

Eastern State Penitentiary: Lesson Plan I Eastern State Penitentiary in the 19th Century



Eastern Penitentiary, Philadelphia, 1830s. Engraving with watercolor, 2 15/16 x 4 13/16". The Library Company of Philadelphia.

If one were to take a walking tour of the Fairmount section of Philadelphia, Pennsylvania, it would not take long to find the one building that simply does not fit into its surroundings. The architecture and design only add to the mystery and intrigue provided by Eastern State Penitentiary. From the outside, Eastern State very closely resembles a 17th century European castle. Its dauntingly high stone walls topped by turrets were meant to instill fear and intimidate all who approach it. Once inside the penitentiary, the level of anxiety and uncertainty for inmates and visitors continues through its maze of cellblocks.

Considered a revolution in prison reform when it opened in 1829, Eastern State became the home to the "Pennsylvania," or the "Separate System" of prison philosophy. Prisoners were kept separated from one another, and all outside contacts, during their stay. The intention was that they would reflect upon the decisions that resulted in their sentencing and would eventually be reformed and returned to society. Between 1829 and 1900, America saw many changes within its society, which are clearly reflected in the changes at Eastern State Penitentiary through those same years.

About This Lesson

This historic lesson is based on the Eastern State Penitentiary located in the Fairmount section of the city of Philadelphia. This lesson is one of two in a series of lesson plans bringing relevant stories of the penitentiary into the classroom. This lesson plan focuses on the creation of Eastern State Penitentiary and its response to societal changes between 1829 and 1901. Sources used for this lesson plan include maps/photographs accessed directly on Eastern State Penitentiary's website and primary sources such as the 1831 Register of Pennsylvania and the 72nd Annual Report of the Inspectors of the State Penitentiary. Eastern State Penitentiary is on the National Register of Historic Places under file name and registration number: Eastern State Penitentiary #66000680. This lesson plan was designed by Jim Dunn (Oakcrest High School).

Where It Fits into the Curriculum

Topics: The lesson could be used in American History, Criminal Justice, Sociology, Psychology, Statistical Methods, or General Mathematic courses. It provides an interesting contrast to typical textbook coverage, which tends to cover the increase in population and shifts in demographics during the 1800s but pays little attention to their effects on the justice and prison system.

Time Period: 1820-1900

Topics to Visit/Expand Upon: Social Studies, Criminal Justice, Government and Politics, Sociology, Psychology, and General Mathematics.

Common Core Standards

This lesson plan's activities can be used to address many of the Common Core Standards for Grades 6-12:

[College and Career Readiness Anchor Standards for Reading](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-reading/)

<http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-reading/>

[College and Career Readiness Anchor Standards for Writing](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-writing/)

<http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-writing/>

[College and Career Readiness Anchor Standards for Speaking and Listening](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-speaking-and-listening/)

<http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-speaking-and-listening/>

[Relevant U.S. History Standards Grades 5-12](http://nchs.ucla.edu/standards/us-standards5-12.html)

<http://nchs.ucla.edu/standards/us-standards5-12.html>

Era 4 - Expansion and Reform (1801-1861)

- Standard 2B–The student understands the first era of American urbanization.
- Standard 2C–The student understands how antebellum immigration changed American society.
- Standard 4B–The student understands how Americans strived to reform society and create a distinct culture.

Era 6 -The Development of the Industrial United States (1870-1900)

- Standard 1B–The student understands the rapid growth of cities and how urban life changed.
- Standard 2A–The student understands the sources and experiences of the new immigrants.
- Standard 2B–The student understands "scientific racism," race relations, and the struggle for equal rights.
- Standard 2C–The student understands how new cultural movements at different social levels affected American life.
- Standard 3C–The student understands how Americans grappled with social, economic, and political issues.

[Relevant Curriculum Standards for Social Studies](http://www.socialstudies.org/standards/strands)

<http://www.socialstudies.org/standards/strands>

- Strand I–Culture
- Strand II–Time, Continuity, and Change
- Strand III–People, Places, and Environments
- Strand VI–Power, Authority, and Governance
- Strand X–Civic Ideals and Practices

[Find Your State's Social Studies and History Standards](http://teachinghistory.org/teaching-materials/state-standards?filter0=172&filter1=**ALL**&filter2=)

http://teachinghistory.org/teaching-materials/state-standards?filter0=172&filter1=**ALL**&filter2=

Objectives for Students

1. Students will explore the physical design of Eastern State Penitentiary and how the design changed throughout the years.
2. Students will give reasons why Eastern State Penitentiary deviated from the Pennsylvania System in the 1870s.
3. Students will develop an understanding of the internal and external factors that caused changes within the penitentiary.
4. Students will analyze the crimes of the inmates and determine how those crimes represent or reflect the society outside of Eastern State Penitentiary.

Materials for Students

The materials listed below can either be used directly on the computer or can be printed out for student use.

1. **Two maps** of Pennsylvania and Philadelphia
2. **Two readings and three documents** about the history of Eastern State Penitentiary, prison reform, and reports from the inspectors of Eastern State Penitentiary
3. **Five photographs/drawings** of Eastern State Penitentiary and inmate cells

Visiting the Site

A field trip to Eastern State Penitentiary Historic Site is an experience that allows your students to learn history and become engaged in historic inquiry. Through an interactive tour, students will use Eastern State Penitentiary's 142-year history as a lens to examine the larger story of American History.

Class tours are tailored to the grade level or college year of your group. When you are booking your tour, please let us know what your students are currently studying, their education level, and if you have specific interests, such as religious influence, architecture, criminal justice or escapes. Our school tours are designed to address a variety of academic standards for elementary through high school students, available for download from Eastern State Penitentiary Historic Site.

http://www.easternstate.org/sites/default/files/ESP_StateStandardsBrochure_1.jpg

Although private group tours are available throughout the year at Eastern State Penitentiary, cold weather can make winter and early spring tours a very chilling experience. We recommend group tours between April 1 and November 30.

Recommended for students 10 years of age and older. Tours are not recommended for children under the age of seven (7). Led by a member of our guide staff. Limited to groups of 15 to 125. 1 hour.

For more information, visit Eastern State Penitentiary's website at <http://www.easternstate.org>.

Getting Started

Inquiry Question



This engraving by Samuel Cowperthwaite, convict number 2954, shows Architect John Haviland's seven original cellblocks spreading like the spokes of a wheel. The State Penitentiary, for the Eastern District of Pennsylvania, 1855. Lithograph by P.S. Duval and Co., 8 3/4 x 10 7/16". The Library Company of Philadelphia.

What effects would this building have on the people in the surrounding areas?

Use the Photo Analysis worksheet to further investigate this image.

Photo Analysis Worksheet

Adapted from *Teaching With Historic Places* Photo Analysis Worksheet, available at
<http://www.nps.gov/nr/twhp/photoana.htm>

1. Take a few seconds to examine the photograph. How would you describe it?

2. Divide the photograph into quadrants. Looking at each section individually, what do you notice? Pay attention to details such as people, objects, or activities, as well as clues that tell you what time period, season, or location the picture is from. Write your observations in the table below:

Quadrant 1	Quadrant 2
Quadrant 3	Quadrant 4

3. Based on what you have observed, how would you now describe the photo? Did the detailed study of the photograph change your mind about it?

4. Do you have any questions about the photograph? How do you think you would go about finding the answers?

Setting the Stage



Photo: collection of Eastern State Penitentiary Historic Site, gift of Jack Flynn.

The history and evolution of Eastern State Penitentiary from its opening in 1829 to the turn of the 20th century provides an excellent case study for multiple ideas and concepts that are integral to the understanding of early American history and sociology. When Eastern State first opened, it was expected to bring about sweeping changes in the way prisoners would be treated as well as how prison systems would be organized. From its distinctive architectural design, to the prisoners' lives in separate confinement, Eastern State offers a detail-rich history for modern interpretation and analysis.

Throughout the predetermined timeframe of this lesson, 1829 to 1901, students can witness Eastern State's evolution and reaction to societal changes both inside the prison, and more importantly, outside. A study of the history of Eastern State between these years provides educators and students a glimpse into such topics as architecture, the ever-changing judicial system of the 19th century, immigration, labor, education, race relations, gender roles in society, and roles of authority.

Locating the Site

Map 1



Pennsylvania, (Philadelphia, PA: Anthony Finley, 1829) located at the Library of Congress, <http://hdl.loc.gov/loc.gmd/g3820.rr002900>. Blue line added for lesson plan.

Map 2



This is an inset portion of a larger map located at the Library of Congress, "[The City of New York as laid out by the Commissioners with the surrounding country / by their secretary and surveyor John Randel, Junior.](http://hdl.loc.gov/loc.gmd/g3804n.ct001389)" 1821. (<http://hdl.loc.gov/loc.gmd/g3804n.ct001389>)

Tabular Statement, A. Eastern State Penitentiary

<http://books.google.com/books?id=kHgFAAAQAAJ&dq=register of pennsylvania vol vii eastern state penitentiary&pg=PA89#v=onepage&q=register%20of%20pennsylvania%20vol%20vii%20eastern%20state%20penitentiary&f=false>

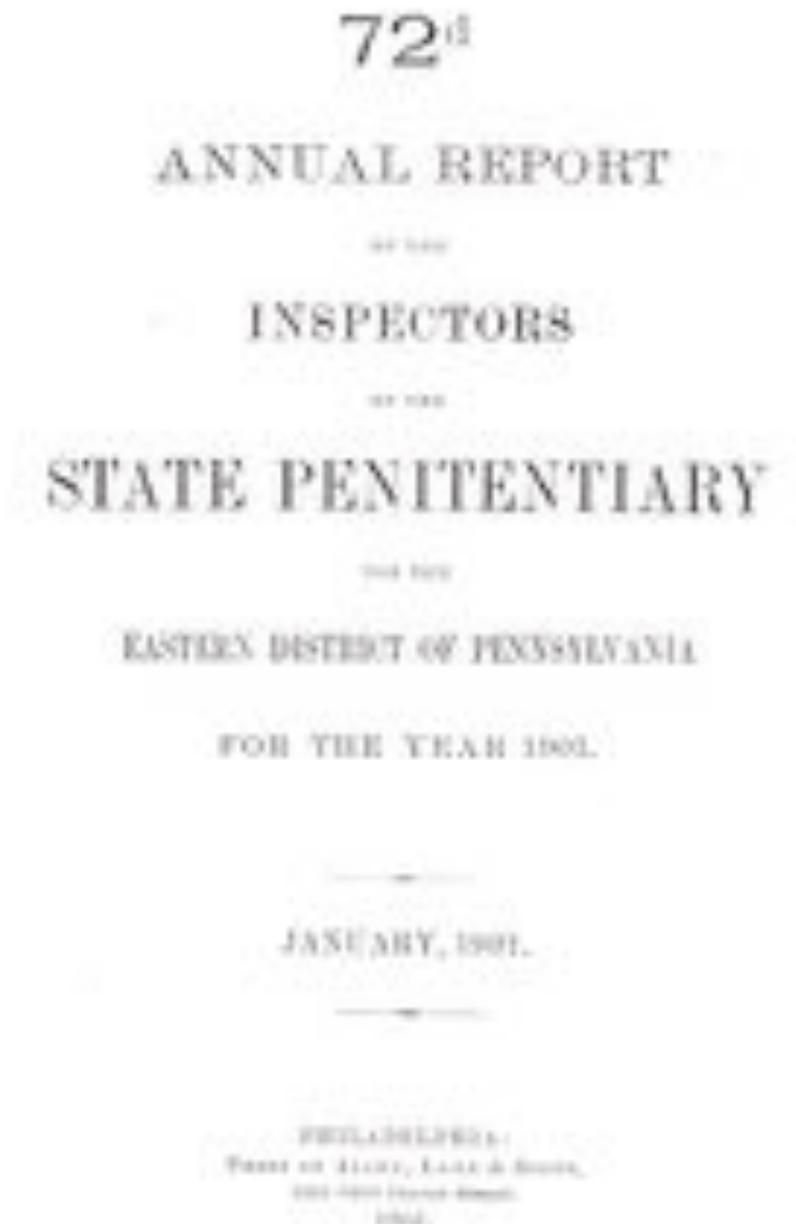
TABULAR STATEMENT, A.

Year	Month	Day	Name	Age	Color	Height	Weight	Build	Complexion	Hair	Eyes	Education	Occupation	Place of Birth	Place of Imprisonment	Term
1882	Jan	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	11	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	13	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	15	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	17	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	18	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	19	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	20	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	21	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	22	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	23	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	24	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	25	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	26	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	27	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	28	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	29	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	30	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1882	Jan	31	...	...	...	...	...	...	...	...	...	...	...	...	...	...

1. The date when committed to the State Prison.
 2. Average number of days in prison.
 3. Average number of months in prison.
 4. Average number of years in prison.
 5. Average number of years in prison.
 6. Average number of years in prison.
 7. Average number of years in prison.
 8. Average number of years in prison.
 9. Average number of years in prison.
 10. Average number of years in prison.

Document 2

This is an excerpt from *The 72nd Annual Report*. The first chart shows the inmates' answers to the cause of the crime they committed. The second chart lists the crimes that were committed. The third chart details the nativities of those sentenced to Eastern State Penitentiary. Only the responses for the 350 inmates that were taken into Eastern State Penitentiary in 1901 are shown.



Costs Against Prison, 1916-1917.

	No.	\$
Board of Jail	1	1.74
Food and Shelter and Laundry	1	41.00
Interpreting Prison and Working Prison	1	1.14
Living Expenses in Prison	1	1.14
Showering Prison	1	1.14
Showering Prison and Carrying Unsanitary Bedding Washers	1	16.00
Shower, Laundry, and Carrying Unsanitary Bedding Washers	1	1.14
Highway Station	1	20.00
Laundry from the Prison	1	1.14
Total	10	105.40

Costs of Convicts 25 Years or Over and Under 25 Years and How These Costs were Paid.

	No.	\$
Approved, Unsanitary Shelter	4	4.00
Food and Shelter in Prison	1	4.00
Food	1	4.00
Unsanitary Laundry	1	4.00
Prison	1	4.00
Prison and Prisoners' Pay	1	4.00
Prison and Laundry	1	4.00
Prisoners' Pay	1	4.00
Prison	1	4.00
Highway Station	1	20.00
Prison Laundry	1	1.14
Prisoners' Pay	1	4.00
Laundry	1	4.00
Laundry, Food and Shelter	1	22.00
Laundry of Prison	1	22.00
Laundry and Laundry	1	1.14
Prison, Prisoners' Pay	1	4.00
Prison	1	4.00
Prison	1	4.00
Prisoners' Pay, Prison	1	1.14
Prison and Laundry	1	1.14
Prisoners' Pay	1	4.00
Total	28	111.00

Administrative

[Faint, illegible text in the left column, possibly containing names or administrative details.]

[Faint, illegible text in the middle column, possibly containing dates or times.]

[Faint, illegible text in the right column, possibly containing initials or signatures.]

Document 3

Text of the rules given to every prisoner entering Eastern State Penitentiary, c. 1840:

TO THE PRISONER IN HIS CELL.

You are desired strictly to observe the following rules established by the Inspectors for your government.

FIRST.

You must keep your person, cell and utensils clean and in order.

SECOND

You must obey promptly, all directions given to you, either by the Inspectors, Warden, or Overseers.

THIRD

You must not make any unnecessary noise, either by singing, whistling, or in any other manner; but in all respects preserve becoming silence. You must not try to communicate with your fellow-prisoners in the adjoining cells, either from you own apartment, or during the time you are exercising in your yard.

FOURTH

All surplus food must be placed in the vessel provided for that purpose; and all wastage of materials, or other dirt, must be carefully collected and handed out of the cell, when called for by the Overseer.

FIFTH

You must apply yourself industriously, at whatever employment is assigned you; and when your task is finished, it is recommended that your time be devoted to the proper improvement of your mind, either in reading the books provided for the purpose, or in case you cannot read, in learning to do so.

SIXTH

Should you have any complaint to make against the Overseer having charge of you, make it to the Warden or Inspector- if against the Warden to the Inspector.

SEVENTH

Be at all times, in your intercourse with the officers of the Penitentiary, respectful and courteous, and never suffer yourself to be led astray from your duties, by angry or revengeful feelings.

EIGHTH

Observe the Sabbath; though you are separated from the world, the day is not the less holy.

The inspectors desire to treat every prisoner under their charge with humanity and kindness; and they hope that in return, the prisoner will strictly conform to the rules adopted for his government.

Questions for Document 3

1. What role does religion play in the rules for inmates at Eastern State?
2. How would the penitentiary's overcrowding and difficulties in maintaining the Separate System alter the inmates' abilities to abide by these rules?
3. Do you think these rules were reasonable? Why or why not?

Reading 1

BRIEF HISTORY OF EASTERN STATE PENITENTIARY²

In the ambitious age of reform following the American Revolution, the new nation aspired to profoundly change its public institutions, and to set an example for the world in social development. Every type of institution that we are familiar with today- educational, medical and governmental- was revolutionized in these years by the principles of the Enlightenment.

Of all of the radical innovations born in this era, American democracy was, of course, the most influential. Most people are aware of the influence of American democracy, but fewer are aware of the worldwide influence of America's prison design and reform. This began with Eastern State Penitentiary, formed in response to the prisons of the era.

Most 18th century prisons were simply large holding pens. Groups of adults and children, men and women, and petty thieves and murderers, were left to fend for themselves behind locked doors. Physical punishments such as whippings were common, and it was assumed that guards would abuse the prisoners.

In 1787, a group of well-known and powerful Philadelphians, members of The Philadelphia Society for Alleviating the Miseries of Public Prisons, met in the home of Benjamin Franklin. The group expressed growing concern with the conditions in American and European prisons. Dr. Benjamin Rush spoke of the Society's goal to see the Commonwealth of Pennsylvania set the world standard in prison design. He suggested a radical idea: to build a true *penitentiary*; a prison designed to inspire true regret, or penitence, in criminals' hearts. No government had successfully carried out such a program.

It took the Society more than thirty years to convince the Commonwealth of Pennsylvania to build the kind of prison it suggested: a ground-breaking new building on farmland outside Philadelphia. The penitentiary would not only be in a revolutionary building; its methods broke sharply with the prisons of its day, abandoning physical punishment and ill treatment. This

² Adapted from "Six Page History of Eastern State Penitentiary," www.easternstate.org

massive new structure, opened in 1829, became the most expensive American building of its day and soon the most famous prison in the world. The penitentiary would not simply punish, but move the criminal toward spiritual reflection and change.

The method used at Eastern State was a Quaker-inspired system of isolation from other prisoners, with labor. The early system was strict. To keep inmates from seeing the layout of the building, other inmates, or even the guards, they were hooded whenever they were outside their cells. Inmates were not allowed to have interactions with their families or friends on the outside, or even with their neighbors in the cellblocks. Only approved visitors could speak to the inmates—at all other times, they were to remain silent. The proponents of the system believed strongly that the criminals, forced, through silence, to think of their behavior and the ugliness of their crimes, would become genuinely penitent. To maintain this system, a brand new building design had to be used.

Eastern State's seven earliest cellblocks may represent the first modern building in the United States. British-born architect John Haviland designed the prison to have seven cellblocks radiating, like the spokes on a wheel, from a central hub. From the very center, a guard could watch the entire building. In order to maintain the inmates' separation, each had to have his or her own cell, where he or she spent twenty-three hours of the day, and an attached private outdoor exercise yard that was available one hour a day. Each cell, then, had to have heat, running water, a toilet, and a skylight for airflow. Haviland created many new mechanical systems to provide central heating and water access, for drinking and for flushing toilets. This had not been done on a large scale before. In fact, this was in an age when President Andrew Jackson, living in the White House, had no running water and relied on coal-burning stoves for heat.

In the sky lit cell, the prisoner had only the light from heaven, the word of God (a copy of the Bible was provided) and honest work (shoemaking, weaving, and the like) to lead to penitence. The interior of the penitentiary was designed with tall arched windows, skylights, and barrel-vaulted hallways to create the feeling of a cathedral. Haviland wrote of the penitentiary as a forced monastery- a machine for reform. In contrast, he added a dark, medieval facade, outer walls built to intimidate and, ironically, imply that physical punishment took place behind those grim walls.

Virtually all prisons designed in the 19th century, worldwide, were based on one of two systems: New York State's Auburn System, and the Pennsylvania System embodied in the Eastern State Penitentiary. During the century following Eastern's construction, more than 300 prisons in South America, Europe, Russia, China, Japan, and across the British Empire were based on the Pennsylvania System. Delegations came directly to Philadelphia to study the Pennsylvania System and its architecture. For many nations, Eastern's distinctive geometric form and its system of isolation became a symbol of progressive, modern principles.

As tourists flocked to Philadelphia in the 1830s and 1840s to see this architectural wonder, a debate grew about the effectiveness and compassion of solitary confinement. Was it cruel to hold these men and women without outside visitors, without books or letters from home, without contact with the outside world? Accounts vary.

Alexis de Tocqueville visited Eastern State Penitentiary in 1831 with Gustave de Beaumont. They wrote in their report to the French government:

Thrown into solitude... [the prisoner] reflects. Placed alone, in view of his crime, he learns to hate it; and if his soul be not yet surfeited with crime, and thus have lost all taste for any thing better, it is in solitude, where remorse will come to assail him.... Can there be a combination more powerful for reformation than that of a prison which hands over the prisoner to all the trials of solitude, leads him through reflection to remorse, through religion to hope; makes him industrious by the burden of idleness..?

Charles Dickens did not agree. He recounts his 1842 visit to Eastern State Penitentiary in Chapter Seven of his travel journal, *American Notes for General Circulation*. The chapter is titled "Philadelphia and its Solitary Prison:"

In its intention I am well convinced that it is kind, humane, and meant for reformation; but I am persuaded that those who designed this system of Prison Discipline, and those benevolent gentleman who carry it into execution, do not know what it is that they are doing...I hold this slow and daily tampering with the mysteries of the brain to be immeasurably worse than any torture of the body; and because its ghastly signs and tokens are not so palpable to the eye,... and it extorts few cries that human ears can hear; therefore I the more denounce it, as a secret punishment in which slumbering humanity is not roused up to stay.

Reading 2

Part I

Eastern State Penitentiary HSR: IIIA. Early Operation, 1829-65, page 167

8. Neighborhood and Prison Management during the Early Nineteenth Century

Michele Taillon Taylor

In 1821, the Commonwealth of Pennsylvania purchased an eleven-acre property in Philadelphia County for the site of Eastern State Penitentiary(ESP). It had originally been the country seat of

Benjamin and Joseph Warner. This was one of sixteen tracts considered for purchase.

The property had been an orchard, hence the local name Cherry Hill. The land was located on the crest of a slight hill known as Bush Hill. A street, known as Francis Lane (later Coates Street, now Fairmount Avenue) bordered the property by the time of the purchase. Contemporary accounts refer to the site as "one of the most elevated, airy and healthy sites in the vicinity of Philadelphia."³ The site's distance from the city, two miles northwest of Center Square in a rural setting, provided the prison with comparative isolation from the constant threat of epidemics endemic to urban environments. Its relatively elevated location also ensured distance from unhealthy swamps, and the salubrious [sanitary] ventilation of breezes.

ESP was built in what became, in 1827, the District of Spring Garden. With the exception of the small village of Francisville to the east of ESP, the area was mostly made up of country seats and, apart from these, had no residential development. This can be seen in John Cook's Map of Philadelphia from 1796 and in William Allen's Plan of The City of Philadelphia from 1828. A migration of important philanthropic and reform institutions began from the city to the Bush Hill and Francisville area during the early years of ESP.⁴ These included the House of Refuge (1826 - originally just south of Francisville on Francis Lane); Girard College for Orphans (1832-1848 - on Girard and Ridge Rds.); and the "Small Pox Hospital" or City Hospital for patients with infectious diseases. The latter was the first of these institutions to be located in this neighborhood, on the southwest corner of Francis Lane and Nineteenth Street. It had been established in 1818 as a Pest Hospital by the Board of Health close to the eighteenth century country seat belonging to the Hamilton family (Buttonwood St. between Sixteenth and Seventeenth). During the yellow fever epidemic of 1793 that residence had been used as a makeshift hospital for city dwellers suffering from the illness.⁵ It set the precedent for the establishment of institutions for the sick and undesirable in this area throughout the nineteenth century. Other such institutions continued to be located near the prison before and after the

³ N. Teeters, Negley, and J. Shearer, *The Prison at Philadelphia: Cherry Hill* (New York: Columbia University Press, 1957), 56.

⁴ E. Oberholtzer, *Philadelphia, A History of the City and its People* (Philadelphia: S. J. Clarke Publisher, 1912), 76.

⁵ R. Webster, *Philadelphia Preserved* (Philadelphia: Temple University Press, 1976), 283; R.A. Smith, *Philadelphia as it is in 1852: Being a Correct Guide to all the Public Buildings* (Philadelphia: Lindsay and Blakiston, 1852), 265-266.

consolidation with the city. Examples included Saint Joseph's Hospital on Green Hill, on Girard Avenue near Girard College,⁶ and the second House of Refuge with a segregated unit for black children, just south of Girard College on Poplar St., seen in the A. McElroy map "Philadelphia" of 1851. Smedley's Atlas of Philadelphia of 1869 showed a "Home for Friendless Children" on Brown and Twenty-third Sts. The C.M. Hopkins' "City Atlas of Philadelphia by Wards" of 1875 indicated a "German Hospital" on Girard and Corinthian.

In 1831, a Poudrette lot [a dumping ground for contents of privies] had been introduced into the Spring Garden area, adjacent to the prison on the northeast side. This indicated that this neighborhood, especially the area next to the prison, had been identified at this point as being of questionable status, predominantly non-residential, and an appropriate location for disamenities. (A comparable poudrette lot was to be placed in the Southern Liberties.) The Spring Garden lot had been bought by the Board of Health in 1831 to remedy the city's pressing need for a dumping site for its privies.⁷ The lot or factory (the night soil was converted into manure) was a problem for the prison. In the Annual Report of 1850 the physician mentioned that the smell from the lot was particularly offensive in a northeast wind.⁸ The lot was closed in the early 1850s.

In the area of land just south of the prison, from Broad Street between Callowhill and Spring Garden Streets westward including the old Bush Hill site, we see the development of a band of heavy industry beginning in the 1830s. This area quickly became the center of Philadelphia's production of capital equipment. The first major manufacturer to be established was Baldwin Locomotive Works (Broad and 15th, Buttonwood and Hamilton), soon joined by the Norris Locomotive Works, the Bush Hill Ironworks, Rush and Muhlenberg (stationary steam engines), William Sellers & Co. (leading manufacturer of machine tools), and William B. Bement & Son (also machine tools). Other industries in the area were the Monumental Marbleworks (in Francisville), and the Pennsylvania Soap Works and William Wood & Co. (cotton and woolen goods), the latter two moving to the area by mid-century. These firms came to the Spring Garden/Bush Hill district because of its open land and accessibility through good rail connections (Philadelphia and Columbia RR). These were both essential to capital equipment builders who required large factories, ready access to raw materials like coal and iron and ability to ship their products.⁹

The establishment of industries and institutions around the general area of the penitentiary fostered the growth of a residential population that worked in these places. In the 1830s certain

⁶Smith, 266.

⁷ See Board of Health Minutes, September 30, 1830 - September 25, 1832, unpaginated, City Archives, Philadelphia.

⁸ *Annual Report for Eastern State Penitentiary Number 21*, (1850).

⁹ E. Wolf, "The Origins of Philadelphia's Self-depreciation," *Pennsylvania Magazine of History and Biography*, 104 (January 1969):69; and J. K. Brown, "The Baldwin Locomotive Works, 1831-1915: A Case Study in the Capital Equipment Sector," (Ph.D. dissertation, University of Virginia, 1992), 10.

employees of the prison such as the warden, the superintendent, his family, and some workers resided in the prison. Others boarded in the city or at Thomas Maguire's tavern across the street from ESP.¹⁰ Workers in local manufacturers also initially traveled out from the city, but that was an extreme inconvenience. The first street railway lines drawn by horse cars were not introduced until after consolidation in 1855 and intra-urban travel was not cheap until the end of the century.¹¹

The population of the Spring Garden ward grew exponentially from 1820 to 1860, from 3,498 to 32,091 souls.¹² Maps of the period show that residences were beginning to cluster around institutions such as ESP. (Smedley's Complete Atlas of Philadelphia, 1862). The rapid growth of the neighborhood was not without its problems. In 1849, a New York Tribune reporter, George Foster, wrote that the "...'districts' of Spring Garden, Northern Liberties...have become infested with...the most graceless vagabonds and unmitigated ruffians...". Foster went on to decry the "gambling houses of Spring Garden, Southwark and Moyamensing."¹³

Who were the populations that had moved into this area? Alan Burnstein, in four maps tracing the immigration of German and Irish populations in Philadelphia from 1850 to 1880, shows inroads of German immigrants in the Spring Garden area with gradual increases in population size by the 1880s. The large numbers of breweries in maps of that period indicate a substantial German population. Less skilled, the Irish were scattered throughout the city, though clustered around Spring Garden by 1850 in response to the area's burgeoning industry. By 1880 Burnstein finds a concentration of Irish population in that area.¹⁴ On the other hand, in the nineteenth century few African-Americans resided in the Spring Garden district. (The census tract of the city for 1850 indicates that in the Spring Garden district only 1356 out of a total of 58,854 inhabitants were of African ancestry. That number remained roughly constant throughout the nineteenth century, despite population growth).

¹⁰ See T. B. McElwee, *A Concise History of the Eastern State Penitentiary of Pennsylvania, Together with a Detailed Statement of the Proceedings of the Committee, Appointed by the Legislature, vols. 1-2, December 6, 1834* (Philadelphia: Neall and Massey, 1835) for accounts of some of the employees. Maguire was also county commissioner.

¹¹ R. Weigley, "The Border City in Civil War," in *Philadelphia, a 300-year History*, R. Weigley, ed. (New York, London: W.W. Norton & Company, 1982), 379.

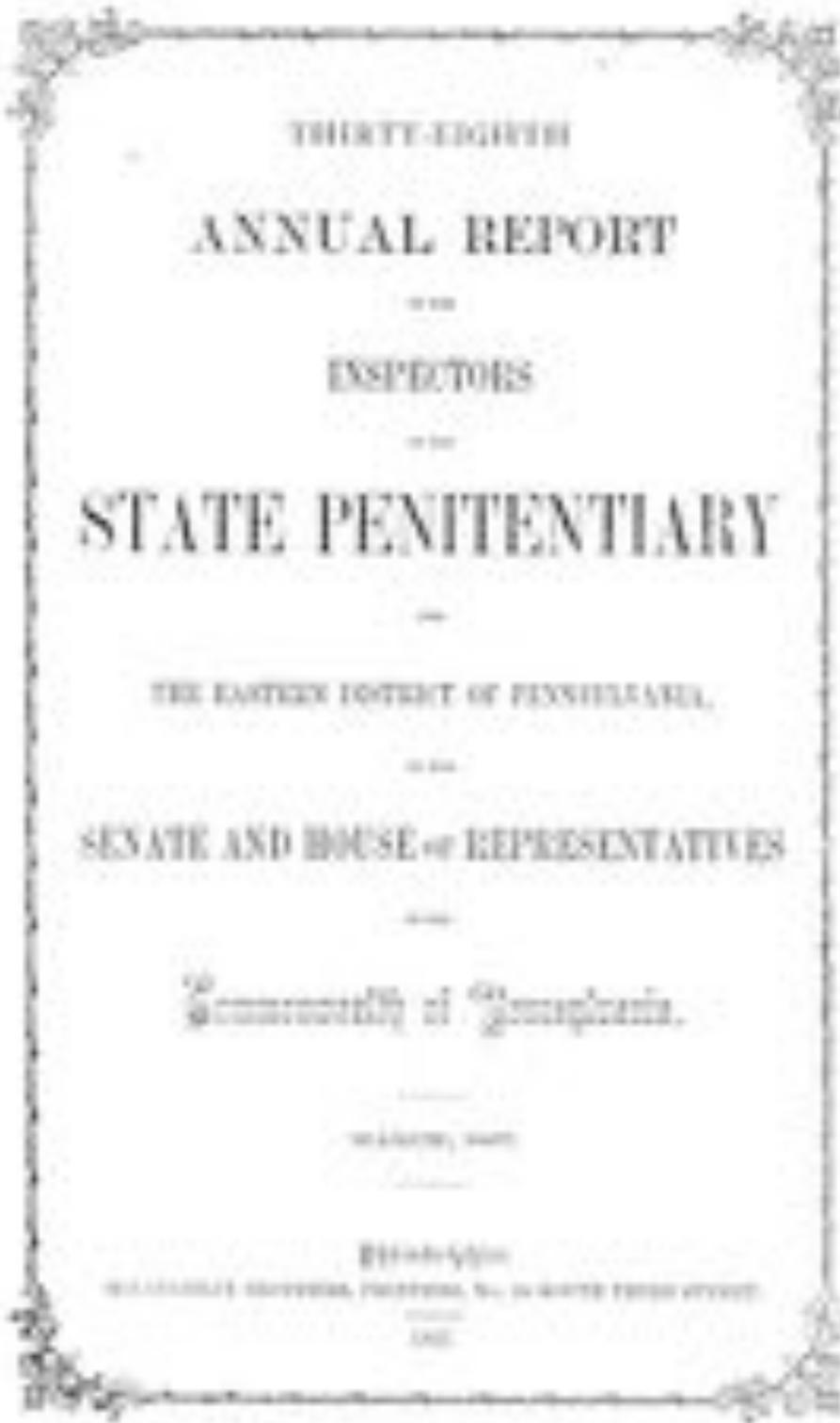
¹² *Smedley's Complete Atlas of Philadelphia*, 1862.

¹³ G. R. Taylor, "'Philadelphia in Slices' by George G. Foster," *Pennsylvania Magazine of History and Biography* 93 (Jan 1969): 23-72.

¹⁴ A. Burstein, "Immigrants and Residential Mobility: the Irish and German in Philadelphia, 1850-1880" in T. *Philadelphia: Work, Spaces, Family, and Group Experience in the Nineteenth Century*, T. Hershberg, ed., (Oxford and New York: Oxford University Press, 1981), 181-182, and maps 3-4.

Part II

Thirty-Eighth Annual Report, Cover page and pages 37-45



PRISONERS INTERVIEW IS 1966

Prisoner No.	Prisoner Name	Prisoner No.	Prisoner Name	Prisoner No.	Prisoner Name	Prisoner No.	Prisoner Name
10001	James Earl Ray	10002	James Earl Ray	10003	James Earl Ray	10004	James Earl Ray
10005	James Earl Ray	10006	James Earl Ray	10007	James Earl Ray	10008	James Earl Ray
10009	James Earl Ray	10010	James Earl Ray	10011	James Earl Ray	10012	James Earl Ray
10013	James Earl Ray	10014	James Earl Ray	10015	James Earl Ray	10016	James Earl Ray
10017	James Earl Ray	10018	James Earl Ray	10019	James Earl Ray	10020	James Earl Ray
10021	James Earl Ray	10022	James Earl Ray	10023	James Earl Ray	10024	James Earl Ray
10025	James Earl Ray	10026	James Earl Ray	10027	James Earl Ray	10028	James Earl Ray
10029	James Earl Ray	10030	James Earl Ray	10031	James Earl Ray	10032	James Earl Ray
10033	James Earl Ray	10034	James Earl Ray	10035	James Earl Ray	10036	James Earl Ray
10037	James Earl Ray	10038	James Earl Ray	10039	James Earl Ray	10040	James Earl Ray
10041	James Earl Ray	10042	James Earl Ray	10043	James Earl Ray	10044	James Earl Ray
10045	James Earl Ray	10046	James Earl Ray	10047	James Earl Ray	10048	James Earl Ray
10049	James Earl Ray	10050	James Earl Ray	10051	James Earl Ray	10052	James Earl Ray
10053	James Earl Ray	10054	James Earl Ray	10055	James Earl Ray	10056	James Earl Ray
10057	James Earl Ray	10058	James Earl Ray	10059	James Earl Ray	10060	James Earl Ray
10061	James Earl Ray	10062	James Earl Ray	10063	James Earl Ray	10064	James Earl Ray
10065	James Earl Ray	10066	James Earl Ray	10067	James Earl Ray	10068	James Earl Ray
10069	James Earl Ray	10070	James Earl Ray	10071	James Earl Ray	10072	James Earl Ray
10073	James Earl Ray	10074	James Earl Ray	10075	James Earl Ray	10076	James Earl Ray
10077	James Earl Ray	10078	James Earl Ray	10079	James Earl Ray	10080	James Earl Ray
10081	James Earl Ray	10082	James Earl Ray	10083	James Earl Ray	10084	James Earl Ray
10085	James Earl Ray	10086	James Earl Ray	10087	James Earl Ray	10088	James Earl Ray
10089	James Earl Ray	10090	James Earl Ray	10091	James Earl Ray	10092	James Earl Ray
10093	James Earl Ray	10094	James Earl Ray	10095	James Earl Ray	10096	James Earl Ray
10097	James Earl Ray	10098	James Earl Ray	10099	James Earl Ray	10100	James Earl Ray

Handwritten musical notation on a grand staff with treble and bass clefs. The notation includes various notes, rests, and bar lines, with some notes beamed together. The piece appears to be a short instrumental or a section of a larger work.

FIBONACCI EXPLORED IN GOLD

Lesson	Objectives	Activities	Materials	Estimated Time	Assessment
1	Identify the Fibonacci sequence.	Introduction to the Fibonacci sequence.	None	15 minutes	None
2	Calculate the Fibonacci sequence up to 10 terms.	Handwritten calculation of the first 10 terms.	None	15 minutes	None
3	Identify the Fibonacci sequence in nature.	Discussion of Fibonacci numbers in nature (e.g., shells, plants).	None	15 minutes	None
4	Calculate the Fibonacci sequence up to 20 terms.	Handwritten calculation of the first 20 terms.	None	15 minutes	None
5	Identify the Fibonacci sequence in art.	Discussion of Fibonacci numbers in art (e.g., Leonardo da Vinci's Vitruvian Man).	None	15 minutes	None
6	Calculate the Fibonacci sequence up to 30 terms.	Handwritten calculation of the first 30 terms.	None	15 minutes	None
7	Identify the Fibonacci sequence in architecture.	Discussion of Fibonacci numbers in architecture (e.g., the Parthenon).	None	15 minutes	None
8	Calculate the Fibonacci sequence up to 40 terms.	Handwritten calculation of the first 40 terms.	None	15 minutes	None
9	Identify the Fibonacci sequence in science.	Discussion of Fibonacci numbers in science (e.g., the golden ratio).	None	15 minutes	None
10	Calculate the Fibonacci sequence up to 50 terms.	Handwritten calculation of the first 50 terms.	None	15 minutes	None

Activity	Materials	Procedure	Time
1. Students will be given a list of words and asked to write a sentence using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write sentences	15 minutes
2. Students will be given a list of words and asked to write a paragraph using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write paragraph	20 minutes
3. Students will be given a list of words and asked to write a story using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write story	25 minutes
4. Students will be given a list of words and asked to write a poem using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write poem	20 minutes
5. Students will be given a list of words and asked to write a speech using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write speech	25 minutes
6. Students will be given a list of words and asked to write a play using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write play	30 minutes
7. Students will be given a list of words and asked to write a song using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write song	25 minutes
8. Students will be given a list of words and asked to write a comic strip using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write comic strip	30 minutes
9. Students will be given a list of words and asked to write a newspaper article using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write article	25 minutes
10. Students will be given a list of words and asked to write a letter using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write letter	20 minutes
11. Students will be given a list of words and asked to write a dialogue using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write dialogue	25 minutes
12. Students will be given a list of words and asked to write a script using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write script	30 minutes
13. Students will be given a list of words and asked to write a poem using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write poem	20 minutes
14. Students will be given a list of words and asked to write a story using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write story	25 minutes
15. Students will be given a list of words and asked to write a paragraph using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write paragraph	20 minutes
16. Students will be given a list of words and asked to write a sentence using each word.	Handout with list of words	1. Distribute handout 2. Read words aloud 3. Students write sentence	15 minutes

PRISONERS RELEASED IN 1966

| Prisoners Released | Prisoners Released | Prisoners Released | Prisoners Released | Prisoners Released | Prisoners Released | Prisoners Released |
|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| 36 | 37 | 38 | 39 | 40 | 41 | 42 |
| 43 | 44 | 45 | 46 | 47 | 48 | 49 |
| 50 | 51 | 52 | 53 | 54 | 55 | 56 |
| 57 | 58 | 59 | 60 | 61 | 62 | 63 |
| 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 |
| 78 | 79 | 80 | 81 | 82 | 83 | 84 |
| 85 | 86 | 87 | 88 | 89 | 90 | 91 |
| 92 | 93 | 94 | 95 | 96 | 97 | 98 |
| 99 | 100 | 101 | 102 | 103 | 104 | 105 |
| 106 | 107 | 108 | 109 | 110 | 111 | 112 |
| 113 | 114 | 115 | 116 | 117 | 118 | 119 |
| 120 | 121 | 122 | 123 | 124 | 125 | 126 |
| 127 | 128 | 129 | 130 | 131 | 132 | 133 |
| 134 | 135 | 136 | 137 | 138 | 139 | 140 |
| 141 | 142 | 143 | 144 | 145 | 146 | 147 |
| 148 | 149 | 150 | 151 | 152 | 153 | 154 |
| 155 | 156 | 157 | 158 | 159 | 160 | 161 |
| 162 | 163 | 164 | 165 | 166 | 167 | 168 |
| 169 | 170 | 171 | 172 | 173 | 174 | 175 |
| 176 | 177 | 178 | 179 | 180 | 181 | 182 |
| 183 | 184 | 185 | 186 | 187 | 188 | 189 |
| 190 | 191 | 192 | 193 | 194 | 195 | 196 |
| 197 | 198 | 199 | 200 | 201 | 202 | 203 |
| 204 | 205 | 206 | 207 | 208 | 209 | 210 |
| 211 | 212 | 213 | 214 | 215 | 216 | 217 |
| 218 | 219 | 220 | 221 | 222 | 223 | 224 |
| 225 | 226 | 227 | 228 | 229 | 230 | 231 |
| 232 | 233 | 234 | 235 | 236 | 237 | 238 |
| 239 | 240 | 241 | 242 | 243 | 244 | 245 |
| 246 | 247 | 248 | 249 | 250 | 251 | 252 |
| 253 | 254 | 255 | 256 | 257 | 258 | 259 |
| 260 | 261 | 262 | 263 | 264 | 265 | 266 |
| 267 | 268 | 269 | 270 | 271 | 272 | 273 |
| 274 | 275 | 276 | 277 | 278 | 279 | 280 |
| 281 | 282 | 283 | 284 | 285 | 286 | 287 |
| 288 | 289 | 290 | 291 | 292 | 293 | 294 |
| 295 | 296 | 297 | 298 | 299 | 300 | 301 |
| 302 | 303 | 304 | 305 | 306 | 307 | 308 |
| 309 | 310 | 311 | 312 | 313 | 314 | 315 |
| 316 | 317 | 318 | 319 | 320 | 321 | 322 |
| 323 | 324 | 325 | 326 | 327 | 328 | 329 |
| 330 | 331 | 332 | 333 | 334 | 335 | 336 |
| 337 | 338 | 339 | 340 | 341 | 342 | 343 |
| 344 | 345 | 346 | 347 | 348 | 349 | 350 |
| 351 | 352 | 353 | 354 | 355 | 356 | 357 |
| 358 | 359 | 360 | 361 | 362 | 363 | 364 |
| 365 | 366 | 367 | 368 | 369 | 370 | 371 |
| 372 | 373 | 374 | 375 | 376 | 377 | 378 |
| 379 | 380 | 381 | 382 | 383 | 384 | 385 |
| 386 | 387 | 388 | 389 | 390 | 391 | 392 |
| 393 | 394 | 395 | 396 | 397 | 398 | 399 |
| 400 | 401 | 402 | 403 | 404 | 405 | 406 |
| 407 | 408 | 409 | 410 | 411 | 412 | 413 |
| 414 | 415 | 416 | 417 | 418 | 419 | 420 |
| 421 | 422 | 423 | 424 | 425 | 426 | 427 |
| 428 | 429 | 430 | 431 | 432 | 433 | 434 |
| 435 | 436 | 437 | 438 | 439 | 440 | 441 |
| 442 | 443 | 444 | 445 | 446 | 447 | 448 |
| 449 | 450 | 451 | 452 | 453 | 454 | 455 |
| 456 | 457 | 458 | 459 | 460 | 461 | 462 |
| 463 | 464 | 465 | 466 | 467 | 468 | 469 |
| 470 | 471 | 472 | 473 | 474 | 475 | 476 |
| 477 | 478 | 479 | 480 | 481 | 482 | 483 |
| 484 | 485 | 486 | 487 | 488 | 489 | 490 |
| 491 | 492 | 493 | 494 | 495 | 496 | 497 |
| 498 | 499 | 500 | 501 | 502 | 503 | 504 |
| 505 | 506 | 507 | 508 | 509 | 510 | 511 |
| 512 | 513 | 514 | 515 | 516 | 517 | 518 |
| 519 | 520 | 521 | 522 | 523 | 524 | 525 |
| 526 | 527 | 528 | 529 | 530 | 531 | 532 |
| 533 | 534 | 535 | 536 | 537 | 538 | 539 |
| 540 | 541 | 542 | 543 | 544 | 545 | 546 |
| 547 | 548 | 549 | 550 | 551 | 552 | 553 |
| 554 | 555 | 556 | 557 | 558 | 559 | 560 |
| 561 | 562 | 563 | 564 | 565 | 566 | 567 |
| 568 | 569 | 570 | 571 | 572 | 573 | 574 |
| 575 | 576 | 577 | 578 | 579 | 580 | 581 |
| 582 | 583 | 584 | 585 | 586 | 587 | 588 |
| 589 | 590 | 591 | 592 | 593 | 594 | 595 |
| 596 | 597 | 598 | 599 | 600 | 601 | 602 |
| 603 | 604 | 605 | 606 | 607 | 608 | 609 |
| 610 | 611 | 612 | 613 | 614 | 615 | 616 |
| 617 | 618 | 619 | 620 | 621 | 622 | 623 |
| 624 | 625 | 626 | 627 | 628 | 629 | 630 |
| 631 | 632 | 633 | 634 | 635 | 636 | 637 |
| 638 | 639 | 640 | 641 | 642 | 643 | 644 |
| 645 | 646 | 647 | 648 | 649 | 650 | 651 |
| 652 | 653 | 654 | 655 | 656 | 657 | 658 |
| 659 | 660 | 661 | 662 | 663 | 664 | 665 |
| 666 | 667 | 668 | 669 | 670 | 671 | 672 |
| 673 | 674 | 675 | 676 | 677 | 678 | 679 |
| 680 | 681 | 682 | 683 | 684 | 685 | 686 |
| 687 | 688 | 689 | 690 | 691 | 692 | 693 |
| 694 | 695 | 696 | 697 | 698 | 699 | 700 |
| 701 | 702 | 703 | 704 | 705 | 706 | 707 |
| 708 | 709 | 710 | 711 | 712 | 713 | 714 |
| 715 | 716 | 717 | 718 | 719 | 720 | 721 |
| 722 | 723 | 724 | 725 | 726 | 727 | 728 |
| 729 | 730 | 731 | 732 | 733 | 734 | 735 |
| 736 | 737 | 738 | 739 | 740 | 741 | 742 |
| 743 | 744 | 745 | 746 | 747 | 748 | 749 |
| 750 | 751 | 752 | 753 | 754 | 755 | 756 |
| 757 | 758 | 759 | 760 | 761 | 762 | 763 |
| 764 | 765 | 766 | 767 | 768 | 769 | 770 |
| 771 | 772 | 773 | 774 | 775 | 776 | 777 |
| 778 | 779 | 780 | 781 | 782 | 783 | 784 |
| 785 | 786 | 787 | 788 | 789 | 790 | 791 |
| 792 | 793 | 794 | 795 | 796 | 797 | 798 |
| 799 | 800 | 801 | 802 | 803 | 804 | 805 |
| 806 | 807 | 808 | 809 | 810 | 811 | 812 |
| 813 | 814 | 815 | 816 | 817 | 818 | 819 |
| 820 | 821 | 822 | 823 | 824 | 825 | 826 |
| 827 | 828 | 829 | 830 | 831 | 832 | 833 |
| 834 | 835 | 836 | 837 | 838 | 839 | 840 |
| 841 | 842 | 843 | 844 | 845 | 846 | 847 |
| 848 | 849 | 850 | 851 | 852 | 853 | 854 |
| 855 | 856 | 857 | 858 | 859 | 860 | 861 |
| 862 | 863 | 864 | 865 | 866 | 867 | 868 |
| 869 | 870 | 871 | 872 | 873 | 874 | 875 |
| 876 | 877 | 878 | 879 | 880 | 881 | 882 |
| 883 | 884 | 885 | 886 | 887 | 888 | 889 |
| 890 | 891 | 892 | 893 | 894 | 895 | 896 |
| 897 | 898 | 899 | 900 | 901 | 902 | 903 |
| 904 | 905 | 906 | 907 | 908 | 909 | 910 |
| 911 | 912 | 913 | 914 | 915 | 916 | 917 |
| 918 | 919 | 920 | 921 | 922 | 923 | 924 |
| 925 | 926 | 927 | 928 | 929 | 930 | 931 |
| 932 | 933 | 934 | 935 | 936 | 937 | 938 |
| 939 | 940 | 941 | 942 | 943 | 944 | 945 |
| 946 | 947 | 948 | 949 | 950 | 951 | 952 |
| 953 | 954 | 955 | 956 | 957 | 958 | 959 |
| 960 | 961 | 962 | 963 | 964 | 965 | 966 |
| 967 | 968 | 969 | 970 | 971 | 972 | 973 |
| 974 | 975 | 976 | 977 | 978 | 979 | 980 |
| 981 | 982 | 983 | 984 | 985 | 986 | 987 |
| 988 | 989 | 990 | 991 | 992 | 993 | 994 |
| 995 | 996 | 997 | 998 | 999 | 1000 | 1001 |

The image shows a page of musical notation for the song "The Star-Spangled Banner". The notation is arranged in a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. The key signature has one flat (B-flat), and the time signature is 4/4. The score includes a vocal line and a piano accompaniment. The lyrics "The Star-Spangled Banner" are written below the vocal line. The music consists of several measures, with various note values and rests. The page is numbered 39 at the bottom right.

$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

$\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

$\frac{1}{3} \times \frac{1}{2} = \frac{1}{6}$

$\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$

$\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$

$\frac{1}{3} \times \frac{1}{3} = \frac{1}{9}$

$\frac{1}{4} \times \frac{1}{3} = \frac{1}{12}$

$\frac{1}{5} \times \frac{1}{5} = \frac{1}{25}$

$\frac{1}{6} \times \frac{1}{6} = \frac{1}{36}$

$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

$\frac{1}{3} \times \frac{1}{3} = \frac{1}{9}$

$\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$

$\frac{1}{5} \times \frac{1}{5} = \frac{1}{25}$

$\frac{1}{6} \times \frac{1}{6} = \frac{1}{36}$

$\frac{1}{7} \times \frac{1}{7} = \frac{1}{49}$

$\frac{1}{8} \times \frac{1}{8} = \frac{1}{64}$

$\frac{1}{9} \times \frac{1}{9} = \frac{1}{81}$

$\frac{1}{10} \times \frac{1}{10} = \frac{1}{100}$

$\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

$\frac{1}{3} \times \frac{1}{2} = \frac{1}{6}$

$\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$

$\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$

$\frac{1}{3} \times \frac{1}{3} = \frac{1}{9}$

$\frac{1}{4} \times \frac{1}{3} = \frac{1}{12}$

$\frac{1}{5} \times \frac{1}{5} = \frac{1}{25}$

$\frac{1}{6} \times \frac{1}{6} = \frac{1}{36}$

$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

$\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

$\frac{1}{3} \times \frac{1}{2} = \frac{1}{6}$

$\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$

$\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$

$\frac{1}{3} \times \frac{1}{3} = \frac{1}{9}$

$\frac{1}{4} \times \frac{1}{3} = \frac{1}{12}$

$\frac{1}{5} \times \frac{1}{5} = \frac{1}{25}$

$\frac{1}{6} \times \frac{1}{6} = \frac{1}{36}$

$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

$\frac{1}{3} \times \frac{1}{3} = \frac{1}{9}$

$\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$

$\frac{1}{5} \times \frac{1}{5} = \frac{1}{25}$

$\frac{1}{6} \times \frac{1}{6} = \frac{1}{36}$

$\frac{1}{7} \times \frac{1}{7} = \frac{1}{49}$

$\frac{1}{8} \times \frac{1}{8} = \frac{1}{64}$

$\frac{1}{9} \times \frac{1}{9} = \frac{1}{81}$

$\frac{1}{10} \times \frac{1}{10} = \frac{1}{100}$

$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

$\frac{1}{3} \times \frac{1}{3} = \frac{1}{9}$

$\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$

$\frac{1}{5} \times \frac{1}{5} = \frac{1}{25}$

$\frac{1}{6} \times \frac{1}{6} = \frac{1}{36}$

$\frac{1}{7} \times \frac{1}{7} = \frac{1}{49}$

$\frac{1}{8} \times \frac{1}{8} = \frac{1}{64}$

$\frac{1}{9} \times \frac{1}{9} = \frac{1}{81}$

$\frac{1}{10} \times \frac{1}{10} = \frac{1}{100}$

Part III



Map available at openstreetmaps.org

<http://osm.org/go/ZcjRymxV>

© OpenStreetMap contributors, CC-BY-SA

Questions for Reading 2

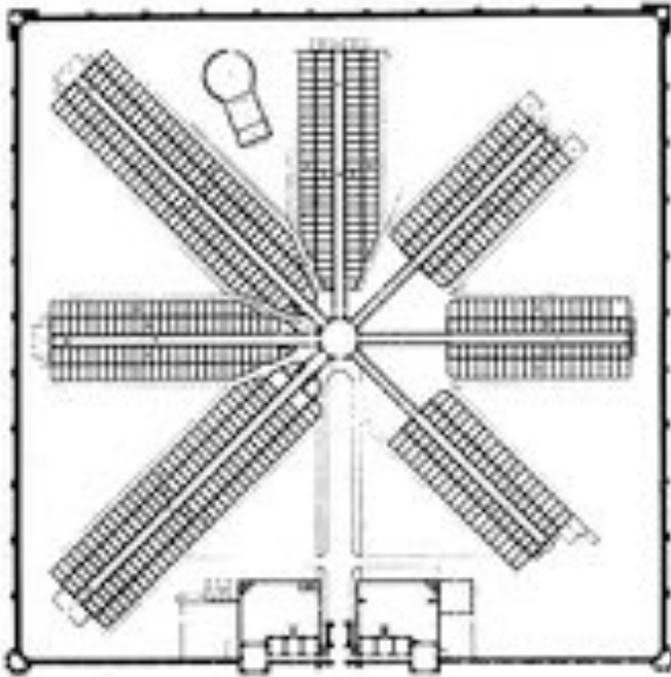
1. Consider the evolution of this neighborhood. Why do you think German and Irish immigrants populated the area? Take a look back at the map of Philadelphia while you consider industry location. From this excerpt, do you think these populations were viewed favorably?

2. Using the modern map, plot the locations discussed in the reading, to better understand the area surrounding Eastern State Penitentiary, in the 19th century. Does this tell you anything about the neighborhood?

3. Examine the table of inmates received at Eastern State Penitentiary in 1866. Consider the author's statements about those living in the neighborhood in the 19th century. What percentage of foreign-born inmates was received in Eastern State Penitentiary that year? Why do you think that is? Be prepared to discuss.

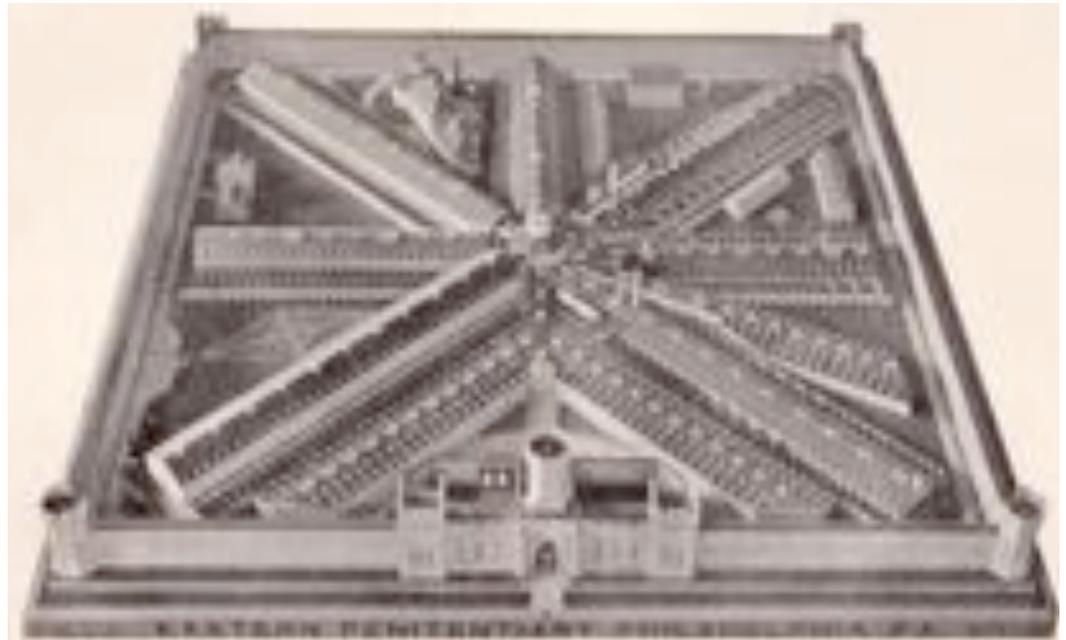
Visual Evidence

Images 1 and 2



At left:
1836 Floor Plan engraving, from
Demetz and Blouet, 1837¹⁵

At right:
Model of Eastern
State Penitentiary¹⁶



¹⁵ M. Frederic-Auguste Demetz and M. G. Abel Blouet, *Rapports sur les Penitenciers des Etats-Unis*, (Paris: Imprimerie Royale, 1837). Available for download at: <http://www.easternstate.org/contact/press-room/photos>

¹⁶ Michael J. Cassidy, *Warden Cassidy on Prisons and Convicts* (Philadelphia: Patterson & White, 1897), p.2. This image is from Eastern State Penitentiary Historic Site's collection. The image is also available at: <http://books.google.com/books?id=y-ljiVr8h-4C&dq=warden%20cassidy&pg=PP12#v=onepage&q&f=false>

Image 3



George Lehman, *Eastern Penitentiary of Pennsylvania near Philadelphia*, 1833. Lithograph by Childs and Inman, 9 11/16 x12". The Library Company of Philadelphia. Available at <http://www.easternstate.org/contact/press-room/photos>

Eastern State Penitentiary was built just outside of Philadelphia's city limits in 1829. The building was meant to resemble a European castle to instill fear in the citizens who saw it from a distance.

Questions for Image 3

1. What details about the building's architecture may have helped deter crime in the city?
2. Describe the area surrounding the penitentiary.
3. Use the photograph analysis worksheet to examine the message the artist may be trying to convey through this etching of Eastern State Penitentiary.

Image 4



Photo: Andrew J Simcox, 1997.

This photo shows an aerial view of Eastern State Penitentiary in modern-day Philadelphia.

Questions for Image 4

1. How does this image of Eastern State compare and contrast the Image 3?
2. Why might the people of Philadelphia have decided to build around the penitentiary? Why do you think they did not remove the penitentiary? Who do you think the first people to live near the building might have been?

Image 5



Photo from: Vaux, Richard. *Brief Sketch of the Origin and History of the State Penitentiary for the Eastern District of Pennsylvania at Philadelphia*. McLaughlin Brothers Printing: Philadelphia. 1872.

Under the Pennsylvania System, inmates would stay in their cells 23 hours each day. They would be allowed no more than 1 hour of free time in their exercise yard for recreation. This image shows a cell in its original form, with the grated door at the rear of the cell that allowed the inmate access to their exercise yard.

Questions for Image 5

1. The intent of the Pennsylvania System was to lead the inmates to true penitence, or regret, for his or her actions. How would the design of this cell help lead the inmate to this point?
2. Eastern State became overcrowded quickly, and the Separate System started to fall apart. How would the life of an inmate living in this cell change when inmates had to share a cell?

Putting it All Together

These activities will help students understand the following questions:

Why was Eastern State Penitentiary built? How did the building change from 1829 to 1900? How did the system inside the prison adapt to an increase in inmates? What causes from the “outside” created the need for change inside the prison?

Activity 1:

During the early 19th century, prison reform became a very hot topic. Two competing systems emerged during this time period, the Pennsylvania and the New York System. Split the students in two groups and assign each group one of the two systems. Each group will be responsible for both defending their system and vilifying the other. This activity could be set up in a debate format where each group can go point/counterpoint or a more lengthy research period could be assigned.

Activity 2:

This activity should be both creative and thought provoking. Eastern State not only altered its system of handling inmates but also changed its physical structure. Using images 1 and 2 from the Visual Evidence section, have students come up with other ways that Eastern State could have altered its physical structure while maintaining inmates in an isolated environment within the penitentiary.

Activity 3:

Have students research what prison life was like prior to 1829 and the introduction of Eastern State Penitentiary. Teachers may choose to stay within Philadelphia. This would offer an excellent comparison. However, if teachers choose to look outside of Philadelphia during this same time period, they could find interesting comparisons to such cities as Boston, New York, Baltimore, or Charleston.

Activity 4:

The architecture of Eastern State Penitentiary was revolutionary for its time. Considering that the building is still standing more than 180 years after it was built speaks volumes for its durability and efficiency. Have students find structures in their local town, county or state that were built in the early 1800s and that are still standing. Students should be instructed to identify characteristics of both structures that may have helped them last for as long as they have. What do the buildings have in common structurally? In what ways do they differ?

Supplemental Resources

Further resources on Eastern State Penitentiary, the prison system, and relevant 19th century history can be found in the following locations:

Further Online Research:

- Eastern State Penitentiary Online Research Library:
<http://easternstate.org/learn/research-library>
- Library of Congress:
<http://memory.loc.gov/pnp/habshaer/pa/pa1200/pa1207/data/pa1207.pdf>
- Prison Plaque:
http://www.pbs.org/opb/historydetectives/investigations/110_penitentiary.html
- Lonestar College- Kingwood. "American Cultural History: The 19th Century":
<http://kclibrary.lonestar.edu/19thcentury.html>
- America.gov. "Immigration and U.S. History":
<http://www.america.gov/st/peopleplace-english/2008/February/20080307112004ebyessedo0.1716272.html>
- Google News Archive Search
<http://news.google.com/archivesearch?pz=1&cf=all&ned=us&hl=en&cf=all>
- Eastern State Penitentiary Lesson Plan II:

Video clips:

- Inside Eastern State Penitentiary and Related Clips:
<http://www.history.com/videos/inside-eastern-state-penitentiary#inside-eastern-state-penitentiary>

Books:

- Riis, Jacob. *How the Other Half Lives: Studies Among the Tenements of New York*. New York: Charles Scribner's Sons, 1890:
http://books.google.com/books?id=zhcV_oA5dwgC&dq=jacob%20Riis&pg=PA82#v=onepage&q&f=false
 - This book details life of the poor in New York at the end of the nineteenth century. Chapter Eight examines the cause of crime in poor men who have moved to the city.
- Gjerde, Jon. *Major Problems in American Immigration and Ethnic History*. Houghton Mifflin, 1998.