

The Gathering of Sources

HIST 554: Problems in 19th Century America

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Themes: Politics and War

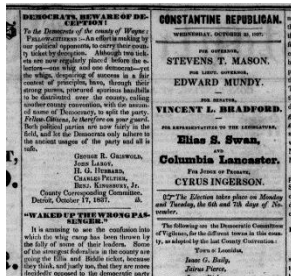
Problem Question: "Did politics in the 19th century undermine national unity?"

Readings:

Ronald P. Formisano, "The new political history and the election of 1840," *Journal of Interdisciplinary History*. Spring 93

Naomi Wulf, "The Politics of Past and Progress in Jacksonian Democracy" *ATQ* Dec 2006.

James Oaks, "Lincoln and His Commas," *Civil War History*, June 2008.



Primary Source

Constantine republican. (Constantine, Mich.), 25 Oct. 1837. *Chronicling America: Historic American Newspapers*. Lib. of Congress.

<http://chroniclingamerica.loc.gov/lccn/sn83016620/1837-10-25/ed-1/seq-1/>

Connections between the primary source and secondary source readings

Formisano and Wulf both point to the political divisions between the Whig and Democratic parties in the 1830's and 1840's. The *Constantine Republican* was a Democratic newspaper published in Michigan at this time. The "Whig Wheat Wanted" article touches on the economic argument brought up by Formisano in his review of Holt's study by claiming that the Whigs were bad economically for farmers. The "Whig Patriotism - the Five Million Loan" touches on the different views the parties had on internal improvements, as discussed in Wulf's article.

Analysis of how the source helps answer the theme's "Problem Question"

As for this week's problem question, I did a lot of thinking about what this question was actually asking. Essentially, this question assumes that unity had existed at some point in time, and I don't believe it ever did. So, I looked at it from this perspective: Did politics in the 19th century make the lack of unity worse or prevent people from developing a sense of unity? In other words, did the politics of the antebellum era play a decisive role in destroying the potentially unifying nationalism felt after the War of 1812 and lead to the complete division of the United States in 1860? I believe that politics did undermine any sense of unity that did exist before 1860, and the newspapers of the antebellum era are a great way to

illustrate this. Newspapers at this time were not only very supportive of one political party or another, but they also weren't shy about which party they supported. The Constantine Republican was a pro-Democratic, or anti-Whig, paper published in Michigan. Some of its articles focus on major issues of the time, such as the economy and internal improvements, but many of the articles were informing the readers of potential Whig spies in their area. The articles titled "Caution," "Democrats - Beware of Deception," and "Beware of Jonny Wright" warned readers of people in their area who were being paid by the Whigs to pose as Democrats and trick people into voting for Whigs. Essentially, the articles would have created fear or distrust among the citizenry. How can a country unite if the people don't trust each other?

Teaching idea supported with CCSS Standards

This lesson would focus on page two of this newspaper, which is filled with anti-Whig articles. The students would be encouraged to view the entire page, but their focus would be drawn to the articles titled "Caution," "Ballot-Box Whigs," "Democrats, Beware of Deception," "Beware of Jonny Wright," "Whig Wheat Wanted," and "Whig Patriotism - the Five Million Loan."

In the classroom, I would divide the students into groups and have them work on analyzing two of the above articles. I would have the students use the "Thinking Historically" approach identified in Morgan and Rasinski's article, "The Power and Potential of Primary Sources," to help them work through the newspaper articles. After the students are done analyzing their articles, we would come together as a class to discuss them and clarify any points of confusion.

Once the students feel comfortable with these articles, I would have them analyze articles from some of the pro-Whig newspapers mentioned in the Constantine Republican articles, such as the White Pigeon Gazette or Pontiac Courier. Finally, they would wrap up the lesson by writing a response to the following questions: Choose two arguments that the political parties made against each other. Identify who made each argument and what evidence was used to support the argument. What impact do you believe these arguments had on the people who read these newspapers? Defend your answer.

This lesson would achieve the following Common Core Standards: Reading Standards for Literacy in History/Social Studies for Grades 11-12 students #1, #2, #5, and #6; Writing Standard for Literacy in History/Social Studies for Grades 11-12 students #1, #9, and #10.

Themes: Race and Gender

Problem Question: “Was American society fundamentally racist and sexist during the 19th century?”

Readings:

Barbara Welter, “The Cult of True Womanhood: 1820-1860,” *American Quarterly*, Summer 1966.

Stephanie Camp, “The Pleasures of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830-1861,” *The Journal of Southern History*, August 2002.

Robert Nowatzki, “Paddy Jumps Jim Crow: Irish-Americans and Blackface Minstrelsy, *Éire-Ireland*, Fall/Winter 2006



Primary Source

Sojourner Truth. Photograph. Miller NAWSA Suffrage Scrapbooks, 1897-1911; Scrapbook 3; front matter. Library of Congress, Rare Book and Special Collections Division, Washington, D.C. 20540. Photomechanical print. <http://hdl.loc.gov/loc.rbc/rbcmil.scrp1000203> (accessed January 3, 2015). PDF: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/sojourner.pdf>

Connections between the primary source and secondary source readings

This picture of Sojourner Truth reflects the articles by Welter and Camp. First, the caption of this image reflects religious connotation connected to the Cult of True Womanhood. The biblical reference to Eve evokes the piety of the Cult of True Womanhood, and the statement regarding Eve’s ability to “turn the world upside down” illustrates the emphasis that Eve alone tempted Adam and ruined humans’ place in the Garden of Eden. Thus, a girl’s purity was also important in the Cult of True Womanhood to prevent further temptation. Yet this rebellious Eve who turned the world upside down could also be connected to Camp’s description of enslaved women dancing in the woods illegally. They have this power to change the world for worse or for better. According to Sojourner Truth, women also have transformative power to get the world “right side up again.”

Analysis of how the source helps answer the theme’s “Problem Question”

This image shows that while America was both racist and sexist in enslaving people and denying women rights, enslaved people and women felt empowered to change society. Sojourner Truth’s quote illustrates how African-Americans converted to Christianity as a part of their enslavement, but they used Christian themes as powerful motivators for change. At the same time, women were defined in relation to men, creating a private sphere. Though relegated to a moral, domestic sphere, both white and African-American women sought to change society through their moral roles. As shown in Sojourner Truth’s statement, women could make the world right through moral change. Thus, while oppressed, women and enslaved people did not see themselves as powerless.

Teaching Idea Supported with CCSS Standards

I have my students read Welter, answer questions, and then we discuss the article and questions for two days before this assignment. This activity begins with handing out a copy of the image to each student, along with a projected image on an interactive whiteboard. Students will have 2-3 minutes to write down in their notebook their thoughts on the “Question of the Day” (QOTD). QOTD: “Write down what you see in the image, including the caption at the bottom.” We will have a whole class discussion, making sure students understand the meaning of the caption. We will also discuss as a large group why the wording is not in “proper” English, as reflected in the Sojourner Truth’s speaking manner.

Then, students will discuss the following question in small groups at their table, and write a paragraph individually to turn in: “To what extent is the ‘Cult of True Womanhood’ reflected in this image?” Students will have discussed the Welter article in the two previous classes. The image analysis QOTD uses Common Core reading standards 1, 2, and 4, because students need to analyze the picture and cite evidence for their explanation as well as determine the meaning of the words in the caption. The written response uses Common Core writing standards 1 and 4, because students need to craft a response that uses clear and coherent ideas. Moreover, it uses Common Core reading standards 7 and 9, because students need to evaluate and corroborate information on the “Cult of True Womanhood” from multiple sources.



Primary Source

Election Day!. C, 1909. Image. Retrieved from the Library of Congress, <https://www.loc.gov/item/97500226>. (Accessed March 08, 2016.)

Connections between the primary source and secondary source readings

This source speaks mostly to the Welter article. In the way that I plan to use the source, it is meant to be both contrary to the idea of a true woman and, in the end, show that this standard is still applicable to early 20th century woman. In the source, the woman is shown as educated and leaving the house to vote while the male subject has the kids and looks frazzled. This image is opposite of the “true woman.” However, the source when read, is showing that women should not be able to vote because men are losing those qualities of submissiveness and domesticity.

Analysis of how the source helps answer the theme’s “Problem Question”

The time frame of this source is a little off in terms of 19th century problems (having been published in 1909). But, this notion of women as needing to stay in the home and take care of the kids is the 19 century ideal. This source is a carry-over from this 19 century sexism. As women became more educated, less submissive and domestic, the ideal “true women” was disappearing. The male response to this shift is clearly seen in the male subject of this cartoon.

Teaching Idea Supported with CCSS Standards

I have tried to use this source with my 8th graders in the past. I used this source as a part of a theme set on women’s suffrage. I found it ineffective in that context. They look at the source, read, “Votes for Women,” and assume that it is pro-suffrage. It is a little too complex for them to grasp the real meaning. This year, I think I will use it differently. We would start by understanding the expected societal roles of women in the 19th century. Then, I would use this source as a counterpoint to that discussion. I would do a series of mini debates. Students would be in groups of six. I would have this source projected and a copy on each table. Students are labeled either A or B (three A’s and three B’s in

each group). Then I would ask a series of questions to be debated. First, is this woman different from the expected woman of the 19th century? A's would have to answer "yes" and provide evidence from the source; B's would have to answer "no" and provide evidence from the source. Second and third questions, how is this woman most like and then most unlike the 19th century ideal. Teams would have to decide that together and then debate within their groups. Finally, students would write in their notebooks a quick analysis of the cartoon. The focus prompt would be, how is the ideal of the 19th century woman used against women's suffrage. In terms of Common Core Standards, it meets speaking and listening standards with the debate, citing evidence, finding point of view, and determining central ideas. This activity meets writing standards of writing arguments with valid evidence.

"Student 2" comments to the above primary source post:

This poster depicting a woman dressed in part like a man setting out to vote while leaving her husband to do "woman's" work is iconic anti-suffrage propaganda from the turn of the 20th century. Many people (men and women) saw suffrage as a zero sum game; if women are allowed to vote, then their gain is offset by the emasculation of men within the household as well as the de feminization of the obedient, non-opinionated woman.

Your proposed use of the poster AFTER providing background information on the cult of the woman would certainly allow your eighth graders to more concretely understand both sides of the issue. When combined with an integrated look at all aspects of the poster and directed "seeing".

The common core standards you are proposing to meet seem well defined and your lesson plan speaks directly to the standard you are using. The debates are a good format since you are mandating a particular viewpoint. It might be interesting for them to take their own viewpoint without direction (pro/con) as I am sure their opinions (still forming in some cases) might be enlightening and surprising. Or, maybe not. The question I am looking for is not only trying to validate arguments through evidence, but also to formulate their own opinion through evidence.

"Student 3" comments to the above primary source post:

This image provides an interesting touchstone for a discussion on sexism and the legacy of the "Cult of True Womanhood." As you mentioned, this image from the early twentieth century illustrates the legacy of domesticity and submissiveness of the nineteenth century. This political cartoon reflects the fear men had that women's suffrage would upset the gender roles established by the "Cult of True Womanhood." While the woman leaves to vote, the dishes remain dirty and broken, the tea kettle is overheating, and the children cry while in the lap of their father. Clearly, she is not fulfilling her domestic duties. Furthermore, the clothing she wears looks masculine, including a tie similar to her husband's, so she no longer looks like a submissive woman. This image reflects sexist reasons to deny women's right to vote; simply because men do not want gender roles to change is not justification to deny women the right to vote.

These constructed gender roles contributed greatly to female oppression and sexism. Though opponents to female suffrage argued that women could influence their husbands to make informed voting choices, this political cartoon illustrates that not all men could be trusted to value their wives' opinions. Therefore, women argued that they needed the right to vote. Moreover, from the emphasis on piety shown in the "Cult of True Womanhood," women argued that their right to vote would provide a moral voice to politics. This political cartoon, however, reinforces sexist attitudes that women would upset gender roles if they had the right to vote.

Themes: Society and Culture

Problem Question: In the 19th century, did society shape culture or did culture shape society?

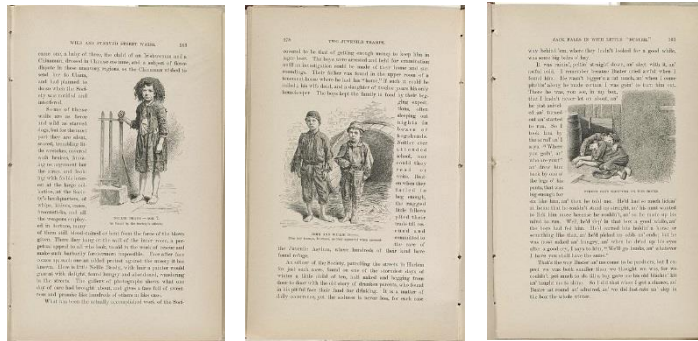
Readings:

Timothy Gilfoyle, "Street-Rats and Gutter-Snipes: Child Pickpockets and Street Culture in New York City, 1850-1900," *Journal of Social History*, Summer 2004.

Lawrence Levine, "William Shakespeare and the American People: A Study in Cultural Transformation," *American Historical Review*, Feb 1984.

Anna Luker Gilding, "Preserving Sentiments: American Women's Magazines of the 1830s and the Networks of Antebellum Print Culture," *American Periodicals*, 2013.

Primary Source



Nellie Brady - age 7 As found by the Society's officers. [1891] Image. Retrieved from the Library of Congress, <https://www.loc.gov/item/2012647174>. (Accessed March 08, 2016.)

John and Willie D--- Two boy tramps, brothers, as they appeared when arrested. [1891] Image. Retrieved from the Library of Congress, <https://www.loc.gov/item/2012647173>. (Accessed March 08, 2016.)

Street Boys Sleeping on the Docks. [1891] Image. Retrieved from the Library of Congress, <https://www.loc.gov/item/2012647170>. (Accessed March 08, 2016.)

The three sources below come from a book titled *Darkness and Daylight; or, Lights and Shadows of New York Life*. After doing a little bit of research on this book, I found that it was written by a woman named Mrs. Helen Campbell, a city missionary and philanthropist, and contained accounts from Col. Thomas W. Knox, and author and journalist, and Supt. Thomas Byrnes, the Chief of N.Y. Police and Detectives. It contains hundreds of personal accounts about New York City life. The three sources below are pages from the book that contain stories about street children in New York City.

Connections between the primary source and secondary source readings

These sources definitely connect to Gilfoyle's article on street children in New York city during the rise of the market revolution. Gilfoyle's focus is on the large numbers of children who essentially lived on the

streets due to either being orphaned or terrible living situations at home. These three stories give a bit more insight into the lives of children on the streets. They touch on the terrible home lives they are trying to escape, how they slept and tried to get money through begging, and how these children were found by authorities. While many of the details are lacking because not all of the pages are there, they are still quite interesting to read.

Analysis of how the source helps answer the theme's "Problem Question"

As for this week's problem question about society and culture, these sources provide a little bit more information about the culture of children living on the street and a little bit more about societal issues at the time. I personally believe that the rise of an industrial society drastically changed American culture in the 19th century. As Gilfoyle pointed out, the industrial revolution changed the way people worked. Because of this, children were no longer involved in apprenticeships, which partly led to the rise in street children. In addition, the industrial revolution led to many other societal problems, such as a loss of self-worth associated with work (no pride in factory work), and high rates of poverty associated with low factory wages and work related injuries. These issues often changed the dynamic of home life and the ways people lived (culture). This definitely comes through in the pages from Mrs. Helen Campbell's book, with mentions of families living in tenements and fathers being drunk at home while the children have to go out and beg for money.

Teaching Idea Supported with CCSS Standards

In the classroom, I would give a little background information on the book and its authors, and then divide the class into six groups and give each group one of the pages to read, ensuring that each source is read by two groups. As they read, I would have them create two lists. On the first list, they need to identify information that tells them more about street children and how they lived. On the second list, they need to identify parts of the reading that can be seen as the author's opinions or judgments about street children. I would then have the groups with the same source get together to share and compare their lists. Once their lists are compiled, I would have them reflect on the source of information, and use the following questions to prompt their reflections: In terms of understanding the lives of street children, how would the authors' perspective be different from that of the children themselves? Can we trust the authors' perspectives? How are the authors' perspectives useful to historians? In order to assess their learning, I would provide them with the following options: 1. Students could create a quick six second vine video or up to ten second YouTube video that addresses the issue of differing perspectives in our own society today. 2. Students could take and share two photographs that they think expresses the issue of differing perspectives in our society. 3. Students could find a primary source that they believe expresses life in the 19th century from the perspective of a child on the streets. All of these would be shared with the class.

The Common Core reading standards for grades 11-12 covered by this lesson are: #1, #2, #3, #6, and #8. The only Common Core writing standard for grades 11-12 that I see covered by this lesson is #9, but that is because the only real writing here is the lists. Their products won't really require much writing.

"Student 2" comments to the above primary source post **(Also the "society and culture" lesson author):**

Great job locating this source! The connection to Gilfoyle's article is unmistakable. I think all of us have touched on how we feel that this secondary source would really capture the attention of high school students. This primary source would be an excellent follow-up to having students read the article. I agree with your assessment that this secondary source and the related primary sources would tend to suggest that society shaped culture. Gilfoyle makes an excellent point (which you also mention) that the

Industrial Revolution changed the way people worked. Children and teenagers were no longer serving as apprentices under the guidance of masters of a trade. The change in economic conditions left many families struggling to make ends meet and this condition was exacerbated by the influx of immigrants arriving from Europe (on the East Coast) and China or Asia (more on the West Coast) who were also demanding jobs. As factories became more and more industrialized, the number of people required to work in the factories diminished...eliminating many jobs. The story of John and Willie was especially interesting and fit many of the descriptions of street children offered by Gilfoyle's article. Neither child had ever attended school. Loss of income forced the children to go out onto the streets to beg for money; they were beaten if their efforts did not produce an amount deemed acceptable by their father. All of the children described in the primary source had come into the care of a society dedicated to helping children in such situations. Whereas the other source you found shows clear evidence of how the principle of hard work had a direct influence on the success of the Industrial Revolution, this source shows how the Industrial Revolution impacted the lives of people (society shaping culture).

I really like the way you would incorporate the Gilfoyle article and these primary sources into a classroom activity. I like the incorporation of technology with the opportunity for students to create either a Vine video or a YouTube video. I find that students become very engaged with projects such as this and I feel that this would enhance their understanding of the topic. My question to you is whether you would incorporate this lesson into the unit you describe with your second primary source (on the Industrial Revolution)? I really think that the two sources you found this week would work well in the same unit. Great job with these!!