



History Making Productions Presents:
The Floodgates Open: 1865 - 1876

Teacher Materials
Lesson Plan & Answer Key

- Learning Through Media -

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INTRO

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

For each 25-minute episode you will find:

BEFORE

Attention grabbing "hooks" to stimulate student interest

Images and/or documents from the film along with suggested discussion questions to prepare students to view the episode

Vocabulary lists to teach unfamiliar terms

Essential questions to help you frame the lesson

DURING

Note-taking sheets to keep your students focused as they view the episode

Suggested stopping points to maximize student interest and understanding

AFTER

Follow-up lessons based on content from the episode

Class activities based on the webisodes that accompany each episode, along with webisode worksheets that require information gathering, exploration of primary sources, and critical analysis

Lessons based on primary sources relevant to the episode

Suggestions for topics that can be explored more fully using our Shortcuts, brief interviews with experts that are available on the *historyofphilly.com* website.

List of relevant Common Core Standards

A set of five quiz questions based on the note taking sheet.

BEFORE

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

Say or show the following statement:

A famous civil rights protest was sparked when a woman refused to get up from her seat when told to do so by a driver. Brave leadership by a respected African American community leader eventually led to the desegregation of public transportation in their city.

Ask students to guess the era, the individuals, and the city being described. Although students will probably assume that this scenario is describing the actions of Rosa Parks and Martin Luther King Jr. during the Montgomery Bus Boycott of 1955-56, it is actually meant as a description of much earlier events that took place in Philadelphia during the 1860s.

Indicate that the episode they will be watching is entitled "The Floodgates Open", and it takes place between 1865 and 1876. Tell them that "floodgates" are literally gates used to control the flow of a body of water, but that figuratively they are anything that restrains an outpouring. Given what they know that the years before 1865, what do they think was the virtual floodgate and what might it have been holding back?

Work before watching:

Have students look at the following images of events that took place in Philadelphia at the beginning and the end the time span of the episode, the first, showing President Lincoln's hearse in **1865** and the other showing the Centennial Exposition in **1876**. Have them compare the two images and hypothesize what is going on in each. What might the differences in the images reveal about the intervening years?

Words before watching:

These are terms that are used in the episode and on the note sheet. It will be helpful to review any unfamiliar terms with students or to distribute the **vocabulary list** to students.

- **Precedent** – an earlier event or action that is regarded as an example or guide to be considered in subsequent similar circumstances
- **Consolidate** – to bring together separate parts into a single or unified whole. Specifically, Philadelphia was consolidated in 1854 when the City of Philadelphia came to encompass all of Philadelphia County rather than just William Penn's initial city borders. The city grew in size from 2 square miles to nearly 130 square miles. For more information <http://philadelphiaencyclopedia.org/archive/consolidation-act-of-1854/>
- **Referendum** – submitting to popular vote a measure passed on or proposed by a legislative body or by popular initiative
- **Entrepreneur** – a person who starts a business and is willing to risk loss in order to make money

Wondering before watching

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

- How do people, institutions, organizations, and events shape a city's identity?
- What made the growth of industry possible and how did industry impact Philadelphia?
- What are positive and negative outcomes that occur when diverse people come together in the same place and what influences these outcomes?
- How do people without obvious power fight for justice?

DURING

Work while watching:

Students will fill out a **note-taking sheet**.

Pause while watching:

You may want to do the primary source activity at 16:03.

AFTER

(Approximately one class period)

Discussion after watching

- Compare the desegregation of Philadelphia streetcars in 1865 to the Montgomery Bus Boycott of 1955-56.
- Who had a bigger impact on the city and the nation, Peter Widener or John Wanamaker?
- This episode begins with Lincoln's funeral and ends with the Centennial and the opening of John Wanamaker's department store—what does this imply about the changes that took place in Philadelphia from 1865 to 1876?
- What were the "floodgates," and what emerged when they were open?
- Should the 1876 Centennial Exhibition be considered a success? What types of events, if any, should Philadelphia seek to host for the nation's Sestercentennial (250th anniversary) in 2026?

See Essential Questions

Activity after watching

Working individually, in pairs, or small groups, have students develop print advertisements for either John Wanamaker's Department Store or the Centennial Exposition. The ads should convey what they have learned about Philadelphia's economy, infrastructure, interracial relations, and overall mood/sense of itself in the 1870s. This can be done as a quick activity on the same day as the discussion, or it can be extended through another class period or two if you would like for students to do additional research. Helpful websites include:

For John Wanamaker's

<http://www.philadelphiahistory.org/node/282>

http://www.pbs.org/wgbh/theymadeamerica/whomade/wanamaker_hi.html

<http://explorepahistory.com/hmarker.php?markerId=I-A-335>

<http://philadelphiaencyclopedia.org/archive/department-stores/>

For the Centennial Exposition

<http://www.pbs.org/wgbh/americanexperience/features/general-article/grant-exposition/>

<http://libwww.library.phila.gov/CenCol/ov-website.htm>

http://www.portal.state.pa.us/portal/server.pt/community/things/4280/centennial_exhibition_of_1876

http://www.digitalhistory.uh.edu/learning_history/worlds_fair/centennial_resources.cfm

(Approximately one class period)

Activity after watching—webisodes

To gain a better understanding of two kinds of organized groups that existed in late 19th century Philadelphia, have half of the students watch the "Volunteer Firefighters: Protector and Provokers" webisode and the other half watch "Base Ball: The Philadelphia Game". As they watch, they should fill in the **webisode work sheets**. Afterwards, have students work with a partner who watched a different webisode. They should share information from the webisode and then try to determine two similarities and two differences between the volunteer fire companies and early baseball teams.

(Approximately one class period)

Activity after watching—primary sources

Put students in pairs and have each read one of **two letters** that William Still included in the pamphlet, *A brief narrative of the struggle for the rights of the Colored people of Philadelphia in the City Railway Cars...* After answering the questions that follow the letters, students should share questions and responses. Note that questions 4 and 5 are the same on both sheets. To have them show what they have learned, ask students to make posters or bumper stickers with slogans protesting the exclusion of blacks from streetcars using specific information drawn from the readings. If you'd like students to see or to use copies of the original document, it can be found at <http://stillfamily.library.temple.edu/brief-narrative-struggle-right-0>.

(Varied depending on goals, assignments)

Activity after watching—shortcuts

If you would like for your students to delve more deeply into subject matter covered in this episode, you may want to have them use the "shortcuts" to get information from the experts on any of the following topics:

The building of City Hall

- Design of City Hall with Michael Lewis
- City Hall Building Commission with Michael Lewis
- City Hall's Architect with Michael Lewis
- The History of City Hall with Michael Lewis

Innovation and Industry

- Early Public Projects with Steven Conn
- Economic Powerhouse with James Mundy

- Entering the Industrial Age with Steven Conn
- Fairmount Park and Waterworks with Steven Conn
- Industrial Expansion with George Thomas
- Innovation and Infrastructure with Sharon Holt
- Innovation and Progress with Steven Conn
- Labor and Industrial Standards with Steven Conn
- Origins of American Innovation with Sharon Holt
- Pennsylvania Railroad with George Thomas
- Streetcars and Transit with Steven Conn
- Modernism in Architecture with Sharon Holt
- John Wanamaker with Steven Conn

African American History

- African American Education with Juan Williams
- Education of Black Clergy with Mark Tyler
- Emily Davis with Kaye Whitehead
- Emily Davis' Journal with Kaye Whitehead
- African Americans in Philadelphia with Allen Guelzo
- Assassination of Octavius Catto with Steven Conn
- Octavius Catto and Integration with Juan Williams
- Complexion and Social Status with Mark Tyler
- Complexities of Ending Slavery with Sharon Holt
- Exclusivity of Black Elites with Kaye Whitehead
- Charleston Oppresses Blacks with Allen Guelzo
- Frederick Douglass with Kaye Whitehead
- Free Blacks in Philadelphia with Kaye Whitehead
- Racial Tensions After the Civil War with Allen Guelzo
- Migration of Free Blacks with Mark Tyler
- Missionaries in the South with Mark Tyler
- Mother Bethel AME Church with Mark Tyler

Daily life in mid-19th Century Philadelphia

- 19th Century Newspaper Production with Allen Guelzo
- Newspapers of Philadelphia with Allen Guelzo
- 19th Century Violence with James Mundy
- Baseball: Origins and Tradition with Steven Conn
- Irish Firefighters with Chris Matthews
- Layers of Religion with Allen Guelzo
- Life in Irish Neighborhoods with Chris Matthews
- Realigning Women's Rights with Steven Conn
- Religion and Social Advancement with Allen Guelzo

RELEVANT PENNSYLVANIA COMMON CORE STANDARDS

Key Ideas and Details

Grade 6-8

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Identify key concepts in a text's description of a process related to history/social studies(e.g., how a bill becomes law, how interests rates are raised or lowered).

Grade 9-10

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Grade 11-12

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas
- Evaluate various explanations for actions or events and determine which explanation best accords with the textual evidence, acknowledging where the text leaves matters uncertain

Craft and Structure

Grade 6-8

- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language inclusion or avoidance of particular facts).

Grade 9-10

- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

Grade 11-12

- Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence.

Integration of Knowledge and Ideas

Grade 6-8

- Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts)
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Analyze the relationship between a primary and secondary source on the same topic.

Grade 9-10

- Assess the extent to which the reasoning and evidence in a text support the author's claims.
- Compare and contrast treatments of the same topic in several primary and secondary sources

Grade 11-12

- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem
- Evaluate an authors' premises,claims, and evidence by corroborating or challenging them with other information
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an event, noting discrepancies among sources.

The Floodgates Open: 1865-1876

Vocabulary

- **Precedent** – an earlier event or action that is regarded as an example or guide to be considered in subsequent similar circumstances
- **Consolidate** – to bring together separate parts into a single or unified whole. Specifically, Philadelphia was consolidated in 1854 when the City of Philadelphia came to encompass all of Philadelphia County rather than just William Penn's initial city borders. The city grew in size from 2 square miles to nearly 130 square miles. For more information <http://philadelphiaencyclopedia.org/archive/consolidation-act-of-1854/>
- **Referendum** – submitting to popular vote a measure passed on or proposed by a legislative body or by popular initiative
- **Entrepreneur** – a person who starts a business and is willing to risk loss in order to make money

Notesheet Activity, The Floodgates Open: 1865-1876

Fill this in as you watch. Sentences in italics are direct quotations from the episode.

1. *The great leaders of the city are **engineers**, are manufacturers, are the men who are basically looking forward to the **future** rather than back to precedent....In a city delirious with **invention**, these men take technological innovations and turn them into unprecedented **wealth**, for both **private gain** and **public good**.*

2. Peter A.B. Widener: butcher → **ward** boss → invests in real estate and **streetcars** → city treasurer. He gives **shares** in streetcars to public officials to protect them from regulation and **competition**. Streetcars **tripled** the area of the city.

3. Consolidation *had made Philadelphia an **enormous** city.*

4. What were two sites considered for City Hall? Which was chosen by referendum?

Washington Square and Center Square; Center Square

5. The worst riots in the city's history were against **Catholics** in the 1840s.

6. William McMullen: grocer's son → defender of **Catholic** church → dropped out of high school to join The **Killers** → an anti-**Lincoln** Democrat → leader of Moyamensing Hose Company.

7. The Institute for Colored Youth provided a **classical** education for the children of the **black elite**.

8. White streetcar riders vote not to allow **black** riders by a **20** to 1 margin. A black woman stays on a streetcar for **24 hours** in protest.

9. Caroline LeCount and Octavius Catto were both **teachers** at the Institute for Colored Youth.

10. *Catto wanted to break the color line in baseball, education.... and, most immediately **streetcars**.*

11. After **18** months of lobbying, a law to integrate the streetcars, written by Catto and William **Still** is passed.

12. When Caroline LeCount proves that a streetcar operator violated the law by refusing to let her ride, he is fined **\$100** dollars.

13. The root cause of 1871 election day violence is **working class**, immigrant resentment at Philadelphia's white **Republican**, elite which is focused on this influx of a **black** population which is taking away **jobs** from **Irish** immigrants. **Catto** is killed.

14. The purpose of the Centennial was to show Philadelphia's specialness and to reunite the country after **The Civil War**.

15. John Wanamaker recognizes the importance of **consumer** goods, locates his store near **City Hall**, and opens at the time of the **Centennial**.

16. *Urban life has been **transformed**.*

Webisode Activity

The Volunteers: Firefighting in Philadelphia

As you watch the webisode, fill in the T-chart and timeline below.

Protectors	Provokers
<ul style="list-style-type: none"> • Community based • Seen as public service • Protected the city—Philadelphia never had a major fire unlike other big cities • Many died doing their job • Sponsored parties and dances for neighborhood • Place of refuge or to get a meal 	<ul style="list-style-type: none"> • No black companies • Some joined street gangs with names like the Blood Tubs, the Bullies, and the Killers • Pitch battles with "alley apples" (bricks), brickbats, and guns • Partied and ran around night even when no fire

1752	Franklin forms first insurance company
1838	Pennsylvania Hall, an abolitionist meeting hall, was allowed to burn to the ground by volunteer fire companies
1844	Riots between Catholics and Protestants shake the city; fires set on purpose to draw rival fire companies to the scene

The Volunteers: Firefighting in Philadelphia, Coninued

As you watch the webisode, fill in the T-chart and timeline below.

1854	Philadelphia consolidated to unify police force; order restored to fire companies—but remained independent, neighborhood institutions.
1865	Large city-wide "Grand Parade" of volunteer firefighters at end of Civil War
1871	City shuts down volunteer fire companies and opens city fire department

In the opening of the webisode, the narrator states, "For two centuries, Philadelphia's volunteer fire companies reflected the city at its best and at its worst." What do you think are the strongest examples of best and worst of the volunteer fire companies?

Answers will vary.

Webisode Activity

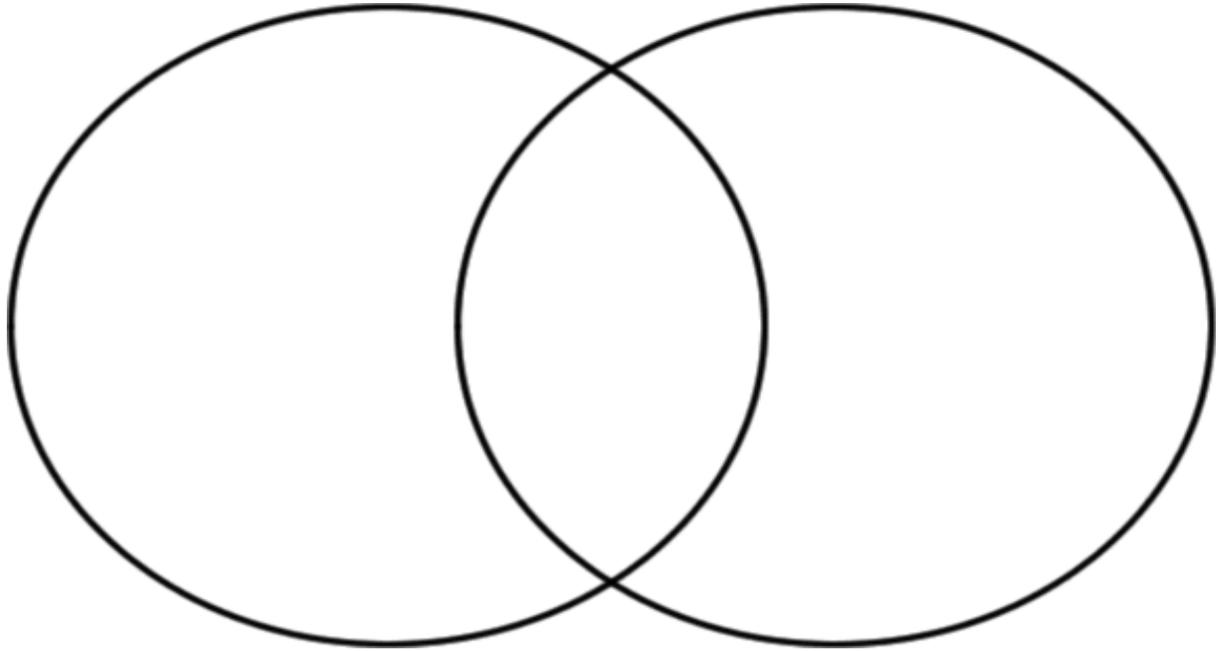
Base Ball: The Philadelphia Game

As you watch the webisode, fill in the Venn Diagram and Timeline below.

Early Base Ball

Both

Modern Baseball



1831	Olympic Town Ball Club plays first organized game
1850s	Baseball spread through city, especially North Philadelphia
1865	Philadelphia Athletics are first team to hire a player from another city
1867	National Association of Baseball players reject the Pythians, a black team led by Octavius Catto
1869	Pythians play first recorded games between black team and white team
1870	Pythians disbanded so that Catto could focus on gaining voting rights for blacks
1871	Octavius Catto killed; Philadelphia Athletics won first championship of National Association of Baseball
1876	National Association of Baseball became National League and first championship was in Philadelphia; A's disband

Base Ball: The Philadelphia Game, Continued

1883	Phillies founded (?)

For Venn Diagram

Early Base Ball	Both	Modern Baseball
<ul style="list-style-type: none"> • Early ball playing illegal • Were not supposed to be paid to play— often worked government jobs, but didn't always show up • Segregated • People not used to paying admission so teams not making money 	<ul style="list-style-type: none"> • Teams • Uniforms • Rivalry between cities 	<ul style="list-style-type: none"> • Players well paid • Integrated teams • Expensive tickets; large profits

According to Reverend Mark Tyler, "There's always been a connection in American between athletics and the way in which we view people. So if we can be viewed as equals on the baseball diamond we can be viewed as equals everywhere else." Do you agree with this statement?

Answers will vary

Primary Source I: Colored People and the Cars, August 31, 1859

To the Editor of the North American and United States Gazette:

Sir :

As a colored man, and constant reader of your paper, allow me a brief corner in your columns to make a few remarks on the sore grievance of genteel (*refined, respectable*) colored people in being excluded from the city passenger railroad cars, except they choose to " stand on the front platform with the driver." However long the distance they may have to go, or great their hurry—however unwell or aged, genteel or neatly attired—however hot, cold or stormy the weather—however few in the cars, as the masses of the colored people now understand it, they are unceremoniously excluded. Of course my own humble opinion will weigh but little with yourself and readers (being, as I am, of the proscribed (*restricted*) class) as to whether it is reasonable or unreasonable, just or unjust—as to whether it is a loss or a gain to railroad companies, thus to exclude colored people. Nevertheless, pardon me for saying that this severe proscription, for some unaccountable reason, is carried to an extent in Philadelphia unparalleled in any of the leading cities of this Union. This is not imagination or an exaggerated assertion. In New Orleans, colored people—slaves as well as free—ride in all the city cars and omnibuses. In Cincinnati, colored women are accommodated in the city omnibuses, but colored men are proscribed to a certain extent. In Chicago it may be safely said that not the slightest proscription exists in the public conveyances (*transportation*) of that flourishing city. In New York, Brooklyn, &c, (except on one or two of the New York city passenger lines,) there is not the slightest barrier to any persons riding, on account of complexion. There is no obstruction in the way of colored persons riding in any of the Boston cars or omnibuses. I need not allude (*refer*) to the cities of minor importance, whether favorable or unfavorable, North or South. Sufficient are the facts in the examples of the cities already alluded to, to make it a very painfully serious inquiry with intelligent colored people, why it is so in Philadelphia, the city of "Brotherly Love," so noted as the bulwark (*wall of defense*) of the "Religious Society of Friends, commonly called Quakers," so noted as one of the leading cities in the Union, in great religious and benevolent (*charitable*) enterprises, so pre-eminently favorable to elevating the heathen in Africa, while forgetful of those in their very precincts—those who are taxed to support the very highways that they are

rejected from. But, doubtless, on a hurried consideration of the claims of the colored people, serious objections would be found by railroad boards and others, under the erroneous (*false*) impression that the vicinity of St. Mary, Bedford, Seventh and Lombard streets, &c, furnishes a sample of the great body of colored people residing in Philadelphia. I beg, Mr. Editor, to respectfully add, that the inhabitants of this ill-fated region are by no means a fair sample of the twenty thousand colored people of Philadelphia. The gulf between this degraded class and the great mass of industrious colored people, is well nigh as marked as was the gulf between Dives and Lazarus*, in the parable; as I shall attempt to demonstrate here, besides volunteering further to prove, by ocular (*by eye*) testimony, if any of your readers choose to condescend to accompany me to parts and places where the decent portions of colored people reside; to the eighteen or twenty colored churches, with their Sabbath schools ; to at least twenty day schools, of a public and private character; to the dozens of beneficial societies, united for the mutual support of their sick and disabled members; to the neat and genteely furnished three-story brick houses, owned, occupied, and paid taxes for, almost entirely by colored people—on Rodman street, Ronaldson street and Washington street; to observe the extent of valuable property owned on South and Lombard streets (in the most respectable part of those streets;) to examine some of the stores (they may not be large) kept by colored men; (of which more will be said presently) to pass those living in respectable houses, elegantly furnished, houses alone worth from five to ten thousand dollars; likewise leaving out the many in various other parts of the city, where industrious, sober and decent people live and own considerable real estate. I think abundant evidence may be found in the directions alluded to, to convince the most prejudiced against the colored man, that he is by no mean so sadly degraded and miserably poor as the public have generally been led to suppose, from all that has been said of him in connection with the degraded localities alluded to before.

* *In a biblical story, Dives is a rich man who refuses to give food to a beggar named Lazarus*

Primary Source I: Colored People and the Cars, August 31, 1859

Answer Key

1. What are two specific examples William Still gives to support his assertion that black riders are better treated in other American cities?

Possible answers include:

- **In New Orleans, both enslaved and free blacks can ride streetcars and buses**
- **In Cincinnati, black women can ride buses**
- **In Chicago/New York/Brooklyn/Boston there are no restrictions**

2. In what way does Still find it hypocritical that black riders are so severely restricted in Philadelphia?

Philadelphia is known as "the city of Brotherly Love". Under the influence of Quakers, Philadelphia is a leading city in terms of religious and charitable organizations, even those that try to help people in Africa.

3. Still argues that Philadelphians should not generalize about blacks based on the people who live in "the vicinity of St. Mary, Bedford, Seventh and Lombard streets". Give three specific examples of what can be found in black communities outside of this "ill-fated region".

Possible answers include:

- **18-20 churches/Sunday schools**
- **Dozens of beneficial societies**
- **Nice houses (well furnished, valuable) owned by blacks**
- **Stores owned by blacks**
- **"Industrious, sober, and decent people" who "own considerable real estate"**

4. William Still seems to be arguing for the rights of elite blacks to ride on the streetcars rather than all black people. Why might he have pursued this strategy, and what is your opinion of Still's approach?

Answers will vary.

5. See *document on reverse side*. In 1955, prior to the famous bus boycott, the black community of Montgomery, Alabama presented a list of "Negroes' Most Urgent Needs" to the Montgomery City Council. Why do you think that access to public transportation was seen as such a crucial issue in both the 1850s and 1950s?

Answers will vary.

Birmingham - no promises unless...

NEGROES' MOST URGENT NEEDS

FOLLOWING ARE A FEW OF THE MOST URGENT NEEDS OF OUR PEOPLE. IMMEDIATE ATTENTION SHOULD BE GIVEN EACH OF THESE. WHAT IS YOUR STAND TOWARD THEM?

- 1. The present bus situation. Negroes have to stand over empty seats of city buses, because the first ten seats are reserved for whites who sometime never ride. We wish to fill the bus from the back toward the front until all the seats are taken. This is done in Atlanta, Georgia, Mobile, Alabama and in most of our larger southern cities.
- 2. Negro Representation on the Parks and Recreation Board. Our parks are in a deplorable condition. We have protested, yet nothing has been toward improving them. Juvenile delinquency continues to increase. In many instances these children are not responsible. The city is. Nobody knows better than Negroes what their needs are. *Jan. 1944 Dept.*
- 3. Sub-division for housing. Just recently a project ~~was~~ is a sub-division for Negroes was presented before the City Commission for approval. Protests from whites and other objections prevented the development. There is no section wherein Negroes can expand to build decent homes. What of Lincoln Heights?
- 4. Jobs for qualified Negroes. Certain civil service jobs are not open to Negroes, yet Many are qualified. Negroes need jobs commensurate with their training. Everybody can not teach.
- 5. Negro representation on all boards affecting Negroes. Negroes are taxpayers; they are property owners or renters. The constitute about ~~fifty~~ forty percent of the city's population. Many boards determine their destinies without any kind of representation whatsoever. Only Negroes are qualified to represent themselves adequately and properly.
- 6. Congested areas, with inadequate or no fireplugs. Fire hazards are inviting.
- 7. Lack of serage disposals makes it necessary to resort to out-door privies, which is a health hazard. *4/12/44*
- 8. Narrow streets, lack of curbing, unpaved streets in some sections. Immediate action should be taken on this traffic hazard.

Gentlemen, what is your stand on these issues? What will you do to improve these undemocratic practices? Your stand on these issues will enable us to better decide on whom we shall cast our ballot in the March election.

Very truly yours,
Montgomery Negroes

3 items require no money

Primary Source 2: To the Editor of The Press;

Sir:

Please permit me to state through the columns of your liberal journal a matter of very serious public grievance, which colored people generally are daily subjected to, and which, as an individual, I experienced to-day to a degree that I shall not attempt to fully describe, although I feel I shall never forget it. Briefly, the circumstances were these: Being under the necessity of going out to Camp William Penn (*a Union training camp for black soldiers*), to-day, on business, I took the North Pennsylvania Railroad, and reached the ground about 11 o'clock. Remembering that pressing duties required my presence at my store by a certain hour in the early part of the afternoon, I promptly attended to my and a half hours for the down train, I concluded that I would walk over to Germantown, and come to the city by the 1 o'clock steam cars. Accordingly, I reached Germantown, but too late for the train by about five minutes, as the cars had just gone. To wait another hour I felt was out of the question; hence, I decided to take the city passenger cars. Soon one came along with but few passengers in it, and into it I walked with a man who had been to the camp with me (but fortunately he happened to be of the approved complexion), and took a seat. Quickly the conductor approached me and I tendered (*gave*) him the fare for us both...The conductor very cordially received the money, but before he took time to hand me the change that was due to me, invited me to "step out on the platform." "Why is this?" I remarked. "It is against the rules," he added. "Who objects?" I inquired. "It is the aristocracy," he again added...Of course, the conductor declared that he had no objections himself, but continued to insist that it was "the rules."...I told him that I paid taxes, etc., but of course it was of no avail (*use*). Riding on the platform of a bitter cold day like this I need not say is almost intolerable, but to compel (*force*) persons to pay the same as those who enjoy comfortable seats inside by a good fire, seems quite atrocious. Yet I felt, under the circumstances, compelled to submit to the wrong, for the sake of arriving at my place of business in due time. But before I arrived at my destination it began to snow, which, as I was already thoroughly chilled with the cold, made the platform utterly intolerable; hence, I concluded to walk the rest of the distance, and accordingly got off, feeling satisfied that no where in Christendom could be found a better illustration of Judge Taney's decision in the Dred



Scott case*, in which he declared that "black men have no rights which white men are bound to respect," than are demonstrated by the "rules " of the passenger cars of the City of Brotherly Love. The Judge's decision and the "rules" have harassed me every moment since. I try to think of cannibals in heathen lands and traitors in the South, and wrongs generally, but it is all to no purpose—this car inhumanity sticks to me. "But this is only an individual case, hence but a trifling matter," you may think, Mr. Editor. Far from it, sir. Every colored man, woman, and child of the 25,000 inhabitants of this city, many of whom are tax payers, and as upright as any other class of citizens, are daily liable to this treatment. The truth is, so far as my case is concerned, I fared well, compared with the treatment some have received. A long catalogue of injuries and outrages could be recounted, but suffice it to remind your readers of only one or two instances: A venerable (*respected*) old minister of the Gospel, in going from here to his home at Frankford, one dark, cold, and rainy night last winter, while occupying the only place on the platform assigned for colored people, was killed. Who has forgotten this fact? One more instance, and I will relieve you. One evening, in going home from a lecture, two elegantly-dressed young women stepped into a car, and took seats. The conductor courageously brought the rules forward, and one of them instantly stepped out, while the other remained. The car was stopped, and the conductor seized her, and actually, by physical force, thrust her out of the car. The father of this young woman pays several hundred dollars taxes annually; keeps his horse and carriage, and lives as nicely as most respectable citizens. But the God-given hue of the skin of his daughter rendered her obnoxious to the rules of the railway company, and she had to meekly submit to the outrage.

Respectfully, Wm. Still.

** In an 1857 Supreme Court decision, Chief Justice Roger Taney declared that blacks, whether free or enslaved, were not American citizens.*

Primary Source 2: The Passenger Cars and Colored Citizens, December 15, 1863

Answer Key

1. Why did Still decide to take a streetcar back to Philadelphia from Camp William Penn?

He did not want to wait two and a half hours to return by train, the way he had come. He missed a Germantown Avenue train by 5 minutes. He didn't want to wait another hour for the Germantown Avenue train because he had "pressing duties" at his store.

2. Why did Still end up walking part of the way to his destination?

He had to stand on the platform of the passenger car. When it started to snow, it became "intolerable" to stand outside, so he decided to walk.

3. Why does Still mention the Dred Scott decision?

The barring of blacks from Philadelphia streetcars is evidence that they are not treated as citizens.

4. In the final segment of his letter, William Still seems to be arguing for the rights of elite blacks to ride on the streetcars rather than all black people. Why might he have pursued this strategy, and what is your opinion of Still's approach?

Answers will vary.

5. See *document on the reverse side*. Prior to the famous bus boycott, the black community of Montgomery put the bus situation first in a list of "Negroes' Most Urgent Needs". Why do you think that access to public transportation was seen as such a crucial issue in both the 1850s and 1950s?

Answers will vary.

Birmingham - do promise small things

NEGROES' MOST URGENT NEEDS

FOLLOWING ARE A FEW OF THE MOST URGENT NEEDS OF OUR PEOPLE. IMMEDIATE ATTENTION SHOULD BE GIVEN EACH OF THESE. WHAT IS YOUR STAND TOWARD THEM?

1. The present bus situation. Negroes have to stand over empty seats of city buses, because the first ten seats are reserved for whites who sometime never ride. We wish to fill the bus from the back toward the front until all the seats are taken. This is done in Atlanta, Georgia, Mobile, Alabama and in most of our larger southern cities.

2. Negro Representation on the Parks and Recreation Board. Our parks are in a deplorable condition. We have protested, yet nothing has been toward improving them. Juvenile delinquency continues to increase. In many instances these children are not responsible. The city is. Nobody knows better than Negroes what their needs are. *Miss Jean Robinson quit* *Jan Belco* *12 Sept 6*

3. Sub-division for housing. Just recently a project for a sub-division for Negroes was presented before the City Commission for approval. Protests from whites and other objections prevented the development. There is no section wherein Negroes can expand to build decent homes. What of Lincoln Heights?

4. Jobs for qualified Negroes. Certain civil service jobs are not open to Negroes, yet Many are qualified. Negroes need jobs commensurate with their training. Everybody can not teach.

5. Negro representation on all boards affecting Negroes. Negroes are tax-payers; they are property owners or renters. They constitute about fifty percent of the city's population. Many boards determine their destinies without any kind of representation whatsoever. Only Negroes are qualified to represent themselves adequately and properly.

6. Congested areas, with inadequate or no fireplugs. Fire hazards are inviting.

7. Lack of sewage disposals makes it necessary to resort to out-door privies, which is a health hazard. *4. 12/10*

8. Narrow streets, lack of curbing, unpaved streets in some sections. Immediate action should be taken on this traffic hazard.

Gentlemen, what is your stand on these issues? What will you do to improve these undemocratic practices? Your stand on these issues will enable us to better decide on whom we shall cast our ballot in the March election.

Very truly yours,
Montgomery Negroes

3 items require no money

1865



1876



The Floodgates Open: 1865-1876 Quiz Questions (Based on Note Taking Sheet)

1. ____ A significant change that took place in Philadelphia during the mid-1800s was
 - a. The city grew much larger due to consolidation.
 - b. A large network of streetcars developed.
 - c. City Hall was built at “Center Square”.
 - d. All of the above.

2. ____ Irish Catholic immigrants to Philadelphia
 - a. Became involved in a violent feud with Irish Protestants.
 - b. Organized themselves into firefighting companies.
 - c. Competed with African Americans for jobs.
 - d. All of the above.

3. ____ Each of the following is true of the African American struggle to gain access to streetcars EXCEPT
 - a. A black woman stayed on a streetcar for 24 hours as a protest.
 - b. After a law was passed to desegregate streetcars, white riders had it overturned by a 20 to 1 margin in a vote.
 - c. Teachers from the Institute for Colored Youth were among the leaders of the movement.
 - d. The law to integrate streetcars was written by William Still and Octavius Catto.

4. ____ During election day in 1871,
 - a. Octavius Catto killed William McMullen.
 - b. Most African Americans voted for Democrats.
 - c. Violence was widespread.
 - d. The U.S. Army was called in to restore order.

5. ____ Philadelphia’s Centennial was
 - a. Closed down early because of lack of attendance.
 - b. An opportunity to reunite the country after the Civil War.
 - c. Considered an embarrassment to the residents of Philadelphia.
 - d. Saved by the quick action of the Moyamensing Hose Company.

Answer Key: 1. d 2. d 3. b 4. c 5. b