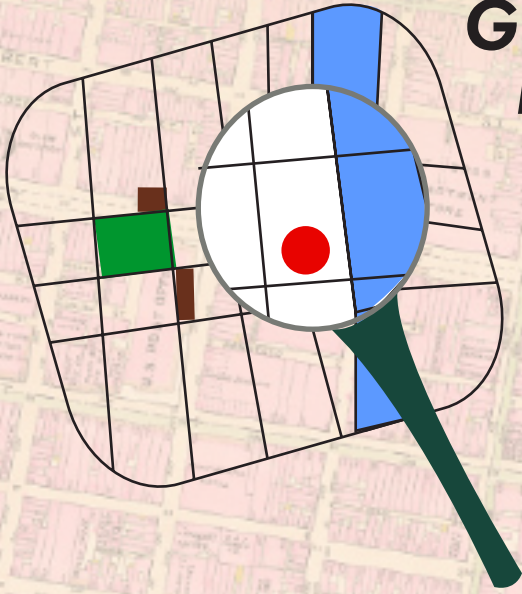


Greater Philadelphia
GeoHistory
Network



The Athenaeum of Philadelphia

Teacher's Guide
High School U.S. History

Created for the Athenaeum of Philadelphia
By Ruth Lonvick
May 2011



The Greater Philadelphia GeoHistory Network (GPGN) began as a pilot project of the Philadelphia Area Consortium of Special Collections Libraries (PACSCL) to develop a web-based repository of geographically organized historical information about Philadelphia, its geography, its buildings, and its people. Funding for the initial planning stage of the GPGN was generously provided by the Andrew W. Mellon Foundation.

Today, this site contains thousands of old maps, property atlases, city directories, industrial site surveys, and other items documenting the history and development of the city from the 1600s through today.

As conceived, the GeoHistory Network presents more than just maps. It provides the infrastructure and the information necessary to understand historic materials within the context of place and time.

This teacher guide is designed to help teachers use this resource effectively and productively in their classroom. Introducing interactive historic materials into a classroom can inspire students and deepen their learning and understanding of history and geography. This guide is designed to be flexible, so feel free to choose individual activities and modify lessons so that will work best for your class.

Before starting with this guide, please examine the Teacher Resources presented. These resources were provided to give a working knowledge of the subject material and to suggest other activity and teaching ideas. In particular, using visual primary resources can be tricky with younger learners, and the resources provide different structures for teaching this skill.

Through the activities in this guide, students will be able to:

- Use the GeoHistory map database for a variety of purposes
- Understand how to use visual primary resources for research purposes
- Become more familiar with maps, both historic and current
- Understand how and why places change over time



U.S. History, 1850-Present

This guide includes activities that cover many different Academic Standards. By using this guide, students will meet a wide variety of standards, including (but not limited to):

Geography:

7.1.U.A	Geographic Tools	Use geographic tools to analyze information about the interaction between people, places, and the environment
7.2.U.A	Physical Characteristics	Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems
7.3.U.A	Human Characteristics	Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities

History:

8.1.U.A	Continuity and Change over Time	Evaluate patterns of continuity and change over time, applying context of events
8.1.U.B.	Fact/Opinion and Points of View	Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.1.6.C	Research	Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research
8.2.6.B	Historical Documents, Artifacts, and Places (PA)	Analyze the importance of various historical documents, artifacts, and places critical to Pennsylvania which are critical to the US
8.2.6.C	Impact of Continuity and Change on PA History	Evaluate continuity and change in Pennsylvania are interrelated to the US (belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations)
8.2.U.D	Conflict and Cooperation	Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US
8.3.U.A	Contributions of Individuals and Groups (US)	Compare the role groups and individuals played in the social, political, cultural, and economic development of the US



Navigating the GeoHistory Network

The GPGN can be found at www.philageohistory.org

On the Home screen, you have the option to use the RESOURCE BROWSER or INTERACTIVE MAPS VIEWER. Both of these are useful, but will give you slightly different information and require different navigation tools. Click either picture to enter.

Resource Browser

The Resource Browser provides a way to browse through all of the available material on the project. If you choose to enter the Resource Browser, you will see three different columns: SELECT CATEGORIES, SEARCH RESULTS, and DETAILS.

1

Select categories to browse results

2

Select a particular resource to view information and images

3

Click to preview images or go to high-resolution viewer


Date:	1683
Creator:	Holme, Thomas, d. 1695.
Publisher:	Sold by Andrew Sowle in Shoreditch, London, [1683]
Source:	Athenaeum of Philadelphia
Geography:	Philadelphia, PA Philadelphia, PA (Center City)



Navigating the GeoHistory Network

Select Categories

The resources on GeoHistory have been organized and tagged in various ways. The categories tree on the left side of the page helps you find relevant resources by limiting the list of items to the criteria you select.

Categories are arranged in a hierarchical, expandable tree. To view sub-items of a particular category, click the plus icon . To collapse a particular part of the tree, click the minus icon next to the parent of the section you want to hide. Use the scrollbar to move up and down to view the whole tree.

To select a category, simply click the [blue underlined link](#). Once selected, the category name becomes **red and bold**. To un-select a category, click it again, or click the “view all” link to reset selected categories.

Selecting multiple categories under the same main heading (Resource Type, Geography, Contributor) will display combined results for all categories under that main heading. For those familiar with library searching terms, this is a boolean OR operation.

Example: If you select Street Maps and Topographical Maps, both under the main heading of Resource Type, you will see all maps that are listed as either “Street Map” or “Topographic Map.”

Selecting two categories under different main headings will only display those resources that are in both categories. This is a boolean AND operation.

Example: If you select Street Maps under Resource Type, and Philadelphia under Geography, you will see only Street Maps that are also tagged with as being of Philadelphia.

You can mix and match categories under different headings to craft your search. The criteria used displays at the top of the Search Results list.



Navigating the GeoHistory Network

Search Results

This column will show the results of the search terms you have selected. At the top (in a pink bar), the Resource Types that you are viewing are listed. Each resource is listed with the date (on the left), the title (in blue and underlined), and the author (if that data is available).

Search Results	
Resource types: Property Maps / Atlases	
Geography: Philadelphia, PA (Center City)	
1683	A portraiture of the city of Philadelphia in the province of Pennsylvania in America. Holme, Thomas, d. 1695.
1858–1860	Maps of the City of Philadelphia, 1858-1860 Hexamer & Locher
1875	City Atlas of Philadelphia, Vol. 6, Wards 2 through 20, 29 and 31 G. M. Hopkins
1922	Atlas of the City of Philadelphia (Central) Geo. W. & Walter S. Bromley, Civil Engineers

The pink section lists the categories that have been selected. If no categories have been selected, this will say "viewing all resources."

The globe icon indicates this resource has been geo-referenced and can be found when searching by address.

The currently selected resource is highlighted in yellow.



Navigating the GeoHistory Network

Note on Geographical Areas:

Maps are tagged with the highest level area that appropriately describes the map. A map of the entire state of Pennsylvania, or a significant portion thereof, will be tagged as "Pennsylvania," not as any of the individual counties or cities shown. A map that is listed as "Philadelphia" will generally not also be listed as "North Philadelphia," even though North Philadelphia may be included on the map.

If you are doing research on a particular area of a city or state, make sure to look through resources that cover a wider range than the area you are interested in. For instance, if you are researching an area in Northeast Philadelphia, also look for citywide atlases of Philadelphia.

For the sake of indexing the various maps and atlases available on GeoHistory, the city of Philadelphia has been divided into regions. These regions are not "neighborhoods," but are conglomerations of city "Planning Analysis" divisions that facilitate locating appropriate materials in the collections. This list can be found at: <http://www.philageohistory.org/rdic-images/common/help/PhilaRegions.cfm>

Details

This column provides more information on the Search Result that you have selected. You can choose to preview the map in a low-resolution image without leaving the page. You can also choose to view the map, which will take you to another page with a high-resolution version of the map that you can navigate through.

This column also provides any information about the date, creator, description, source, and geography of the source that is available.

Search By Address

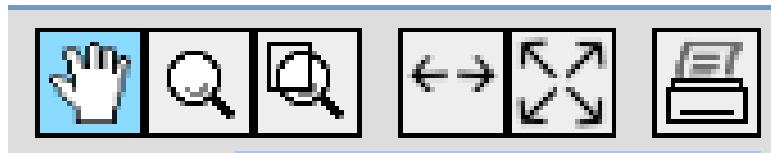
At the top left of the page there is a "Search by Address" tool. This tool is still experimental, and only works for selected maps. Some resources have been geo-referenced, with the outline of the historic map having been plotted with geographic coordinates. With the help of Google's address lookup features, GeoHistory can take an address in or near Philadelphia and provide a select list of maps on which the provided address can be found.



Navigating the GeoHistory Network

Navigating Individual Resource Viewing

After selecting to view a resource, you will be taken to another page. This page has a column of information about the resource on the left and the actual map to the right. In the upper right corner of the map viewer screen, there is a selection of tools that can be used to navigate the map.



Hand:

You can use this tool to move around the map. Simply click (or “grab”) and drag to move the map in the viewer.

Magnifying Glass:

This tool can be used to zoom in and out of the map. Simply clicking once will zoom in, and clicking while holding Shift will zoom out. You can also click and drag the cursor down to zoom in, and click and drag up to zoom out. You can also zoom by using the scroll function on your mouse.

Magnifying Glass with Box:

With this tool, you can zoom in on a selection. Click and drag a box around the selection you are interested in.

Left/Right Arrows:

By clicking this tool, the resource automatically resizes itself to fit the left and right edges within the boundaries of the viewing box. With a map that is longer than the viewing box, the top and bottom edges will not be within the box.

Diagonal Arrows:

This tool automatically resizes the resource to fit fully within the viewing box.

Print:

This will take you to a new screen that is properly formatted for printing. Follow the instructions in the yellow box for the best results. Many maps will not print well in black and white.



Historical Maps

The Library of Congress provides a great online teacher's guide that helps facilitate this process entitled "Using Primary Sources." Using primary sources can be tricky for young learners, and this system can help you guide them through.

Explore the GeoHistory maps with the class. This will work best if they each have their own computer or if they work in pairs or small groups. Show them how to use the Interactive Map Viewer, using the teacher guide navigation for reference.

Have each student, or small group of students, choose an area (block, neighborhood, etc) and explore how it changes over time using the GeoHistory maps. Write a report and present it to the class.

Culture Maps

For this exercise, you may need to utilize multiple maps from different places. Using a globe, atlases, and other online sources may be the best way to show a complete picture to your students. The New York Times has an online interactive map viewer, "Mapping America: Every City, Every Block" that uses the most recent census data, which may be a good place to start.

Introduce different types of maps to your students. Explain that maps can show many different things: topography, state and city lines or roads. Maps can also show cultural data, such as population, demographics or industry maps. Choose a map to explore with your class. Walk the students through the information on the map and discuss what information the map can tell us.

Have the students create their own maps. Find a map that provides an outline of the counties of your state (one for PA can be found in the resource section). Next, help your students collect cultural data. There are many sites online that provide this, but "American Fact Finder" is a good one, but it might be tricky to navigate. Have the students break the data down to the county level and show the data visually on the map.



Maps and Child Workers

Look at the following Hexamer maps that detail the types of workers. What can we learn from these maps?

- Sherwood Knitting Mills. Hexamer General Surveys. Plate no. 686. (1881). Miller St, between Fishers La. And Wistar St., Germantown, PA. <http://www.philageohistory.org/rdic-images/view-image.cfm/HGSv16.1539>
- Caledonia Carpet Mills. Hexamer General Surveys. Plate no. 710. (1873). 2206-2218 Linn St, Philadelphia (15th Ward) <http://www.philageohistory.org/rdic-images/view-image.cfm/HGSv8.0710>
- Whitaker & Palmer's Mill. Hexamer General Surveys. Plate no. 1114. Trenton Ave and Sergeant St, Philadelphia (31st Ward) <http://www.philageohistory.org/rdic-images/view-image.cfm/HGSv12.1114>

Find these addresses in the GeoHistory Viewer. What was in that location before the factory? After the factory? What is there today? How have the neighborhoods changed over time? When did schools start opening in the area?

Use these maps as an introduction to industrial labor practices. Emphasize the child workers of this time. Why did children work during this time?

Watch the YouTube video "U.S. Child Labor, Dorsey Dixon, Babies In The Mill, Newport," and listen to the song lyrics. What are the song lyrics saying about the lives of child workers?

Primary Sources

To facilitate this activity, begin with the Eastern Illinois University resource. They provide selected photographs, cartoons, posters, and other primary resources. The other resources listed provide additional primary resources that would be appropriate for this activity.

Examine primary sources that relate to child labor. Choose one source to analyze as a class to determine what it can teach us about this topic. Particularly discuss who produced these sources, and what their biases might have been.

Have each student or small groups of students select a primary resource. Have them examine this resource as the class did. Identify the biases that this piece holds. Then, create another visual piece that reflects a different or opposing bias. Present this piece to the class.



Motivations

Child labor was always a practice in American society. However, a variety of events converged that led to child labor suddenly being framed as a moral issue during this time period. One of the primary issues was the movement from farms to factories that characterized the Industrial Revolution. This long-standing practice of having your children work to help support the family was suddenly highly visible, and people started objecting to it.

In order to show the students the complexity of this issue, have the class research these many different reasons why child labor suddenly became a highly visible moral debate in American society. Some topics to examine might be:

- Family wage
- Means of payment
- Child care
- Racial tensions
- Gender tensions (who would do what job)
- Move from farms to mills
- Excessive poverty
- Post-industrial need for disposable income

One strategy for this activity might be to put the class into small groups. Have each group research a reason, and have them present it to the class. Have a class discussion after each group presents to discuss how all the ideas are interrelated.



Legislation

The issue of child labor provides a unique platform to examine the balance of power in the United States at this time in history. The legislative branch attempted to pass federal laws legislating child labor, but the judicial branch repeatedly declared them all unconstitutional through a series of court cases.

The NCLC lobbied heavily for this federal legislation through studies, photojournalism and public pressure. They worked by focusing on specific industries and revealing the “scandal” of child labor. This Committee was instrumental in passing legislation against child labor.

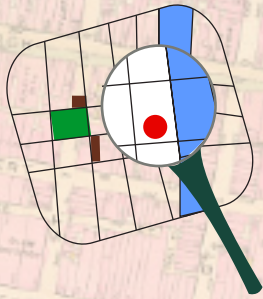
*One of the primary cases in this struggle was *Hammer v. Dagenhart* (1918). This case was used to overturn the Keating-Owen Act of 1916. Roland Dagenhart sued the U.S. because he claimed he had a constitutional right to his son’s incomes. A simple online search will yield information about this case.*

Have students research and create a timeline of national legislation that affected child labor practices in the US.

Use the resource section of this guide as a starting place. Be sure to note the court cases that led to the repeal of many of these laws. Emphasize the unique balance of power of the US, and how the legislative and judicial branch balance each other. Online searches will help supplement the resources listed here.

Research the state laws that affect child labor practices in your state. Add those to the national legislation timeline.

An alternate activity might be to research the legislation in a specific industry by focusing on the NCLC’s role. Textile mills, coal mines, and the “street trades” (such as newsboys) were all prolific industries in Pennsylvania during this time period, and might be a good place to start. Hugh Hindman’s book also provides solid background information about these topics.



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Child Worker Activities

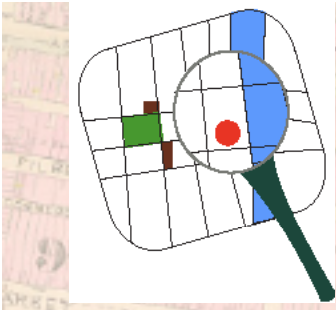
In-Class Debate

Assign students different roles and have them prepare an in-class debate. Focus on one industry. Have the students research the positions of each role, either as individuals or in small groups, and prepare an argument speech reflecting that position. Some example of roles and industries are:

Textile Workers in 1900-1920:	Newsboys in 1900-1920:
<ul style="list-style-type: none">• Southern Factory Owner<ul style="list-style-type: none">Child labor increases the mill's revenueSome jobs can only be done by children because they are small enoughDoes not want the federal government/northern elite interfering in their private businesses• NCLC Reformer<ul style="list-style-type: none">Believes that child labor is morally wrong and should be eradicatedUses shocking techniques to show the horrors of child labor• Factory Employee (Parent)<ul style="list-style-type: none">Doesn't like that their child can't go to schoolThe family needs the money the child would earn• Child Worker<ul style="list-style-type: none">Will get in trouble if they don't workWish they could go to school to learn to read and write so that they can get a better job in the future	<ul style="list-style-type: none">• Newsboy<ul style="list-style-type: none">Enjoys being independent and earning their own moneyHelps out their family with some money• Parent of newsboy<ul style="list-style-type: none">Wishes their child was at schoolCan't afford to take care of their childCan't force their child to go to school• NCLC Reformer<ul style="list-style-type: none">Believes that child labor is morally wrong and should be eradicatedUses shocking techniques to show the horrors of child labor• Business person<ul style="list-style-type: none">Newsboys learn entrepreneurship skills working on their ownThese skills are very American, and there's nothing wrong with children learning them from an early age

Feel free to modify or add to these positions, or to focus on another industry. Create a structure for this debate, where each position gives a resolution speech and a rebuttal speech. After the debate, discuss it with the class. Identify the stronger and weaker arguments and discuss why.

One strategy might be to have each position prepare their five-minute resolution speech beforehand. After each position presents their speech, allow the students some time to finalize a rebuttal speech. The students have hopefully anticipated some of the arguments the other positions will make, so they will be able to put this speech together quickly.

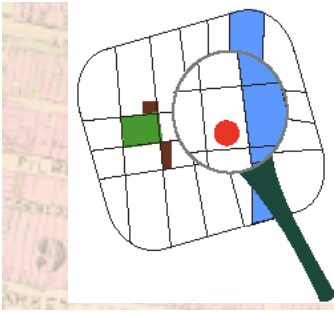


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Further Resources

For Educators

- "National Child Labor Committee Collection." *Library of Congress*. <<http://www.loc.gov/pictures/collection/nclc/>> [accessed 4/1/11].
- "Childhood Lost: Child Labor During the Industrial Revolution." *Eastern Illinois University*. <<http://www.eiu.edu/eiutps/childhood.php>> [accessed 4/1/11].
- "Maps & Geography." *Library of Congress*. <<http://www.loc.gov/topics/maps.php>> [accessed 4/1/11].
- Rosenberg, Matt. "Map Reading Basics." *About.com Geography*. <<http://geography.about.com/od/studygeography/a/mapparts.htm>> [accessed 4/1/11].
- "Child Labor in America 1908-1912: Photographs of Lewis W. Hine." *The History Place*. <<http://www.historyplace.com/unitedstates/childlabor/>> [accessed 4/1/11]
- Hindman, Hugh D. *Child Labor: an American History* (2002, M E Sharpe).
- Klement, Judy and Elixabeth Park. "Local History: Mapping My Spot." *Library of Congress*. <<http://www.loc.gov/teachers/classroommaterials/lessons/mapping/index.html>> [accessed 4/1/11].
- "Using Primary Sources." *Library of Congress*. <<http://www.loc.gov/teachers/usingprimarysources/>> [accessed 4/1/11].



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Further Resources

For Students

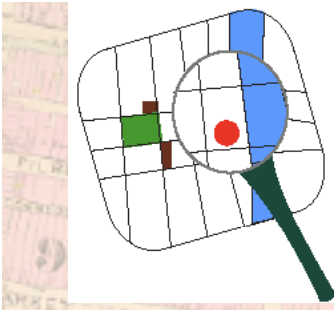
Resources About Maps

Online Resources

- "What are the Different Types of Maps and Graphs?" *www.jrank.org* < <http://www.jrank.org/history/pages/8346/What-Are-Different-Types-Maps-Graphs.html>>. [accessed 4/9/11].
- "Map of Pennsylvania Counties." *My Online Maps*. <<http://www.myonlinemaps.com/images/pennsylvania-counties-map.gif>> [accessed 4/1/11].
- "American Fact Finder." *U.S. Census Bureau*. <<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>> [accessed 4/1/11].
- "Mapping America: Every City, Every Block." *The New York Times*. <<http://projects.nytimes.com/census/2010/explorer?ref=censusbureau>> [accessed 4/1/11].
- "Maps In Our Lives." *The Library of Congress*. < <http://www.loc.gov/exhibits/maps/>> [accessed 4/1/11].

Book Resources

- Sweeney, Joan and Annette Cable. *Me On The Map*. (1998, Dragonfly Books)
- Harmon, Katharine. *You Are Here: Personal Geographies and Other Maps of the Imagination*. (2004, Princeton Architectural Press).
- Aberg, Rebecca. *Map Keys: Rookie Read-About Geography*. (2003, Children's Press). Age: 4-8
- Carson-Dellosa Publishing. *The Complete Books of Maps & Geography*. (2005, School Specialty Publishing). Age: 9-12
- Wade, Mary Dodson. *Map Scales: Rookie Read-About Geography*. (2003, Children's Press). Age: 4-8
- Mahaney, Ian F. *Topographic Maps*. (2006, PowerKids Press). Age: 9-12
- Wilson, Robin. *Four Colors Suffice: How the Map Problem Was Solved*. (2004, Princeton University Press).



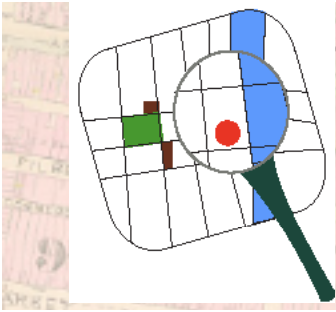
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**Further
Resources**

For Students
Resources About Maps

Media Resources

- Shaunteaches. "Using a map scale – M1." 8/11/2010. <<http://www.youtube.com/watch?v=t-ckG3ncM8E>> [accessed 4/1/11].
- TMWMedia. "Geography Tutor – Types of Maps and Map Projections." 1/30/2008. <<http://www.youtube.com/watch?v=Al36MWAH54s>> [accessed 4/1/11].
- ESRIEdTeam. "Map Projections." 12/9/2009. <<http://www.youtube.com/watch?v=2LcyMemJ3dE&feature=related>> [accessed 4/1/11].



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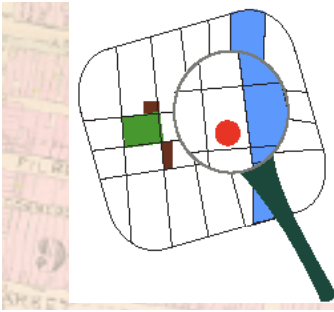
Further Resources

For Students

Resources About Child Workers

Online Resources

- "Child Labor Public Education Project." *University of Iowa Labor Center*. <http://www.continuetolearn.uiowa.edu/laborctr/child_labor/> [accessed 4/1/11].
- "Child Labory During the Industrial Revolution." *Learning Through History*. <<http://www.learningthroughhistory.com/newsletter/archives/82007.php>> [accessed 4/1/11].
- "Child Labor." *Spartacus Educational*. <<http://www.spartacus.schoolnet.co.uk/USAchild.htm>> [accessed 4/1/11].
- "Childhood Lost: Child Labor During the Industrial Revolution." *Eastern Illinois University*. <<http://www.eiu.edu/eiutps/childhood.php>> [accessed 4/1/11].
- "The Story of My Cotton Dress." *Ohio State University ehistory*. <<http://ehistory.osu.edu/osu/mmh/childlabor/cottondress.cfm>> [accessed 4/1/11].
- "Mr. Coal's Story." *Ohio State University ehistory*. <<http://ehistory.osu.edu/osu/mmh/childlabor/mrcoal.cfm>> [accessed 4/1/11].
- "Samuel Slater, Father of the American Industrial Revolution: Child Labor." *Woonsocket*. <<http://www.woonsocket.org/slaterchildlabor.html>> [accessed 4/1/11].
- Wagner, Jennifer. "The History of Child Labor During the American Revolution." *Immaculata High School Child Slave Labor*. October, 2002. <http://ihscslnews.org/view_article.php?id=95> [accessed 4/1/11].



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**Further
Resources**

For Students

Resources About Child Workers

Book Resources

- Hindman, Hugh D. *Child Labor: an American History* (2002, M E Sharpe).
- Freedman, Russell. *Immigrant Kids*. (1980, Puffin Books) 9-12
- Freedman, Russell. *Kids at Work: Lewis Hine and the Crusade Against Child Labor*. (1994, Clarion Books) Age: 10+
- Bartoletti, Susan Campbell. *Growing Up in Coal Country*. (1996, Houghton Mifflin Company) Age: 9-12
- Bartoletti, Susan Campbell. *Kids On Strike!*. (1999, Houghton Mifflin Company) Age: 10+
- Bader, Bonnie. *East Side Story*. (1995, Silver Moon Press) Age: 9-12
- McCully, Emily Arnold. *The Bobbin Girl*. (1996, Dial) Age: 9-12
- Isecke, Harriet. *Child Labor and the Industrial Revolution: The 20th Century*. (2009, Teacher Created Materials) Age: 9-12

Media Resources

- Greanteawoman. "U.S. Child Labor, Dorsey Dixon, Babies In The Mill, Newport." 12/25/2007. <<http://www.youtube.com/watch?v=xNeBgpuNMSI>> [accessed 4/1/11].