where the Blame Lies” G. Hamilton, Judge, 1891  
[https://woodwardpush.wikispaces.com/Unit+6--Gilded+Age+\(1865-1900\)](https://woodwardpush.wikispaces.com/Unit+6--Gilded+Age+(1865-1900))



“Welcome to All” (1880) [http://historyproject.ucdavis.edu/ic/image\\_details.php?id=9158](http://historyproject.ucdavis.edu/ic/image_details.php?id=9158)





Component	Description
<b>Title of Lesson</b>	Child Labor: Industrial Era
<b>Content/Subject Area</b>	World History, US History
<b>Context</b>	During the 19th and early 20th century, child labor was common in factories and mills in the United States and Great Britain. During this time period, factories and mills were an essential aspect in Philadelphia's industrialized economy.
<b>Duration</b>	45 mins
<b>Objective</b>	SWBAT analyze various accounts of a subject told in different mediums IOT describe the practice of child labor during the Industrial Revolution.
<b>Standard(s)</b>	<p>-Standard - CC.1.2.9-10.G</p> <p>Analyze various accounts of a subject told in different mediums</p> <p>-Standard - CC.8.5.9-10.A</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>-Standard - CC.8.5.9-10.B</p> <p>Determine the central ideas or information of a primary or secondary source</p> <p>-Standard - CC.1.5.9-10.A</p> <p>Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<b>Anticipatory Set</b>	<p>-Ask students if they work or ever had a job. Ask details such as duties, pay, age they started working etc. Discussion of the pros and cons of having a job as a minor.</p> <p>-Read the following excerpt from Victoria Byerly's <u>Hard Times Cotton Mills Girls</u></p> <p>"I was eleven years old when I went to work in the mill. They learnt me to knit. Well, I was so little that they had to build me a box to get up on to put the sock in the machine. I worked in the hosiery mill for a long time and, well, then we finally moved back to the country. But me and my sister Molly finally went back up there in 1910 and I went to work in the silk mill. Molly went to work in the hosiery mill. . . . We worked twelve hours a day for fifty cents. When paydays</p>



	<p>come around, I drew three dollars. That was for six days, seventy-two hours. I remember I lacked fifty cents having enough to pay my board.”</p> <p>-Compare experiences</p>
<b>Direct Instruction</b>	<p>-During the late 19th and early 20th century, Philadelphia’s was known as the “Workshop of the World” and the first great industrial city. Its production and manufacturing industries drew workers from all over the world. It’s neighborhoods were characterized by mills, factories, plants, and production firms.</p> <p>-According to the US Census, approximately 2 million children were working in mills, fields, factories, mines, and in the streets in 1900.</p>
<b>Guided Practice (and/or Cooperative Practice)</b>	<p>-In groups of 2-3 students view photos and descriptions of children working in mills and factories during the 19th and early 20th century and discuss their observations. What can you infer about child labor (working conditions, concerns, health, etc.) during the industrial revolution?  <a href="http://www.historyplace.com/unitedstates/childlabor/">http://www.historyplace.com/unitedstates/childlabor/</a></p> <p>-Class discussion of students’ observations and group discussions.</p> <p>-Explain that the practice of using child labor continued for several decades in England and the US. Provide students with the following quote:</p> <p>“It is a distortion of facts to say that the factories carried off the housewives from the nurseries and the kitchen and the children from their play. These women had nothing to cook with and to feed their children. These children were destitute and starving. Their only refuge was the factory. It saved them, in the strict sense of the term, from death by starvation.” Ludwig von Mises, <u>Human Action: A Treatise on Economics</u></p> <p>-In groups, students reflect on this quote. What is the message? What can be inferred about why child labor was prevalent?</p>
<b>Independent Practice</b>	<p>-Students respond to the following prompt: Although the practice of child labor was well-known, it continued throughout the Industrialization Era. Based on the pictures, personal account, and quote from von Mises, discuss the reasons for why this practice continued in factories and mills in the United States and England.</p>
<b>Closure</b>	<p>Students share responses with a partner.</p>
<b>Assessment</b>	<p>Student discussions and writing</p>
<b>Key Terms</b>	<p>Industrial Revolution, textile</p>
<b>Resources and Materials</b>	<p><a href="http://www.historyplace.com/unitedstates/childlabor/">http://www.historyplace.com/unitedstates/childlabor/</a></p> <p><a href="http://www.history.com/topics/child-labor">http://www.history.com/topics/child-labor</a></p> <p><a href="https://www.mackinac.org/3879">https://www.mackinac.org/3879</a></p>

Component	Description
<b>Title of Lesson</b>	The Fight Against Child Labor in the Industrial Era
<b>Content/Subject Area</b>	US History, World History
<b>Context</b>	During the 19th and early 20th century, child labor was common in factories and mills in the United States and Great Britain. During this time period, factories and mills were an essential aspect in Philadelphia's industrialized economy. Various reformers organized and used various methods to fight against child labor. Mother Jones' March of the Mill Children, which was inspired by a large textile workers' strike in the Kensington neighborhood of Philadelphia, is one example. In this lesson, students will compare the methods Mother Jones used to protest child labor with current social justice movement.
<b>Duration</b>	45 mins-1 hour
<b>Objective</b>	SWBAT determine the central ideas or information of a primary or secondary source IOT describe the methods used during Mother Jones' protest of child labor in 1903 and compare with current social justice movements.
<b>Standard(s)</b>	<p>-Standard - CC.8.5.9-10.B</p> <p>Determine the central ideas or information of a primary or secondary source</p> <p>-Standard - CC.1.3.9-10.B</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p>
<b>Anticipatory Set</b>	-Pose the following questions: How do people spread awareness of social injustices today? (marches, protest, social media, strikes, write letters to officials, etc.). Encourage discussion of specific examples (Arab Spring, Black Lives Matter, Public School Funding protests/letter writing campaign in Philadelphia)
<b>Direct Instruction</b>	<p>-Many of these methods (excluding social media) were used in the early 20th century to bring awareness and change to the child labor practices.</p> <p>-In 1903, Mary Jones (known as Mother Jones), an Irish-born American school teacher, was a labor rights activist. Mother Jones was known as "the most dangerous woman in America". She organized a march of 100 child workers from the textile mills in the Kensington neighborhood of Philadelphia to Oyster Bay, NY, the home of Theodore Roosevelt, to protest the use of child labor and working conditions in the mills.</p>

<b>Guided Practice (and/or Cooperative Practice)</b>	<p>-Students read an excerpt from Mother Jones' autobiography describing the March of the Mill Children:  <a href="http://explorepahistory.com/odocument.php?docId=1-4-235">http://explorepahistory.com/odocument.php?docId=1-4-235</a></p> <p>-In groups, students create a T chart with columns titled "Problems caused by child labor" and "Protest method" to describe the effects of child labor that Mother Jones describes and the methods she used to bring about awareness and change.</p> <p>-Students compare methods she used with methods used in protests in the current social justice movements identified in the anticipatory set.</p>
<b>Independent Practice</b>	Create a poster with a slogan that captures the spirit of Mother Jones' march.
<b>Closure</b>	Presentation and explain of poster.
<b>Assessment</b>	Posters and presentations
<b>Key Terms</b>	
<b>Resources and Materials</b>	<p>Materials needed</p> <p>-Copy of the excerpt from Mary Jones's biography  <a href="http://explorepahistory.com/odocument.php?docId=1-4-235">http://explorepahistory.com/odocument.php?docId=1-4-235</a></p> <p>-Poster making material</p> <p><a href="http://philadelphiaencyclopedia.org/archive/march-of-the-mill-children/">http://philadelphiaencyclopedia.org/archive/march-of-the-mill-children/</a></p>

Component	Description
<b>Title of Lesson</b>	The Fight Against Child Labor: 20th and 21st century
<b>Content/Subject Area</b>	World History, US History
<b>Context</b>	Although child labor is usually associated with the Industrial Revolution, the practice continues to exist in both the developed and developing world today. In this lesson, students will hear accounts of modern day child labor and analyze primary documents concerning child rights.
<b>Duration</b>	1- 1.5 hours
<b>Objective</b>	SWBAT determine the central ideas or information of a primary or secondary source IOT compare and analyze personal accounts and documents that were intended to bring reform in child labor regulations.
<b>Standard(s)</b>	<p>-Standard - CC.1.4.9-10.B</p> <p>Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>-Standard - CC.8.5.9-10.B</p> <p>Determine the central ideas or information of a primary or secondary source</p> <p>-Standard - CC.8.6.9-10.A</p> <p>Write arguments focused on discipline-specific content.</p>
<b>Anticipatory Set</b>	<p>-Class creates a concept map or word cloud about child labor. Ask students what words or ideas come to mind. Encourage students to think about the “who” and “where” and “when” of child labor.</p> <p>-View the following videos. After each, ask students if there is anything they can add to the word cloud/concept map/  <a href="https://www.youtube.com/watch?v=awiQd8BVGTS">https://www.youtube.com/watch?v=awiQd8BVGTS</a> (Pakistan, Ethiopia, Uganda) and <a href="https://www.youtube.com/watch?v=JgJBZQWEzFI">https://www.youtube.com/watch?v=JgJBZQWEzFI</a> (US). The objective is to encourage students to rethink common misconceptions about child labor and understand that it was not just part of the industrial era and is occurring in countries around the world, including the United States.</p>
<b>Direct Instruction</b>	<p>Discuss efforts to end child labor throughout history.</p> <p>-The March of the Mill Children brought awareness of child labor to the public in 1903. Review the March of the Mill Children, its rationale and methods, if used in conjunction with the previous lesson. (If used in isolation, class can read the excerpt of the biography of Mary “Mother” Jones <a href="http://explorepahistory.com/odocument.php?docId=1-4-235">http://explorepahistory.com/odocument.php?docId=1-4-235</a> and discuss her argument against child labor and the methods she used.</p>

	<p>-Pennsylvania was among the first states to enact stricter child labor laws. “A 1905 law raised the minimum age for factory and mine work to fourteen, prohibited most night work for children, and included penalties for the falsification of a child’s age. A Department of Factory Inspection was created to oversee enforcement. By 1909, the law was expanded to limit a child’s work day to ten hours and to prohibit those less than eighteen years old from working in certain industries.” (Child Labor in Pennsylvania, PENNSYLVANIA HISTORICAL AND MUSEUM COMMISSION HISTORIC PENNSYLVANIA LEAFLET No. 43)</p> <p>-In 1904 the National Child Labor Committee was formed to fight for federal child labor legislation. It wasn’t until 1938 when federal law regulated the employment age and workweek hours for children with the Fair Labor Standards Act.</p>
<b>Guided Practice (and/or Cooperative Practice)</b>	<p>-National and International organizations have addressed child labor. In pairs, students examine the following 3 documents:</p> <p><b>Declaration of Dependence by the Children of America in Mines and Factories and Workshops Assembled (approximately 1913)</b>  <a href="https://www.loc.gov/resource/nclc.04892/">https://www.loc.gov/resource/nclc.04892/</a></p> <p><b>The League of Nations Geneva Declaration of the Rights of the Child (1924)</b>  <a href="http://www.un-documents.net/gdrc1924.htm">http://www.un-documents.net/gdrc1924.htm</a></p> <p><b>The UN’s Declaration of the Rights of the Child (1959)</b>  <a href="http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/1386%20(XIV)">http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/1386%20(XIV)</a></p> <p>-Pairs compare the 3 documents. How are they similar? How are they different?</p> <p>-Class discussion on similarities and differences.</p> <p>-Split students into 10 groups and assign one principle in the UN Declaration of the Rights of the Child. Groups create a chart of examples and non-examples of that principle. Groups discuss if child labor is addressed in that specific principle.</p>
<b>Independent Practice</b>	<p>Despite these declarations, child labor is still prevalent in today’s society in both “developed” and “developing” countries. Students create an 11th principle with rationale for the UN Declaration of the Rights of the Child that directly addresses child labor.</p>

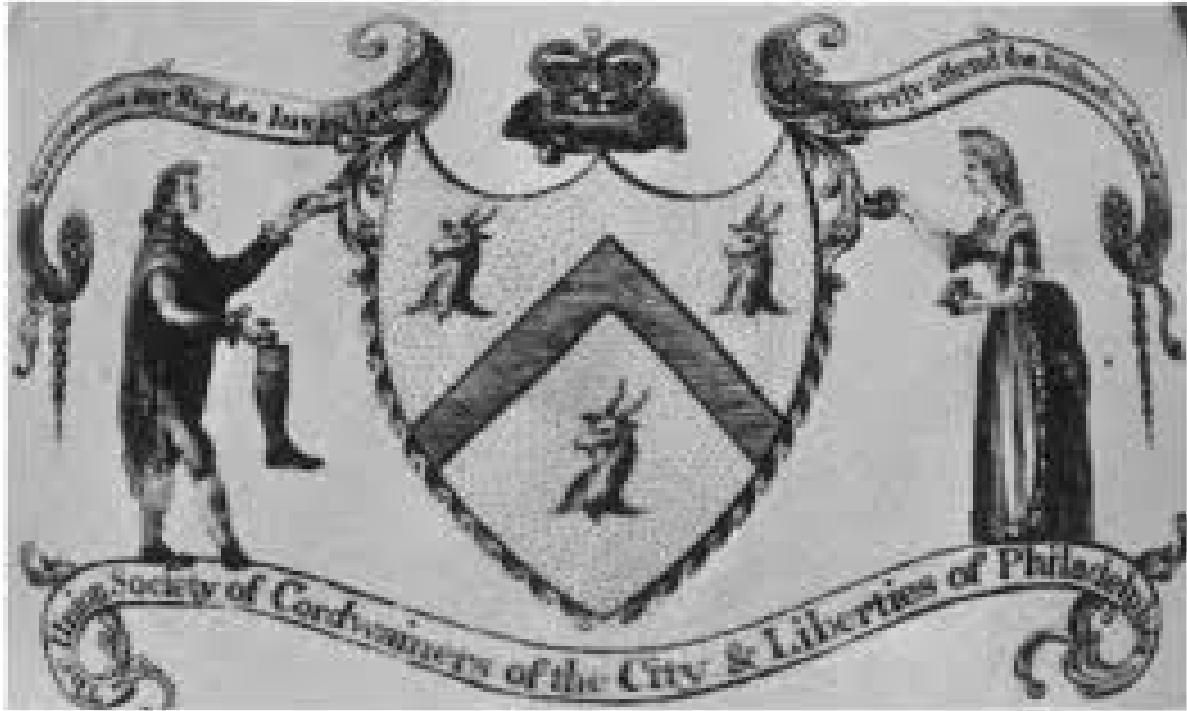
<b>Closure</b>	Students complete an exit ticket listing one thing they learned and 1 thing they knew about child labor.
<b>Assessment</b>	Analysis of the documents, discussion, group principle analysis charts
<b>Key Terms</b>	
<b>Resources and Materials</b>	<p>Child Labor in Pennsylvania, PENNSYLVANIA HISTORICAL AND MUSEUM COMMISSION HISTORIC PENNSYLVANIA LEAFLET No. 43  <a href="https://ia600206.us.archive.org/7/items/ChildLaborInPennsylvania/Child-Labor-in-Pennsylvania-Historic-Pennsylvania-Leaflet-43.pdf">https://ia600206.us.archive.org/7/items/ChildLaborInPennsylvania/Child-Labor-in-Pennsylvania-Historic-Pennsylvania-Leaflet-43.pdf</a></p> <p>Declaration of Dependence by the Children of America in Mines and Factories and Workshops Assembled (approximately 1913)  <a href="https://www.loc.gov/resource/nclc.04892/">https://www.loc.gov/resource/nclc.04892/</a></p> <p>The League of Nations Geneva Declaration of the Rights of the Child (1924)  <a href="http://www.un-documents.net/gdrc1924.htm">http://www.un-documents.net/gdrc1924.htm</a></p> <p>The UN's Declaration of the Rights of the Child (1959)  <a href="http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/1386%20(XIV)">http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/1386%20(XIV)</a></p> <p>Excerpt of the biography of Mary "Mother" Jones  <a href="http://explorepahistory.com/odocument.php?docId=1-4-235">http://explorepahistory.com/odocument.php?docId=1-4-235</a></p> <p>Child Labor personal account videos  <a href="https://www.youtube.com/watch?v=awiQd8BVGts">https://www.youtube.com/watch?v=awiQd8BVGts</a> (Pakistan, Ethiopia, Uganda)  <a href="https://www.youtube.com/watch?v=JgJBZQWEzFI">https://www.youtube.com/watch?v=JgJBZQWEzFI</a> (US)</p>





Component	Description
<b>Title of Lesson</b>	Labor Unions
<b>Content/Subject Area</b>	US History, World History
<b>Context</b>	Labor unions around the world have had politics, economics, and social influence. The first labor union was formed and the first organized labor strike in the United States took place in Philadelphia. This lesson introduces students to Philadelphia's Cordwainer (Shoemaker) union, created in the late 18th century, and allows students to explore how labor unions in various countries around the world originated and have impacted the economical and social landscape.
<b>Duration</b>	1-1.5 hours
<b>Objective</b>	SWBAT cite specific textual evidence to support analysis of primary and secondary sources IOT describe the function of the first US labor union (Federal Society of Journeymen Cordwainers) and analyze the origin and purpose of various labor unions worldwide.
<b>Standard(s)</b>	<p>-Standard - CC.1.2.9-10.I</p> <p>Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>-Standard - CC.8.6.9-10.G</p> <p>Gather relevant information from multiple authoritative print and digital sources.</p> <p>-Standard - CC.8.6.9-10.H</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Anticipatory Set</b>	<p>-Ask students what they know about Labor Day. What does it celebrate?</p> <p>-Explain that Labor Day was created to celebrate the American labor movement, trade/labor unions, and the contributions of the American labor force.</p> <p>-Class discussion about trade/labor unions to gain an understanding of students' prior knowledge. List key terms that come from the discussion.</p>
<b>Direct Instruction</b>	-Philadelphia has a long labor union history. The first trade union in the United States, the Federal Society of Journeymen Cordwainers, was formed in Philadelphia in 1794.
<b>Guided Practice (and/or Cooperative Practice)</b>	-In small groups, students examine the Cordswainer's Coat of arms (see image below). What can they learn about the union from the symbol?

	<p>-Groups then examine the Address to Journeymen Cordwainers:  <a href="http://explorepahistory.com/displayimage.php?imgId=1-2-1A78">http://explorepahistory.com/displayimage.php?imgId=1-2-1A78</a></p> <p>-Students rewrite the 10 reasons the author uses to persuade to join the Cordwainers union in their own words.</p>
<b>Independent Practice</b>	<p>Labor unions around the world have impacted politics, economics, and social change.</p> <p>-Students research a labor/trade union from various countries, its origins/reasons for forming, and its struggles/accomplishments.</p> <p>-Students create a brochure for that union to illustrate their research. Below are some examples are:</p> <p>Solidarity (Poland)</p> <p>Deutscher Gewerkschaftsbund, Confederation of German Trade Unions (Germany)</p> <p>United Auto Workers (US and Canada)</p> <p>Federation of Oil Unions in Iraq</p> <p>Self-Employed Women's Association of India</p> <p>Sindicato Nacional de Trabajadores de la Educación (Mexico)</p>
<b>Closure</b>	Presentation of brochures
<b>Assessment</b>	Group activities and brochures
<b>Key Terms</b>	Labor union, strike
<b>Resources and Materials</b>	<p>The Address to Journeymen Cordwainers:  <a href="http://explorepahistory.com/displayimage.php?imgId=1-2-1A78">http://explorepahistory.com/displayimage.php?imgId=1-2-1A78</a></p> <p>The Labor Monument: Philadelphia's Tribute to the American Worker is located in Southwest Philadelphia at 71st and Buist Streets.  <a href="http://www.associationforpublicart.org/artwork/the-labor-monument-philadelphias-tribute-to-the-american-worker/#work-button-tables">http://www.associationforpublicart.org/artwork/the-labor-monument-philadelphias-tribute-to-the-american-worker/#work-button-tables</a></p>



Ian M. G. Quimby. (1967). The Cordwainers Protest: A Crisis in Labor Relations. *Winterthur Portfolio*, 3, 83-101. Retrieved from <http://www.jstor.org/stable/1180502>

Text in upper right and left corner on arms:

United to maintain our Rights Inviolable. Prosperity attend the Justness of our Cause.

Component	Description
Title of Lesson	Industrial Revolution and Philadelphia's River Ward Neighborhoods
Content/Subject Area	World History, US History
Context	Industrialization shaped Philadelphia's neighborhoods in the late 18th and early 19th century. Philadelphia's River Ward neighborhoods (Fishtown, Kensington, Port Richmond, and Northern Liberties) were formed by the textile industry. This lesson can be incorporated into the study of the Industrial Revolution to provide a local and still relevant context.
Duration	45 mins- 1 hour
Objective	SWBAT gather relevant information from multiple authoritative print and digital sources IOT compare and contrast the cottage industry and factory model and its impact on society.
Standard(s)	<p>-Standard - CC.8.6.11-12.A</p> <p>Write arguments focused on discipline-specific content.</p> <p>-Standard - CC.8.6.9-10.G</p> <p>Gather relevant information from multiple authoritative print and digital sources</p> <p>-Standard - CC.1.5.9-10.A</p> <p>Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>-Standard - CC.1.4.9-10.B</p> <p>Write with a sharp distinct focus identifying topic, task, and audience.</p>
Anticipatory Set	<p>-Students examine the 2 sets of pictures of textiles being produced in a cottage industry and factory model on page 17 and page 19 of the following document: <a href="http://historywithmrgreen.com/page7/assets/The%20Industrial%20Revolution%20Cottage%20Industry%20and%20the%20Factory%20System.pdf">http://historywithmrgreen.com/page7/assets/The%20Industrial%20Revolution%20Cottage%20Industry%20and%20the%20Factory%20System.pdf</a></p> <p>-In think-pair-share activity, students discuss the similarities and differences between the two pictures</p>

Direct Instruction	-Discuss the cottage industry, the factory model and its origin in England, and subsequently import to US.
Guided Practice (and/or Cooperative Practice)	<p>-Students return to the pictures in the introductory activity and label the picture that represents the cottage industry and the factory model of producing textiles and the distinguishing characteristics of each.</p> <p>-Display the picture of Philadelphia's Kensington neighborhood and ask students to discuss observations  <a href="http://www.workshopoftheworld.com/kensington/kensington.html">http://www.workshopoftheworld.com/kensington/kensington.html</a> Kensington was a neighborhood of mill and factory workers during the industrial Era.</p> <p>-In groups, students respond to the following question: How would each model impact society?</p>
Independent Practice	<p>-Students view the following video  <a href="http://www.history.com/topics/industrial-revolution/videos/the-industrial-revolution?m=528e394da93ae&amp;s=undefined&amp;f=1&amp;free=false">http://www.history.com/topics/industrial-revolution/videos/the-industrial-revolution?m=528e394da93ae&amp;s=undefined&amp;f=1&amp;free=false</a></p> <p>-Students respond to the following prompt: How did industrialization change the lives of the average citizen? Consider the advantages and the disadvantages.</p>
Closure	Each student describes a positive or negative effect of industrialization as an "exit ticket".
Assessment	Student discussions and writing
Key Terms	Cottage industry, Industrial Revolution, factory model
Resources and Materials	<p>Photos of Cottage Industry and Factory Model  <a href="http://historywithmrgreen.com/page7/assets/The%20Industrial%20Revolution%20Cottage%20Industry%20and%20the%20Factory%20System.pdf">http://historywithmrgreen.com/page7/assets/The%20Industrial%20Revolution%20Cottage%20Industry%20and%20the%20Factory%20System.pdf</a></p> <p>Some textile mills in Kensington are still in existence (though not all operating).  <a href="http://www.workshopoftheworld.com/kensington/craftex.html">http://www.workshopoftheworld.com/kensington/craftex.html</a>  <a href="http://www.workshopoftheworld.com/kensington/fox.html">http://www.workshopoftheworld.com/kensington/fox.html</a>  <a href="http://www.workshopoftheworld.com/kensington/franklin.html">http://www.workshopoftheworld.com/kensington/franklin.html</a>  <a href="http://www.workshopoftheworld.com/kensington/luithlen.html">http://www.workshopoftheworld.com/kensington/luithlen.html</a>  <a href="http://www.workshopoftheworld.com/kensington/rose.html">http://www.workshopoftheworld.com/kensington/rose.html</a></p>



Component	Description
<b>Title of Lesson</b>	Philadelphia's Shipbuilding History
<b>Content/Subject Area</b>	US History, World History
<b>Context</b>	Shipbuilding was an important industry in Philadelphia since it's founding. Swedish settlers brought the craft to the colony. The industry drew skilled immigrants from Europe who settled on the banks of the Delaware and made Philadelphia an important port of trade internationally. The city also became the birthplace of the US Navy. Students will research the impact of this industry in Philadelphia, analyze
<b>Duration</b>	1.5 hours
<b>Objective</b>	SWBAT draw evidence from literary or informational texts to support analysis, reflection, and research IOT describe the important of shipbuilding in Philadelphia's history and create a logical argument for naming Philadelphia's Navy Yard as a World Heritage Site.
<b>Standard(s)</b>	<p>-Standard - CC.8.6.9-10.H</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>-Standard - CC.8.6.11-12.A</p> <p>Write arguments focused on discipline-specific content.</p> <p>-Standard - CC.8.6.9-10.G</p> <p>Gather relevant information from multiple authoritative print and digital sources.</p> <p>-Standard - CC.1.3.9-10.B</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject</p>
<b>Anticipatory Set</b>	<p>-Display a map of current Philadelphia. (Be sure the map shows the Schuylkill and Delaware Rivers such as <a href="http://www.mappery.com/map-of/Philadelphia-Tourist-Map">http://www.mappery.com/map-of/Philadelphia-Tourist-Map</a>)</p> <p>-Ask students to sketch a picture of what they think Philadelphia looked like when the first settlers arrived in the 17th century. (It might be necessary to remind students that the name "Pennsylvania" means Penn's Woods.</p>



	<p>-How would this landscape/location impact daily life? What type of work/industry does it lend itself to?</p> <p>-The first industry in Philadelphia was shipbuilding and remained an important industry for several centuries. Display picture of William Birch "Preparation for War". Ask students to discuss observations.</p> <p>-Based on the map, the picture they drew and the painting, ask students why they believe the shipbuilding industry became Philadelphia's first industries.</p>
<b>Direct Instruction</b>	<p>-In the 17th and 18th centuries, wood was used for ship building. In Philadelphia, pine and oak was readily available and its location on the Delaware was beneficial to shipbuilding. By 1750 there were at least a dozen shipyards in Philadelphia. Swedish boat builders in the 1680s pioneered the trade in Philadelphia (originally New Sweden) and William Penn recruited English, Scottish, Welsh and Irish tradesman to further build the shipbuilding craft.</p> <p>-Ask students how they think shipbuilding/shipyards impacted Philadelphia's society? (Immigrants seeking jobs in ship building, trade/merchants, military/navy)</p>
<b>Guided Practice (and/or Cooperative Practice)</b>	<p>-Split students into 3 groups: Immigration, Trade, and Military/Navy. In groups, students' research the impact the shipbuilding craft and the shipyard had on their specific focus area in Philadelphia.</p> <p>Students may be given the following sites to gather information:  <a href="http://philadelphiaencyclopedia.org/archive/shipbuilding-and-shipyards/">http://philadelphiaencyclopedia.org/archive/shipbuilding-and-shipyards/</a>  <a href="http://www.workshopoftheworld.com/south_phila/shipyard.html">http://www.workshopoftheworld.com/south_phila/shipyard.html</a></p> <p>-Student groups create a bulleted list on chart paper summarizing the key points in their research.</p> <p>-Student groups present their research to the class. Keep chart paper posted around the room.</p>
<b>Independent Practice</b>	<p>-The shipbuilding industry in Philadelphia was founded on Sweden's mastery of the craft.</p> <p>-Students review Sweden's application for UNESCO World Heritage site designation for the Naval Port of Karlskrona. Students read a description of the naval port (pdf p 16 and 17) and the justification for designation (pdf p 43) in <a href="http://whc.unesco.org/uploads/nominations/871.pdf">http://whc.unesco.org/uploads/nominations/871.pdf</a></p> <p>-Students highlight the reasons why the Naval Port in Sweden was nominated and discuss as a whole class.</p> <p>-Give students a copy of the UNESCO World Heritage site designation criteria (<a href="http://whc.unesco.org/en/criteria/">http://whc.unesco.org/en/criteria/</a>). Discuss what criteria was presented to name the Naval Port in Sweden a World Heritage Site.</p>

	<p>-Philadelphia's Navy Yard was an important symbol of the nation's industrious, military, and trade history similar to Sweden's Naval Port of Karlskrona. Display the 1940 image of the Philadelphia Shipyard (see below).</p> <p>-Students write a 1 page application for naming the Philadelphia Navy Yard as a World Heritage Site. Students are required to use at least 1 criterion from UNESCO in their application and support their rationale with current and historic information. Students should consult the chart paper from the group activity to provide supporting evidence.</p>
<b>Closure</b>	Students share with the class their criteria for nominating the Philadelphia shipyard as a World Heritage and their rationale.
<b>Assessment</b>	Student group research and summaries and individual World Heritage application writing
<b>Key Terms</b>	Heritage, immigration, industry, trade
<b>Resources and Materials</b>	<p>Chart paper</p> <p>Map of Philadelphia  <a href="http://www.mappery.com/map-of/Philadelphia-Tourist-Map">http://www.mappery.com/map-of/Philadelphia-Tourist-Map</a></p> <p>"Preparation for War" painting (See below)</p> <p>Shipyard photo (See below)</p> <p>UNESCO World Heritage site designation criteria  <a href="http://whc.unesco.org/en/criteria/">http://whc.unesco.org/en/criteria/</a></p> <p>Sweden's application for designating the Naval Port of Karlskrona as a UNESCO World Heritage Site  <a href="http://whc.unesco.org/uploads/nominations/871.pdf">http://whc.unesco.org/uploads/nominations/871.pdf</a></p>



“Preparation for War” William Birch (1789)

[http://philadelphiaencyclopedia.org/archive/shipbuilding-and-shipyards/shipbuilding\\_preparationforwar/](http://philadelphiaencyclopedia.org/archive/shipbuilding-and-shipyards/shipbuilding_preparationforwar/)



Philadelphia Navy Yard, 28 October 1940.  
<http://www.navsource.org/archives/08/08064.htm>

Component	Description
<b>Title of Lesson</b>	The Adaptive Reuse of Philadelphia's Navy Yard
<b>Content/Subject Area</b>	US History, World History
<b>Context</b>	The Philadelphia Navy Yard, a symbol of Philadelphia's rich naval and shipbuilding history was closed in the 1990s after 120 years in service. It was redeveloped into 7.0 million square feet of office, industrial/ manufacturing, and research and development space. The Shipyard is an example of how a historic landmarks can be preserved and serve a modern function while maintaining its historic and cultural integrity.
<b>Duration</b>	1.5-2 hours
<b>Objective</b>	SWBAT gather relevant information from multiple authoritative print and digital sources IOT describe current global examples of adaptive reuse of historic properties and propose an adaptive reuse project in their community.
<b>Standard(s)</b>	<p>-Standard - CC.8.6.9-10.G</p> <p>Gather relevant information from multiple authoritative print and digital sources.</p> <p>-Standard - CC.1.4.9-10.B</p> <p>Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>-Standard - CC.8.6.9-10.A</p> <p>Write arguments focused on discipline-specific content.</p>
<b>Anticipatory Set</b>	<p>-Display a picture of the Philadelphia Navy Yard in the 1940 (see above) and today (see below).</p> <p>-Discuss similarities and differences.</p> <p>-Introduce students to the concept of adaptive reuse, "<i>Adaptive reuse</i>, or <i>re-use</i>, is the process of repurposing buildings—old buildings that have outlived their original purposes—for different uses or functions while retaining their historic features." (<a href="http://architecture.about.com/od/preservation/g/reuse.htm">http://architecture.about.com/od/preservation/g/reuse.htm</a>)</p>
<b>Direct Instruction</b>	-Despite its rich shipbuilding and naval history, the Philadelphia Navy Yard was closed in the 1990s. At the turn of the 21st century, the Navy Yard was repurposed and reenvisioned as an industrial/ manufacturing, and research and development space. It has

	become a symbol of preservation and innovation, history and modernity.
<b>Guided Practice (and/or Cooperative Practice)</b>	<p>-In pairs, students read the following article.  <a href="http://urbanland.uli.org/development-business/historic-rehab-philadelphia-navy-yard/">http://urbanland.uli.org/development-business/historic-rehab-philadelphia-navy-yard/</a> and the Navy Yard's Visitors' guide:  <a href="http://www.pidcphila.com/images/uploads/resource_library/The_Navy_Yard_Walking_Tour_and_Visitors_Guide_2015_lo.pdf">http://www.pidcphila.com/images/uploads/resource_library/The_Navy_Yard_Walking_Tour_and_Visitors_Guide_2015_lo.pdf</a></p> <p>-After reading, students create and fill out a T chart with columns labeled "Historic evidence" and "Evidence of Modernity". In the chart, they cite specific references in the article and visitors' guide to historic elements that continue to function and exist in the navy yard and the modern aspects of the repurposed space.</p> <p>-Assign an example of adaptive reuse from the list below to each pair of students. Student pairs create postcards that includes a before and after picture of each structure with a caption below describing its historic and current use. Display the postcards.</p> <ul style="list-style-type: none"> <li>-Hagia Sophia- Istanbul, Turkey</li> <li>-Stara Kopalnia Coal Mine- Poland</li> <li>-Boekhandel Selexyz Dominicanen- Netherlands</li> <li>-The Attendant (Coffee house)- London</li> <li>-LX Factory- Lisbon, Portugal</li> <li>-Zap' Ados- Calais, France</li> <li>-Cement Factory- Barcelona, Spain</li> <li>-Wunderland Kalkar- North Rhine-Westphalia, Germany</li> <li>-Vienna's Gasometers- Vienna, Austria</li> <li>-Powerstation of Art- Shanghai, China</li> <li>-Ghost Train Park- Lima, Peru</li> <li>-Cheonggyecheon Restoration Project.- Seoul, South Korea</li> </ul>
<b>Independent Practice</b>	<p>-Students choose a building their neighborhood that they believe needs to be repurposed in order to better serve their community. Students take or draw a before picture and sketch their adaptive reuse.</p> <p>-Students write a description of the building in its current state and why they chose it. They describe the adaptive reuse and how it would benefit their community.</p>
<b>Closure</b>	Class discussion on the possible pros and cons of adaptive reuse.
<b>Assessment</b>	Students' writing describing their adaptive reuse project.
<b>Key Terms</b>	Adaptive reuse
<b>Resources and Materials</b>	Art supplies, computer, printer



	<p>Navy Yard Article <a href="http://urbanland.uli.org/development-business/historic-rehab-philadelphia-navy-yard/">http://urbanland.uli.org/development-business/historic-rehab-philadelphia-navy-yard/</a></p> <p>Navy Yard Visitors' Guide <a href="http://www.pidcphila.com/images/uploads/resource_library/The_Navy_Yard_Walking_Tour_and_Visitors_Guide_2015_lo.pdf">http://www.pidcphila.com/images/uploads/resource_library/The_Navy_Yard_Walking_Tour_and_Visitors_Guide_2015_lo.pdf</a></p>
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Philadelphia Navy Yard

Retrieved from:

<http://www.gridphilly.com/grid-magazine/2013/3/8/boundless-energy-equipped-with-its-own-grid-the-navy-yard-ha.html>