

## **Germantown PA: Researching the Great Road Welcome Mat**

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### **Overview**

*“...Germantown had a reputation as the place to go...”* Stephanie Grauman Wolf, Urban Village

*The greater accessibility of information through computers and the Internet serves to foster the illusion that the ability to retrieve words and numbers with the click of a mouse also confers the capacity to judge whether those words and numbers represent truth, lies, or something in between.* Susan Jacoby, The Age of American Unreason.

Germantown, Pennsylvania, a village established in the earliest days of Penn’s Woods, because of its combined proximity to and distance from Philadelphia, has attracted and welcomed newcomers throughout its near 325 years of history. Beginning in 1683 with the arrival of Daniel Pastorius, an agent for a Dutch trading company, immigrants brought their hopes and dreams, their worldly goods, and – in keeping with William Penn’s “Holy Experiment” – an agreed-upon commitment to tolerance and Quakerly Christian caring. Although not representing the prime waterfront sites Pastorius had sought, the northwest region of the Delaware Valley offered a vigorous stream, the Wissahickon Creek, and other tributaries, inviting woods and arable land that had proved satisfactory for generations of the Leni Lenape people.

This unit is intended for use as an introductory research supplement for 9<sup>th</sup> grade students in English 1 classes and/or a refresher for seniors with more advanced requirements. Students will conduct research on the web, in their school and neighborhood libraries, at the Germantown Historical Society and in community historic sites like the Johnson House, a stop on the Underground Railroad. They will read primary public documents like William Penn’s charter, contemporary newspaper accounts of world and local events, diaries, letters, organization minutes, as well as literary renderings of events like children’s books and poetry. Through exposure to this variety of information sources and through the process of gleaning, analyzing,

and presenting data both in written and oral reports, students can come to understand the value and fascination of in-depth research.

Beginning with five direct teaching mini-lessons and class perusal of sources of information, students will be asked to consider and analyze general aspects of Philadelphia immigration and immigration history and features unique to Germantown – among them its “heterogeneity and unplanned development” (Wolf, 7), which ultimately proved predictive of America’s future, and which may resonate with student residents of other city neighborhoods. The lessons will address the early non-indigenous immigrants (German-speaking, Irish, Italian and African, both free and indentured); incidents of political protest including the anti-slavery “Memorial” in 1688 and the Underground Railroad; the interaction among later arrivals; the phenomenon of towns within the town as characterized by Pulaski Town and Smearnsberg; and the role of church, school and community center in assimilating newcomers.

After completion of the whole class lessons, students will work in self-selected research teams, establishing an essential question for which to seek an answer, make a plan for, and then begin a resource search that will culminate in written, visual and oral presentations of their findings. The plan for each mini-research will include a recommendation for most likely and effective source of information: newspaper or magazine articles, selections from a book or journal, interview or primary document search. How to access the sources: web quest, library visit, historical society consult or telephone inquiry will be determined as well. Focus throughout the project process will be developing student critical thinking on both the acquisition and evaluation of information.

Taken as a whole, the student work will create a mosaic of Germantown history that addresses the theme of waves and sometimes trickles of newcomers seeking to find a place, to make a living, to raise a family, to build a community – in concert with other individuals from far away places whose ways of being, speaking and working might be different from their own. Students will maintain research and reflection journals where both data and individual responses to information may be chronicled. Students will be encouraged to observe parallels and patterns of coincidence between times long ago and their lives today. They will be asked to consider whether issues among the earliest newcomers and those of today persist, change and/or disappear. Underlying all the students inquiries will be a recurring consideration: how reliable are the sources; how do you know; how best can the information gained be synthesized and presented?

## **Rationale**

Students attending A. Philip Randolph Career Academy, a small co-ed comprehensive career and technical high school in the East Falls neighborhood, an area that borders the once independent but now incorporated section of Philadelphia originally known as the German Township, come from all areas of the city, although many, along with their English teacher, reside in Germantown. Diverse economically, 90% African American, 7% Latino/a and 3% Non-Latina/o Caucasian, students have attended a variety of public, parochial, independent and charter schools all around the City of Philadelphia where they have had varied experiences with and preparation for conducting academic research. By involving these young people in hands-on, expedition-

oriented inquiry, it is hoped that their curiosity will be piqued and their research skills honed to a high degree. Germantown offers a wealth of historic sites, many of them close enough to one another to allow walking tours. The Germantown Historical Society has developed several such opportunities for adventure, along with background commentary in its pamphlet, *African American Heritage Guide to Philadelphia's Historic Northwest*. Students may also visit the Society's headquarters on Market Square where exhibits of specifically Germantown-connected colonial artifacts are on display and where students may read and research copies of *Germantown Crier*, a bi-annual history magazine, view hundreds of images detailing the area's past and primary documents going back to Revolutionary War days, and converse with GHS volunteers who are steeped in the history of the area.

When Daniel Pastorius and his band of Dutch Quakers took up William Penn's offer of land and religious freedom, they undoubtedly did not foresee a community of diverse ethnicities and religions stretching far into the future. Though not slave owners themselves, their arrival, settlement and initial steps toward founding a community occurred within a set of colonies where enforced labor would continue through the founding of a nation and where segregation of races would endure in community institutions for considerable time after the end of slavery. How the hopes and dreams of its earliest arrivals either blended or conflicted with that of later settlers as well as those of persons in bondage provides an opportunity for meaningful research and deep questioning about the beginnings of both our city and our country. Understanding this complex past will prepare 9<sup>th</sup> grade students for expanded research and critical thinking for all of their student days, both in high school and beyond.

## Background

Daniel Pastorius had a vision that any person might embrace, that those journeying to "New forest-homes beyond the might sea,/There undisturbed and free/To live as brothers of one family." He described the Leni Lenape he encountered as "...reasonable people and capable of understanding good teaching and manners, who give evidence of an inward devotion to God..." As the author of the 1688 protest against slavery (re-discovered in 1844), Pastorius won the admiration and praise of the poet, John Greenleaf Whittier nearly 200 years on. In the intervening years between the Pastorius era and now, the German Township served as a refuge for those fleeing yellow fever epidemics, a summer respite for Philadelphia's prosperous elite, a site for growing commercial and industrial enterprises, residential space for those working in those enterprises, and a village whose social and religious institutions offered support to the least fortunate. Following the Civil War an increasing number of African American newcomers received a less than hospitable welcome and had to endure more than a half century of exclusion and segregation, relegated to or impelled to develop their own schools, Christian Associations, churches and recreational sites. This is not to say that social integration was completely unknown, particularly among children and in neighborhood commercial enterprises. Gradually African Americans were welcomed into the majority institutions, including the Young Women's Christian Association which boasted having one of the first integrated swimming pools in the United States. Religious institutions did and do to some extent remain separate, as accurately noted just recently by a 2008 Presidential candidate in remarks at Philadelphia's Constitution Hall.

A typical history of the Colonial period begins with the reminder that ‘Americans are transplanted Europeans’ and that an understanding of Old World situations and conditions is essential to an understanding of population growth in the New (Barck and Lefler, v). Whether escaping oppression, economic downturns, or family alienation, situations in the colonies that facilitated immigration clearly played a role in where and in what numbers people landed in a particular place. The combination of generous land grants, religious toleration, arable soil, precocious PR and the viability of Philadelphia’s port and its available exports resulted in a considerable growth in population between 1689 and 1775. (Wokeck, 267-8). The ships that brought thousands of German and Irish immigrants to Philadelphia between 1730 and 1765 provided as an unintended consequence, bolstering the slave trade (Wolf, 39).

Once Pastorious, serving as agent for the Frankfort Company and those who followed him had established the settlement of the German Township (the founder’s dream was to name it Germanopolis), the primary economic engine became not agriculture, but linen weaving. The people who had journeyed so far devoted themselves to that particular place, distinguishing themselves from many immigrants who kept on moving. (Miller, 1) Despite the disadvantages of Philadelphia’s non-proximity to the ocean and its freezing-prone temperatures, adventurers arrived directly or traveled down from New York. Some of the city’s “attraction” was, upon closer investigation, attributable to many newcomers’ indentured status. They had to stay before they chose to stay. But stay they did. In the mid 19<sup>th</sup> century, 120,000 disembarked in Liberty City. In 1850, 30% of the population was non-native residents--of those 20,000 Germans and 70,000 Irish; together the two groups represented three-fourths of the immigrant population. Following the Civil War, with the advent of public transportation, middle-class workers, more likely to be German than Irish, could commute to suburban Germantown. Because neither Germans nor Irish were segregated residentially, those who lived in Germantown were there as a matter of choice, although once there, self-selecting to live in ethnic clusters (Walter Licht, Interview). Some Irish citizens, once experiencing prosperity, moved to farther suburbs.

The document drafted by Francis Daniel Pastorious in 1688 and memorialized by a plaque at the corner of Germantown Avenue and Wister Street, was an expression of his personal opposition to slavery, due in some measure to its non-practice in the duchy from which he came, to the lower economic status of his compatriots vis a vis the English Quakers, to fear of slave revolts -- but certainly in its foundation, an expression of theological morality. The words were clear and are still powerful to a modern ear (Kleinefische):

These are the reasons why we are against the traffick of men-body, as followeth... There is a saying, that we shall doe to all men like as we will be done ourselves; making no difference of what generation, descent or colour they are.

And those who steal or robb men, and those who buy or purchase them, are they not all alike? Here is liberty of conscience, wch is right and reasonable; here ought to be likewise liberty of ye body...

Despite their heartfelt statement, apparently little-noted at the time and forgotten for several centuries, the peculiar institution survived and thrived, ironically with the participation of some later Germantown Quakers. Recent scholarly perusal of Pennsylvania Chief Justice Benjamin Chew reveals that this distinguished gentleman retained his involuntary household helpers even

as a neighbor, Mr. Johnson just down the street was providing sanctuary for escaped slaves from the South.

In contrast to the fraught issues engendered by the persistence of forced servitude, much of Germantown history devolved into the everyday lives of everyday people settling in, building community, and providing mundane records of their comings and goings. When social scientists encouraged historians to adopt their methods of viewing masses of data, e.g. church registers and tombstone inscriptions, Stephanie Grauman Wolf was less reluctant than her peers to test that approach. Agreeing with scholar Philip Greven's assessment that 'historians must seek to explore the basic structure and character of society through close, detailed examinations of the experiences of individuals, families and groups in particular communities and localities,' Wolf proceeds to seek just such extensive information relating to Germantown, Pennsylvania. This village, distinct as were most mid Atlantic population centers from the New England model (those being older, isolated and homogeneous) and ultimately more representative of America's future, offered variety both in peoples and in social organization. Speakers of different languages, practitioners of distinct religions, initiators of an increasing non-agrarian economy and definitely not related by blood – yet holding together in a new kind of community, they gave evidence through church records, family chronicles, deeds, tax lists and charitable donations the structure, fluid and flawed, of a society moving forward.

Before the slavery protest, the German and Dutch founding generations established the first non-English Quaker Meeting, were granted a self-rule charter by William Penn, lost self-rule to township status, built the first grist and paper mills in the colonies and printed the first American Bible (in German)(Wolf, 13). The first in-migration to Germantown might be said to be that of the yellow-fever refugees, many of them prosperous, who eventually determined that the German Township was an ideal location for their summer mansions. This influx, in turn, exerted a disproportionate influence on the course of road-building and other events, reducing the town back closer to village than city status. With its inhabitants devoted to individuality and pragmatism, disputes over religion remained within denominations, intermarriage prevented hardening of the philosophies, and "Constantly arriving strangers, both direct from Europe and from other parts of the colonies..." provided a fluidity that did not demand surrender of one's identity in a melting pot (Wolf, 336).

Antebellum Philadelphia held much antipathy for Blacks and white abolitionists (Blockson, 10-11) and sympathy for Southerners, both through familial and business ties. Charles Blockson credits Francis Daniel Pastorius and Anthony Benezet of Germantown with establishing anti-slavery roots in the region (14). Although Louisa May Alcott's father, Bronson, was detached from his teaching job for the "crime" of instructing a black girl, the presence of Blacks since Germantown's founding, and a steady supply of Quakers offering succor to escaping slaves elevated the village's reputation in abolitionist circles. In pre-Civil War Germantown, African Americans were categorized with strangers for purposes of eligibility to be buried in Potter's Field. With the majority community viewing color as synonymous with poverty, and regarding living off the main road as essentially outside the community, opportunities for African American – in employment, housing and education -- were limited. Many had arrived before the Civil War, drawn by the air of religious toleration and Quaker abolitionism.

Oddly, the first land dedicated to “resident” African Americans in Germantown was a burial ground: Strangers Burying Ground or Potter’s Field. In the year 1755, Negroes and Mulattoes qualified for the designation (O’Grady, 4). An almshouse was added some 60 years later. Both facilities were far from the center of the village. The surrounding area remained farmland until after the Civil War then transmuted into a residential space for the poor. Service jobs to support business on the main road and mills operating along the local creeks drew unskilled laborers, African Americans among them. Still, little development occurred in this region west of Germantown Pike as one wealthy landowner maintained a monopolistic hold and the railroads extension from downtown came to the east side. Slowly, African Americans came to secure work in factories built along the East side (7). When wealthy Philadelphians began building large homes on the west, with the arrival of the west commuter railroad branch, service job opportunities and intentionally dense housing to accommodate the workers became available. In 1880, 79 Blacks and 97 Irish-Americans lived in an integrated setting with a smattering of English, German and Scottish foreign-born(11). The first African American church, Enon Tabernacle Baptist was built in 1876. Two public schools were established in the late 1880’s, one designated “Colored School.” Again, job opportunities for “maids and working mothers” continued to be available(13). As African Americans filled the smaller homes in Pulaski Town, whites vacated gradually. Thomas Meehan Public School was built in 1901 as a replacement for the earlier segregated Black school, possibly spurred to completion by the recent Plessy v. Ferguson Supreme Court decision validating separate but equal public institutions and accommodations (15-16). More segregated facilities followed: the Penn School Club, the Pulaski Town Free Kindergarten Association, these two then joining to form the Wissahickon School Club, eventually, the Wissahickon Boys Club. Despite these events, Pulaski Town kept an integrated face going into World War I.

Gradually, over the 20<sup>th</sup> century, a series of segregated schools, founded with apparent good intention, gave way to integrated education (Germantown High School in the public sphere; Germantown Friends in the private), and recreational facilities (YWCA and Germantown Boys Club). Even so, large areas of Germantown remain racially segregated by residence and educational venue, as white residents departed for suburbs near and far. When discriminatory practices in housing and employment began to recede, African Americans stepped up to opportunity, in the former case sometimes, the opportunity to move from Germantown to the suburbs, in the latter case regarding jobs, especially in education, to mightily assist the School District in righting wrongs. A classic example of seizing long-denied opportunity was African American teacher of mathematics, Mary Wright. Mrs., later Dr. Wright, served as the first Black teacher at Roosevelt Junior High, Germantown High School and the Philadelphia High School for Girls, eventually assuming the role of vice principal, the first Black administrator there, some 120 years after the school’s founding. Here, for students is another connection to the historic 2008 Presidential campaign. Dr. Wright’s son is Rev. Jeremiah Wright, the much talked about former pastor of Sen. Barrack Obama. Sadly, many public schools in Germantown that began gradually to welcome African American students, saw an exodus of white students -- resulting in a re-segregation of these historically exclusive institutions. It should be noted that Germantown High School itself, opened as an integrated school at the very beginning of the 20<sup>th</sup> century.

Today Germantown’s religious entities run the gamut from overwhelmingly white to mildly integrated to substantially integrated to overwhelmingly African American. Black, white, Asian

and Hispanic-owned business blend along and contiguous to the former Leni Lenape Indian path, although outside perception of Germantown tends to perceive the community as primarily African American. The recent addition of Muslim entrepreneurs, and mosques on Germantown and Belfield Avenues highlights Germantown's continuing evolution and openness to newcomers. The ancient faith finds expression via a modern medium – the Internet, at [http://khalipr.blogspot.com/2008/-2/saudi-tv-ch-2-islam-in-america\\_03.html](http://khalipr.blogspot.com/2008/-2/saudi-tv-ch-2-islam-in-america_03.html). A recent interfaith peace walk began at the Belfield Avenue mosque, proceeded to the First Presbyterian Church of Germantown, then to the Unitarian Society of Germantown and concluded at a Roxborough synagogue.

To discover the history of the Irish in Germantown requires some digging, interviewing and extending the search to include church history. Although Irish immigration was higher in the Delaware Valley than in other East Coast ports before the Revolution (Wokeck, *Trade in Strangers*, 168), the number of those arriving from Southern Ireland was small and their proportion of indentured servants relatively large (175-176). The gender majority changed eventually from male to female (Interview with Eugene Stackhouse, Germantown Historical Society, Spring 2008). With the greatly expanded influx of Irish in response to the potato famine in the early 1800's, families came to be significant portion of new arrivals. First settling in downtown areas or up along the Delaware near industry providing employment opportunities, the anti-Catholic riots in the 1840's and general lack of acceptance even after the Civil War lead to the re-settling of identifiable communities West, then Northwest of the city. Even a simple request in 1842 by Bishop Francis P. Kendrick that Catholic school children be permitted to use their own rather than the King James Bible in public schools caused what to modern day Philadelphians might seem a lunatic overreaction by the Native American Party: a demand that immigrants wait twenty-one years before being eligible for citizenship (Nash, 170).

A case history can be found in the chronicle regarding the establishment of Immaculate Conception Church, whose very building site in 1868 was on a piece of ground at a five block remove from the Germantown Road, an 'out in the sticks' exile (McGlinchey, 28). In contrast to the African American community whose members, young and old were excluded from educational, religious and social institutions by the white majority, Irish Catholics built their separate, and sometimes even better, facilities by their own choice and for their own comfort. Their relatively privileged status in relation to African Americans may have provided slightly better job opportunities which then translated into an ability to fund-raise for the church, its eventual school and recreational facilities. Their identity as a community was strong enough to create notable neighborhood enclaves that included "Irishtown," "Brickyard," "McNabtown," "O'Kane's Point," and "Smearsberg," (the latter shared in all its obscurity with Italian and other ethnic minorities). Although many Irish joined the great suburban migration after World War II, and the parish school was not replaced after it burned down in 1971, the main sanctuary on Cheltenham Avenue remains both standing and active (39-41). Contractor David McMahan, born in Ireland in 1831 and arriving in the U.S. in 1864, demonstrated the best in American idealism by declining to discriminate against the newer-arriving Italians immigrants, rather providing them with steady employment (Giorno-Calapristi and Digiacomo, "The History of Immaculate Conception Parish," 22).

In the case of Italian immigrants, workers first came to stay on East Price and Rittenhouse Streets, a low status neighborhood -- their choice of location based on their town or region of origin -- established their skill as stone masons and wrought iron artisans, established restaurants and organized a community band. As for the Irish, the parish church functioned as community anchor. Eschewing melding into the American church which was predominantly Irish, Italians established their own religious community, albeit for a time in the same building, as Immaculate Conception Church (DiGiacomo, Italians of Philadelphia). Eventually, a separate parish and building were established: Holy Rosary Italian Church at Haines Street and Belfield Avenue, ironically replacing at that location the African Methodist Episcopal Church. Associational and family photographs, key to maintaining a sense of community are printed in abundance in Italians in Philadelphia and on the Pennsylvania Historical Society website. The latter work also provides visual documentation of the many businesses owned and operated in Germantown by Italian immigrants and their progeny. They include meat markets, funeral parlors, pharmacies, restaurants, beauty salons, tailoring, Laundromats, and, still operating today: Tranzilli's Real Italian Water Ice "directly across the street from the former Holy Rosary Church." Tangible evidence of this once-thriving community can be found in the walls surrounding Acadia University (Saverino, 4) and in the very streets – Belgian block laid down in the 1890's and often confused with colonial cobblestone.

Earliest Italian immigrants to Northwest Philadelphia were younger and looking for work that would allow saving enough to return home and buy land. Later emigres clearly following the path of chain migration – a worker coming first, then sending for family members. The village way of life in Italy was attempted to be replicated here in the Germantown and other parts of the city, but with predictable difficulty, especially in light of the disparity between the imagined and real Americas.

Lifetime Germantown residents can reel off their neighbors' names: Perruchi, Patrizi, Serrano, Teti, Pagano, Maio. Among the ordinary people who have become a rich source of historical research (and photographs on the Pennsylvania Historical Society website, there were Luigi Giorno, a mandolinist, the first Italian policeman in Germantown (John Fusaro), the Leomporra and Mezzanotte Bakery. Italian Catholics had a home at the Holy Rosary Church, Haines and Belfield. Like increasingly prosperous Germantowners before them, Italians took the opportunity to move to suburbia as soon as economically feasible. Some Italian newcomers remain. Sicilians who left Italy because of the dearth of economic opportunity immediately following the devastation of World War II, journeyed first to Canada, then to North Philadelphia – close to clothing and other manufacturers – then finally to Southwest Germantown, living out the concept of chain migration by settling in close Italian family members and friends. Ties to their homeland persist with a few individuals still holding on to property there and returning for regular visits (Personal Neighbor Interview, June 2008).

## **Objectives**

The purpose of the unit is to incorporate the Pennsylvania State Standards for research in a multi-faceted inquiry into local living history. Standard 1.8 relates to the research process. The first task is to select and refine a topic for research. In this case, the student would be asked to

identify the significance of immigration in the establishment and development of a community taking note of chronology of events; push/pull factors in bringing immigrants to the German Township; describing the varieties of diversity and unique features of the community as it evolved; and investigating the means and obstacles to acculturation. Students would compare immigration and in-migration and noting the effect each had on the community and the community's response to each set of arrivals. The posing of an essential question to guide future inquiry would be articulated.

The second task required by Pennsylvania is to locate information using appropriate sources and strategies. Here, students would match the information needed to a source most likely to yield the data. Keeping track of efforts through a research journal will both focus student attention and provide a valuable resource for reference in further searches.

The last requirement under state standards in research is to organize, summarize and present the main ideas from research. Through a mixture of written and oral, individual and group, electronic and poster displays, students would have the opportunity to fulfill this element.

In addition to the state standards, students will become acquainted with research elements found in the core curriculum. A new facet of language arts instruction introduced this year is "Support for 21<sup>st</sup> Century Learning." Each week's planning and scheduling timeline provides a set of websites students can use to enhance their understanding of the week's goals and objectives. Through this introductory unit, they would gain an early ease with and mastery of research techniques: the gathering of information by first narrowing the search, selecting and evaluating sources, and creating a presentation that represents her or his own authentic voice, safely free of plagiarism.

## **Strategies**

The first strategy is to demonstrate for students how they should record relevant quotations and relevant summaries and paraphrases along with page numbers and headings. A whole class KWL, having students identify what they already know on a particular topic and what they want to know, with the teacher providing a model for both analysis and synthesis of data. We would conclude each mini research inquiry with a summary of what was learned. A class summary chart posted would make clear what gains in knowledge have been achieved.

Students would be provided a flow chart listing what are termed "The Big Six" – elements for a research format. They are: task definition; information seeking strategies; location and access of information; use of information; synthesis; and evaluation. Modeling each of the elements with the initial research inquiry into Philadelphia immigration history would precede students' working on their own or with groups. Providing a reference book (Sorenson) listing of MLA format source listing is also a part of the process. If time allows, a fast introduction to the I-Search may be provided. In that case, students would select an individual aspect of immigration history that holds interest for them, and would then proceed to gather information through an interview, observation and traditional library research methods, electronic or paper.

Rather than delimit the overarching goal as simple information gathering or as an exercise in either validating or disproving the superiority of computer banks over glue and cloth-bound paper data sources, we will focus on the task that underscores all our efforts, that goal clearly articulated by retired Drexel University professor Jacqueline C. Mancall, Ph.D. more than two decades ago: “The role of [school research projects is to help] students develop thinking skills.” Highlighting the distinctions made by her colleague, Robert J. Sternberg between traditional school-oriented and real-world research, Mancall and her co-authors: students, not teachers, need to define the research goal; information sought will not come in neat packages; the exact information needed or where to find it will not be immediately clear; information exists in context, not in isolation; there are no ‘best’ conclusions; informal as well as formal sources have value; and effective seeking is often better done in groups rather than by individuals.

### **Classroom Activities [Recommended for 9<sup>th</sup> grade or 12<sup>th</sup> Grade English Classes]**

Lesson Plan # 1      Establishing a General Background: The Nexus of Immigration and Germantown Histories

Materials needed: Three general articles on immigration/Germantown history. Wikipedia (Germantown PA); “Philadelphia: Immigrant City;” New York Times article: “The Border and the Ballot Box.” Also: access to the Internet; KWL Graphic Organizers; notepaper, pens and pencils; chart paper and markers; historic and modern maps of Germantown and a selection of books and articles relating to Germantown and its past. Also the note taking template contained in Appendix C. As research deepens, the scaffolding template could be set aside.

Class Length: 80 minutes

Utilizing a KWL graphic organizer entitled “Germantown: Ancient and Modern History” students and teacher together brainstorm everything they collectively know about Germantown, an area most modern students know only as a neighborhood in Northwest Philadelphia. Suggested categories for information accumulation can include history, schools, historic sites and/or landmarks, and notable residents. As a class then students proceed to fill in questions under the “What I Want to Learn” column of their graphic organizer. Accessing the web (or previously copied printouts) for the Wikipedia article on Germantown, students in small groups will fill in information gleaned from this very general article. Students may then access additional information from print sources in the classroom.

Extension: (1) Allow students to select any hot link on a Germantown PA-related website, visit quickly and glean 3-5 additional details to illuminate Germantown’s history. (2) Select one portion that seems sparse in detail and conduct a print or web search for additional substantive information and write a paragraph that could be submitted for publication. (3) Write an evaluation of the website as a research source. (4) Locate and list three “Most Unhelpful” websites. Write a 1-3 sentence explanation of the website’s limitations and/or obvious distortions.

12<sup>th</sup> Grade Extension: Working as partners, with each pair assigned a paragraph of King Charles II's Charter to William Penn, write a modern English version of what was promised. Add editorial comment on the ramifications (including bold assumptions of entitlement) of the lands and other "goods" granted to Penn and his descendants, and a brief speculation on the possible impact on all who followed should those heirs appear today to make their claim.

### Lesson Plan # 2      Using and Evaluating Information Sources

Utilizing a graphic organizer marked U.S. Immigration History, proceed in similar manner to Lesson Plan # 1: brainstorm student and teacher knowledge of this aspect of our nation's history. Divide the "Know" column into three for three centuries of history, then within each note three kinds of information: (1) Where people came from (2) Why people sought to journey here (3) Where people went when they arrived and (4) What kind of a welcome did they receive. "Want to Learn" will follow these categories.

Divide class into three groups; assign the articles on immigration history respectively from *The New York Times*, [www.about.com](http://www.about.com), and a third of the student's choice [More points for finding and using a "gov," "org," or "edu"]. Each group will gather and record as much information as their source provides to answer the questions website under each category. Coming together, the class will share what they have discovered. A brief discussion can follow focusing on the relative satisfaction students experienced with each information source, matching, conflicting and possibly missing material can be evaluated.

Extension: Students compose brief reviews of their respective information sources on sheets (Appendix C) that can be posted in the IMC or library to guide future student researchers.

### Lesson Plan # 3      Moving Beyond Copying Mode in Research

Utilizing the note taking template from Appendix B for use with Frederic M. Miller's "Philadelphia: Immigrant City," students working individually will read and paraphrase sentence from Miller's first paragraph as practice for note taking throughout the article.

Working again in groups, this time with their own note paper and a piece of chart paper, groups will be assigned one topic from among those followed on Day Two: (1) Where people came from (2) Why people sought to journey here (3) Where people went when they arrived and (4) What kind of a welcome did they receive. Add two additional groups: (5) Describe what people did when they arrived in Philadelphia. (6) Map the new arrivals. When groups have culled the targeted information from the article, they will come back together and post a whole-class annotated timeline. This time line could utilize the length of one wall.

Extension: (1) Create a recruiting pamphlet for enticing persons from outside the United States to come live and work in Philadelphia. Select a time period and include details of what would most attract émigrés to choose our city in that particular day and age. Illustrations by the talented or those who know how to seek and print out images from the web may be added. The final results can be displayed along the length of the timeline. (2) Create a second pamphlet inviting

newcomers specifically to Germantown. Demonstrate command of particular features that the northwest offers to newcomers from afar.

#### Lesson Plan # 4      Germantown's Beginnings: Immigrants Who Set the Tone

Length of time: One 80-minute period or two 45-minute periods, with extension (homework)

Materials needed: Copies of the *Germantown Crier*, Bedford's *Anthology of American Literature*, copies of the "Memorial Against Slaveholding," original language and "translated" versions; the [quakerroots.blogspot](http://quakerroots.blogspot) discussion of the Memorial, John Greenleaf Whittier's poem about Daniel Pastorius and the Memorial; and internet access for a search engine survey of entries relating to the Memorial.

The purpose of this lesson is three-fold: to imagine the wrenching experience of leaving one's homeland, never to return; to speculate on the impulse for the Memorial Against Slaveholding and its immediate reception and to observe how an event of such grizzled vintage is represented on the most modern of information sources, the web.

Before each reading, students will predict both the content and tone of the document. During the reading, they will make notes on the informational, emotional, and strategic aspects of each piece of writing. After the reading, students will have the opportunity to create a parallel composition of their own for each of the three self-contained pieces, set in the present, involving their own imagined journey to another country, writing home to report and mourn, taking a stand on an issue of controversy in their imagined adopted land, creating a brief poetic tribute to their own courage, and finally, to assess the web resources regarding the Memorial and rating one the best, one moderate, and one worst, along with evaluative remarks.

#### Lesson Plan # 5      Newcomers from the Big City: Power Brokers and a Town's Future

Students will read narratives of newcomers to Germantown beginning with Daniel Pastorius. They will be asked to note particularly the economic circumstances, work and family history of a set of movers and shakers. Particular emphasis will focus on the influx of "visitors" during the Yellow Fever epidemics of the 1790's and how the discovery of the area by the wealthy brought new and long-lasting influences.

Procedure: Provide students with this excerpt from Stephanie Wolfe's *Urban Village* (p. 54-55) regarding the placement of a road in colonial times. Identify the motivation, the strategy and the outcome, both immediate and long term.

When a jury of local residents laid out a new course for Wissahickon Avenue in 1763, the result displeased James Logan and Rebecca Venables, two of the most important sometime residents, who immediately appealed to the Quarter Sessions Court and arranged for the appointment of a new set of road viewers – all English And all Quaker. Those who had come to Germantown to enjoy gentry life...

had no interest in the urban future of Germantown; their interest was rather in keeping it as rural as possible.

Adopting a “Scavenger Hunt” approach, ask students to assemble via encyclopedia or webquest a word portrait of the influencers in Colonial times: names now remembered by their presence on street signs through the area: James Logan, Benjamin Chew, Haines, Ashmead. How many references and hotlinks can they follow in a set period of time (20-30 minutes). Access a map of Germantown to match the names with locations of their namesake byways.  
[www.phillygeohistory.com](http://www.phillygeohistory.com).

Extension: As time allows, students will browse through issues of the Germantown Crier and gather data relating to the origins and continuation of class distinctions in land and home ownership, occupation, educational opportunities and the like. Students can analyze in a format of their choice (essay, poster, power point, pamphlet) the causes and potential correctives for these disparities.

Lesson Plan # 6      Gathering, Synthesizing and Presenting Information on a Self- Selected Aspect of Germantown Immigration History

Time Frame: Flexible, Expandable

Have students enter the standards in their log books as a way of focusing on the task at hand.

Standard 1.2 Reading Critically in All Content Areas

Read and understand essential content of informational texts and documents, most notably news articles, biographical excerpts, government documents, and scholarly historical monographs.

Standard 1.4 Types of Writing. Write complex informational pieces (e.g. research papers, analyses, evaluations, essays).

Presentation Rubric: Assemble for sharing with an audience the information gained in the format of your choice: Mini-lecture (illustrated); Poster; Powerpoint; Map; Timeline; Living History Monologue (role play); Interview; Mini-documentary, audio or video.

Information should be clear, well-organized, documented, engaging, and open-ended (identify questions not answered, information not currently or easily accessible).

Conclusion: Analyze the value of the research to you as a student (process and product); make between three and five recommendations for an improved process and/or advice to future students on how best to proceed.

Group One: Worker Opportunities and a Diversity Yield: African Americans, Irish, Italians

Working in groups, students will investigate the arrival of enslaved, indentured and free blacks; Irish immigrants, including female domestics and refugees from anti-Catholic violence; and Italians arriving in the 19<sup>th</sup> and then the 20<sup>th</sup> centuries seeking work. Focus will be on how each ethnic group sought to reside (in towns within the town), find work, and evidences of how the groups interacted to overcome differences and to form a sense of community across the decades.

Research Sources: Original or reproduced copies of the Germantown Crier and Evening Bulletin articles, texts from works cited as available on the as a starting point, students may then move to the Internet, e-mail, telephone inquiries or site visits (see Appendix D) to supplement their findings. Students may refer to the comparison chart in Appendix B as a suggested base outline for organizing information. They will record each source used with all necessary details for later creation of a works cited list.

Group Two: Germantown Welcome to Newcomers: The Transient (Underground Railroad Passengers) and the Permanent (Pulaski Town)

The history of religious toleration and opposition to slavery increased the chances that this community would be involved in the operations of the Underground Railroad and would attract many African American newcomers in the waves of migration following the Civil War, World War I and World War II.

Additional Resources: Germantown Courier, The Library Company exhibit running until October 10, 2008 (Black Founders), Aces Museum, 5801 Germantown Avenue.

Group Three: The Role of Schools and Community Centers in the Assimilation of Newcomers

“unruly students were not allowed to attend [the Concord School]” Mennonite Trust  
[www.ushistory.org/germantown/uper/concord.htm](http://www.ushistory.org/germantown/uper/concord.htm)

“Compulsory school attendance laws [dovetailed with] the pressing imperative to introduce immigrant children to American ways and institutions.” (Walter Licht, *Getting Work*, 65)

“Catholic authorities...saw a perfect match between practical schooling and their clientele, boys and girls of immigrant families.” (79)

“Fears of social disorder...provided greater cause for initiating programs of practical instruction...” (87)

Which schools and community organizations in Germantown welcomed students and area residents? Which students and residents were welcomed and when? Which students and residents were not welcomed and why? How did education and recreation for children of immigrants match or differ from that for children of native born residents? In what ways did schools and community centers serve society’s purposes beyond the 3 R’s? What impact did newcomers to Germantown have on educational and social institutions? Compare any particular immigrant experience with educational and community organizations and compare with your own. What conclusions can you draw? What recommendations for future policy would you offer?

12<sup>th</sup> Grade Extension: Start with the internet mention of the names of the following prominent Germantowners: Edwin C. Jellet, H.H. Houston, S.F. Hotchkin, and Reynier Tyson. Find the link or links to google books. Read all or part of the chapter in the digitized text, taking notes on whether and how each of these individuals are connected to welcoming newcomers to Germantown. As a bonus search, find information in any format relating to John S. Trower and the John Gordon Baugh(s), Jr. and Sr. Create “Who’s Who in Germantown History” for each of the individuals researched. Post on bulletin boards in the school hallway.

## Resources

Barck, Jr., Oscar Theodore and Hugh Talmage Lefler. *Colonial America*. New York: The Macmillan Company, 1958.

And old-fashioned but thorough-going history that gives fair coverage of immigration details.

Batcha, Becky. “Hit the road: Secrets of Germantown Avenue.” *Philadelphia Daily News*, March 26, 2008.

[http://www.philly.com/dailynews/features/Hit\\_the\\_road\\_Secrets\\_of\\_Germantown\\_Avenue.html?adString+pdn.entertainment/features;!category:features;&randomOrd=032608075448](http://www.philly.com/dailynews/features/Hit_the_road_Secrets_of_Germantown_Avenue.html?adString+pdn.entertainment/features;!category:features;&randomOrd=032608075448).

Here we find the possible link between Germantown PA and the 2008 Presidential campaign, namely that Sen.Barack Obama’s German ancestors lived near Crisheim Cottage, both they and the building being of Revolutionary War era vintage. Also included, are the journalist’s accolades for Germantown as the “richest in history” of the communities lining Germantown Avenue, and the 18<sup>th</sup> century “be all and end all of country living.” Providing the inevitable news article error in detail: the description of “Ye old pavement” as “cobblestone.” The stones are Belgian block and their age is post-Civil War rather than pre-Revolution. An enjoyable piece nevertheless.

Baugh, J. Gordon, Jr. “A Souvenir of Germantown.” Issued during the Fiftieth Anniversary Celebration of the Emancipation Proclamation. Philadelphia: Baugh Press, 1913. Reprinted in the *Germantown Crier*, Vol. 36, Number 1, Winter, 1983-84.

Produced by an African American family that included both printers and caterers, the pamphlet was mined by the Germantown Historical Society for a window into the black community in the late 19<sup>th</sup> century.

Belasco, Susan and Linck Johnson, Editors. *The Bedford Anthology of American Literature*. Boston: Bedford/St. Martin’s, 2008.

Following the latest trends, Bedford offers a much richer selection of American literature, incorporating formerly unused genres like journals and epistles while broadening the range of groups represented. History from the ground up. Includes a letter Francis Pastorious, Germantown’s founder, wrote home to his father making manifest the reality that they would likely never meet again in this life.

Blockson, Charles L. “Philadelphia County.” *The Underground Railroad in Pennsylvania*. Jacksonville, NC: flame International, 1981, 8-32.

This monograph provides ample detail of the sophistication and complexity of the Underground Railroad with its station stops, allies, drama, close calls and even, occasionally, rides on actual railroad cars. Philadelphia's William Still is credited with chronicling individual stories, including that of one of his own family members. It was not surprising that Germantown, with its history of abolitionist Quakers, should provide leadership in this grand endeavor.

Callard, Judith. *Images of America: Germantown, Mount Airy, and Chestnut Hill*. Charleston SC: Arcadia, 2000.

Organized chronologically and geographically, Callard provides narrative, photographs and portraits to convey the line of immigrant history along, in succession, the Lenni Lenape trail, the Great or Germantown Road, Main Street and finally, Germantown Avenue, with the Wissahickon Creek beckoning both recreation and industry. Housing, transportation, education, religious life, community buildings and their evolution in use appear in graphic clarity.

Clemens, Thomas E. "Quaint Old Landmarks in East Germantown (1939)." *Germantown CRIER*. Volume 56, Number 1, Spring 2006.

This reprinted reflection recounts youthful combat on a local physician's lawn. Early "Brickyard" brawlers demonstrate to contemporary youth that nothing is new under the sun. Students can learn that neighborhood designations are not only, not coined by themselves, but pre-date their birth.

"Germantown's Old-Time Neighborhoods, Villages, and One-Man Towns: A Gazetteer." *Germantown Crier*: Volume 37, Number 3, 66-69, Summer, 1985.

Here we see familiar (Rittenhouse Town) and unfamiliar (Sawdust Town) names with geographical and historical detail. Ripe for an annotated mapping project and connecting with modern students' acquaintance with the areas revealed.

Giorno-Calapristi and Donna J. diGiacomo. "David McMahon: Germantown Contractor." *Germantown Crier*, 56:1, Spring 2006.

Born in Ireland in 1831, McMahon made his name and fortune in Germantown PA. The homes he built still stand and his reputation for fairness in his dealings with those of other ethnic groups remain strong in memory. He was a member and supporter of his church, Immaculate Conception that demonstrated its Irish identity through its closeness to Bishops like Ryan, Shanahan and Quinlan and priests with names like Higgins and Corcoran.

<http://hsp.org/files/photolistitalianamericanfinal.pdf>

Accessed March 22, 2008

Nostalgic and charming photographs of real-life Italians, both family and occupational portraits, in the Philadelphia region and its neighborhoods, including Germantown.

Johnson, Kevin R. *The "Huddled Masses Myth": Immigration and Civil Rights*. Philadelphia: Temple University Press, 2004.

Johnson provides substantial underpinning to the uncommon concept that African Americans are truly an immigrant group despite the involuntary nature of their arrival that leads many to exclude them from the "newcomer" picture. Providing a context for viewing the link between African and Asian experiences, Johnson also profiles the treatment of women immigrants, like

the Irish household servants arriving in Germantown, who were “often presumed to be likely to become public charges.”

Jacoby, Susan. *The Age of American Unreason*. New York: Pantheon, 2008.

Though it is unlikely that high school students would be either willing or required to absorb the full text of Jacoby’s humorous yet disturbing rendering of the wide-ranging illogic in today’s America, excerpts can challenge student thinking and perhaps spur young people on to critical thinking and greater depth of research.

Kleinefische, Katie. “Origins of Abolitionism in America: the Germantown Quaker Protest of 1688.” *Pennsylvania History: A Journal of Mid-Atlantic Studies*, Spring 2007.

A classic demonstration that there is always more to a story in history than is recorded on a memorial plaque or in an edited version of the full-text “Germantown Petition Against Slavery.” Political correctness and burnishing a Society’s image play a part in this fascinating inquiry, an excerpt from Kleinefische’s doctoral thesis.

Licht., Walter. *Getting Work: Philadelphia, 1840-1950*. Philadelphia: The University of Pennsylvania Press, 1992.

Since a vast number of immigrants arrive seeking employment, this text provides invaluable and substantive material on whether and how newcomers fit into the job scene in the City of Brotherly Love. An artful blend of individual case studies, information-rich narrative and statistical data paint a fascinating portrait of the occupational evolution of a city. Particularly notable are references to the sometimes hidden, immigrant-assimilating agenda in the founding of schools.

McGlinchey, Dennis. “The History of Immaculate Conception Parish: Derived from the official parish history, edited and updated to the present.” *Germantown Crier*. 58:1, Spring 2008.

Lead first by the Vincentians in 1849, possibly seeking refuge from the Philadelphia’s anti-Catholic riots and church burnings, Germantown Irish Catholic later built the Immaculate Conception chapel and built a history of community and achievement.

Miller, Frederic M. “Philadelphia: Immigrant City.” Balch Online Resources.

[http://www.balchinstitute.org/resources/phila\\_ellis\\_island.html](http://www.balchinstitute.org/resources/phila_ellis_island.html)

Accessed March 23, 2008.

Miller depicts the early days of immigration in forming both the city of Philadelphia and the community of Germantown and the change over the years from Irish and German predominance among immigrants to a wider diversity of newcomers. Students can see here how an article originally written for traditional print media can come to be on the web, at a site rich in immigration history resources.

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

Nash provides well-written and exquisite detail not only about events and people not usually included in traditional histories, but about how and why that history has not been recorded, gathered, processed nor publicized. Of particular interest are sections on the Underground

Railroad and anti-Catholic riots of the 1840's which bear directly on the movement of African Americans, and Irish and Italian Catholics to Northwest Philadelphia.

O'Grady, Joseph. "Pulaski town: The Evolution of a Black Community." *Germantown Crier*, Vol. 53, No. 1, Spring, 2003, 4-24.

Here is Germantown at its multicultural best: a person of Irish extraction chronicling a portion of African American history. A blend of pre-Revolutionary immigrant history with later developments relating to: freedman and the enslaved, servants and the wealthy, commerce and education, segregation and racial mixing, transportation and real estate development, philanthropists and laborers. Additional articles in this issue cover the burial ground, Potter's Field, an extended history of Enon Tabernacle Baptist Church, a 1927 reflection on the community, a brief history of the Meehan Public School, and a personal reminiscence by distinguished author, Elizabeth Gray Vining.

Pastorious, Francis Daniel. "Memorial Against Slaveholding." (1688)

[http://wikisource.org/wiki/Memorial\\_Against\\_Slaveholding](http://wikisource.org/wiki/Memorial_Against_Slaveholding) Accessed March 23, 2008.

A modern source (however questionable) for an ancient document. An exciting reading challenge for students as well as a model for social protest.

Penn Institute for Urban Research. "Immigration, Race and Urban Inequality." Faculty Forum, Spring, 2005.

Confirmation that the intersection of these topics is both of longstanding and of current interest. Demonstrates for students that institutions of higher learning can and do focus on issues close to their everyday lives. Students themselves may be stimulated to offer their own expertise.

Pitfield, Robert L., M.D. "Men and Things: Germantown Resident Recalls Old 'Smearburg' and Calls the Roll of Some of the Notable Men Who at One Time or Another Called It Home." *Philadelphia Evening Bulletin*, May 23, 1930.

A neighborhood name and history that were invisible and unknown to many a current lifelong resident of Germantown. Rich in geographical and anecdotal detail, the reader may be surprised to learn that Supreme Court Justice Owen J. Roberts spent his boyhood in these humble environs, later attending Germantown Academy.

Randall, Betty. "Germantown, Pennsylvania." *Indiana German Heritage Society Newsletter*.

<http://www.ulib.iupui.edu/collections/kade/germantown.html>. Accessed June 9, 2008.

Both historian and Krefelder descendant, Randall neatly summarizes the ethnic origin, push and pull factors, and accomplishments of Germantown's earliest European settlers. Brief references to the 200<sup>th</sup> and 300<sup>th</sup> anniversaries of the community's beginnings are included. As noted by James Duffin, University of Pennsylvania archivist and Germantown Historical Society stalwart, and confirmed here: the commemoration of this beginning has much or more resonance in Germany than in Germantown.

Savarino, Joan L. "Italians of Northwest Philadelphia: Remembering a Community's Past." *Germantown Crier*, Vol. 50:2 (Fall 2000):44-70.

Accessible via the Historical Society of Pennsylvania's website, [www.hsp.org](http://www.hsp.org), within the general topic of "Exploring Diversity in Pennsylvania History," students will learn indeed that not all Italians live in South Philadelphia, and that all ethnic groups share a history of challenge, struggle, family life and community building, sometimes simultaneously and other times serially.

Sorenson, Sharon. *The Research Paper, 2<sup>nd</sup> Edition, A Contemporary Approach*.  
New York: AMSCO, 2006

This is an easy to understand step by step guide for students in preparing either short or longer research projects. From how to establish a topic, to proper citations, to how to avoid plagiarism, Sorenson examples are clear and up-to-date.

Suarez, Ray. *The Old Neighborhood: What We Lost in the Great Suburban Migration: 1966-1999*. New York: the Free Press, 1999.

Although this volume's focus is on many neighborhoods in New York and Philadelphia that are disappointingly not Germantown, the factors leading to the suburban exodus obviously apply to this community's experience as well. Happily, Suarez has not given up hope for a revival and perhaps 2008 gasoline prices will contribute to that development.

Ward, Patrick. *Exile, Emigration and Irish Writing*. Dublin: Irish Academic Press, 2002.

The literary side of the immigration experience, sometimes lost in the history scholar's date and statistical rigor requirements. Valuable, of course, as a source of primary documents.

Whittier, John Greenleaf. "The Pennsylvania Pilgrim."

[http://en.wikisource.org/wiki/The\\_Pennsylvania\\_Pilgrim](http://en.wikisource.org/wiki/The_Pennsylvania_Pilgrim). Accessed March 23, 2008

An epic poem paying tribute to Daniel Pastorius and the Germantown Protest Against Slavery. An abolitionist himself, Whittier waxes eloquently in 19<sup>th</sup> century style and demonstrates that even one small act of conscience can inspire and echo across the centuries.

Wokeck, Marianne S. "Flight from Egypt: German Immigration to Penn's 'Holy Experiment', 1683-1776." *Germantown Crier*: Vol. 35, No. 2, Spring 1983.

Sixteen years in advance of the publication of her more comprehensive book on migration, Wokeck focuses on Philadelphia and Germantown to reveal the unique qualities and conditions that brought the German and Dutch newcomers to the New World and how the local arriving set a pattern for settlements farther afield.

Wokeck, Marianne S. *Trade in Strangers: The Beginnings of Mass Migration to North America*. University Park, PA: The Pennsylvania State University Press, 1999.

A comprehensive overview of the commercial aspects of immigration, particularly that from the German-speaking provinces and Ireland. Without this planning and impetus, the establishment of Pennsylvania (and Germantown) as religious refuge may not have come to pass.

Wolf 2<sup>nd</sup>, Edwin. Philadelphia: *Portrait of an American City*. Harrisburg: Stackpole Books, 1975.

Rich in photographs and detailed narration, Wolf helps place German and Irish immigration in the larger context of Philadelphia history. A fair number of references to Germantown in

particular are easy to find. References to African Americans are indexed under “Blacks,” in sync with the date of publication of the book.

Wolf, Stephanie Grauman. *Urban Village: Population, Community, and Family Structure in Germantown, Pennsylvania 1683-1800*. Princeton: Princeton University Press, 1976.

This is the first book to read about the beginnings of the German Township. Fascinating for local residents, the volume offers the minutest details of movement into, activities upon arrival, the interplay of politics and religion, and intimate portraits of everyday life. Most important, Wolf reveals the facets of the pre-Revolutionary War community with the tapestry that exists there today, proof that the geology principal of uniformitarianism applies equally well to history as to rock strata: The present is the key to the past.

# # #

## Appendix A

Pennsylvania Standards for English and Language Arts

Academic Standards for Writing, Speaking and Listening: Grade 11

1.1.D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.

Reading both nonfiction in the form of news and journal articles, biography and history, along with works of literature, especially poetry, students will adjust their strategies accordingly.

1.1.F. Understand the meaning of and apply key vocabulary across the various subject areas.

Investigations cover language arts, history, art history, science, mathematics, health, architecture and social science. Vocabulary from all areas will be encountered and learned.

1.2 Reading Critically in All Content Areas

A. Read and understand essential content of informational texts and documents in all academic areas. Most notably news articles, biographical excerpts, government documents, historical, archaeological tracts, and literary criticism.

1.3. Reading, Analyzing and Interpreting Literature

1.3.C. Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices. With special emphasis on voice, point of view and tone, students will encounter numerous examples of alliteration, imagery, irony, onomatopoeia and ellipsis.

1.4 Types of Writing

1.4.B. Write complex informational pieces (e.g. research papers, analyses, evaluations, essays)

Students will read and research individual authors, analyze images in art and literature, evaluate texts and write essays on their findings, both informational and persuasive

1.5 Quality of Writing

1.5.B. Write using well-developed content appropriate for the topic.

Practice in viewing models, pre-writing, peer editing, revision and publication.

Assessment

1.2.C. Produce work in at least one literary genre that follows the conventions of the genre.

Essay, poem, short story, and novella.

1.8. Research

A. Select and refine a topic for research.

- B. Locate information using appropriate sources and strategies.
- Determine valid resources for researching the topic, including primary and secondary sources.
  - Evaluate the importance and quality of the sources.
  - Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).
  - Use tables of contents, indices, key words, cross-references and appendices.
  - Use traditional and electronic search tools.
- C. Organize, summarize and present the main ideas from research.
- Take notes relevant to the research topic.
  - Develop a thesis statement based on research.
  
  - Anticipate readers' problems or misunderstandings.
  - Give precise, formal credit for others' ideas, images or information using a standard method of documentation.
  - Use formatting techniques (e.g., headings, graphics) to aid reader understanding.

<http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf>

## **Appendix B**

### Note taking Activity #1

For each sentence from the first paragraph of Frederick Miller's "Philadelphia: Immigrant City," write a fact fragment or phrase. Avoid copying the exact language of the original.

From the time of its founding in 1682, Philadelphia has been both an immigrant port and a city of immigrants.

---

In fact, in 1683 when Dutch and German religious groups founded Germantown, now part of Philadelphia, they established the first settlement of non-British Europeans in any English colony.

---

But that event proved exceptional, for the Germantown settlers not only landed in Philadelphia, but also stayed in the area.

---

Historically, by contrast, most people who arrived in the city soon made their way elsewhere while most immigrants who settled locally had arrived through another port, usually New York, just ninety miles to the northeast.

---

Because the latter group has predominated since the 1800s, the number of immigrants living in Philadelphia has been much larger than the volume of direct migration might indicate.

---

Philadelphia as a port of entry has been very different from and less important than, Philadelphia as an immigrant city.

---

### **Appendix C**

Research Notes: Germantown Immigration Welcome Mat Comparison Form

Check Period:  Colonial Days       Revolution to Civil War  
 Industrial Ascendency       Modern Era

Group or Individual Name \_\_\_\_\_

Place of Origin \_\_\_\_\_

Reason(s) for Leaving (Push)

---

Reason for Settling in Germantown (Pull)-

---

Welcome Indicators (Jobs, Housing, Social) (Positive, Negative, Neutral)

---

Response to "Welcome" (Separate, Blend, etc.)

---

Facets, Expressions of Identity (Ethnic businesses, religious/educational institutions)

---

Length of Stay in Germantown \_\_\_\_\_

Destination Upon Leaving \_\_\_\_\_

Impact, Lasting Impressions or Institutions Left Behind

---

---

Occasions for Returning \_\_\_\_\_

## Appendix D

### Curriculum Unit on *Free!* by Lorene Cary Curriculum Guide

1. Choose to study Germantown
  - a. The Lenni Lenape (Delaware)
  - b. The German Immigrants (Francis Daniel Pastorius 1683)
  - c. Free, indentured and enslaved Africans
  - d. Visit the following sites in Germantown
    - 1- The Germantown Historical Society. 215-844-0514
    - 2- Stenton-the home of James Logan, secretary to William Penn; site where an enslaved African woman named Dinah saved the house from destruction by the British during the Revolutionary War. 215-329-7312
    - 3- The Deschler-Morris House-Germantown (The Germantown White House of George Washington where nine Africans were enslaved.) 215-596-1748
    - 4- Grumblethorpe (Revolutionary War stories and interesting gardens.) 215-843-4820
    - 5- Wyck (home of the Haines, a Quaker family). 215-848-1690
    - 6- The Germantown Mennonite Historic Trust-site of the table where the First Protest Against Slavery was written by four Quakers. 215-843-0943
    - 7- The Johnson House- home of Quaker abolitionists. 215-438-1768
    - 8- Concord School-early 18<sup>th</sup> century school house. (Call the Mennonite Trust) 215-843-0943
    - 9- Upsala-Quaker home with Johnson family connection. (Call Cliveden) 215-848-1777
    - 10- Cliveden-site of the Battle of Germantown.

11- Awbury Aboretum- Environmental education, native American education,  
Underground Railroad information.

215-849-2855

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