



History Making Productions  
**Disorder: 1820-1854**

Teacher Materials  
Lesson Plan and Answer Key  
***-Learning Through Media-***

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## INTRO TO OUR MATERIALS

**We here at History Making Productions hope that the *Philadelphia: The Great Experiment* series can enrich your classroom teaching in a way that is exciting for your students and not too time-consuming for you. Here's how it works.**

For each 25-minute episode you will find:

### **BEFORE**

- Attention grabbing "hooks" to stimulate student interest
- Images and/or documents from the film along with suggested discussion questions to prepare students to view the episode
- Vocabulary lists to teach unfamiliar terms
- Relevant Pennsylvania Common Core Standards
- Essential questions to help you frame the lesson

### **DURING**

- Note-taking sheets to keep your students focused as they view the episode
- Suggested stopping points to maximize student interest and understanding

### **AFTER**

- Follow-up lessons based on content from the episode
- Class activities based on the webisodes that accompany each episode, along with webisode worksheets that require information gathering, exploration of primary sources, and critical analysis
- Lessons based on primary sources relevant to the episode
- Suggestions for topics that can be explored more fully using our Shortcuts, brief interviews with experts that are available on the *historyofphilly.com* website.
- A set of five quiz questions based on the note taking sheet



**Disorder: 1820-1854**  
**Lesson Plan For Teachers**

**BEFORE**

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

To stimulate interest, show the **introductory PowerPoint**. The PowerPoint has three pairs of “before” and “after” images relevant to the film. 1) Excerpts from the 1790 and the 1838 Pennsylvania Constitution: the former allows any tax-paying freeman to vote; the latter specifies that voters must be white. 2) An engraving of abolitionist meeting place Pennsylvania Hall soon after its erection in 1838 and one of the burned out shell of the building following action by an anti-abolitionist mob, and 3) A map of Philadelphia County with its many towns and districts prior to the consolidation of 1854 and a map showing the post-consolidation boundaries of the city.

In addition to asking students to make predictions about the forces that led from before to after, you can also ask them to speculate about the connections among the three pairs of images. Returning to the PowerPoint after viewing the episode will be an effective way to review the themes and content of the film.

**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 or to distribute the **list** to students.

Autonomous – acting independently or having the freedom to do so

Bedlam – a scene of uproar and confusion

Firebrand – a person who is passionate about a particular cause

Constable – a peace officer with policing authority

Brothel – a house where men can visit prostitutes.

Animus – hostility or ill feeling

Quintessential – representing the most perfect or typical example of something

Blue blood – a person of noble birth

Enlightenment – a European intellectual movement of the late 17th and 18th centuries emphasizing reason and individualism rather than tradition

Forbearer – an ancestor

Infrastructure – the basic structures and facilities (e.g., buildings, roads, and power supplies) needed for the operation of a society

Parthenon – a temple in Athens, Greece, dedicated to the goddess Athena

Philosopher king – an ideal ruler


Indigo – a deep violet blue color

Populist – a member or adherent of a political party seeking to represent the interests of ordinary people

Whig elite – members of a political party that opposed Andrew Jackson’s populism

Machinations – a crafty action intended to accomplish some usually evil end

Stock jobbers – an insulting term for stock brokers



Cow (verb) – intimidate  
Periwigged – wearing a wig popular for men in the 17th and 18th centuries  
Veto (verb) –to prevent legislation or action proposed by others  
Dogged – persistent in effort  
Preeminence – high status due to superiority  
Capital – wealth in the form of money or other assets  
Mechanization – the process of changing from working by hand to doing that work with machinery  
Exploit (verb) – make use of and derive benefit from  
Milestone – an action or event marking a significant change or stage in development  
Vulnerable – susceptible to attack or harm  
Capitalism – an economic system in which a country's trade and industry are controlled by private owners for profit, rather than by the state  
Precarious – dangerously likely to fall or collapse  
Mason-Dixon Line – the boundary between Maryland and Pennsylvania that was the northern limit of the slave-owning states before the abolition of slavery  
Mercenary – a professional soldier hired to serve in a foreign army  
Resolute – admirably purposeful  
Jacksonian Democrat – a follower of Andrew Jackson and his emphasis on the importance of the common man  
Stevadore – a person employed at a dock to load and unload cargo from ships  
Reformer – a person who works to change and improve a society, government, etc.  
Consolidation – the process of uniting  
Manifesto – a public declaration of policy and aims

### **Wondering before watching**

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

- What were the central conflicts in Philadelphia in particular and the nation as a whole during the first half of the nineteenth century?
- How did racial conflicts shape Philadelphia and the nation during the 1820s-1850s?
- How did economic conflicts shape Philadelphia during the 1820s-1850s?
- In what crucial ways did Philadelphia's early 19<sup>th</sup> century history shape the city in which we live today?

### **DURING**

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

*Students will fill out a **note-taking sheet** that, once filled out, will provide an outline of the episode.*

**Pause while watching:**

At 15:25, ask students what Reverend Mark Tyler means by calling the Philadelphia Female Anti-Slavery Society a “double threat” **1. Members expressed views against slavery, 2) Women (who were not even expected to be literate) spoke out in front of audiences -- NOTE--it's really a triple threat given that the group was interracial.**

**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.

- Allen Guelzo indicates that Philadelphia belonged to neither the North nor the South and was, instead, a border region. What evidence do you find in the film about how Philadelphia struggled and succeeded by existing on the border?
- Compare James Forten and Nicholas Biddle—how were they similar/different?
- A. Heath comments, “consolidation is a manifesto of urban greatness.” What does he mean by this statement? Do you agree with his assessment?
- During the opening moments of *Disorder*, the narrator says, “Laborers, bankers, firebrands fight for control. Whose Philadelphia will survive?” Do you think the film answers this question?
- The conclusion of *Disorder: 1820-1854* indicates that Philadelphia became a city of neighborhoods. Should this be viewed as a victory or as a defeat?
- Refer to **essential questions**

**Activity after watching: Revisit PowerPoint**

Show the PowerPoint that was shown as an introduction to the episode. Guide students toward understanding the connection between the three pairs of images.


- The deprivation of voting rights for free black men that was part of the 1838 Pennsylvania Constitution →
- Energized the abolitionist movement and the Philadelphia Female Anti-Slavery Society that constructed the short lived Pennsylvania Hall →
- Underscored how the numerous urban riots revealed the powerlessness of Philadelphia police forces to protect the very small city proper surrounded by numerous towns and districts, an impetus to consolidation

**Activity after watching: Graphic Organizer**

Have students fill in the **Challenges/Action/Results** graphic organizer using their note-taking sheets.

**Activity after watching: Primary Sources**

Tell students that they will be looking at paintings by German artist John Lewis Krimmel who lived in Philadelphia from 1810 to 1820. Each of the images in the series depicts at least one African American. They should observe and then note what is shown about the economic position and interracial environment of black people in Philadelphia using



the **Primary Source Note-taking Sheet**. This can be done by projecting the PowerPoint for a whole class discussion, individually or in pairs on laptops or tablets, or as a gallery walk.

See the **Primary Source Note-taking Sheet Answer Key** for background information on the paintings and suggested responses.

As a follow-up, have students examine the satirical cartoons at a website containing [Edward Clay's Life in Philadelphia](#) series that was published in 1830. Students will find that the works by Clay are much more derogatory than those of Krimmel. Have students discuss whether this harsher tone can be attributed to increasing racial tension after 1830 or if the difference is simply due to the genre of the respective works (realistic paintings vs. cartoon-like caricatures).

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

For a primary source activity about the conflict between native born Protestants and Irish Catholic immigrants (known as the Bible Riots), visit [www.urbantrinityfilm.com](http://www.urbantrinityfilm.com)

### **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

## Disorder: 1820-1854

Fill this in as you watch.

### I. Success & Struggle for Black Philadelphia

1. James Forten hired both black and white workers in his profitable **sail**-making shop.
2. In the 1830s **slavery** increases in the South; and **racism** surges in Philadelphia.
3. Following the burning of the Flying Horses Carousel, white mobs attack black churches, businesses, and **homes**. To escape the Philadelphia **police**, mobs escaped across **South** Street to Moyamensing.
4. Some blacks reconsider the idea of forming a **colony** in **Africa**, but this idea is strongly rejected by **James Forten** and other black leaders. Forten had fought for and been **imprisoned** for the United States

### II. Economic Transformations

1. Nicholas Biddle is the **President** of the **Second** Bank of the United States which holds & invests the deposits of the U.S. **treasury**. He plans to end the chaos of **urban** life through investments in infrastructure, manufacturing, and **education**.
2. Philadelphia is a city of industry; examples of activities include: **hauling coal; building ships; making railroad cars, carriages, ironwork, wools, cotton, indigo dyes, steam machines, glass; beer brewing; inventing medical cures**
3. Craftsmen blame Biddle for the suppression of **wages**; they idolize President **Andrew Johnson**, a populist who refuses to recharter Biddle's bank. As a result of the "Bank War" that follows, the national economy goes into a **depression** and Philadelphia loses its position as the **banking** capital of the U.S. to **New York**.
4. People like John Fernal, a **handloom weaver** in Manayunk, feel threatened by **mechanization** and **mass production**. He organizes workers to demand a shorter work-day and **safe** working conditions. After **20,000** strikers shut down the city's economy in 1835, employers agree to a **10 hour work day**. **Black** workers are not accepted into the movement.

### III. Abolition & Anti-Abolition

1. U.S. capitalism is based on the **cotton** economy which is dependent on **slavery**.

## Disorder: 1820-1854

Fill this in as you watch.

2. Being close to the Mason-Dixon Line, Philadelphia attracts large numbers of free **blacks** & **fugitive** slaves. Families like the Fortens, **shelter** and **assist** runaway slaves.
3. The Forten women help to organize the Philadelphia Female **Anti-Slavery** Society, an interracial abolitionist group.
4. Many Philadelphia **merchants** and leading families have close ties to the **South**.
5. In 1838, **black men** lose the right **to vote**.
6. The Philadelphia Female Anti-Slavery Society plans a national meeting, but they can't even **rent** a building, so money is raised to build **Pennsylvania** Hall. Fifteen **thousand** Philadelphians surround the Hall. Angelina Grimke continues to speak in spite of the sounds of things being **thrown** at the hall. Abolitionist women **link arms** together as they leave the Hall.
7. Stevedores bust in with **wooden beams**; hundreds of men target the abolitionist **bookstore** to find kindling for a giant **bonfire**. Attacked by the mob, **firemen** allow the building to burn.

### IV. Epilogue & Consolidation

1. In 1841, the Second Bank of the United States finally **collapses**. Nicholas Biddle is arrested and charged with **fraud**. James Forten dies the next year, a **rich** man but without **rights**.
2. Edgar Allen Poe comes to city characterized by:  
**violence, vice, chaos, gangs**
3. In spring and summer of 1844, violent conflicts break out between Native-born **Protestants** & Irish **Catholics**. Reformers say that Philadelphia County, with all its small towns and **districts**, is **ungovernable**.
4. In 1854, Harrisburg votes to enable Philadelphia County to consolidate its **29** municipalities into a single city. This gives the city power to extend **streets, gas lighting, and water supply**.
5. Soon after consolidation, abolitionists request and receive protection from the **police**.
6. Philadelphia becomes a city of **neighborhoods**.



## Reviewing Disorder: 1820-1850

### Answer Key

I. Fill out the graphic organizer below using your note-taking sheet.

Challenge	Action	Result
<b>Ongoing racism, oppression of black people</b>	Some blacks propose the formation of a colony in Africa	<b>Rejected by people like James Forten who saw themselves as Americans and had made sacrifices for their country</b>
<b>Craftsmen blame Nicholas Biddle and the Bank for holding wages down</b>	Andrew Jackson's refusal to renew charter of the Second Bank of the United States	<b>A "Bank War" which leads to a depression in the US; Philadelphia loses its position as banking capital to New York</b>
<b>Long days and unsafe conditions for workers</b>	A strike by 20,000 workers	<b>Employers agree to a 10 hour work day</b>
<b>No place for the Philadelphia Female Anti-Slavery Society to hold a national meeting</b>	The construction of Pennsylvania Hall	<b>The Hall is burned down by an anti-abolitionist mob a few days after its opening</b>
<b>People in violent mobs can escape the Philadelphia police by going over the line to a different district; the city is described as "ungovernable"</b>	Philadelphia County's 29 towns and districts consolidated into one city	<b>Philadelphia becomes one large, unified city. The police are more effective. Philadelphia becomes a city of neighborhoods.</b>

II. Answer the questions below using full sentences and explain your answer.

Which of the actions listed above had the most significant impact on Philadelphia?

**Answers will vary.**

Which of the actions listed above had the most significant impact on the United States?

**Answers will vary.**

# Disorder: 1820-1854

## Primary Source Note-taking Sheet

### Answer Key

- I. Carefully observe each image by artist John Lewis Krimmel and take notes on what you can learn about two aspects of African American life in Philadelphia during the early 1800s.

Painting: Name & Date	Economic Condition: -Information about work, jobs -Information about wealth/poverty	Interracial Environment: -Artists' view of black subjects -Treatment of blacks by whites in painting -Balance of black/white subjects in the painting
Pepper-Pot: Scene in the Philadelphia Market, 1811 <b>Pepper-pot, a spicy meat and vegetable soup, was a traditional Philadelphia dish. Legend says that the soup was first cooked for the Continental Army at Valley Forge.</b>	<ul style="list-style-type: none"> <li>- <b>The female vendor is making money by selling soup.</b></li> <li>- <b>She is the only person without shoes.</b></li> <li>- <b>The clothing on the white customers appears much nicer than the vendor's clothing.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>The black woman, though poor, is depicted in a respectful and non-caricatured manner.</b></li> <li>- <b>The vendor is the only black person in the painting.</b></li> <li>- <b>There is no indication of tension or animosity between the vendor and her customers.</b></li> </ul>
Worldly Folk Question Chimney Sweeps and their Master Before Christ Church in Philadelphia, 1813 <b>Located at 2<sup>nd</sup> &amp; Market Streets, Christ Church was founded in 1695 and is still an active Episcopalian congregation. Ben Franklin, George Washington, and Betsy Ross are among the many Revolutionary era figures who attended the church.</b>	<ul style="list-style-type: none"> <li>- <b>The chimney sweeps are very young but are working.</b></li> <li>- <b>The chimney sweeps are very shabbily dressed.</b></li> <li>- <b>The "master" of the chimney sweeps is well-dressed.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>IF the title is not sarcastic, the wealthy, white couple is seeking information from the chimney sweeps or, more likely, their master.</b></li> <li>- <b>Though the young chimney sweeps are dressed in rags, their "master" is depicted in a dignified manner.</b></li> <li>- <b>The subject of the painting is an intimate, on the street, encounter between two affluent white people and three African Americans.</b></li> </ul>
Nightlife in Philadelphia-An Oyster Barrow in front of Chestnut Street Theater, 1813 <b>The opening of the Chestnut St. Theater was delayed a year (to 1794) due to Yellow Fever. Located at Sixth &amp; Chestnut Streets, it burned to the ground in 1820.</b>	<ul style="list-style-type: none"> <li>- <b>Though wearing an apron, the oyster shucker is dressed similarly to his customers and seems to be doing a booming business .</b></li> <li>- <b>He is working outside of a theater, presumably a place that attracts the well-to-do.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>The African American man is surrounded by white customers and, perhaps, a white employee (the woman holding the candle).</b></li> <li>- <b>One of the customers <u>may</u> be African American.</b></li> </ul>
Black Sawyers Working in Front of the Bank of Pennsylvania, 1813 <b>Designed by English architect &amp; engineer, Benjamin Henry Latrobe, the bank was inspired by Greek temples. Latrobe died of Yellow Fever in 1820; the bank was demolished in 1867.</b>	<ul style="list-style-type: none"> <li>- <b>The African American men are working as sawyers (sawyers of wood).</b></li> <li>- <b>The black woman seems to be employed as a nanny</b></li> <li>- <b>Though in work clothes, they are all respectably dressed.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>The woman is bringing the child in her care among this group of men.</b></li> <li>- <b>The lips of the African Americans depicted seem to be exaggerated, but perhaps this is due to Krimmel's lack of skill in painting people of a different race.</b></li> <li>- <b>They are doing their work at a prominent and central location.</b></li> </ul>

# Disorder: 1820-1854

## Primary Source Note-taking Sheet

### Answer Key

<p>Election Day, 1815 <b>During this era, Philadelphians submitted ballots through the windows of the State House, now known as Independence Hall.</b></p>	<ul style="list-style-type: none"> <li>- <b>The black people depicted (in the lower left and center left of the painting) are working—perhaps selling pepper-pot soup and oysters as depicted in other works?</b></li> <li>- <b>The man in the center left of the picture appears to be wearing a bright red jacket and top hat.</b></li> <li>- <b>The African American women are dressed in much simpler, darker clothes than the white women.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>The only black people in this large crowd scene are working, presumably serving food.</b></li> <li>- <b>At this time, tax-paying black males were officially able to vote, but they do not seem to be participating in this election day.</b></li> </ul>
<p>Fourth of July Celebration in Centre Square, 1819 <b>The site of today’s City Hall, a pump house designed by Latrobe and based on the Roman Parthenon, purified and distributed Schuylkill River water for nearly 30 years—until it was replaced by the Fairmount Waterworks in 1815. The Centre Square pump was demolished in 1829.</b></p>	<p><b>-The young, black boy is the only person without shoes.</b></p>	<ul style="list-style-type: none"> <li>- <b>Although African Americans like James Forten had served in the Continental Army, there is only one black person, a young boy, depicted in this painting.</b></li> <li>- <b>NOTE: Earlier 4<sup>th</sup> of July celebrations were significantly more interracial</b></li> </ul>

II. Answer the following questions on a separate sheet.

A. What generalizations can you make about African American life in Philadelphia during the early 1800s based on these paintings? **It is clear that blacks were very much a part of the economic life of the city; there was little indication of racial strife, African Americans were in an inferior economic and social position compared to white Philadelphia residents. ANSWERS WILL VARY.**

B. What are the strengths and shortcomings of using these paintings as historical sources? **These “genre paintings” of ordinary life are valuable for what they show about the city in an era before photography. The painter does not seem to be pursuing a particular agenda in terms of race relations. On the other hand, they provided a limited, and perhaps romanticized vision of one single individual artist. ANSWERS WILL VARY**

C. **Based on what you learned watching Disorder: 1820-1854, do you think life in Philadelphia improved or got worse for African Americans in Philadelphia during the period immediately after these paintings were completed? Things likely got worse considering events such as the assault on Thomas Forten, the Flying Horses Riot and the burning of Pennsylvania Hall.**

**Disorder: 1820-1854 Quiz Questions (Based on Note Taking Sheet)**

1. \_\_\_\_ Each of the following is true of James Forten EXCEPT
  - a. His wife and daughters helped to found the Philadelphia Female Anti-Slavery Society
  - b. He was a supporter of the colonization movement.
  - c. His sail making shop employed both black and white workers.
  - d. He and his family sheltered and assisted runaway slaves.
  
2. \_\_\_\_ The Second Bank of the United States, headed by Nicholas Biddle, was
  - a. moved from Philadelphia to New York City.
  - b. chartered by President Andrew Johnson.
  - c. closed when Biddle was found guilty of fraud.
  - d. blamed by craftspeople for holding down wages.
  
3. \_\_\_\_ The Pennsylvania Constitution of 1838
  - a. mandated a 10 hour workday.
  - b. outlawed protecting fugitive slaves.
  - c. denied the right to vote to black men.
  - d. was strongly opposed by native-born Protestants.
  
4. \_\_\_\_ The burning of Pennsylvania Hall was a result of
  - a. the actions of an anti-abolitionist mob.
  - b. a severe water shortage.
  - c. an accident.
  - d. faulty gas lighting.
  
5. \_\_\_\_ The consolidation of Philadelphia in 1854
  - a. Empowered the Philadelphia police to operate throughout a much larger area.
  - b. Enabled the city to extend streets, gas lighting, and water supply.
  - c. Made Philadelphia become a “city of neighborhoods”.
  - d. All of the above.

**Answer Key:**

1. b 2. d 3. c 4. a 5. d