

## **The Peopling of Philadelphia: 19<sup>th</sup> Century Immigration**

Mona Kolsky  
Shawmont School

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### **Overview**

This curriculum unit will examine nineteenth century immigration in the city of Philadelphia. By 1820, Philadelphia was the fourth largest port in America to receive immigrants. It would remain in that position for the remainder of the century. New York's port far exceeded any other port of entry in the number of immigrants coming to America. Boston and Baltimore held second and third place, respectively. The unit will examine who the immigrants were, why and when they came to Philadelphia, what experiences they had in their travels and upon arriving in Philadelphia and what happened to these immigrants once they disembarked. Finally, there will be a strong emphasis on the transatlantic voyage to the Philadelphia docks and, interestingly, the immigrants encounter with Philadelphia's quarantine station built in 1799, called the Lazaretto.

I chose to focus on Philadelphia because my students live in Philadelphia and, of course, it would be of most interest to them. Additionally, when examining immigration, Philadelphia was a microcosm for national issues concerning immigration throughout the 19<sup>th</sup> century. The unit will explore these issues through the Philadelphia lens. They will come to understand why people left their homelands for a strange and often hostile place and whether or not it was worth the risk.

The unit is designed for fifth and eighth grade students who are studying American history. There is a strong emphasis on geography. The lessons could easily be adapted for students studying the immigrant experience in literature classes, or Philadelphia at any middle grade level. Students will be introduced to a variety of primary source documents in their exploration of immigration in 19<sup>th</sup> century Philadelphia. They will use maps, lithographs, advertisements, trade cards, political cartoons, photographs, and 19<sup>th</sup> century steamship companies' manifests.

Students are required to study immigration in their course on American history. There will be junctures in which this unit will parallel the Ellis Island story of immigration. Nevertheless, it will be a unique opportunity for students to examine the issues of immigration through the Philadelphia experience.

## Rationale

**“The United States is a country of immigrants. Whether in search of opportunities or personal freedoms, whether to start a business or to flee a civil war, people immigrate to the United States to create new lives for themselves and their families. It is a constant theme running through our nation’s timeline from colonial times to the present.”**

### **Introduction to Immigrant Philadelphia: From Cobblestone Streets to Korean Soap-Operas**

The intention of this curriculum unit is to engage fifth graders by understanding the past through their knowledge of the present. Students are aware of new immigrants to the city of Philadelphia. Some of their classmates, in fact, are new immigrants. They may or may not be aware of why immigrants come to the United States, and Philadelphia. Some may understand the idea of families arriving to our shores for a better life. Students watch the news and they may be aware of an anti-immigration sentiment. They understand discrimination based upon one’s racial, religious, or ethnic identity. They have some overall knowledge. They do not know the details or understand the historic picture, yet.

The levels of colonial immigration paled next to the numbers of immigrants coming to America in the nineteenth century. Columbia University professors Eric Foner and John Garraty noted, “From 1815 until the onset of the Civil War, five million people moved to the United States, almost fifty percent were from England and about forty percent from Ireland. Thereafter, from the end of the war until 1890 another ten million came, mostly from northwestern Europe—England, Wales, Ireland, Germany, and Scandinavia.”<sup>1</sup> And finally, between 1890 and 1914, before the outbreak of World War I in Europe, about fifteen million immigrants came to America. This immigrant group consisted of new groups—Poles, Russian Jews, Ukrainians, Slovaks, Croatians, Slovenes, Hungarians, Romanians, Italians, and Greeks.

Foner and Garraty stated, “These people came generally for the same reasons that the immigrants of the eighteenth century had. The United States economy had needed both unskilled and skilled workers through most of the 19<sup>th</sup> century. In fact, after the 1880s, the demand was mostly for unskilled workers to fill the growing need in manufacturing.”<sup>2</sup> 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.

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.

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.

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. Still, “there were other factors that came into play when examining ports of entry for immigrants, such as the contracts of shipping lines with ports, related businesses, trade/business opportunities in a port for commodity trade for return routes, and sometimes, demand.”<sup>3</sup> So, while Philadelphia lost its top position as a port, it was still a viable and active port of entry in 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. Amazingly, 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.”<sup>4</sup>

By the 1870s, modern steamships enabled the transatlantic 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.”<sup>5</sup>

Throughout the 19<sup>th</sup> century, ships, the immigrants on the ships, and the 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 one hundred years earlier than Ellis Island, in 1799, as a response to the Yellow Fever epidemic of 1793. Lazaretto is located ten miles below Philadelphia on the Delaware River (Essington, PA), just south of today’s Philadelphia Airport.

“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.

In the 19<sup>th</sup> century passenger ships, along with their cargo, were to stop at the Lazaretto Quarantine Station to be 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.”<sup>5</sup>

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 Fredric Miller is "certainly one of the first, oldest, and most intact quarantine stations in the United States."<sup>6</sup>

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.<sup>7</sup> 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.

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. The building was flanked on the right by the physicians' residence and on the left by the quarantine master's, both with their own stables."<sup>8</sup> Two guard houses on the banks of the Delaware River were used as look-out stations.

Once immigrants and the ship were inspected at Lazaretto, they sailed the ten miles up the Delaware River to the port of Philadelphia. There these men, women, and children disembarked at the busy commercial landing on the Delaware. There were numerous waterfront lodging houses along Front Street where immigrants could board on a temporary basis.

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. It 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.<sup>9</sup> 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 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.<sup>10</sup> Throughout the 19<sup>th</sup> century Philadelphia absorbed over one million immigrants creating a city rich in diversity.

## **Objectives**

The lessons in this unit are primarily designed for use in fifth and eighth grade American history classes. The activities clearly reflect a multidisciplinary approach whereby history, geography, reading, writing, math, economics, and culture are integrated. The lessons could be used independently to enrich a unit on immigration or Philadelphia history. There are several lessons that could solely be used for geography or math class.

This unit is integrated into the American history curriculum when teaching immigration. The major concept is for students to understand American immigration and while focusing on Philadelphia to learn more about their city.

The main objectives are:

- to understand the differences between primary and secondary sources
- to use a wide variety of primary source documents, written and graphic
- to analyze, organize, and interpret information
- to understand Philadelphia’s role in American immigration during the 19<sup>th</sup> century
- to understand the push-pull factors of immigration
- to use latitude and longitude coordinates to find specific locations of a map
- to calculate actual distance on a map using scale
- to make inferences
- to classify and categorize data
- to identify and analyze historical images
- to recognize point of view in print and visual materials: political cartoons, pictures, trade cards
- to analyze photographs
- to evaluate informational resources for relevance and accuracy
- to recognize points of view in print and visual materials
- to identify and analyze historical images
- to synthesize information presented in images & documents

## **Strategies**

The unit will be taught as an interdisciplinary study, although history is the main discipline. It will also incorporate reading, writing, speaking, listening, art, and mathematics. Each lesson begins with a whole group lesson that leads to an exploration of a topic or a document. Students will then work in small groups to complete a task. Each group will be organized with a facilitator, recorder, and reporter.

All of the lessons, except the first, use primary documents. Students will learn how to explore a variety of documents: photographs, a ship's manifest, maps, diagrams, paintings, political cartoons, and advertisements. After reading the documents, students are asked to analyze, interpret and make conclusions based on the evidence. It is expected that the immersion into the use of primary source materials will enable students to become more thoughtful and critical readers. In addition, the examination of primary source materials will, hopefully, stimulate interest in history.

### **Classroom Activities/Lessons**

Lessons 1: The Old Country...Who Were Your Ancestors?

Materials:

- wall map of the world
- post-it flags
- class set of graphing paper
- chart paper

Time: 1-2 periods

Procedure:

1. Discuss with the class that all Americans, except for Native Americans, have their heritage from another country. Ask students to find out from what country(ies) their ancestors came. What is their heritage on both sides of their family tree?

Discussion should include the only group of immigrants who did not choose to come to America, Africans. (In fact, Africans have chosen to come to America in the 20<sup>th</sup> century.) The issue of forced immigration and slavery should be discussed. Most African American students will, undoubtedly, have difficulty giving specific information. A conversation may include the fact that most slaves were taken from West African nations.

2. Give students a post-it flag for each country from which their family came. Have students write their name on their flags. Using a large wall map, have students place their flags on the appropriate country. African American students may wish to designate a specific country or place a flag on the continent of Africa. There should be a recognition that some may feel the responses are disingenuous. The point of the exercise is to reflect on the students' "roots" and to associate with a location, specific or not.

3. After all flags have been posted, have students make observations about the locations of the flags. Where are the majority of flags? Why?

4. The teacher should list all of the countries with flags on chart paper. Next to each country write the number of flags posted on that country's location. This chart shows the

class' collective data on their families' country of origin. I suggest Africa be listed separately from the list of countries so as to not reinforce the unfortunate belief that Africa is a country.

5. Using the chart of compiled data, students will create a bar graph. Each graph should have a title, along with labeling of the vertical and horizontal positions. Students may use a different color marker for graphing each country's data.

6. Save this data for the next lesson.

## Lesson 2: Where in the World...?

### Materials:

- class data chart created in the previous lesson
- textbook with a political map of the world
- ruler

Time: 1 period

### Procedure:

Draw the following chart on the chalkboard. Have students copy the chart format into their notebook and complete the chart using the political map of the world and their ruler.

Note: For this exercise, do not list the continent of Africa but select a country or two from west Africa for students to measure and determine latitude and longitude.

Country	Continent	Latitude/Longitude	Miles from Philadelphia
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

## Lesson 3-5: The Transatlantic Experience, circa 1870

### Lesson 3

### Materials:



- class copies of the original advertisement “American Line” (an exact transcribing of the document has been provided for the teacher) ( See appendix)
- class copies of the Primary Document Analysis Worksheet (See appendix)

Time: 1 period

Procedure:

1. The teacher will guide the students through reading the primary source document, an advertisement “American Line.” The advertisement was created by the American Steamship Company to promote travel from the European cities noted on the document to the port of Philadelphia.
2. After class examination of the document, students may work independently or in small groups to complete the analysis worksheet.
3. The teacher should review with the class their findings.

Lesson 4

Materials:

- class set of 3 immigrant ship manifests transcribed (see appendix for copies)
- chart paper

Time: 1-2 periods

Procedure:

1. Divide the class into small groups.
2. Provide each group with one page or more of a ship’s manifest or the entire ship’s manifest if time and printing are not problematic. Explain what each column of the manifest represents.

There are three transcribed immigrant ship manifests in the appendix. The teacher may duplicate these so that one page of each manifest is distributed to the small groups. The ships all departed from a different port in Europe but concluded in Philadelphia.
3. Assign roles for facilitator, recorder, reporter and time-keeper in each small group.
4. The groups should have at least 20-25 minutes to review, discuss, and analyze the document. Students should be instructed to analyze the size of families, occupations, ages, and gender of the immigrants. They are to make conclusions based on the manifest’s information.
5. After a sufficient amount of discussion time, ask the presenters from each group to share the group’s analysis of the ship’s manifest. The teacher should chart the student’s findings for all to see.

•Extend the Lesson: An Immigrant's Journey

Materials: Computer Lab

Time: 1 period

Website---- <http://score.rims.k12.ca.us/activity/immigrant/pages/journeyrm1.html>

The above website is an interactive experience for students exploring the various stages of immigration. This on-line lesson moves the reader through four stages: Preparing for the Journey, the Trip Across the Ocean, Arriving in the New World, and the Trip to a New Home. Each stage has subsections using text, artwork, photographs and additional websites for further exploration. There are also suggested activities.

Lesson 5: It's in the Numbers: Immigration Statistics!

This lesson gives students specific data of the various European groups arriving in America in the 19<sup>th</sup> century. It delineates the numbers of immigrants entering the five major ports so that students can compare the port activity. Additionally, it examines the numbers of immigrants entering the United States during specific time periods.

Materials:

- class set of statistics sheet entitled "19<sup>th</sup> century U.S. Immigration Statistics" (see appendix or website--[www.latinamericanstudies.org/immigration-statistics.htm](http://www.latinamericanstudies.org/immigration-statistics.htm) )

Time: 1 period

Procedure:

1. Distribute a copy of the data sheet, "19<sup>th</sup> Century U.S. Immigration Statistics."

Review the three different sections:

1. Immigration to the United States graph
2. Main source of European immigration to the United States, 1841-1860 chart
3. Immigrants entering American ports chart

2. Write the following questions of the chalkboard or on a worksheet to duplicate. Have students work independently or with a partner.

Directions: Using the data sheet, 19<sup>th</sup> Century U.S. immigration Statistics answer the following questions.

1. In what year did the United States have the largest number of immigrants?

\_\_\_\_\_ How many immigrants entered the U.S. that year? \_\_\_\_\_

2. What year had the least number of immigrants? \_\_\_\_\_ How many immigrants entered the U.S. that year? \_\_\_\_\_

3. What was the total number of immigrants entering the U.S. between 1820-1860?  
Between 1851-1860

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4. Which European group had the least number of immigrants between 1841-1850?  
Between 1851-1860?

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5. Which European immigrant group had the most number of immigrants between 1841-1860? \_\_\_\_\_

6. Which European group have the least number of immigrants between 1841-1860?  
\_\_\_\_\_

7. What was the difference between the number of German and French immigrants between 1841-1860? \_\_\_\_\_

8. What was the difference between the number of Irish and English immigrants between 1851-1860? \_\_\_\_\_

9. What was the total number of Europeans immigrating to the U.S. between 1841-1850?  
Between 1851-1860? \_\_\_\_\_

10. Is the total number of immigrants from 1841-1850 on the chart, Main Sources of European Immigration to the United States about the same as the total number of immigrants on the Immigration to the United States graph 1840-1850. \_\_\_\_\_ Why or why not? \_\_\_\_\_

11. Which port had the most immigrants every year listed? \_\_\_\_\_  
Which had the least? \_\_\_\_\_

12. What is the difference between Philadelphia and New York's total number of immigrants? \_\_\_\_\_

13. What is the difference between Philadelphia and Boston's total? \_\_\_\_\_

14. What is the difference between Philadelphia and Baltimore's total? \_\_\_\_\_

15. What percentage of immigrants came to Philadelphia's port in 1846? \_\_\_\_\_

16. What percentage of immigrants went to the port of Boston in 1851? \_\_\_\_\_

17. Why do you think New York and Boston's ports had more immigrants than Philadelphia? \_\_\_\_\_

18. How do these statistics compare with your class' data? \_\_\_\_\_

•Extend the Lesson

[www.jaha.org/edu/discovery\\_center/index.html](http://www.jaha.org/edu/discovery_center/index.html)

The Johnstown Area Heritage Association has a marvelous website called "Peopling Pennsylvania." The website explores three themes: Push-and-Pull of Immigration, making a Life: Creating Community, and Making a Living: Work and Labor. The photographs and, in particular, the graph "U.S. Immigration by Region and Decade: 1820-2000" are beautifully presented.

The graph website is well worth examination.

[www.jaha.org/edu/discovery\\_center/push-pull/chart\\_w\\_events.html](http://www.jaha.org/edu/discovery_center/push-pull/chart_w_events.html)

Lesson 6: The Port of Philadelphia, Arrival and Inspection: Lazaretto Station

Part 1—Introduction to Lazaretto Quarantine Station: Read & Report

Materials:

- computer—website... [www.ushistory.org/laz/history/sell4.htm](http://www.ushistory.org/laz/history/sell4.htm)
- pencil & paper

Time: 2 class periods

Procedure:

- Divide the class into six groups. Each group will read a different section of the article on Lazaretto Quarantine Station
- Assign readings from the website: [www.ushistory.org/laz/history/sell4.htm](http://www.ushistory.org/laz/history/sell4.htm)  
... scroll down to section C. Quarantine.
- Students will take notes on their assigned reading.
  - Group #1—Read paragraphs #1-4
  - Group #2 – Read paragraphs #5 & 6
  - Group # 3 – Read (box) Rules & Regulations for the Government of the Lazaretto—Resident Physician
  - Group #4— Read (box) Quarantine Master
  - Group #5-- Read (box) The Steward & the Matron
  - Group #6 – Read paragraphs #7- 12 (after the boxed information
  - Group #7—Read paragraphs #13- 19
- Assign a facilitator, recorder & reporter for each group. Explain each person's role in the group. Everyone is responsible to read the portion of the article assigned and to help prepare a presentation to the class. The facilitator will guide the group's discussion. The recorder will take notes on the discussion and the group's creation of a presentation. The reporter(s) will present their report to the class on their group's reading.
- Reporters will present to the class so after the 7<sup>th</sup> group presents all students will have an overview of the internet article on Lazaretto.

Part II-- Comparing Lazaretto & Ellis Island

Materials:

- class set of the drawing of Lazaretto (see appendix)
- class set of the drawing of Ellis Island (see appendix)
- class set Analysis sheet (see appendix)

Time: 1 class period

Procedure:

1. Arrange students in pairs.
2. Distribute a copy of the Lazaretto and Ellis Island drawings to each student.

3. Students, working in pairs, will compare the similarities and differences in the design, layout, and structure of Lazaretto and Ellis Island.
4. Have students complete the venn diagram. Students will compare & contrast the two quarantine stations.
5. Students may independently or in pairs write an essay comparing and contrasting the two quarantine sites based upon their illustrations.

Extend the Lesson: The history of quarantine—excellent website with a fascinating timeline, brief narrative and visuals...

<http://www.pbs.org/wgbh/nova/typhoid/quarantine.html>

Suggestion: Another dimension of immigration is the movement of immigrants from the port of Philadelphia westward. The Pennsylvania Railroad transported hundreds of thousands immigrants to their final destination. Please refer to the Historical Society of Pennsylvania' website ([www.hsp.org](http://www.hsp.org)) to learn more about 19<sup>th</sup> century railroads. There is an excellent reading for students entitled "19<sup>th</sup>-Century Life on the Rails: A Microcosm of American Society." This reading interestingly describes the types of accommodations on railroad cars in the 19<sup>th</sup> century.

## Lesson 7: A Picture is Worth A Thousand Words: the Portrayal of 19<sup>th</sup> Century Immigrants in Political Cartoons

### Background:

Work has always been the attraction for migrants to the United States. Throughout our history, immigrants took the jobs that native-born Americans did not want, such as working in the coal mines and steel mills of Pennsylvania, building railroads across America, and laboring in garment sweatshops of Philadelphia and New York City. Today, as 150 years ago, many immigrants fulfill America's need for cheap, unskilled laborers.

Historically, every wave of immigration has brought anti-immigrant fervor. In the mid 1800s, with the mass of immigration of the Germans and Irish, nativists were fearful that immigrants would displace workers, threaten America's cultural values and cause wages to decline. In fact, there are but a few topics in American history that have stirred more controversy than immigration. One of the many lenses through which the issue of immigration has been viewed has been the powerful visual image of political cartoons.

"Outside of basic intelligence, there is nothing more important to a good political cartoonist than ill will."

Jules Feiffer

Political cartoons have influenced public opinion since the mid 19<sup>th</sup> century. From 1875 to 1920, thirty million immigrants came to the United States. They created the most

ethnically diverse nation in the world. While this time period of immigration was unprecedented, it was also a time of profound change in the nature of immigration. In the earlier part of the 19<sup>th</sup> century, American immigrants came primarily from northern and western Europe—Great Britain, Germany, and Scandinavia. Thereafter, most immigrants came largely from southern and eastern Europe—Italian Catholics and Jewish people.

The following lesson examines stereotyping and prejudice against immigrants.

Materials:

- class set of cartoons 1-4 (see appendix)
- chart paper
- computer lab

Time: 3-4 periods

Procedure:

1. The teacher begins a discussion about stereotyping—what, why who, when. The teacher will then instruct the students to brainstorm, as an entire class or in groups, a list of different ethnic groups that they know live in Philadelphia—Italians, Irish, Jewish, Polish, African Americans, etc. As students brainstorm, the teacher will list the groups on the chart paper.
2. When students have exhausted their knowledge of the various ethnic groups, the teacher will assign each ethnic group listed to a small group of students to research on the computer. Their task is to research prejudices and stereotypes associated with their ethnic group. They are to find out, if possible, the history of the prejudice associated with the ethnic group.
3. Each group should prepare and present a brief report to the class about their findings.
4. Distribute a set of cartoons to each group. Have students carefully review, interpret and discuss the meaning of the cartoons. Students should write a commentary on how the cartoon reflects stereotyping or prejudice against the immigrant groups portrayed.
5. Extend the lesson: Make a connection with today's immigrants and immigration by having students go to the *Philadelphia Inquirer's* website to locate a political cartoon that has a negative connotation about immigrants and immigration.

### Bibliography

Brownstone, David M. and Irene M. Franck. *Facts About American Immigration*. New York: H.W. Wilson Company, 2001.

A comprehensive view of American immigration from its beginning to the 1990s. The book examines, chapter by chapter, where, why and how many immigrants came from various countries/regions around the world. There is an entire portion of the book dedicated to tables from the U.S. government since 1820.

Chavez, Leo R. *Covering Immigration: Popular Images and the Politics of the Nation*. Berkeley: University of California Press, 2001.

Handlin, Oscar. *A Pictorial History of Immigration*. New York: Crown Publishers, 1972.

This text is a photographic history reflecting the social, political, cultural, and economic impact of immigrants over the centuries. There are over 1000 photographs and illustrations.

Hess, Stephen and Sandy Northrop. *Drawn and Quartered: the History of American Political Cartoons*. Montgomery, Alabama: Eliot and Clark Publishers, 1996.

This is a fascinating book about the history of political cartoons and its different eras. There are many examples of cartoons with background history of most.

\_\_\_\_\_. *Immigrant Philadelphia: From Cobblestones to Korean Soap-Operas*. Philadelphia: The Welcoming Center for New Pennsylvanians, 2004.

This gem of a book highlights all of the immigrant groups coming to Philadelphia in the past and present. It has lots of information about cultural practices of the various ethnic groups, where they have settled in Philadelphia and information about their homeland..

Jay, Robert. *Trade Cards in 19<sup>th</sup> Century America*. Columbia: University of Missouri Press, 1987.

Looney, Robert F. *Old Philadelphia in Early Photographs, 1839-1914*. New York: Dove Publications, Inc., 1976.

This book contains 215 prints from the collection of the Free Library of Philadelphia. Each photograph is accompanied by a brief description including location, date, and historical information.

\_\_\_\_\_. *Millennium Philadelphia: The Last 100 Years*. Philadelphia: Camino Books, Inc. 1999.

This is a collection of 400 photographs selected and organized by the staff of the Philadelphia Inquirer. It is a tribute to the changing skyline, the waterfront, the neighborhoods, factories and people of Philadelphia.

Miller, Fredric M., Morris Vogel, and Allen F. Davis. *Still Philadelphia: A Photographic History, 1890-1940*. Philadelphia: Temple University Press, 1983.

This is a classic Philadelphia text that examines everyday people and places, along with immigrants and the industrial city to which they came. As the title suggests, it is the photographs that show the history along with an accompanying narrative.

Nash, Gary. *First City: Philadelphia and the Forging of Historical Memory*. Philadelphia: University of Pennsylvania Press, 2002.

A history of Philadelphia that includes the role of all of its citizens: African Americans, women, various ethnic groups, the middle class and poor.

Nash, Gary B. *Forging Freedom: The Formation of Philadelphia's Black Community, 1720-1840*. Cambridge: Harvard University Press, 1988.

This well-known text is primarily about the Philadelphia Black community but does have information about various ethnic groups in comparison to the Black population.

\_\_\_\_\_. *100 Years in Philadelphia: 1847-1947, The Evening Bulletin's Anniversary Book*. Philadelphia: The Bulletin Company, 1947.

A gem of a paperback printed for the Evening Bulletin's one hundredth anniversary in 1947. It provides a collection of illustrations, photographs of Philadelphia and Philadelphians, and advertisements from 1847-1947.

Sell, Rebecca H. *The Lazaretto: The Cultural Significance and Preservation Plan in the Burra Charter*. Philadelphia: The University of Pennsylvania, 2005.

This master's thesis presents the history and present day preservation plans for the Lazaretto, Philadelphia's Quarantine Station, 1799- 1897.

Smith, Philip Chadwick Foster. *Philadelphia on the River*. Philadelphia: University of Pennsylvania Press, 1986.

This extraordinary book was commissioned by the Philadelphia Maritime Museum, now known as the Seaport Museum. It spotlights Philadelphia as a major port over the last three hundred years, a fact that is lost on most Philadelphians.

Stern, Gail (ed.). *Freedom's Doors: Immigrant Ports of Entry to the United States*. Philadelphia: The Balch Institute, 1986.

A collection of eight essays discussing major ports across the United States. Of particular interest is the essay by Fredric Miller entitled "Philadelphia: Immigrant City."

\_\_\_\_\_. *The Port of Philadelphia: Its History, Facilities and Advantages*. Philadelphia: The Department of Wharves, Docks, and Ferries, 1926.

This small book was produced for the sesqui-centennial. It highlights all the progress made by the port of Philadelphia. There are many photographs of the port and fascinating information about the docks, wharves, and their comparison to New York docks. The advertisements by various companies and businesses in Philadelphia in 1926 are particularly interesting.

Tiftt, Wilton. *Ellis Island*. Chicago: Contemporary Books, 1990.



Tift's book illustrates the immigrant experience at Ellis Island. It has scores of black and white photographs detailing and documenting Ellis Island, the main port of entry into the United States for immigrants.

Vogel, Morris. *Cultural Connections, Museums and Libraries of Philadelphia and the Delaware Valley*. Philadelphia: Temple University Press, 1991.

The beautifully presented book showcases art, documents and material culture in Philadelphia institutions. It does so through an historic lens. There is a portion of the book dedicated to the immigrant experience.

Wainwright, Nicholas B. *Philadelphia in the Romantic Age of Lithography*. Philadelphia: The Historical Society of Pennsylvania, 1958.

This book is a collection of Philadelphia lithography from 1828 to 1866. There are 480 views of the city and varied aspects of life and its people.

Warner Jr., Sam Bass. *The Private City: Philadelphia in Three Periods of Its Growth*. Philadelphia: University of Pennsylvania Press, 1968.

This classic book explores the history of Philadelphia in three stages. Each stage is shown to contribute to the continuing decline of the city. It is an example of the urban decay of America's large cities.

Weigley, Russell (ed.). *Philadelphia: A 300-Year History*. New York: W.W. Norton and Company, 1982.

This weighty book traces the political, physical, social, and artistic evolution of Philadelphia over three hundred years. It has more than two hundred prints, drawings and photographs.

Wepman, Dennis. *American Experience: Immigration*. New York: facts on File, Inc., 2008.

This text is a comprehensive examination of immigration from the 1600 until the present. It has an engaging format that includes timelines, primary source documents, and a great selection of charts and charts on many different aspects of immigration.

Wolf, Edwin. *Philadelphia: Portrait of an American City*. Harrisburg, PA: Stackpole Books, 1975.

This is the history of Philadelphia as told by the librarian of the Library Company of Philadelphia. It is chock full of beautiful colored photographs of paintings, documents, illustrations, and material culture that tells the history of Philadelphia over three hundred years.

## **Appendices-Standards**

### **Documents for the Lessons**

#### **Lesson 3...**

### **American Steamship Company of Philadelphia Advertisement**

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

**The above is an advertisement of Immigrant Service of Pennsylvania Railroad and American Line, circa 1890s, (Philadelphia Maritime Museum/Seaport Museum)**

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

**Source: web link: The ShipsList**

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**Lesson 3... Primary Document Analysis Worksheet**

QuickTime™ and a  
TIFF (LZW) decompressor  
are needed to see this picture.

## Lesson 4... Ship's Manifests

Source: [www.immigrantships.net](http://www.immigrantships.net)

QuickTime™ and a  
TIFF (LZW) decompressor  
are needed to see this picture.

QuickTime™ and a  
TIFF (LZW) decompressor  
are needed to see this picture.



QuickTime™ and a  
TIFF (LZW) decompressor  
are needed to see this picture.

QuickTime™ and a  
TIFF (LZW) decompressor  
are needed to see this picture.

## Lesson 5... 19<sup>th</sup> Century U.S. Immigration statistics

QuickTime™ and a  
TIFF (LZW) decompressor  
are needed to see this picture.

## **Lesson 6... Diagrams of Lazaretto & Ellis Island**

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

**Source: Sell, Rebecca. The Lazaretto: The Cultural Significance and Preservation Plan in the Burra Charter. Philadelphia: University of Pennsylvania, 2005.**

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

**Tift, Wiltin. Ellis Island. Chicago: Contemporary Books, 1990.**

**Lesson 7...**

**Political cartoons**

**Source: The Library Company, Philadelphia**

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

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are needed to see this picture.

## **Pennsylvania State Academic Standards**

### **Social Studies Standards Grade Five**

#### 8.1.5

- A. Understand chronological thinking and distinguish between past, present and future Time
- B. Explain and analyze historical sources
- C. Explain the fundamentals of historical representations
- D. Describe and explain historical research

#### 8.2.5 Pennsylvania History

- B. Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824

#### 8.3.5 United States History

- B. Identify and explain primary documents, material artifacts, and historic sites important in United States history from Beginnings to 124
- C. Explain how continuity and change has influenced United States history from Beginnings to 1824

#### 8.4.5 World History

- B. Identify and explain important documents, material artifacts and historic sites in world history
- C. Identify and explain how continuity and change has affected belief systems, commerce and industry, innovations, settlement patterns, social organizations, transportation and women's roles in world history

### **Geography Standards**

#### 7.1.5 Basic

- B. Identify and locate places and regions

### **Literacy Standards**

#### 1.1 Learning to Read Independently

- A. Establish the purpose for reading a type of text
- B. Select texts for a particular purpose using the format of the text as a guide
- D. Identify the basic ideas and facts in text using strategies
- E. Acquire a reading vocabulary by correctly identifying and using words
- F. Identify and understand the meaning of and use correctly key vocabulary from various subject areas
- G. Demonstrate after reading an understanding and interpretation of both fiction and nonfiction text

#### 1.2 Reading Critically in all Areas

- A. Read and understand essential content of informational texts and documents in all academic areas

#### 1.3 Reading, Analyzing and Interpreting Literature

- F. Read and respond to fiction and nonfiction

#### 1.4 Types of Writing

B. Write multi-paragraph informational pieces

1.6 Speaking and Listening

- A. Listen to others
- C. Speak using skills appropriate to formal speech situations
- D. Contribute to discussions
- E. Participate in small and large group discussions and presentations

1.7 Characteristics of the English Language

- C. Identify word meanings that have changed over time

1.8 Research

- B. Locate information using appropriate sources and strategies

**Standards for Mathematics**

2.1 Numbers, Number Systems, and Number Relationships

- D. Use models to represent fractions and decimals

2.2 Computation and Estimation

- D. Demonstrate the ability to round numbers
- E. Determine through estimation the reasonableness of answers to problems involving addition, subtraction, multiplication and division of whole numbers
- G. Apply estimation strategies to a variety of problems including time and money

2.3 Measurement and Estimation

- E. Add and subtract measurements
- F. Use statistics to quantify issues

2.5 Mathematical Problem Solving and Communication

- C. Show ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams and models

2.6 Statistics and Data Analysis

- A. Organize and display data using pictures, tallies, tables, charts, bar graphs, and circle graphs
- B. Describe data sets using mean, median, mode, and range
- E. Construct and defend simple conclusions based on data

2.8 Algebra and Functions

- H. Locate and identify points on a coordinate system

2.11 Concepts of Calculus

- A. Make a comparison of numbers
- C. Identify maximum and minimum

## **Standards for the Arts and Humanities**

### 9.2.5 Historical and Cultural Contents

- A. Explain the historical, cultural and social context of an individual work in the arts
- B. Relate works in the arts chronologically to historical events
- C. Relate works in the arts to varying styles and genre and to the periods in which they were created
- D. Analyze a work of art from its historical and cultural perspective
- F. Know and apply appropriate vocabulary used between social studies and the arts and humanities
- G. Relate works in the arts to geographic regions

### 9.3.3 Critical response

- A. Identify critical processes in the examination of works in the arts and humanities
- B. Describe works in the arts comparing similar and contrasting characteristics

### 9.4.3 Aesthetic Response

- A. Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities

## **Endnotes**

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<sup>1</sup> Foner, Eric and John A. Garraty (ed.) *The Reader's Companion to American History*. Boston: Houghton Mifflin, 1991, p. 534.

<sup>2</sup> Foner, p. 534.

<sup>3</sup> 'Beyond New York: Other United States Ports of Entry.' *Ancestry Magazine*. March 4, 2006.

<sup>4</sup> Miller, Fredric. "Philadelphia: Immigrant City." Freedom's Doors: Immigrant Ports of Entry to the United States. Philadelphia: Balch Institute, 1986, p.14.

<sup>5</sup> Sell, Rebecca H. The Lazaretto: The Cultural Significance and Preservation Plan in the Burra Charter. Philadelphia: Balch Institute, 1986, p.45.

<sup>6</sup> Miller, Fredric, p. 14.

<sup>7</sup> Sell, pp. 49-50.

<sup>8</sup> [www.ushistory.org/laz/history/habs.htm](http://www.ushistory.org/laz/history/habs.htm)

<sup>9</sup> Stern, Gail (ed). *Freedom's Doors: Immigrant Ports of Entry to the United States*. Philadelphia, Balch Institute, 1986, p.20.

<sup>10</sup> Miller, p. 16.