



**World Stage: 1872-1898**  
**Lesson Plan For Teachers**

**BEFORE**

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

To stimulate interest, begin the lesson by asking students to raise their hands if they have ever been to an amusement park. Then ask if they have ever been to an art museum or sculpture garden. Continue to have them raise hands if they have been to a science museum, an auto show, a street fair, a food court, a shopping mall, or Epcot Center in Disney World. Explain that from May to November of 1876, Philadelphia hosted the Centennial Exposition—an event that can be thought of as a nineteenth century combination of all of the types of places that you have just asked about. Indeed, more than one-fifth of the population of the United States visited the Centennial Exposition at least once.

Follow-up questions:

- Why do you think Philadelphia was chosen to host this grand celebration of the nation's 100<sup>th</sup> birthday?
- How do you think life in the city in 1876 was similar to and different from today's 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.*

Metropolis – A large and populous commercial city

Emporium – A large store selling a variety of goods

Buttonhole – Keep someone in a conversation, often against their will

Corliss engine – A steam engine patented in 1849 by U.S. inventor George H. Corliss

Festoon – Decorate

Imbibe – Absorb

Suffragist – An advocate of votes for women

Brandish – Wave

Poignant – Touching

Grandeur – Impressiveness

Consternation – Disturbance

Graft – Bribery or other forms of corruption

Consolidate – Combine

Municipal – Related to a city

**Wondering before watching**

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

- In what ways was Philadelphia a national and international leader in the late 1800s?
- What were some of the achievements of and limitations on during the late 1800s?



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### **DURING**

#### **Work while watching:**

Students will fill out two note-taking sheets that, once filled out, will provide an outline of the episode.

**ALL** students should fill out the **World Stage Note-Taking Sheet**; divide students into three groups and make one group responsible for each of the women on the **Women on the World Stage Note-Taking Sheet**.

### **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.

- In what ways was John Wanamaker a new and different type of retail business owner?
- Each of the following statements is made about the influence of clothing on peoples' status and behavior. Which, if any, do you think are still true? How do these statements support or contradict your school's uniform or dress code policies?
  - "He (Wanamaker) thought that one way you can have a civil society is by having a well-ordered, well-dressed, honest, trusting society."
  - "If you can look like your betters, maybe that helps you be like your betters."
  - "What you purchased defined who you were."
- Why did Caroline Le Count want to recruit black teachers for black students? Do you think this continues to be true?
- Why did Caroline Le Count and Doctor Rebecca Cole choose not to participate in planning the Centennial? Do you think they could have had a greater impact had they formed a separate "Colored Women's Committee?"
- Which of the following statistics about Centennial preparations impresses you the most and why?
  - Ten million dollars for construction costs
  - 248 buildings constructed
  - A workforce of 3,000 men
  - 500,000 cubic feet of soil moved
  - Five million gallons of water pumped a day for visitors
  - Main building was 1,876 feet in length
- At the end of the film, the narrator says, "As City Hall finally nears the end of thirty years of construction; Wanamaker is left to wonder if it's a sign of enduring ambition of the Centennial city or a symbol of municipal corruption." How do you think Wanamaker would have thought of the city on the eve of the twentieth century?
- Refer to **essential questions**

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

#### **Women on the World Stage Scenarios**

Have students compare answers to others who have filled in the **Women on the World Stage Note-Taking Sheet** about the same woman. Then, put students in groups of three with each having the information about a different woman. After students have shared information in order to complete the sheet about all three women, have each group of three do one of the following:

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- Write a skit or scenario in which the three women meet for tea on July 5<sup>th</sup>, 1876. On what topics and issues do the three women agree? What are areas of tension or disagreement among them?  
OR
- Write a skit or scenario in which the three women somehow find themselves in the 21<sup>st</sup> century and have gathered for tea to share their impressions. What are the impressions of how the status of women and African Americans in contemporary society have and have not changed since the late 1800s?

### **Advertising John Wanamaker**

Using information from the **World Stage Note-Taking Sheet** and from the **John Wanamaker Image Bank** have students develop either:

- A poster advertising John Wanamaker's Department Store to consumers  
OR
- A poster recruiting employees to come work at John Wanamaker's Department Store

### **Activity after watching: Primary Sources**

#### **Mapping a Day at the Centennial Exhibition**

Using information from the **World Stage Note-Taking Sheet**, the **Centennial Map**, and images from the **Centennial Image Bank**, have students plan their ideal day at the Centennial. Which five exhibits, halls, attractions, etc. would they most want to visit and why?

#### **World Stereotypes on the World Stage**

Have students carefully observe and then analyze. Which regions of the world are portrayed in the most degrading way? Who may have been the audience for this image? What does the image indicate about how much or how little cultures understood each other in the late 1800s?


#### **Additional Primary Source Activities**

For an activity about images of African Americans at the Centennial Exhibition, please see [Genius of Freedom Lesson](#)

#### **Suggested Quiz Questions**

1. Each of the following is true about John Wanamaker's department store EXCEPT
  - a. Goods with fixed prices were on display.
  - b. Only wealthy customers were allowed to enter the store.
  - c. Employees were encouraged to do charitable work in the community.
  - d. Employees received benefits in health care and education that were considered generous for the time.
2. The Centennial Exposition was held in
  - a. A large city park.
  - b. The future site of Philadelphia's City Hall.
  - c. The neighborhood surrounding the John Wanamaker department store.

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- d. On the banks of the Delaware River.
3. Among the exciting items for sale or on display at the Centennial Exposition were
- Bananas and popcorn.
  - Typewriters and telephones.
  - The arm and torch of the Statue of Liberty.
  - All of the above.
4. Each of the following is true of women at the Centennial Exposition EXCEPT
- Black women were told to organize their own Centennial Committee.
  - A small group disrupted a July 4<sup>th</sup> commemoration to demand equal rights.
  - Their efforts to create a Women's Pavilion were unsuccessful.
  - They helped convince lawmakers to provide funding.
5. At the end of the 19<sup>th</sup> century in Philadelphia
- Women had won the right to vote in city elections.
  - Fundraising efforts for a new City Hall got underway.
  - A small number of businessmen controlled the streetcar and gas lines.
  - John Wanamaker's department store was forced to close.

**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