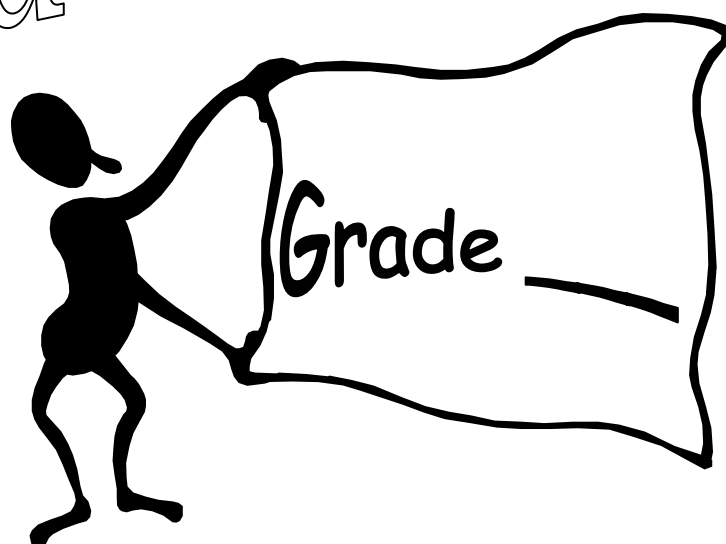


New York City Department of Education
Department of Social Studies

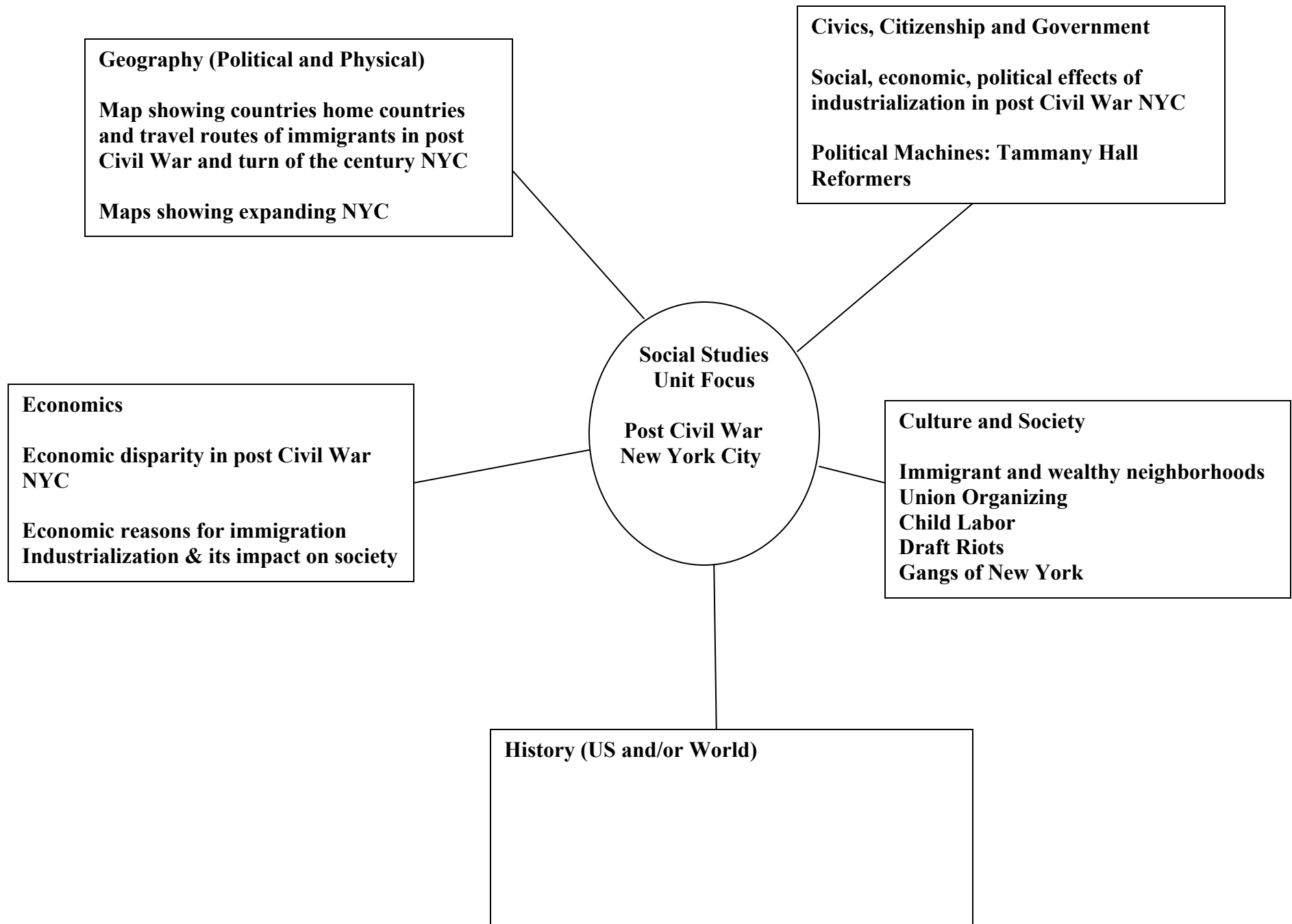
Field-Test Edition



Title

A Sample Unit of Study

Teachers contributing to this unit are:
Debra Anello, Robyn Temple, Nick Santora



Essential Question

This is the overarching question for the unit. It includes and goes beyond the content of a unit. Lessons and activities are designed to help bring students closer to this question, though it is likely that it will never be fully answered.

How does economic disparity manifest in society?

Focus Questions

These are the guiding questions for the unit. They are designed to address the Essential Question, the specific content of the unit and the NYS Standards. Lessons and activities are designed to help students come to answers to these questions.

Lessons/Activities

These are lessons and/or activities designed to address the Essential Question and Focus Questions and build towards the culminating project. You will be asked to create 3-5 lessons for each Focus Question, for a total of 9-15 lessons.

1 Nineteenth Century Politics

How did post Civil War politics shape the physical and economic landscape of New York City?

- 1a Draft Riots
- 1b Central Park
- 1c Political Machines/Tammany Hall
Strategy: analyzing political cartoons
- 1d Reformers

2 Industrialization

What were the economic, social, and political effects of industrialization on late 19th century New York City?

- 2a Captains of Industry/Railroads:
Carnegie, Rockefeller, Vanderbuilt
- 2b Herbert Spencer and Social Darwinism
- 2c Child Labor – Triangle Shirtwaist Fire
- 2d Gangs of New York

3 Immigration

How did immigration impact post Civil War New York?

- 3a Irish and German Immigration
Strategy: Analyzing and comparing songs of immigration.
- 3b How Did New York Welcome It's Immigrants?
Strategy: Lower East Side neighborhood walk and visit to Tenement Museum
- 3c Expanding City Boundaries: The Wealthy and the Poor
Strategy: Millionaire Mile and Central Park Walking Tour
- 3d Ellis Island: Russians, Italians, Jews

Culminating Project: Students will paint a mural drawing on their research (using primary and secondary resources) into economic disparities in post Civil War New York. In small groups, they will present their mural with narration and dramatic tableau scenes depicting the historical characters and settings they have researched.

LESSON __1 a__

UNITS ESSENTIAL QUESTION: HOW DID ECONOMICS AFFECT NEW YORK CITY DURING THE CIVIL WAR AND AFTER YEARS?

FOCUS QUESTION/LESSON: HOW DID THE DRAFT RIOTS AFFECT NEW YORK CITY BOTH ECONOMICALLY AND SOCIALLY?

SKILLS/STRATEGIES:

- Use of primary sources to find information on a topic.
- Group work – working and compromising with classmates
- Presenting information orally to the class.
- Skimming books to find pertinent information for the topic.

MATERIALS:

- packet and overheads on draft riots
- books on draft riots
- text book
- props for presentation – teacher and student provided
- overhead projector
- classroom map of New York City

MINI-LESSON: (1 day)

- Introduction to the Draft Riots – explain what caused the riots
 - Class differentiation
 - Frustration taken out on the African Americans
 - Political system unable to cope with the riots
- Use the overhead projector to show pictures of the draft riots
- Elicit students reactions to the riots in 1863
- Explain assignment – final project will be a hearing on the causes, reactions and outcomes of the Draft Riots of 1863.

INDEPENDENT WORK TIME: (1 to 2 days)

- Students will be broken into groups – be sure to break them up with mixed abilities.
- Students will be broken into 3 groups, 1. Politicians (government), 2. African Americans, 3. Gangs in New York (poor whites)
- Reviewing the information in the packets and books provided, information received during min-lesson and prior knowledge students will work on presenting information according to the group they were assigned.
 - Groups need to be reminded that they need to remember what side they are representing as they proceed with assignment.
 - Each group will have 8 minutes to present their side to the hearing or commission investigating the Draft Riots

SHARE/ASSESSMENT:

- Class will hold a hearing or commission on; why did the Draft Riots occur?
- Select several students to sit on the commission and have one person be the head.
 - Head of commission could be the teacher or a selected student.
- Have the hearings where each side has an equal chance to present their side of the Draft Riots.
- Then have the students selected meet and come out with an outcome.
- Meanwhile have the remainder of the students review the FACTS of the Draft Riots.
- Last 5 minutes the commission presents their outcomes.

CONNECTIONS TO CULMINATING PROJECT:

- Students will present a panel on the draft Riots showing one scene from each social group we discussed.
- Have each student for homework develop a panel on 8.5 by 11 inch paper as prototype for final panel.
- Students will vote on which panel or panels to use for the culminating project.

SOURCES:

1. <http://vm.uconn.edu/~pbaldwin/bigdrip.html>
2. <http://www.sonofthesouth.net/leefoundation/civil-war/1863/september/draft-riot-cartoon.jpg>
3. http://www.wilsonsalmanac.com/images2/ny_draft_riots_1863c.gif
4. http://www.aaregistry.com/african_american_history/2253/The_new_York_Draft_riots_occ...
5. http://www.vny.cuny.edu/Search/search_res_image.php?image.php?id=265
6. <http://www.answers.com/main/ntquery?tname=draft%2Driots&prints=true>
7. <http://www.civilwarhome.com/draftriots.htm>
8. <http://www.civilwarhome.com/essanfordor.htm>
9. <http://www.civilwarhome.com/cwsandfordor.htm>
10. <http://www.civilwarhome.com/foxor.htm>

LESSON __#1b__

UNITS ESSENTIAL QUESTION; HOW DID ECONOMICS AFFECT NEW YORK CITY DURING THE CIVIL WAR AND AFTER YEARS?

FOCUS QUESTION/LESSON; HOW DID POLITICAL MACHINES (TAMMANY HALL) SHAPE THE GOVERNMENT?

SKILLS/STRATEGIES:

- use of primary sources to find information
- note taking
- analyzing political cartoons
- group cooperation

MATERIALS:

- primary source packet on political machines
- political cartoons on Thomas Nast
- cartoon analysis worksheet (2 per student)
- overhead projector
- one Thomas Nast cartoon on an overhead

MINI LESSON: (1 DAY)

- Introduction of the power and influence of political machines in the mid to late 1800's.
- Powerful political machines were all over country
- One of the most powerful political machines were here in New York City – Tammany Hall
- Politicians of the day, William Mooney, 1789; Fernando Wood, 1854; William Boss Tweed.
- Explain assignment
- Show overhead of a Thomas Nast cartoon on Boss Tweed

INDEPENDENT WORK TIME: (1 TO 2 DAYS depending on children's ability)

- Students will be broken into groups.
- Each group will be given a packet that contains information about political machines, Tammany Hall, and Boss Tweed.
- Together students will go through the packet taking notes on the important facts.
- Complete cartoon analysis on the assigned Nast cartoon.

SHARE/ASSESSMENT:

- Students will be brought together to discuss their cartoons and opinions on politics during the mid 1800's.
- Homework assignment will be reviewed.

HOMEWORK:

- Essay on political machines and political cartoons.
- Question: You are an historian researching this time period and need to write an article for a historical magazine. The topic will be: How did the political machines impact the economy of New York City during the mid 1800's?

CONNECTION TO CULMINATING PROJECT:

- Select students will develop a political cartoon about Tammany Hall to be a part of the panel

SOURCES:

1. http://cartoons.osu.edu/nast/tammany_tiger.htm
2. http://www.socialstudieshelp.com/Lesson_53_Notes.htm
3. <http://www.nara.gov/education/teaching/analysis/cartoon.html>
4. <http://spatacus.schoolnet.co.uk/USAtweed3.jpg>
5. <http://spartacus.schoolnet.co.uk/USAnast3.jpg>
6. <http://www.csub.edu/~gsantos/img0055.html>
7. www.answers.com/tammanyhall
8. http://edhelper.com/Reading_Comprehension_35_139.html
9. <http://cartoons.osu.edu/nast/>

LESSON __1c__

UNITS ESSENTIAL QUESTION: HOW DID THE ECONOMIES AFFECT NEW YORK CITY BEFORE, DURING, and AFTER the CIVIL WAR?

FOCUS QUESTION/LESSON: WHAT WAS THE SOCIAL AND ECONOMIC IMPLICATIONS OF BUILDING CENTRAL PARK?

SKILLS/STRATEGIES:

- Group work
- Scanning documents for important information on a topic
- Presentation strategies
- Internet searches and computer work

MATERIALS NEEDED:

- Computer Lab or availability to the internet
- Books from the class library
- List of possible internet sites

DAY 1

MINI LESSON:

- Discuss city limits mid 1800's
- Discuss the social and economic disparities during this period
- Reinforce skills for internet research, i.e. Google
- Research skills – review note taking
- Turning internet sources into usable research material

INDEPENDENT WORK: (2 days)

- Break children into two groups
- First group – research area before the park was built (Seneca Village)
- Second group – building of Central Park
- Groups will meet and sub divide into smaller research groups
- Children will use the internet to research the group assignment.
- After finding the information students find relevant, they will print the information for further use.

SHARE/ASSESSMENT:

- Bring students together make sure all are on the right track
- Discuss problems observed while the students were working
- Review homework assignment – Emphasize importance so they can get started right away the next class

HOMEWORK:

- Take articles home and reread information, highlighting important information
- Take notes on the article
- If possible do further research on your topic

DAY 2

MINI LESSON:

- Discuss with students different ways of presenting information
 - Oral presentation
 - Debate
 - Panel discussion
 - Skits
- Refocus students to the assignment and remind them they have just this period to plan.

INDEPENDENT WORK:

- students will divide into groups and work on their presentation
- If necessary they will go into their sub groups for about 5 minutes to get organized
- Before the end of the period both groups will need to be ready to present the next class.

SHARE/ASSESSMENT:

- Bring students together to review presentation ground rules
- Each group has 12 minutes to present their topic
- Will be given 5 minutes in the beginning of the class for organization.

HOMEWORK:

- Prepare for class presentation

DAY 3

MINI LESSON:

- Reminder of being a courteous audience

INDEPENDENT WORK:

- Group presentations
- Be sure to keep track of time so each group has an equal chance

SHARE/ASSESSMENT:

- Review important facts brought out in the presentation.

- Review homework assignment

HOMEWORK:

- Write a summary on what you learned about Seneca Village and Central Park

CONNECTION TO CULMINATING PROJECT:

- Selected students will create a panel comparing and contrasting Seneca Village and Central Park.

SUGGESTED INTERNET SITES FOR STUDENTS TO USE

SENECA VILLAGE

1. <http://projects.rlt.columbia.edu/seneca/start.html>
2. <http://www.centralparknyc.org/virtualpark/thegreatlawn/senecavillage>
3. <http://en.wikipedia.org/wiki/senecavillage>
4. <http://www.albany.edu/jmmh/vol1no1/senecavillage.html>

CENTRAL PARK

1. <http://www.tqnyc.org/NYC041147/history.html>
2. <http://www.centralparknyc.org/cphistory>
3. <http://www.artsandmusicpa.com/NYC/MarysNy>.
4. http://en.wikipedia.org/wiki/Central_Park.html

BOOKS

Killcoyne, Hope Lourie; The Lost Village of Central Park. 1st Silver Moon Press, New York, 1999.

LESSON __4__

ESSENTIAL QUESTION: HOW DID ECONOMICS AFFECT NEW YORK CITY DURING THE CIVIL WAR AND YEARS AFTER?

FOCUS QUESTION: HOW DID THE REFORMERS IMPACT THE ECONOMY AND CHANGE THE LIVES OF THE WORKING CLASS?

MATERIAL NEEDED:

- Books on Reformers
- Handouts - 6 different ones on reformers

SKILLS NEEDED:

- Listening skills
- Cooperation
- Reading Comprehension

OBJECTIVE FOR LESSON:

- Students will be able to discuss the abuses of the Industrial Society
- Students will be able to identify: Muckrakers, Jacob Riis, Upton Sinclair, Lincoln Steffans, Ida Tarbell.

MINI LESSON:

- Illicit from class what “reformers” did in society
- Instruction on how the Jigsaw groups work.

INDEPENDENT WORK TIME

- Class will be divided into 6 groups; each group will get a worksheet on a different topic about reformers.
- Each group will read the assigned worksheet and work together to complete the exercise on the worksheet.
- “JIGSAW” groups by forming new groups consisting of one student from each of the original groups. Instruct students in the new groups to teach each other the material previously examined while in the first group. Students should take notes.
- Students will then rank the six problems from the worksheets in the order in which they should have received the government priorities in the early 1900’s.

SHARE/ASSESSMENT:

- Bring class together.
- What were the problems of the early years of the twentieth century? What social ills did the reformers address?
- Would you agree in calling the reformers, progressives?

- Do you think this was an effective way to call attention to these problems?
- Review the main idea of reformers.

HOMEWORK:

- You are living in the early 1900's, and are dissatisfied with life of the working class in New York City.
- Select one aspect of their life that needs to change and you are going to become a reformer.
- Prepare a plan of action of how you are going to fight for the change you selected. Be specific and give details.
 - i.e. contacting politicians, legislation, organizing neighborhoods

CONNECTIONS TO CULMINATING PROJECT:

- Select group of children will develop a design pertaining to the lesson and create a panel for the culminating project

Robber Barons or Captains of Industry

Standards: 1, 4, 5

Learning Objective: Students will determine whether the entrepreneurs of the 19th century were heroic captains of industry or ruthless robber barons?

Do Now: Is Microsoft a monopoly? Is Bill Gates an innovative genius or a ruthless businessman?

Skills/Strategies:

- Research
- Comprehension
- Application

Materials

- Biographies of John D. Rockefeller, Andrew Carnegie, Cornelius Vanderbilt , Henry Ford
- *Robber Baron or Captain of Industry Worksheet*

Mini-Lesson:

Discussion of the *Do Now* – linking Gates and American corporations to 19th century big business practices.

In 2006, what are the positive contributions of wealthy industrialists? What are the negative effects to society caused by wealthy industrialists?

Independent Work Time:

Students will be split up into 4 groups. Each group will be assigned Ford, Rockefeller, Carnegie or Vanderbilt. They will read the biographies and fill out the worksheet. How did the assigned 19th century industrialist

- Acquire his wealth.
- Treat his workers.
- Spend his money.
- Donate his money.

Ultimately each group will reach a consensus in determining whether their assigned industrialist was a robber baron or captain of industry.

Share/Assessment:

Each group will select a spokesperson to share its results with the rest of the class. The class will record each group's conclusions.

Conclusion: Were these men righteous or were they greedy plutocrats? How different are today's billionaires?

Sources:

http://edsitement.neh.gov/view_lesson_plan.asp?id=429

www.hfmqv.org/exhibits/hf/printdefault.asp

www.spartacus.schoolnet.co.uk/USARockefeller.htm

www.stfrancis.edu/ba/ghkickul/stuwebs/bbios/biograph/vanderbi.htm

www.pbs.org/wgbh/amex/carnegie/sfeature/meet_andrews.html

CORNELIUS VANDERBILT



"I have been insane on the subject of moneymaking all my life." -- Vanderbilt, quoted in the New York Daily Tribune, March 23, 1878.

Cornelius Vanderbilt (May 27, 1794-January 4, 1877) was an American steamship and railroad builder, executive, financier, and promoter. He was a man of boundless energy, and his **acute** business sense enabled him to outmaneuver his rivals. He left an estate of almost \$100 million.

Vanderbilt was born to a poor family and quit school at the age of 11 to work for his father who was engaged in boating. When he turned 16 he persuaded his mother to give him \$100 loan for a boat to start his first business. He opened a transport and freight service between New York City and Staten Island for eighteen cents a trip. He repaid the loan after the first year with an additional \$1,000. He was rough in manners and developed a reputation for honesty. He charged reasonable prices and worked **prodigiously**.

The War of 1812 created new opportunities for expansion, and Vanderbilt received a government contract to supply the forts around New York. Large profits allowed him to build a **schooner** and two other vessels for coastal trade. Vanderbilt got his nickname "Commodore" being in command of the largest schooner on the Hudson River. By 1817 he possessed \$9,000 in addition to the interest in the sailing vessels.

Well on the way to fame and fortune, Vanderbilt sold his interests and turned his attention to steamboats in 1818, observing the success of Robert Fulton and Robert Livingston on the Hudson River. He went under the employ of Thomas Gibbons, operating a ferry service between New Brunswick, New Jersey and New York City, which was an important link in the New York-Philadelphia freight, mail, and passenger route. He charged his customers one dollar while other captains charged four dollars for the same trip. There was opposition from Fulton and Livingston, who claimed Vanderbilt was breaking the law as they had a legal **monopoly** on Hudson River traffic. They sued Gibbons, and the case reached the Supreme Court. In the famous 1824 decision, *Gibbons vs. Ogden*, Vanderbilt scored a victory. The Supreme Court judges **nullified** the navigation monopoly New York State had granted Fulton and Livingston and Vanderbilt gained control of much of the shipping business along the Hudson River. During the next eleven years, Vanderbilt made himself and Gibbons a fortune. Vanderbilt's wife also made money managing the New Brunswick halfway house where all travelers on the Gibbons line had to stay.

By 1829 Vanderbilt decided to go on his own and entered the competitive service between New York and Peekskill, where he had the first of several encounters with Daniel Drew. Vanderbilt won by cutting rates to as low as 12 1/2 cents, which forced Drew to withdraw. Next he challenged the Hudson River Association in the Albany trade. After he again cut rates, the competition paid him off to move his operations elsewhere. Vanderbilt opened service to Long Island Sound, Providence, Boston, and points in Connecticut. The vessels offered the passenger not only comfort, but often luxury. By the 1840's he was running more than 100 steamboats and his company had more employees than any other business in the United States. Vanderbilt is given credit for bringing about a great and rapid advance in the size, comfort, and elegance of steamboats which were considered "floating palaces". In 1846 he launched on the Hudson the finest boat yet seen by New Yorkers and named it for himself.

By the time he was 40, Vanderbilt's wealth exceeded \$500,000, but he still looked for new opportunities. During the California gold rush of 1849, people traveled by boat to Panama, by land across the Isthmus on mule back, and onto steamers to the Pacific coast. Vanderbilt challenged the Pacific Steamship company by offering similar service via an overland route across Nicaragua, which saved 600 miles and cut the going price by half. This move netted him over \$1 million a year. In the process he improved to some extent the channel of the San Juan River, built docks on the east and west coasts of Nicaragua and at Virgin Bay on Lake Nicaragua, and made a twelve-mile macadam road to his west coast port. He began construction of a fleet of eight new steamers and the route was two days shorter than that via Panama. He greatly reduced the New York-San Francisco passenger fare and garnered most of the traffic.

He made money so rapidly, that in 1853 he announced that he was going to take the first vacation of his life. He built a **sumptuously** appointed steam yacht, The North Star and embarked for a triumphal tour of Europe. Before going abroad, Vanderbilt resigned the presidency of the Accessory Transit Company, and committed its management to Charles Morgan and Cornelius Garrison, who, during his absence, manipulated the stock and secured control of the company. By shrewd buying he won it back in a few months. However, the Nicaraguan government **rescinded** the company's charter on the grounds that its terms had been disregarded, and issued a new charter to a rival group. He sold controlling interests to the Nicaragua Transit Company, which failed to pay him. In a famous incident, he told them that the law was too slow; rather, he would ruin them. He did this in just two years by running another group of steamers.

In the 1850's he dabbled in the Atlantic carrying trade competition for passenger service between New York and France with the Cunard and Collins lines. He built three vessels, one of which, the Vanderbilt, was the largest and finest he had yet constructed. It was an unprofitable venture, however, and at the beginning of the Civil War he sold his Atlantic line for \$3 million. He retained the Vanderbilt, which he fitted up as a warship and turned over to the government. It has been claimed that he intended only to make a loan of the vessel, but it was interpreted as a gift.

Vanderbilt liked making money more than spending it. One of the few purchases he was willing to make was his Staten Island mansion, the only place he felt truly comfortable. The New York City elite snubbed him, saying he was a rich but hopelessly vulgar man.

WORKING ON THE RAILROADS

Nearing the age of 70, Vanderbilt decided once again that the wave of the future was in another direction -- building a railroad empire. He first acquired the New York and Harlem Railroad, in the process again defeating Daniel Drew. He next acquired the rundown Hudson River Railroad, which Cornelius wanted to consolidate with the Harlem. Again Drew attempted to sell the stock short, defeat the **consolidation**, and make a **substantial** profit. But, as before, the Commodore won the battle by buying every share Drew sold, thereby stabilizing the price.

Vanderbilt acquired the Central Railroad in 1867, merged it with the Hudson River Railroad by legislative act, and leased the Harlem to the new company. He spent large sums of money improving the lines' efficiency and then increased the capital stock by \$42 million (which was a **stock watering** operation of magnitude) and paid large dividends. In the first five years, he is said to have cleared \$25 million.

Vanderbilt finally hit a snag in 1867 when he attempted to gain control of the Erie Railroad, then in the hands of his old adversary, Daniel Drew. Again Vanderbilt bought all the stock offered for sale, but this time Drew threw 100,000 shares of fraudulent stock certificates on the market, which Vanderbilt continued to buy. Drew and his cohorts fled to Jersey City to avoid prosecution and bribed the New Jersey legislature to legalize the stock issue. Vanderbilt, tottering on the brink of failure, lost millions on the coup but fought back. Although the illegal stock was finally authorized by the legislature, Vanderbilt lost between \$1 - \$2 million and forgot the Erie. Upon the insistence of Vanderbilt's son William, he extended his line to Chicago by acquiring the Lake Shore and Michigan Southern railroads, the Canadian Southern, and the Michigan Central thereby creating one of the greatest American systems of transportation.

Vanderbilt's influence on national finance was stabilizing. When the panic of 1873 was at its worst, he announced that the New York Central was paying out millions of dividends as usual, and let contracts for the building of the Grand Central Terminal in New York City, with four tracks leading from it, giving employment to thousands of men. He saw to it, however, that the city paid half the cost of the viaduct and open-cut approaches to the station. By 1875, his New York Central Railroad controlled the lucrative route between New York and Chicago.

Vanderbilt was never known for **philanthropic** activities. His only **unsolicited** contributions were \$50,000 for the Church of the Strangers in New York City and \$1 million to Central University, which then became Vanderbilt University. Upon his death, he was the richest man in the United States. Cornelius Vanderbilt left the bulk of his fortune - \$95 million - to his son William.

A **footnote** to the Vanderbilt fortune: William Vanderbilt is remembered for his remark, "The public be damned," when asked by a reporter whether railroads should be run for the public benefit.



ANDREW

CARNEGIE

Generous and naive while often grasping and ruthless, Andrew Carnegie personally embodied the contradictions that divided America in the **Gilded Age**. At a time when America struggled--often violently--to sort out the competing claims of democracy and individual gain, Carnegie championed both. He saw himself as a hero of working people, yet he crushed their unions. The richest man in the world, he railed against privilege. A generous **philanthropist**, he slashed the wages of the workers who made him rich.

The roots of Carnegie's internal conflicts were planted in Dunfermline, Scotland, where he was born in 1835, the son of a weaver and political radical who instilled in young Andrew the values of political and economic equality. His family's poverty, however, taught Carnegie a different lesson. When the Carnegies immigrated to America in 1848, Carnegie determined to bring prosperity to his family.

Carnegie's climb from the slums of Pittsburgh to the mansions of New York paralleled America's transformation from a sleepy **agricultural** nation into the world's foremost industrial power. By 1868 Carnegie, then 33, was worth \$400,000 (nearly \$5 million today). But his wealth troubled him, as did the ghosts of his radical past. He wrote himself a telling letter, promising that he would stop working in two years and pursue a life of good works: "To continue much longer overwhelmed by business cares... must degrade me beyond hope of permanent recovery."

Yet Carnegie's business cares held him in sway. For three decades, he dominated the steel industry, and although he allowed himself time for vacations in Scotland and for his troubled courtship of Louise Whitfield, his thoughts rarely strayed from his mills.

Carnegie did not forget his radical roots. In a period of turbulent labor unrest, Carnegie publicly supported the unions. In his own mills, though, his position was less clear. He usually avoided using strike breakers, but drove a hard bargain and typically got his way, most notably during the bloody lockout at his Homestead works in 1892.

With his partner Henry Clay Frick, Carnegie broke the steel unions. His empire grew. By 1900, Carnegie Steel produced more steel than the entire British steel industry. When he sold the company to J.P. Morgan in 1901, Carnegie personally earned \$250 million (approximately \$4.5 billion today).

Carnegie then turned his enormous energies to philanthropy and the pursuit of world peace, hoping perhaps that donating his wealth to charitable causes would mitigate the grimy details of its **accumulation**. In the public memory, he may have been correct. Today he is most remembered for his generous gifts of music halls, educational grants, and nearly 3000 public libraries. By the time of his death in 1919, he had given away over \$350 million (more than \$3 billion in 1996 dollars).

ORIGIN/ROOTS

Hard times and politics drove the Carnegie family from Scotland in 1848. Will Carnegie, young Andrew's father, was a weaver in Dunfermline, an ancient town fallen on hard times. For centuries, Dunfermline had taken pride in being Scotland's medieval capital. By the 1840s, however, the royal castle lay in ruins, as did the town's once-booming linen industry, which had long enjoyed a reputation for producing the finest damask linens in Great Britain.

Dunfermline weavers struggling to feed their families put their faith in a political panacea called Chartism, a popular movement of the British working class. The Chartists believed that by allowing the masses to vote and to run for Parliament, they could seize government from the landed gentry and make conditions better for the working man.

Carnegie's father Will and his uncle Tom Morrison led the Chartist movement in Dunfermline. In 1842, Tom organized a national general strike. Will meanwhile published letters in various radical magazines and was president of one of the local weavers' societies, which were conspicuous platforms for the Chartists.

Despite the enthusiasm of the Dunfermline Chartists, Chartism fizzled out in 1848, after Parliament rejected the Chartists' demands for the final time. The Carnegies, however, had heard encouraging reports from America. "This country's far better for the working man than the old one," assured Andrew's aunt, who had lived in America for the last eight years. Anything would be better than what they had now.



still managed

The Carnegies didn't have enough to borrow the last of the

auctioned all their belongings only to find that they money to take the entire family on the voyage. They money and found room on a small sailing ship, the

Wiscasset. At the harbor in Glasgow, they and the rest of the human cargo were assigned tightly squeezed bunks in the hold. It would be a fifty-day trip-with no privacy and miserable food.

The Carnegies, like many emigrants that year, discovered their ship's crew undermanned; they and the others were frequently asked to pitch in. Many were not much help; half the passengers lay sick in their bunks, the roll of the sea too much. It was grueling. But there was always hope. The passengers traded stories about the lives they would find in the New World.

Finally, New York City came into sight. The ships sailed past the plush farmland and forests of the Bronx, dropping anchor off Castle Garden at the lower end of Manhattan. It was still seven years before New York would build an immigration station there and nearly half a century before Ellis Island would open. The Carnegies disembarked, disoriented by the activity of the city but anxious to continue on to the final destination-Pittsburgh.

The Carnegies booked passage on a steamer up the Hudson to Albany, where they found a number of jostling agents eagerly competing to carry them west on the Erie Canal. At 35 miles per day, it was slow travel and not particularly pleasant. Their "quarters" were a narrow shelf in a hot, unventilated cabin. Finally, they reached Buffalo. From there, it was only three more trips by canal boat. After three weeks travel from New York, they finally arrived in Pittsburgh, the place where Andrew would build his fortune.

PITTSBURGH

When the Carnegies arrived in 1848, Pittsburgh was already a bustling industrial city. But the city had begun to pay an environmental price for its success. The downtown had been gutted by fire in 1845; already the newly constructed buildings were so blackened by soot that they were indistinguishable from older ones. The Carnegies lived in a neighborhood alternately called Barefoot Square and Slab town. Their home on Rebecca Street was a flimsy, dark frame house-a far cry from their cozy stone cottage in Scotland. As soon as he could afford it, Carnegie would move his family to the suburbs, away from Pittsburgh's tainted air.

"Any accurate description of Pittsburgh at that time would be set down as a piece of the grossest exaggeration," Carnegie wrote, setting aside his usually optimistic tone. "The smoke permeated and penetrated everything.... If you washed your face and hands they were as dirty as ever in an hour. The soot gathered in the hair and irritated the skin, and for a time ... life was more or less miserable."

Often described as "hell with the lid off," Pittsburgh by the turn of the century was recognized as the center of the new industrial world. A British economist described its conditions: "Grime and squalor unspeakable, unlimited hours of work, ferocious contests between labor and capital, the fiercest commercial scrambling for money literally sweated out of the people, the utter absorption by high and low of every faculty in getting and grabbing, total indifference to all other ideals and aspirations."

But if Pittsburgh had become a focus of unrestrained capitalism, it also drove the American economy. And to the men who ran them, the city's industries meant not just dirty air and water, but progress. Pittsburgh's furnaces symbolized a world roaring toward the future, spurred onward by American ingenuity and omnipotent technology.

PERSONAL THOUGHTS

In 1868, Carnegie wrote himself a remarkable memo in which he questioned his chosen career, a life of business. Even more remarkable, he kept the letter for his entire life, carefully preserving it in his files:

- Thirty three and an income of 50,000 per annum. By this time two years I can so arrange all my business as to make no effort to increase fortune, but spend the surplus each year for benevolent purposes. Cast aside business forever except for others.



- Settle in Oxford & get a thorough education making the acquaintance of literary men -- this will take three years active work -- pay special attention to speaking in public.
- Settle then in London & purchase a controlling interest in some newspaper or live review & give the general management its attention, taking a part in public matters especially those connected with education & improvement of the poorer classes.
- Man must have an idol -- The amassing of wealth is one of the worst species of idolatry. No idol more debasing than the worship of money. Whatever I engage in I must push inordinately therefore should I be careful to choose that life which will be the most elevating in its character. To continue much longer overwhelmed by business cares and with most of my thoughts wholly upon the way to make more money in the shortest time, must degrade me beyond hope of permanent recovery.
- I will resign business at Thirty five, but during the ensuing years, I wish to spend the afternoons in securing instruction, and in reading systematically.

JOHN D. ROCKEFELLER

John Davidson Rockefeller was born in Richford, New York in 1839. He attended the Cleveland Central High School and at 16 he became a clerk in a commission house. Determined to work for himself, Rockefeller saved all the money he could and in 1850 went into business with a young Englishman, Maurice Clark. The company, Clark & Rockefeller Produce and Commission, sold farm implements, fertilizers and household goods.

Rockefeller's company was fairly successful but did not bring him the wealth he desired. In 1862 Rockefeller heard that Samuel Andrews had developed a better and cheaper way of refining crude petroleum. Rockefeller sold his original business and invested it in a new company he set up with Andrews called Standard Oil.

One of the business problems that Rockefeller encountered was the high cost of transporting his oil to his [Cleveland](#) refineries (40 cents a barrel) and the refined oil to New York (\$2 a barrel). Rockefeller negotiated an exclusive deal with the railway company where he guaranteed sixty car-loads a day. In return the transport prices were reduced to 35 cents and \$1.30. The cost of his oil was reduced and his sales increased dramatically.

Within a year four of his thirty competitors were out of business. Eventually Standard Oil monopolized oil refining in Cleveland. Rockefeller now bought out Samuel Andrews for a million dollars and turned his attentions to controlling the oil industry throughout the [United States](#). His competitors were given the choice of being swallowed up by Standard Oil or being crushed. By 1890 Rockefeller's had swollen into an immense monopoly which could fix its own prices and terms of business because it had no competitors. In 1896 Rockefeller was worth about \$200 million.

In November 1902, [Ira Tarbell](#), one of the leading muckraking journalists in the [United States](#), began a series of articles in [McClure's Magazine](#) on how Rockefeller had achieved a monopoly in refining, transporting and marketing oil. This material was eventually published as a book, *History of the Standard Oil Company* (1904). Rockefeller responded to these attacks by describing Tarbell as "Miss Tarbarrel".

President [Theodore Roosevelt](#), who had been elected on a program that included reducing the power of large corporations, attempted to use the [Sherman Anti-Trust Act](#) to deal with Rockefeller's monopoly of the oil industry. This was largely ineffective and it was not until 1911 that the [Supreme Court](#) dissolved the Standard Oil monopoly.

The various press campaigns against Rockefeller had turned him into one of America's most hated men. A devout [Baptist](#), Rockefeller began giving his money away. He set up the Rockefeller Foundation to "promote the well-being of mankind". Over the next few years Rockefeller gave over \$500 million in aid of medical research,

universities and Baptist churches. He was also a major supplier of funds to organizations such as the [Anti-Saloon League](#) that was involved in the campaign for [prohibition](#). By the time that he died on May 23rd 1937, John Davidson Rockefeller had become a popular national figure.

The Life of Henry Ford

Childhood

Henry Ford, born July 30, 1863, was the first of William and Mary Ford's six children. He grew up on a prosperous family farm in what is today Dearborn, Michigan. Henry enjoyed a childhood typical of the rural nineteenth century, spending days in a one-room school and doing farm chores. At an early age, he showed an interest in mechanical things and a dislike for farm work.

In 1879, sixteen-year-old Ford left home for the nearby city of Detroit to work as an apprentice machinist, although he did occasionally return to help on the farm. He remained an apprentice for three years and then returned to Dearborn. During the next few years, Henry divided his time between operating and repairing steam engines, finding occasional work in a Detroit factory, and over-hauling his father's farm implements, as well as lending a reluctant hand with other farm work. Upon his marriage to Clara Bryant in 1888, Henry supported himself and his wife by running a sawmill.



Henry Ford, age 2 1/2
Photo: P.O.2436

The Engineer

In 1891, Ford became an engineer with the Edison Illuminating Company in Detroit. This event signified a conscious decision on Ford's part to dedicate his life to industrial pursuits. His promotion to Chief Engineer in 1893 gave him enough time and money to devote attention to his personal experiments on internal combustion engines.

These experiments culminated in 1896 with the completion of his own self-propelled vehicle-the Quadricycle. The Quadricycle had four wire wheels that looked like heavy bicycle wheels, was steered with a tiller like a boat, and had only two forward speeds with no reverse. Although Ford was not the first to build a self-propelled vehicle with a gasoline engine, he was, however, one of several automotive pioneers who helped this country become a nation of motorists.



Henry Ford and the Quadricycle, 1905.
Photo: P.O.490

Ford Motor Company

After two unsuccessful attempts to establish a company to manufacture automobiles, the Ford Motor Company was incorporated in 1903 with Henry Ford as vice-president and chief engineer. The infant company produced only a few cars a day at the Ford factory on Mack Avenue in Detroit. Groups of two or three men worked on each car from components made to order by other companies.

Henry Ford realized his dream of producing an automobile that was reasonably priced, reliable, and efficient with the introduction of the Model T in 1908. This vehicle initiated a new era in personal transportation. It was easy to operate, maintain, and handle on rough roads, immediately becoming a huge success.

By 1918, half of all cars in America were Model Ts. To meet the growing demand for the Model T, the company opened a large factory at Highland Park, Michigan, in 1910. Here, Henry Ford combined precision manufacturing, standardized and interchangeable parts, a division of labor, and, in 1913, a continuous moving assembly line. Workers remained in place, adding one component to each automobile as it moved past them on the line. Delivery of parts by conveyor belt to the workers was carefully timed to keep the assembly line moving smoothly and efficiently. The introduction of the moving assembly line revolutionized automobile production by significantly reducing assembly time per vehicle, thus lowering costs. Ford's production of Model Ts made his company the largest automobile manufacturer in the world.



Aerial view of the Rouge Plant in 1930
Number of men on payroll at capacity: 81,000
Total floor space: 6,952,484 sq. ft.
Total cost: \$268, 991, 592.07
Dearborn, MI
Photo: P.833.55282.A

The company began construction of the world's largest industrial complex along the banks of the Rouge River in Dearborn, Michigan, during the late 1910s and early 1920s. The massive Rouge Plant included all the elements needed for automobile production: a steel mill, glass factory, and automobile assembly line. Iron ore and coal were brought in on Great Lakes steamers and by railroad, and were used to produce both iron and steel. Rolling mills, forges, and assembly shops transformed the steel into springs, axles, and car bodies. Foundries converted iron into engine blocks and cylinder heads that were assembled with other components into engines. By September 1927, all steps in the manufacturing process from refining raw materials to final assembly of the automobile took place at the vast Rouge Plant, characterizing Henry Ford's idea of mass production.

Gangs of New York: Fact vs. Fiction

Standards: 1, 3, 4, 5

Learning Objective: Students will compare and contrast the film *Gangs of New York* with

- actual conditions in the 19th century Five Points slum.
- street gang warfare in the U.S. today.

Do Now: How do you think gangs today will be depicted fifty years from now by historians?

Skills/Strategies:

- Research
- Comprehension
- Application

Materials: The film *Gangs of New York* (2003), directed by Martin Scorsese.

Jacob Riis Describes a New York Gang (1880's)

"Gangs of New York": Fact vs. Fiction by Ted Chamberlain

Background on present-day gangs

Mini-Lesson :

Discussion of *Do Now*.

Discussion of the Scorsese film (which has been shown in previous days). They will observe any social, political, economic, religious or military aspects in regard to gang rivalry as described in film.

Independent Work Time:

Students will break up into groups revolving around 3 sets of source documents:

- the Riis handout comparing his descriptions of New York gangs.
- Chamberlain's piece comparing fact and fiction.
- History of today's gangs

Each group will read their respective documents and list their main points and any ideas they are able to derive from their handouts.

Share/Assessment:

Riis's description of toughness and character.

How did Scorsese derive the story and film. (Drama vs. documentary)

How do today's gangs compare with the Dead Rabbits and the Plug Uglies?

How are historians able to determine reality as opposed to historical fiction?

Gangs of New York": Fact vs. Fiction

By TED CHAMBERLAIN

Director Martin Scorsese's *Gangs of New York* brings to life 19th-century Manhattan's Five Points neighborhood. But what was it really like to live in what was once the world's most notorious slum?

Good-time girls swing from rafters in oversize canary cages, sword-slinging mobs rule the streets, and murder lurks in every corner. This is Manhattan's infamous Five Points slum. But is it the real Five Points?

Digging through layers of sediment and stacks of records, archaeologists and historians are unearthing a truer, though no less compelling, picture of the neighborhood Charles Dickens called "a world of vice and misery." When Dickens reported on Five Points in 1842, the neighborhood was on the edge of an explosion. Spurred on by the Irish Potato Famine of the 1840s, waves of **threadbare** immigrants arrived in New York City with the **wherewithal** for only the most miserable lodgings—the drooping tenements of Five Points.

For the next two decades, the Irish ruled Five Points, overcrowding a roughly five-square-block area centered on the intersection of Cross Street (today's Park Street), Anthony Street (today's Worth), and Orange Street (today's Baxter).

In Five Points tenements, families and other groups lived crammed into one or two dark rooms. The outhouses were too few and often overflowing. Sewage and pigs ran in the streets. Some holding **camphor**-soaked kerchiefs to their noses to ward off the stench, middle-class tourists would go "slumming" in Five Points—escorted by police—to see if the **lurid** tales given by reporters and missionaries were true.

"Five Points," wrote one Methodist reformer, had become "the synonym for ignorance the most entire, for misery the most **abject**, for crime of the darkest dye, for degradation so deep that human nature cannot sink below it." Much of what was written in newspapers, tracts, and books, says archaeologist Rebecca Yamin, was colored by religious zeal, a desire to sell papers, or plain-old fear. "Middle-class outsiders looked at this neighborhood that was teeming with activity and street people selling food, and it was frightening. They just looked from the outside and assumed it was all very bad."

Exhuming Five Points

Yamin has as clear a view of tenement life as anyone. From 1992 to 1998 she led the team that analyzed 850,000 pieces of the Five Points puzzle—**artifacts** unearthed during the construction of a federal courthouse in what used to be Five Points. Housed at the World Trade Center, nearly the entire collection was destroyed on 9/11, but not before it had been inventoried for **posterity**.

Most inhabitants of Five Points of them had real, legal jobs." Many were shoemakers, tailors, masons, grocers, cigarmakers, liquor dealers, and laborers. "They were saving money, trying to improve their lives and bring loved ones over from Europe." But, he adds, "some of the hard-to-believe **stereotypes** are true."

"Every House a Brothel"

"Every house was a brothel, and every brothel a hell," wrote Five Points missionary Lewis Pease. *New York Tribune* reporter George Foster added in 1850, "It is no unusual thing for a mother and her two or three daughters—all of course prostitutes—to receive their 'men' at the same time in the same room." Their claims aren't so far-fetched, though children seldom worked as prostitutes. In Five Points, police records reveal that, "for the blocks **radiating** from the Five Points intersection, nearly every building *did* house a brothel" in the 1840s and '50s.

The Real Gangs of New York

Scorsese based his movie on Herbert Asbury's 1927 book *The Gangs of New York*. But the names of the legendary Five Points gangs—the Bowery Boys ([see photo](#)), the Dead Rabbits, the Plug Uglies, the Short Tails, the Slaughter Houses, the Swamp Angels—may be among the few things that Asbury, who did little original research, got right, according to historians. The perception of Five Points as an unrelievedly dangerous place is exaggerated, historians say. There was no more crime in Five Points than in any other part of the city."

"The book *The Gangs of New York* says there was one tenement where there was a murder a day. At the period of time he was writing about, there was barely a murder a month in all of New York City. Writing in the Al Capone era, Asbury interpreted the Five Points gangs as the **precursors** of 1920s organized-crime mobs. In fact, gangs like the Dead Rabbits and Bowery Boys were political clubs that met at nights and on weekends to promote their candidates. "They would fight at the polls and sometimes beat up their opponents, but not just for fun or plunder.

So why fight? Nearly every scuffle was designed to help a gang's chosen candidate into public office. Once there, the candidate would reciprocate, bestowing good, steady-paying **patronage** jobs and municipal funds on his constituency. Most fighting was among gangs of Irish-Catholic Five Pointers. And it was rarely as bloody or deadly as in the movie. Rioters did not go about with swords and broadaxes. Every once in a while one person would have one, but never whole mobs armed like that.

Resurrecting Five Points for the Screen

In the post-Civil War period, the Irish gangs' efforts on behalf of political candidates were paying off. Now with more say in the halls of government and better livelihoods, the Irish gladly ceded Five Points to new nations of strivers, mostly Italians and Chinese. But the **squalor** stayed on.

The Fall of Five Points

In the 1890s crusading photographer Jacob Riis's unprecedented images of crowded tenements, child laborers, and places like Bandit's Roost ([see photo](#)) incited a public outcry that led the city to **raze** Mulberry Bend, Five Points' most notorious block. Its heart cut out, the slum was overtaken by neighborhoods to the north—Little Italy and Chinatown. Courthouses and factories replaced its southern tenements. Today the Five Points intersection is buried largely beneath Chinatown's Columbus Park and a federal courthouse.

Though historian Tyler Anbinder has quibbles with *Gangs of New York's* Five Points, he gives the film points for overall accuracy. "The overall theme of the movie Scorsese gets exactly right: When the Irish first came to America they were persecuted and they literally did have to fight for their fair share of what America had to offer," Anbinder says. And as they say, it's only a movie. "Scorsese knows much more history than is portrayed in the movie," Anbinder says. "He wanted to make a dramatic statement; he didn't want to make a documentary."

Lesson 3a

EQ: How did economic disparity manifest itself in 19th Century New York?

Focus Question: How did New York welcome its immigrants?

Materials: Kids Discover Magazine, *Journey to Ellis Island: How My Father Came To America*, Carol Bierman (pages 4, 8, 33)

Packet contents: Primary Sources worksheet of immigrant experiences (Scholastic Curriculum Guide; Immigration), photos of first and steerage class ship cabins, immigrants on ships, children at Ellis Island playground, immigrants undergoing health inspections, diagram of processing at Ellis Island (Teachers can substitute the listed documents for any other photos or accounts of the Ellis Island experience that they may have in their collection)

Mini Lesson: Read p. 5 Kids Discover together. Take information and use it to complete Immigration Organization Web, adding reasons for immigration to America.

Independent/Small Group: Each group gets a packet of documents about passage to and arrival at Ellis Island. Students are to answer questions on the handouts and then prepare their own piece of work. Students will create a fictional “new” immigrant using the materials given; tell the story of this person’s journey to NY and at Ellis Island. Students should include the push or pull factors that led their immigrant to come to the U.S. and discuss the immigrant’s economic status (what job they had, etc.).

Share: Groups will read their tale to the class. Assessment is based on the accuracy and use of facts and details from the given documents.

Connect to culminating project: Students should understand that the poor economic status of many immigrants led to travel on crowded ships and disease. Wealthy passengers had pleasant comfortable journeys and would quickly pass through Ellis Island with little delay.

Lesson 3b

EQ: How did economic disparity manifest itself in 19th Century New York?

Focus Question: How does Irish music tell the story of American immigrants?

Materials: America Fever; The Irish Potato Famine by Jeremy Thornton (pages 8, 11, 12); songs- Streets of New York by the Wolfetones (music and lyrics); The Wearing of the Green, Farewell to Donegal, Poor Pat Must Emigrate (hsp.org)

Mini Lesson:

Teacher reads Fleeing Hunger and War (America Fever book), providing brief introduction to Potato Famine

Small Group Work: one group gets excerpt “One by One, a Family Comes From Ireland” (America Fever), another gets potato famine photos (Thornton book), third grouping gets “One by One” passage adapted if needed for lower level readers.

Questions: Identify time period, which class of people grew potatoes, how are their lives changing?

Quick share out and then students get copy of song lyrics and listen to “Streets of New York”

As a class, discuss why this person came to NY? (was it voluntary?), how did he get here?; How did he provide for himself? What feelings were associated with leaving Ireland?

Back into groups where students will analyze the other songs in the packet which relate to immigrants in the 1800’s. Share out and chart differences between old immigrants and more recent ones.

New Song

Airplane (pleasant journey)
Came for economic benefit
Happy to be in NY
Obtained middle class job
as Police Officer

Old Songs

Ship (long, tough)
Forced out by famine, persecution, land inequities
Sad, regret leaving
had few possessions

Lesson can be differentiated to accommodate students of different reading levels by adding definitions for vocabulary or by editing lyrics to the most significant verses

Connection to Cumulative Project:

Many arrived in America with nothing but were able to climb the economic and social ladder with jobs in areas like the police force.

Resources

<p style="text-align: center;">Teacher Background References</p> <p><i>May include books, articles, museums, and websites</i></p>	<p style="text-align: center;">Student Literature</p> <p><i>May include primary documents, poetry, fiction, nonfiction , songs, etc.</i></p>	<p style="text-align: center;">Classroom Materials</p> <p><i>May include maps, globes, dictionaries, writing and art materials</i></p>	<p style="text-align: center;">Web Sites & Technology Supports</p> <p><i>May include websites, software, and videos</i></p>	<p style="text-align: center;">Field Trips and Excursions</p> <p><i>May include permanent exhibits/collections in museums, historic houses, libraries, neighborhood walks, etc.</i></p>
<p><u>Mural and Tableau Lessons:</u> Making Murals: A Mural Making Guide for K-12 Teachers www.ssnet.ucla.edu</p> <p><u>Immigration:</u> www.thirteen.org/edonline.lessons/irish-americans</p> <p><u>Sweatshops:</u> Howard Zinn. <i>Voices of a People's History of the United States</i>. NY: Seven</p>	<p>Susan Campbell Bartoletti. <i>Black Potatoes: The Story of the Great Irish Famine, 1845-1850</i>. NY: Houghton Mifflin Co., 2001</p> <p>Mick Moloney. <i>Far from the Shamrock Shore: The Story of Irish Immigration through Song</i>. NY: Crown, 2002.</p> <p>Jerry Silverman. <i>Immigrant Songbook</i>. Pacific, MO: Mel Bay Publications, Inc., 1992.</p>	<ul style="list-style-type: none"> • Canvas • Acrylic paint • Paint brushes • Theater props • Copies of photos and primary documents • Copies of immigration songs • Chart paper • CD player • Map of immigration routes 	<p><u>CDs:</u></p> <ul style="list-style-type: none"> • <i>The Wolfe Tones, Greatest Hits</i>. The Wolfetones. Valley, 2000. • <i>Thousands are Sailing: Irish Songs of Immigration</i>. Various Artists. Shanachie, 1999. <p><u>Websites:</u></p> <ul style="list-style-type: none"> • http://memory.loc.gov Call No. LOT 7483,v.1, no. 1344-A "Pin Boys Working in Subway Bowling 	<ul style="list-style-type: none"> • Tenement Museum and Lower East Side neighborhood walk • Millionaire's Mile walking tour and Central Park

<p>Stories Press, 2004 [“Henry George, ‘The Crime of Poverty, (April 1885)’ p. 216]</p> <p><u>Walking Tours:</u></p> <p>Joyce Mendelsohn. “Walk 5: Millionaire’s Mile, Manhattan’s Moneyed Upper East Side,” in <i>New York Walks: the 92nd Street Y</i>. NY: Henry Holt and Company, 1992.</p> <p>Joyce Mendelsohn. <i>The Lower East Side Remembered and Revisited</i>. NY: Lower East Side Press, 2001.</p>	<p>Russell Freedman. <i>Immigrant Kids</i>. NY: Scholastic, 1980.</p> <p>Raymond Bial. <i>Tenement: Immigrant Life on the Lower East Side</i>.</p> <p>Jacob A. Riis. <i>How the Other Half Lives</i>. NY: Charles Scribner, 1890. Reprinted, Penguin, 1997.</p> <p>Jeremy Thornton. <i>The Irish Potato Famine, 1845-1850</i>. NY: Rosen Classroom Books and Materials, 2004.</p> <p>Carol Bierman. <i>Journey to Ellis Island: How My Father Came to America</i>. NY: Hyperion Books for Children, 1998.</p> <p>New York Historical Society. <i>American Begins in New York: the Peopling of New York City, A Teachers’ Resource</i></p>		<p>Alley” and “8 PM Farrell Family”</p> <ul style="list-style-type: none"> • http://americanhistory.si.edu/sweatshops/history/2124.htm <p>“Isaac Singer Sewing Machine,” “Repro Slop Shop Garment,” “The Seamstress,” “Tenement Sweatshops,” “Cigar Mold.”</p> <ul style="list-style-type: none"> • Anna Quindlen, “The Triangle Fire and a Lifetime of Union Service,” <i>About New York</i>. NYT. Mar. 23, 1983. 	
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	<p><i>Manual on Immigration.</i> NY, 2000, pp. 247 & 31.</p> <p>www.hsp.org</p> <p>(songs: “Poor Paddy Must Immigrate,” “Immigrants Farewell to Donnegal,” and “The Wearing of the Green.”</p>			
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Tenements in New York City

In *How the Other Half Lives*, Jacob Riis, a Danish immigrant who came to the United States in 1870, exposed the slum conditions in New York City tenement buildings using both the written word and the newly invented camera. Read his account and list the social ills described.

Lest anybody flatter himself with the idea that these were evils of a day that is happily past and may safely be forgotten, let me mention here three very recent instances of tenement-house life that came under my notice. One was the burning of a rear house in Mott Street. The fire made homeless ten families, who had paid an average of \$5 a month for their mean little cubby-holes. The owner himself told me that it was fully insured for \$800, though it brought him in \$600 a year rent. He evidently considered himself especially entitled to be pitied for losing such valuable property.

Another was the case of a hard-working family of man and wife, young people from the old country, who took poison together in a Crosby Street tenement because they were "tired." There was no other explanation, and none was needed when I stood in the room in which they had lived. It was in the attic with sloping ceiling and a single window so far out on the roof that it seemed not to belong to the place at all. With scarcely room enough to turn around in they had been forced to pay five dollars and a half a month in advance.

The third instance was that of a colored family of husband, wife, and baby in a wretched rear rookery in West Third Street. Their rent was eight dollars and a half for a single room on the top-story, so small that I was unable to get a photograph of it even by placing the camera outside the open door. Three short steps across either way would have measured its full extent.



Adapted from *How the Other Half Lives*, Jacob Riis. Originally published 1890. Photo: *The Baxter Street Court*, 22 Baxter Street. The Jacob A. Riis Collection, #108, Museum of the City of New York.

EXERCISE

List three social problems exposed by Jacob Riis:

1. _____
2. _____
3. _____