

Economics strand: “Rich world, Poor World”

Suffrage Centennial Workshop Curriculum Coversheet

Teacher: Jennifer King
Grade Level: 11

School: Three Springs High School
Classes: American Lit/U.S. History

Learning Objective(s):

- ❖ Students will gain an understanding of the exponential stresses migration puts on communities
- ❖ Students will understand how factors such as social class, ethnicity, and geography at turn-of-the-century America impacted social programs

Humanities Content: history and language arts

Activities: Divide class into groups.

- ❖ Group one will focus on the Robber Barons/Captains of Industry and their New York, Newport, Long Island castles (etc.). Using historic photographs, dvds, virtual museum tours, etc., have group do a NARA analysis worksheet. In addition to filling out the sheets thoroughly, students will also answer these guiding questions (in their individual writer’s journal): How are people dressed? How big are the rooms? What’s in these rooms? How many people? Describe the street and lawns. How many women lived in this home? What do you suppose life was like for all of the women? How different were their roles?
- ❖ Group two will focus on Riis’ “How the Other Half Lives” (Authentic History) and tenement life (The Living City.) Have group do a NARA analysis worksheet. In addition to filling out the sheets thoroughly, students will also answer these guiding questions (in their individual writer’s journal): Pay particular attention to the number of sinks and toilets per floor (or lack thereof.) What are the surrounding grounds like? How are these buildings connected to the city’s infrastructure? Where do people relax? What kinds of people live here? How do they spend their days, do you think?
- ❖ Group three will research The Triangle Shirtwaist Factory tragedy (Authentic History). Have group do a NARA analysis worksheet. In addition to filling out the sheets thoroughly, students will also answer these guiding questions (in their individual writer’s journal): What was the primary age, ethnic group, and gender of the workers? Why did they not flee the fire? How were their families compensated for the terrible loss? What reforms happened as a result of this? What IS a shirtwaist, anyway? What is fashion reform?
- ❖ Group four will revisit crucial clips from PBS’ “Typhoid Mary: America’s Most Notorious Woman” (Nova). Re-play the dvd and stop on the pictures of Mary’s Irish village in which she was raised. Use the NARA analysis work sheet. (Make sure they take note of dirt floors and bare feet).Also, play dvd and have students

write down verbatim the statistics on exponential immigration, and the statistics of horse manure in the streets, etc. Also, have them make note of the historians' comments of the "miasma" of the tenements, and the suspicion of the Irish by other ethnic and cultural groups. Questions for their writer's journal: what would you feel in Mary's situation? What resources does she have? What rights? What talents? Who 'has her back'? Is she someone you can relate to? Was she unjustly persecuted, or was she willfully harmful?

Student Outcomes (and how did you measure them): All four groups share essentially the same assignments: to peruse primary and secondary sources, and evaluate photos as per NARA's analysis sheets. (Each student is responsible for a thorough analysis of at least one primary source.) On top of this, students are responding individually in their writer's journal to all the guiding questions listed for their group's topic. Emphasize that attention to detail and observation is important; but drawing conclusions, making connections, and empathy are equally so. Then, to bring all factors together, have each group present a slide show based of their research and photos of the rich and poor. Each group's slide show must present at least ten slides, and for each slide a student must have factual information and their keen observations to share with the class as well as the cultural and historic significance of what is being presented.

Depending on time, at least a class discussion is in order to make sense of the amazing discrepancies of wealth at the turn of the century, and crushing poverty the immigrants encountered.

Essay prompts/guiding questions—pick one for a five-paragraph essay, using facts/quotes from primary sources:

- How separate were the social classes?
- What factor's brought the classes together—and drove them apart?
- Do the rich have a responsibility to help the poor?
- Was Mary a victim or a villain
- What economics drove Mary's decision?
- What rights and resources (or lack thereof) did Mary have?

Resources:

<http://www.tlcaarchive.org/htm/home.htm> ("the living city--tenements of new York)

<http://www.authentichistory.com/postcivilwar/riis/contents.html> (primary sources and artifacts on Riis and tenements)

<http://www.pbs.org/empires/victoria/ed/index.html> (victorian age, issues)

http://econ161.berkeley.edu/Econ_Articles/carnegie/DeLong_Moscow_paper2.html (scholarly berkeley essay on robber barons)

<http://newportmansions.org/page7016.cfm> (newport mansions)

<http://comfortisland.usthousandislands.com/> (new york's great estates)

<http://www.newsday.com/community/guide/lihistory/ny-historyhome-chron,0,2309316.story?page=2&coll=ny-lihistory-navigation> (new york's great homes/history)

<http://www.pbs.org/wgbh/amex/carnegie/filmmore/index.html> (pbs' carnegie site)

<http://www.ilr.cornell.edu/trianglefire/> (triangle fire)

http://www.google.com/imgres?imgurl=http://www.riverjunction.com/catalog/ldresses/shirtwaist_lateststyle.jpg&imgrefurl=http://www.riverjunction.com/catalog/ldresses/Ashirtwaist.html&h=500&w=284&sz=24&tbnid=QtmFh51-cVQqDM:&tbnh=130&tbnw=74&prev=/images%3Fq%3Dshirtwaist&hl=en&usg=__ftjFDurel5ywx_FoC_H8Ygqst8I=&ei=5HdqSs6XA5CIsWPb_rWXBQ&sa=X&oi=image_result&resnum=3&ct=image (pictures and descriptions of shirtwaists)

<http://www.authentichistory.com/1900s/trianglefire/index.html> (triangle shirtwaist fire)

<http://www.npr.org/programs/watc/features/2001/010325.triangle.html> (triangle survivor oral interview npr)

<http://www.pbs.org/teachers/connect/resources/1181/preview/> (pbs lessons for teaching industrial revolution)

<http://www.pbs.org/wgbh/amex/carnegie/gallery/carnegieman.html> (“millionaire’s row”)

<http://www.pbs.org/wgbh/nova/typhoid/> (typhoid mary)

<http://www.pbs.org/teachers/connect/resources/1181/preview/> (“millionaire’s row, new york)

<http://www.ny.com/articles/centralpark.html>

<http://www.nytimes.com/2009/04/29/books/29garn.html> (book review about vanderbilt--cool!)

<http://www.centralpark.com/pages/history.html> (history of central park)

<http://historymatters.gmu.edu/d/178/> (oral history—shirtwaist worker)

<http://www.archives.gov/education/lessons/worksheets/> (nara’s misc. analysis sheets)

<http://query.nytimes.com/gst/abstract.html?res=9F0DEFD61630E033A25757C2A9609C94659ED7CF> (new york times 1894 re: women want shirt waists)

Additional Information:

Ideally, the entire class would have previously screened PBS’ Nova on Typhoid Mary. Here’s a kick-off activity for all four units on suffrage—some not too closely related, but all thematically so.)

Kick-off Activity:

Journal: A health inspector has come to your front door. He wants to take your DNA “for the public’s good.” You are perplexed; you’re not sick—nor have you been—you’ve been with only healthy and law-abiding people. You are, however, an immigrant, almost all alone in this country.

What would you feel? What thoughts would be going through your head? What fears would you have? And . . . what would you *DO*?

- Give kids ten minutes to write in their writer’s journal.
- Survey a few initial responses
- Tell story about how you have occasionally heard people refer to themselves as “Typhoid Mary”—How do they mean it?

- Introduce film. Show, stopping at key places for students to take notes, write down statistics and perceptions, and to emphasize key points. Be sure to differentiate between Park Avenue homes . . . and the tenements.