

**Awakening: 1900-1920**  
**Lesson Plan for Teachers**

**BEFORE**

**(Preparing for and showing the episode should take approximately one 50-minute class period.)**

To stimulate interest, indicate that students will be watching a film about the turn of the 20<sup>th</sup> century, a period in American history during which large numbers of people were coming into big cities in the Northeast and Midwest. Philadelphia was one such city. Indicate that historians often refer to push factors and pull factors that drive people to leave home in search of a new place to live. Ask students to make predictions about the “push factors” that may have led people to leave either American South or Europe; then ask what were the “pull factors” that encouraged them to come to Philadelphia.

**Words before watching:**

These are terms that are used in the episode and/or on the note sheet. It will be helpful to review any unfamiliar terms with students.

- Gumption – resourcefulness, initiative
- Textiles – fabric, material
- Tariffs – taxes on imports
- OSHA – Occupational Safety and Health Administration, a government agency founded in 1970 to protect workers
- Tacit – implied
- Magnate – tycoon, highly successful businessperson
- Provincial – unsophisticated, narrow-minded
- Endemic -- natural to or characteristic of a specific people or place
- Perennial – constant, enduring
- Stagnation – a failure to progress or advance
- WASP – White Anglo Saxon Protestant, usually refers to moneyed elites

**Wondering before watching**

These are the essential questions that permeate the episode. You may choose to present them before and/or after watching.

- How did immigration and migration to Philadelphia change the city in the early 20<sup>th</sup> century?
- What are the potential strengths and limitations of organized labor movements?
- How do people become successful?

**DURING**

**(Note: The first three minutes focus on baseball in the early 20<sup>th</sup> century. You may want to start the film at 3:00.)**

**Work while watching:**

Students will fill out two sheets that, once filled out, will provide an outline of the episode. **ALL** students should fill out the **Awakening Note-Taking Sheet** (see Student Materials; Answer Key page 7) about immigration, child labor and the Great Migration. Additionally, half of the students should take notes on the life of Albert Greenfield while the other half take notes on the life of Marian Anderson using the Comparison Chart (See Student Materials;

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<http://northerncity.library.temple.edu/content/frankford-arsenal-truck-passen>. (For background information, see <http://northerncity.library.temple.edu/node/30260>)

The title of this episode is "The Promise for a Better City". Ask students to share ideas about the characteristics of a great city.

**Works before watching:**

Indicate that Philadelphians in the mid-twentieth century sought to improve their city in the following five ways:

- Expanding job opportunities for African Americans
  - Getting rid of corruption in city government
  - Creating a clean, modern, attractive center city
  - Encouraging peaceful coexistence among diverse people
- Have students match each of these goals to one of the photos from the episode.

- Links to images:
- PTC protest (2:50)
- Broom photo (8:24)
- Better Philadelphia exhibit (11:12) ... [2]

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 Theologian – A person who studies God and/or religion

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## Awakening: 1900-1920 Lesson Plan for Teachers

Answer Key page 8). They should have both papers side by side on their desks; do not make two-sided copies.

### Pause while watching:

- **At 3:33** – Ask students to look carefully at the image of Philadelphia in the early 20<sup>th</sup> century. What looks familiar? What is different? What might the many smokestacks indicate about the positives and negatives of life in the city in that era (e.g. many jobs, much pollution).
- **At 7:47** – Now that students have more information, elicit any further thoughts on positives and negatives of life in the city during the early 20<sup>th</sup> century.
- **At 9:54** – Have students carefully examine the photograph. What are the approximate ages of the children depicted? What are the biggest challenges facing children in that age range in Philadelphia/the United States today? Is child labor still in practice today? Why and where does it happen and how might it be stopped?
- **At 15:04** – The film will now transition from a general focus on immigration, labor, and the Great Migration to a closer look at Albert M. Greenfield and Marian Anderson. You may want to review answers to the note-taking sheet and engage in some of the relevant discussion questions. Also, indicate that some information for the Comparison Chart has already been revealed about Greenfield and Anderson; go over those answers to prepare students to fill in the rest of the information as the film proceeds.
- You may want to skip from **16:38 to 19:22** unless your students are interested in the history of early baseball.
- **At 18:08** – Indicate that the image is taken looking northwest from Independence Hall toward City Hall. Point out that many of the buildings in the photograph were demolished when land was cleared for Independence Mall in the 1950s.

### AFTER

#### Discussion after watching

*These questions can be used for a class discussion or as a homework assignment and can be answered before or after going over the note-taking sheet.*

- Compare immigration today to immigration in the early 1900s. What is similar and what has changed in terms of why people immigrate, where they immigrate from, what awaits them upon arrival in Philadelphia/the United States, etc.?
- What does the experience of the 1903 strike indicate about the power and limitation of organizing on behalf of better conditions for workers? Why do you think this major job action failed to bring about immediate change in the factories and mills of Philadelphia?
- South Philadelphia was home to Albert Greenfield, Marian Anderson, and countless immigrants and migrants over the years. From what you learned in the film, what made this section of the city the common destination of newcomers? (For more information

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**Awakening: 1900-1920**  
**Lesson Plan for Teachers**

- on the history and current status of South Philadelphia, see [philadelphiaencyclopedia.org/archive/south-philadelphia-essay/](http://philadelphiaencyclopedia.org/archive/south-philadelphia-essay/)
- What combination of talent, determination, and luck helped Albert Greenfield and Marian Anderson to overcome their circumstances and achieve great things in their chosen fields?
- Although both Greenfield (as a Jew) and Anderson (as an African American) were members of outsider groups, Greenfield was eventually able to follow his dreams in Philadelphia but Anderson had to leave to find success. How do you explain this difference? In what ways has Philadelphia become more or less welcoming to outsiders with big talents and/or ambitions?
- Refer to **essential questions**

**Activities after watching: Based on Note-Taking Sheets**

Put students in groups of four in which two students have notes on Albert Greenfield and the others have notes on Marian Anderson. Working together, they should create a detailed Venn Diagram comparing these two exemplary Philadelphians.

Using the Venn Diagram, ask students to respond to (or revisit) the final two discussion questions above.

**Activity after watching: Primary Sources**

Digging Deeper into Immigration and Child Labor

Have students read and discuss [Brooms, Buttons and Busking: Memoir of a Young Russian Immigrant in Philadelphia](#), about a 13-year-old boy who immigrated to Philadelphia on his own and took many dangerous jobs in order to get by.

Digging Deeper into the Great Migration

Go to [goinnorth.org/oral-histories](http://goinnorth.org/oral-histories). There are 36 interviews of men and women who came to Philadelphia during the early 20<sup>th</sup> century. Either assign or let students choose an interview to listen to. Then, distribute a **Great Migration Oral History Sheet** (see Student Materials) to each student. As the interviews differ in length, students may need to skip some sections in order to complete the sheet within a 50-minute class period; the interviews are divided into clearly labeled sections.

Explain that the next day, students will be playing the role of the person whose interview they listened to. (Optional: require students to bring a small prop of some kind to help them tell the runaway's story.) For homework, have students complete a Venn Diagram comparing the story of their migrant to those of John and Marie Anderson.

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<#>Which brought greater change to the city – protest or electoral politics?¶  
<#>What changed the most during the period 1944-1964—the city's appearance, economy, or government?¶  
<#>How might the fall of the 1964 Phillies serve as a symbol for the entire 1944-1964 period? (Suggestion: show image from 2:54 in The Phall.)¶  
<#>Share or show the following quotation from WIP sports radio personality Anthony Gargano from The Phall (5:54-6:32): "Let's face it, sports effect how we are as a people, so when our teram lets us downw in an epic collapse, it turned an entire generation bitter, sour, dour, and it effected the mood of an entire city. We became fatalistic. We spell fatalism with a "ph" because of the 1964 Philadelphia Phillies." Do you think sports have this much impact on the mood of a city's residents?¶

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### Awakening: 1900-1920 Lesson Plan for Teachers

The next day, you will host an imaginary reunion of people of Philadelphia's Great Migration. **Great Migration Reunion** (see Student Materials) sheet to each student. Students should circulate, getting stories from others while sharing their own. They should not fill out their own story on the grid. Once each student has gathered the stories of six other migrants, put students in groups of 3 to 5 to see if they can determine any generalizations about the migrants in terms of age, reasons for leaving, jobs in Philadelphia, etc.

Other excellent resources available on-line for taking a closer look at the Great Migration to Philadelphia:

[greatmigrationphl.org](http://greatmigrationphl.org)

[The Standard of Living of 100 Migrant Families, 1921](http://philadelphiaencyclopedia.org/archive/african-american-migration/)

[philadelphiaencyclopedia.org/archive/african-american-migration/](http://philadelphiaencyclopedia.org/archive/african-american-migration/)

[WRTI The Great Migration & Jazz](http://wrti.org/the-great-migration-jazz/)

**For more information and lesson plan on Mother Jones and the children's strike:**

[anti-capitalist meetup: mother jones and the childrens crusade-by-jayraye/](http://philadelphiaencyclopedia.org/archive/march-of-the-mill-children/)

[Hellraiser: A Global Philadelphia Lesson Plan](http://philadelphiaencyclopedia.org/archive/march-of-the-mill-children/)

[Child Labor: A Global Philadelphia Lesson Plan](http://philadelphiaencyclopedia.org/archive/march-of-the-mill-children/)

<https://philadelphiaencyclopedia.org/archive/march-of-the-mill-children/>

**For more information and lesson plan about industrial Philadelphia:**

[Workshop of the World: A Global Philadelphia Lesson Plan](http://philadelphiaencyclopedia.org/archive/garment-work-and-workers/)

[https://philadelphiaencyclopedia.org/archive/garment-work-and-workers/](http://philadelphiaencyclopedia.org/archive/garment-work-and-workers/)

**For more information and lesson plan about immigration to Philadelphia:**

<http://phillyimmigration.nunncenter.net/>

[The Peopling of Philadelphia: A Global Philadelphia Lesson Plan](http://philadelphiaencyclopedia.org/archive/african-american-migration/)

<https://philadelphiaencyclopedia.org/archive/african-american-migration/>

### Suggested Quiz Questions

1. At the turn of the 20<sup>th</sup> century, people came to Philadelphia mostly in search of
  - a. Clean air and water.
  - b. Educational opportunities for their children.
  - c. Jobs.
  - d. Farmland.
2. Which is true of child labor in Philadelphia?
  - a. It was only performed by African American children.
  - b. Following a strike led by Mother Jones in 1903, the practice was discontinued.
  - c. Republican politicians in the Organization were strongly opposed to it.
  - d. Textile mills frequently hired children as young as 8 or 9.
3. Both Albert M. Greenfield and Marian Anderson
  - a. Lived in South Philadelphia.
  - b. Were born in Philadelphia.



**Awakening: 1900-1920**  
**Lesson Plan for Teachers**

- c. Lost their fathers to industrial accidents.
  - d. Spent time working in textile mills.
4. African American migrants from the South found that they didn't have equal access to
- a. Employment.
  - b. Education.
  - c. Housing.
  - d. All of the above.

**Relevant Pennsylvania Common Core Standards**  
**Key Ideas and Details**

**Grade 6-8**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

**Grade 9-10**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text

**Grade 11-12**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas

**Integration of Knowledge and Ideas**

**Grade 6-8**

Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts)

**Grade 11-12**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem

**Awakening: 1900-1920**  
**Lesson Plan for Teachers**

**Immigrants & Child Labor**

1. After the turn of the century, **tens** of thousands of immigrants arrive in Philadelphia every year. Altogether a **million** people will enter America at Washington Avenue.
2. What brought them here was the land of opportunity: **jobs**.
3. At the turn of the century, the owners of the textile mills discovered a source of **cheap** and abundant labor: The work was **dirty** and dangerous and **hard** and grueling.
4. Philadelphia's Republican machine, known as the Organization, protects *textile* mills with aggressive *tariffs* and defends the mill owners' practice of hiring **children**.
5. With textile *magnates* and their allies in the Organization unwilling to compromise on **pay**, hours, and working conditions, workers strike in May 1903.
6. Mother Jones gathers the marchers for a **press** conference at City Hall. Jones brings up children with missing **hands** or fingers. The politicians in City Hall aren't moved. The workers are forced back to the **mills** with no concessions.

**Great Migration**

1. The promise of a **better** life attracts thousands of African American families to Philadelphia in the first years of the 20<sup>th</sup> century. Millions of people are leaving their homes to escape the agricultural suppression of the South, to experience the opportunities and the **freedoms** that are available in the north, or that they **think** are available.
2. A black man can walk any street in Philadelphia, but he still doesn't feel like a full citizen and doesn't have equal opportunities in employment, or **education**, or housing.

**Awakening: 1900-1920**  
**Lesson Plan for Teachers**

<b>Avrum Grunfeld/Albert Greenfield</b>	<b>Marian Anderson</b>
Background (place of birth/race/ethnicity, etc.) <b>-Born in Philadelphia</b> <b>-Jewish</b> <b>-Moved often within Jewish enclave of South Philadelphia</b>	Background (place of birth/race/ethnicity, etc.) <b>-African American</b> <b>-Born in Virginia, but migrated to Philadelphia with her family</b> <b>-Lived in South Philadelphia</b>
Information on parents <b>-Immigrants from Kiev</b> <b>-Worked in factories</b>	Information on parents <b>-Annie was a teacher in VA, but couldn't get hired in Philadelphia because of race.</b> <b>-John got a job hauling coal &amp; ice</b> <b>-John became deacon at Union Baptist Church where Marian sang</b> <b>-John killed by a steel beam at Reading Terminal; refused treatment at hospital because of race</b> <b>-Annie then scrubbed floors at Wanamaker's department store</b>
Talents <b>-Understanding real estate</b> <b>-Saw the need for new housing</b> <b>-Understood potential of Center City</b>	Talents <b>-Singing</b> <b>-Sang in church choir and then became soloist</b> <b>-Range from soprano to baritone</b>
Support and/or rejection by Philadelphia <b>-Rejected by WASP elite</b> <b>-Became a very successful real estate developer</b>	Support and/or rejection by Philadelphia <b>-Neighbors raised funds to get her a voice teacher</b>



**Awakening: 1900-1920**  
**Lesson Plan for Teachers**

	<b>-Left Philadelphia when rejected by Philadelphia Academy of Music</b>
Accomplishments <b>-Established largest real estate company in America</b> <b>-Developed Center City as site of department stores, hotels, movie palaces</b>	Accomplishments <b>-After being embraced in Europe, returned to top billing in US</b>



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