

Eastern State Penitentiary: Lesson Plan II

Eastern State Penitentiary and the Progressive Era



Eastern State Penitentiary c. 1913: collection of Eastern State Penitentiary Historic Site.

Rising high over the Fairmount neighborhood of Philadelphia, Pennsylvania, Eastern State Penitentiary's imposing gothic façade continues to intimidate anyone who passes. When the penitentiary opened in 1829, the outside walls were designed to create fear in those who viewed it, while the inside was meant to reform and inspire penitence, or true regret, in the inmates housed there. Through a system of separate confinement with labor, inmates would learn a trade and spend their time alone, in silence, only interacting with a moral instructor and other prison administrators. The world watched as this great experiment was carried out, waiting to see if this method would “cure” crime.

As the years passed, the events outside the high walls of Eastern State affected the penitentiary. This was a time in American history when great changes were taking place. The Industrial Revolution was in full swing, creating the need for cheap labor, which attracted millions of immigrants seeking the American Dream of prosperity through hard work. With the rise in population came a rise in crime. More and more convicts were sent to Eastern State. However, there were not enough cells to keep the inmates separate. The separate system faced strong criticism, and by 1913, Eastern State abandoned the system that had made it famous. The penitentiary turned instead to the congregate system, housing inmates together— similar to the system used in prisons today.

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 classrooms. This lesson plan focuses on the Progressive Era (1890s through 1930), and its impact on the changing thoughts of penology in the American society. Sources used for this lesson plan are maps and photographs located directly on Eastern State Penitentiary's website and primary sources such as newspaper articles of the time. 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 Jade Tuff (Academy at Palumbo) and Mark Hoey (Philadelphia High School for Girls) both located in Philadelphia, Pennsylvania.

Where It Fits into the Curriculum

Topics: This lesson can be used in (though not limited to) Social Studies, American History, Criminal Justice, Sociology, Psychology, General Mathematics, and U.S. Government and Politics. This lesson plan will allow students to understand the impact of the Progressive Movement in greater detail.

Time Period: 1890s-1930

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 7 The Emergence of Modern America (1890-1930)

- Standard 1—How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.
- Standard 2—The changing role of the United States in world affairs through World War I.
- Standard 3—How the United States changed from the end of World War I to the eve of the Great Depression.

[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 V—Individuals, Groups, and Institutions
- 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 it changed through the years.
2. Using specific examples from the readings, students will examine how the justice system helped/failed society during the Progressive Era.
3. Students will explain how the Progressive Era influenced current prison systems.

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 the United States and Philadelphia

2. **Four readings/documents** about this history of Eastern State Penitentiary and Progressive Era
3. **Three photos/drawings** of Eastern State Penitentiary and inmate cells
4. **Timeline of the Eastern State Penitentiary** (<http://www.Easternstate.org/history/>)
5. **Online Tour of Eastern State Penitentiary** (www.Easternstate.org)

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

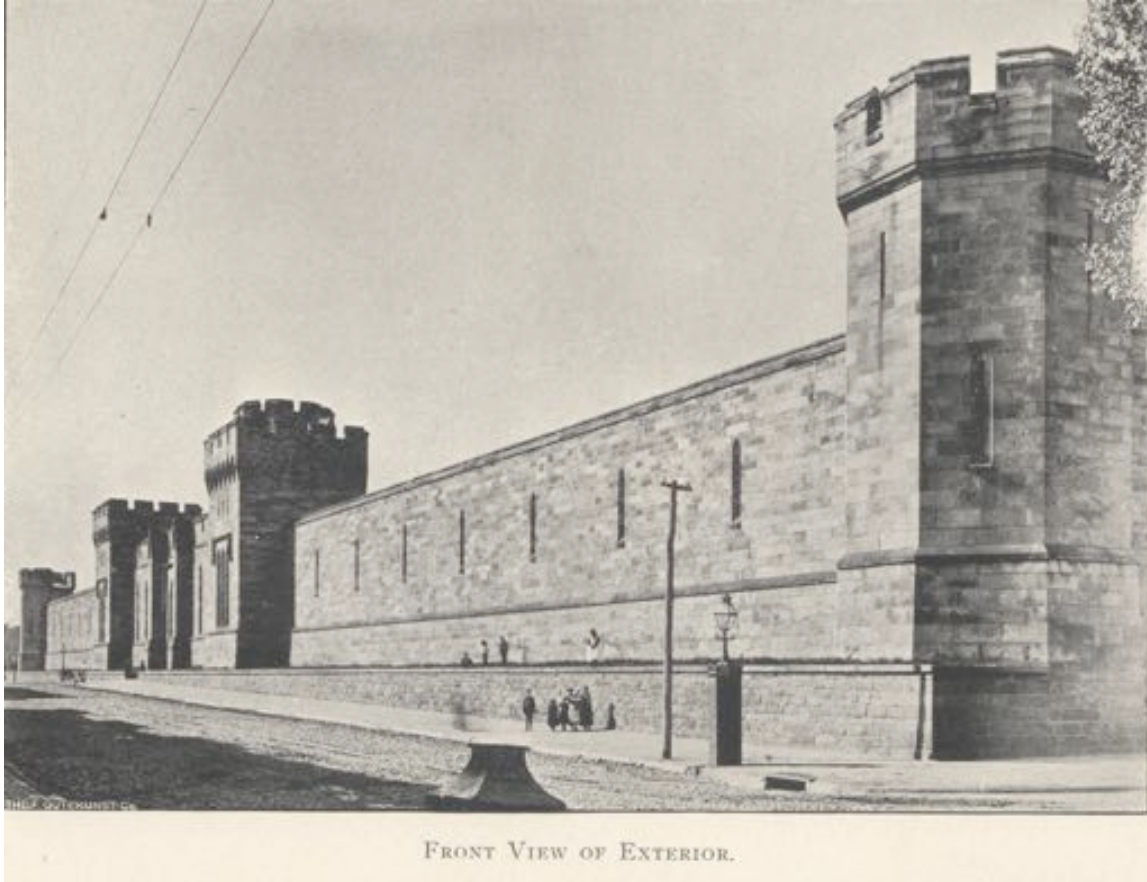
Although private group tours are available throughout the year at Eastern State Penitentiary, cold weather can make winter and early spring tours a very chilling experience. We recommend group tours between April 1 and November 30.

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 Questions



Front View of Exterior, c. 1897: collection of Eastern State Penitentiary Historic Site.¹

What does the building look like to you?

What feelings do you get from looking at it?

What purpose do you think this building served?

Use the photo analysis worksheet to further study this photograph.

¹ Michael J. Cassidy, *Warden Cassidy on Prisons and Convicts* (Philadelphia: Patterson & White, 1897), page 118. Also available at <http://books.google.com>

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

Eastern State Penitentiary opened in 1829 and was the world's first true *penitentiary*, a prison designed to inspire penitence, or true regret, in the hearts of convicts. Every inmate was expected to remain silent and had his or her own cell and individual exercise yard. The founders of the penitentiary believed that by keeping inmates separated from one another and their friends, family, and acquaintances on the outside, they would be removed from bad influences and be able to reflect on their crimes. The penitentiary was built on the outskirts of the city on top of a hill. The Founders also thought that the location on the hill would help the inmates by allowing them to breathe fresher air to cleanse their souls of *maladies*, or sickness they may have had.

In the early 20th century, in the middle of the Progressive Era, reformers examined all aspects of society, attempting to improve life for all Americans, including prisoners. During this period, the penitentiary changed dramatically. In 1913 the idea of separate confinement was officially abandoned, and two inmates were assigned to a cell. Women had been housed at Eastern State from the beginning, but reformers in the 20th century pushed the prison to change. After 1923, women were no longer permanently housed in the penitentiary. Although there were never many women housed at Eastern State Penitentiary, the cells that they occupied were needed for the male inmates because the 1920s saw an increase in inmate population beyond what the penitentiary was able to reasonably handle. Up to four inmates were in an eight-foot by twelve-foot cell during this time. Some of the overcrowding was due to violations of the 18th Amendment and the Volstead Act, which called for the prohibition of alcohol.

By making the production, sale, and transportation of alcohol illegal, reformers hoped to create stable family lives for Americans. Unfortunately, the law created a demand for alcohol on the black market, causing a rise in crime—especially organized crime. As the population inside the penitentiary increased and inmates were allowed to interact with one another, incidents of violence, escapes, and riots rose. In response to the overcrowding and associated problems, a new cellblock was constructed and gates were placed in corridors to prevent prisoners from rushing the guards stationed at the Center of the penitentiary.

While the State was making changes to Eastern State Penitentiary to handle the new pressures, a new penitentiary known as Eastern State Penitentiary's farm branch was opened near Collegeville, Pennsylvania. This was the beginning of the end for Eastern State Penitentiary, although it would be four more decades before it closed. In the meantime, inmates at Eastern State built the fourteenth cellblock. It was three stories, made of reinforced concrete, and housed the new punishment block, known as the "Klondike." Klondike was meant to hold inmates who broke the rules after they arrived at the penitentiary. The cells in Klondike were small, dark, individual cells underneath the building. Times had indeed changed at Eastern State Penitentiary. Solitary confinement was the key to inspiring penitence when the penitentiary opened; now solitary confinement here, as at other prisons, was a method of punishment.

Locating the Site

Map 1



Jacques W. Redway & Russell Hinman, *Natural Introductory Geography* (New York, NY: American Book Company, 1897) 3637. "The United States." Retrieved March 4, 2011, from <http://etc.usf.edu/maps>

The following excerpt is from the Library of Congress's website, *The Learning Page*²:

In the early 1900s, the United States entered a period of peace, prosperity, and progress. In the nation's growing cities, factory output grew, small businesses flourished, and incomes rose. As the promise of jobs and higher wages attracted more and more people into the cities, the U. S. began to shift to a nation of city dwellers. By 1900, 30 million people, or 30 percent of the total population, lived in cities.

The mass migration of people into the cities enriched some people but caused severe problems for others. For the emerging middle class, benefiting from growing incomes and increases in leisure time, the expanding city offered many advantages. Department stores, chain stores, and shopping centers emerged to meet the growing demand for material goods. Parks, amusement parks, and baseball stadiums were built to meet aesthetic and recreational needs. Transportation systems improved, as did the general infrastructure, better meeting the increased needs of the middle and upper class city dwellers.

Thousands of poor people also lived in the cities. Lured by the promise of prosperity, many rural families and immigrants from throughout the world arrived in the cities to work in the factories. It is estimated that by 1904 one in three people living in the cities was close to starving to death. For many of the urban poor, living in the city resulted in a decreased quality of life. With few city services to rely upon, the working class lived daily with overcrowding, inadequate water facilities, unpaved streets, and disease. Lagging far behind the middle class, working class wages provided little more than subsistence living and few, if any, opportunities for movement out of the city slums.

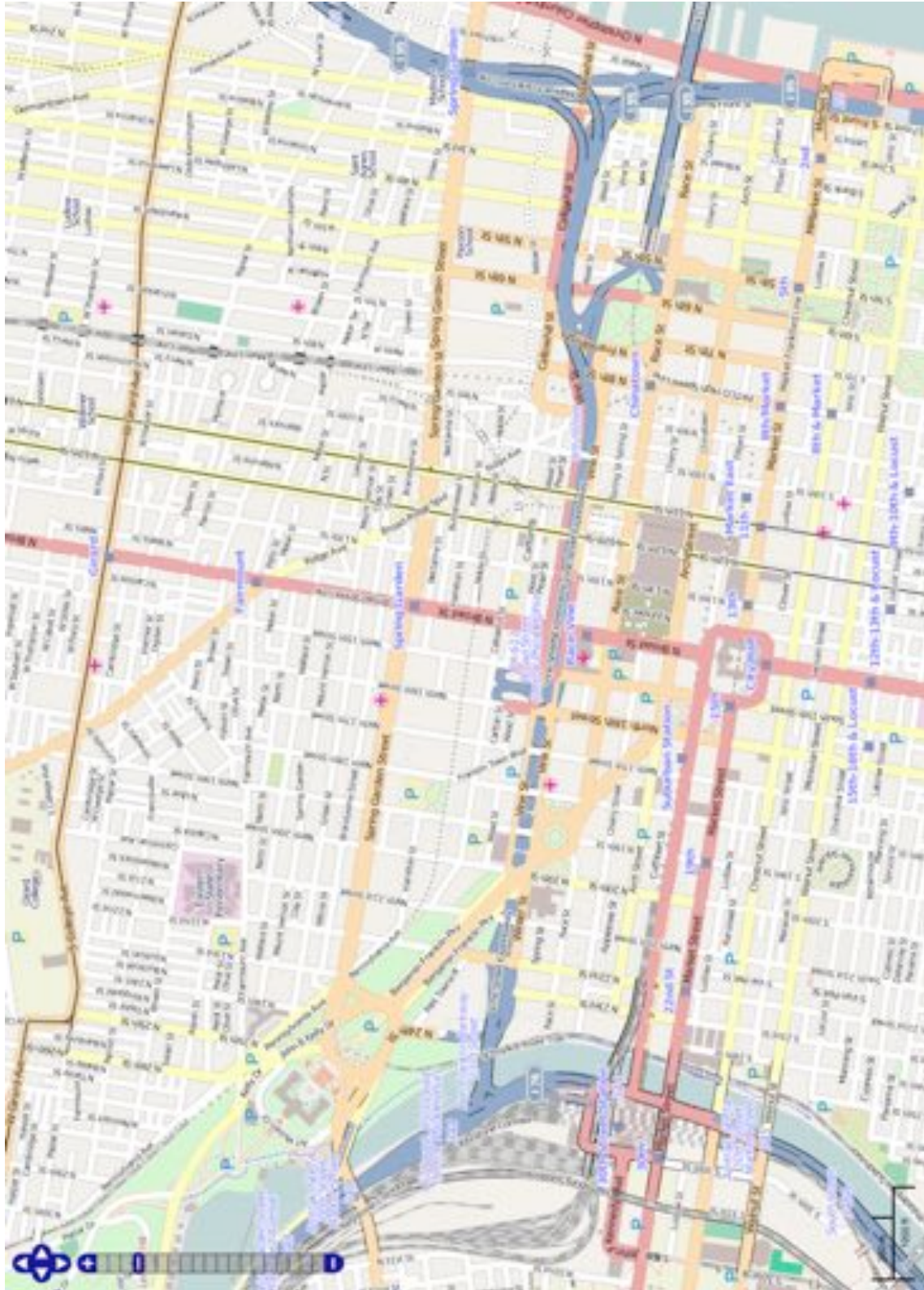
Questions for Map 1

1. Locate Chicago and New York on the map, two of the major centers of the Progressive Era. Then locate Philadelphia on the map. In the United States in 1910, Philadelphia (1.5 million people) was the third largest city in population, behind both Chicago (2.1 million) and New York (4.7 million).³ Looking at the map, why do you think these cities had the highest populations?
2. Why do you think Chicago, New York, and other cities became major centers of the Progressive Movement?

² The Library of Congress. "Progressive Era to New Era, 1900-1929." *The Learning Page*. 26 September, 2002, accessed 8 October, 2010. <http://memory.loc.gov/learn//features/timeline/progress/cities/cities.html>.

³ Census Data available at: <http://www.census.gov/population/www/documentation/twps0027/tab14.txt>

Map 2



Map available at openstreetmaps.org

<http://osm.org/go/ZcjRsaS0-->

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Questions for Map 2

1. The original location of City Hall was at 5th and Chestnut. Find this location. How far away was Eastern State Penitentiary located from this site?
2. City Hall moved to its current location at the end of the 19th century. How far is Eastern State Penitentiary from the new location?
3. Eastern State Penitentiary got its water from the Fairmount Water Works, located on the Schuylkill River, below where the Philadelphia Art Museum is located today. Do you think the location of the Water Works and/or the river contributed to the decision to place the penitentiary at 22nd and Fairmount?
4. Why might people be willing to live next door to a prison?

Determining the Facts

Reading 1

These readings are accessible online, at Eastern State Penitentiary Historic Site's website.

Eastern State Penitentiary Six-Page History: <http://easternstate.org/learn/research-library/history>

Eastern State Penitentiary Timeline: <http://easternstate.org/learn/timeline>

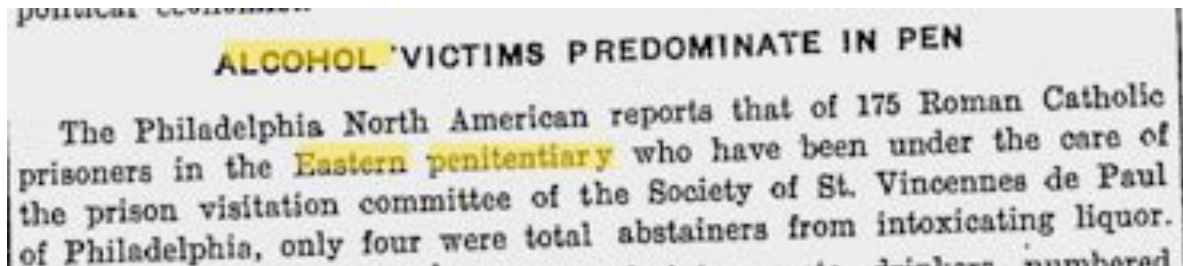
Questions for Reading 1

1. Why do you think recreational facilities and workshops were created for the prison?
2. What year did Eastern State Penitentiary officially abandon the Pennsylvania System? Why do you think the penitentiary waited so long to change, when the system had been failing for years?
3. What was the popular explanation for the imprisonment of Pep the Dog? What is the other explanation? Are animals still used in this, or a similar, way? Give an example. If you cannot think of one, research Puppies Behind Bars, an organization in New York City, at <http://www.puppiesbehindbars.com/about.asp>

Reading 2

Part I:

The following article clip, “Alcohol Victims Predominant in Pen,” is located within the section, “You are the Man with the Vote,” in a Canadian newspaper. Although the article is about Eastern State Penitentiary, it was used in the Canadian fight to make alcohol illegal (prohibition of alcohol). The whole article is located online.

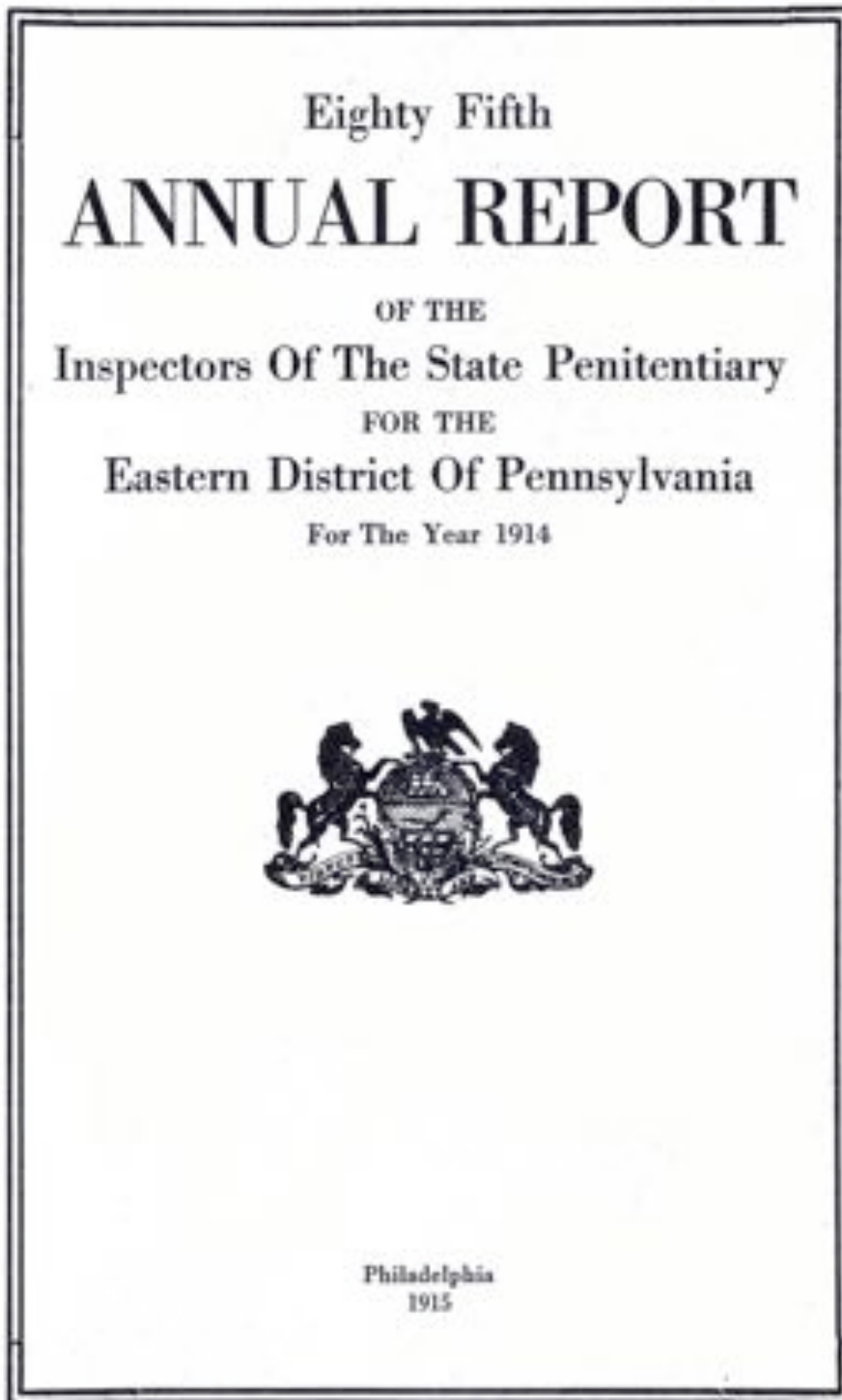


“You are the Man with the Vote.” *Dawson Daily News* (Dawson, Yukon Territory, Canada), Feb. 16, 1920, page 4.
<http://news.google.com/newspapers?id=TdRQAAAAIIBAJ&sjid=iBoDAAAAIIBAJ&pg=3793%2C1817382>.

Part II:

“Records of Intoxication Relating to Crime”

From the collection of Eastern State Penitentiary Historic Site.



(6.) PREVIOUS IMPRISONMENTS.		No.
Eastern State Penitentiary		25
Eastern State Penitentiary and Philadelphia County Prison		5
Eastern State Penitentiary and other Pennsylvania prisons.....		10
Eastern State Penitentiary and other prisons		7
Philadelphia County Prison.....		55
Philadelphia County and other prisons		13
Other Pennsylvania prisons.....		77
Prisons in other States		30
Huntingdon Reformatory		23
Philadelphia County Prison and Huntingdon Reformatory.....		15
Eastern State Penitentiary and Huntingdon Reformatory.....		5
Eastern State Penitentiary, Huntingdon Reformatory & other Pa. prisons		1
Total.....		<u>266</u>
First Imprisonment		337
Total.....		<u>603</u>
House of Refuge.....		14
Total		<u>14</u>
(7.) HABITS.		
(a.) Abstainers		55
(b.) Moderate.....		279
(c.) Occasionally intemperate.....		181
(d.) Intemperate		88
Total		<u>603</u>
Of the above, 74 were returned from Parole, 1 from Court		
Number attributing crime to drink.....		211
(a.) TABLES RELATING TO THE 55 ABSTAINERS RECEIVED.		
Attended school		45
Never went		10
Total		<u>55</u>
Having relatives in prison		0
No relatives in prison.....		55
Total		<u>55</u>
Both parents living when 16 years of age.....		30
One parent living " " " " "		17
Both parents dead " " " " "		8
Total		<u>55</u>
Single		45
Married.....		10
Widowed.....		2
Total		<u>55</u>
(b) TABLES RELATING TO THE 279 MODERATE DRINKERS RECEIVED.		
Attended school.....		255
Never went.....		24
Total		<u>279</u>

Having relatives in prison.....	No. 4
No relatives in prison.....	275
Total	<u>279</u>
Both parents living when 16 years of age.....	214
One parent living " " " " ".....	65
Both parents dead " " " " ".....	0
Total	<u>279</u>
Single.....	109
Married.....	142
Widowed.....	28
Total	<u>279</u>

(c) TABLES RELATING TO THE 181 PRISONERS RECEIVED, WHO ARE OCCASSIONALLY INTEMPERATE.

Attended school.....	167
Never went.....	14
Total	<u>181</u>
Having relatives in prison.....	8
No relatives in prison.....	101
Total	<u>181</u>
Both parents living when 16 years of age.....	122
One parent living " " " " ".....	45
Both parents dead " " " " ".....	14
Total	<u>181</u>
Single.....	98
Married.....	70
Widowed.....	13
Total	<u>181</u>

(d) TABLES RELATING TO THE 88 INTEMPERATES RECEIVED.

Attended school.....	47
Never went.....	41
Total	<u>88</u>
Having relatives in prison.....	3
No relatives in prison.....	85
Total	<u>88</u>

	No.
Both parents living when 16 years of age.....	38
One parent living " " " " ".....	27
Both parents dead " " " " ".....	23
Total.....	<u>88</u>
Single.....	87
Married.....	1
Widowed.....	0
Total.....	<u>88</u>

TABLES RELATING TO THE 211 PRISONERS RECEIVED WHO
ATTRIBUTE THEIR CRIME TO DRINK.

Attended school.....	173
Never went.....	38
Total.....	<u>211</u>
Having relatives in prison.....	12
No relatives in prison.....	199
Total.....	<u>211</u>

Both parents living when 16 years of age.....	145
One parent living " " " " ".....	48
Both parents dead " " " " ".....	18
Total.....	<u>211</u>
Single.....	108
Married.....	75
Widowed.....	28
Total.....	<u>211</u>

TABLES RELATING TO THE 392 CONVICTS RECEIVED IN 1914 WHO DID NOT
ATTRIBUTE THEIR CRIME TO DRINK.

Attended school.....	341
Never went.....	51
Total.....	<u>392</u>
Having relatives in prison.....	3
Having no relatives in prison.....	389
Total.....	<u>392</u>
Both parents living when 16 years of age.....	250
One parent living " " " " ".....	106
Both parents dead " " " " ".....	27
Total.....	<u>392</u>

EIGHTY FIFTH ANNUAL REPORT

39

	No.
Single.....	229
Married.....	148
Widowed.....	15
Total.....	<u>392</u>

(8) PARENTAL RELATIONS AT 16 YEARS

Parents living.....	404
Mother living.....	96
Father living.....	58
Parents dead.....	45
Total.....	<u>603</u>

(9) CONJUGAL RELATIONS.

Single.....	337
Married.....	223
Widowed.....	43
Total.....	<u>603</u>

Number having children.....	155
Number of children.....	345

(10) NATIVITY.

Born in the United States.....	480
Foreign born.....	123
Total.....	<u>603</u>
Of the foreign born:—naturalized.....	15
“ “ “ not “.....	108
Total.....	<u>123</u>

(11) RECEPTIONS CLASSIFIED AS TO DISTRICTS.

Received from manufacturing districts.....	161
“ “ mining “.....	108
“ “ agricultural “.....	334
Total.....	<u>603</u>

Questions for Reading 2

1. What is the author of the article inferring about those who consume alcohol, and crimes? How does this support the temperance movement?
2. Look at the placement of the article on the page of the newspaper (by following the link). What is the purpose of this article? Is there a bias to this? Why or why not?
3. Determine the percentage of inmates who were abstainers, moderate alcohol users, occasionally intemperate, and intemperate. Compare your results with the claims made in the newspaper clip. Do you think the article makes a valid point? Why or why not?
4. How many prisoners attributed their crime to alcohol consumption? How could similar statistics have been used to justify the need for a national prohibition law in the United States (Volstead Act)?
5. Do any of the statistics included in the table suggest other causes crime? Do you think it is possible to determine that from these statistics?

Reading 3

The Horrors of the Solitaire.

Imagine yourself not speaking to a soul for weeks at a time, shut in a dark cell, your food thrust to you through a grating, and your only exercise obtained through parading round and round a little ten by ten foot yard with walls that reach seemingly to the sky; and then ask yourself, is this the way to get into the better nature of a man, to search for and nourish whatever little good there is in him?

Think of the old "solitaire"—solitary confinement—of the eastern state penitentiary, Philadelphia, and many other prisons. I have met men who have openly told me that if they could get so and so, they would be happy to die—and would die smiling. The "so and so" referred to was invariably a prison official. The men had committed crime, if you will, anything that had offended against the laws, and they had been so brutally treated in prison that they had come out of prison no longer men but beasts—worse, far worse, than when they went in.

So many people excuse themselves by saying "Why should we bother about prison reform? The man has offended; he has been proven guilty; he must be punished." But let them pause for a moment and consider how many men—and women too, for that matter—have been mentally and physically ruined by that one word punished. Is it not possible to correct rather than to punish?

The majority of those who go to jail are not necessarily criminals in the true sense. They are the unfortunate of the world. Show them the error of their ways, correct them, help them to help themselves.—H. B. Warner, in National Magazine.

"The Horrors of the Solitaire." *The Pittsburgh Press*, Oct. 30, 1913, page 12.
<http://news.google.com/newspapers?id=-7UaAAAAIABJ&sjid=JkkEAAAAIABJ&pg=1189%2C7609337>

Questions for Reading 3

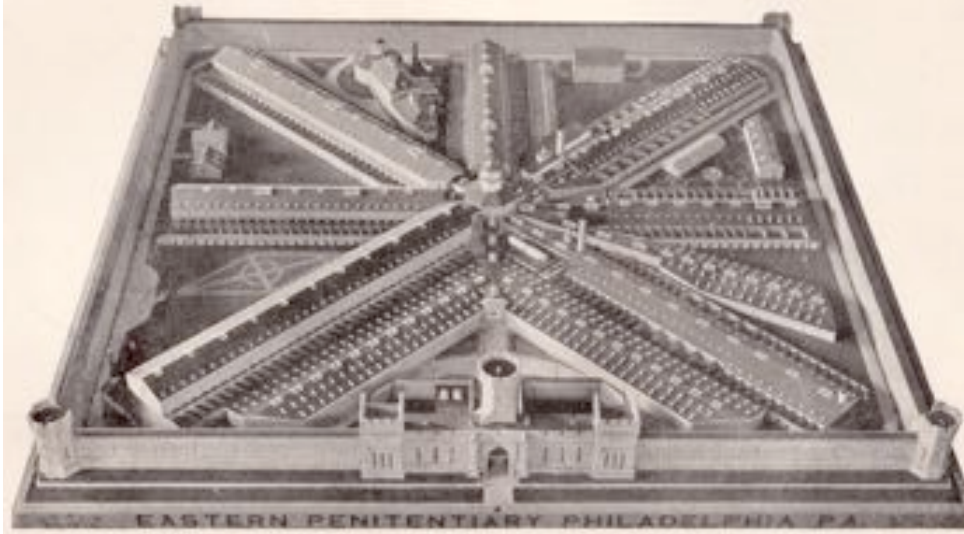
1. Based on the title of the article, what can you assume about the author and his opinions of solitary confinement?
2. Is the author sympathetic to the prisoners at Eastern State Penitentiary? Find evidence to support your statement.
3. Does the author believe solitary confinement prevents future crimes?

4. What do you think the motivation of the author is? Do you think opinion pieces like Warren's reflect the general public's opinion, or do you think this was meant to persuade the general public? Do you think the opinion of those working in the criminal justice system would differ? Why or why not?

5. Was the change from solitary confinement to group cells a shift in philosophy at Eastern State Penitentiary, motivated by ideas such as Warren's? Or do you think it was a matter of necessity due to overcrowding?

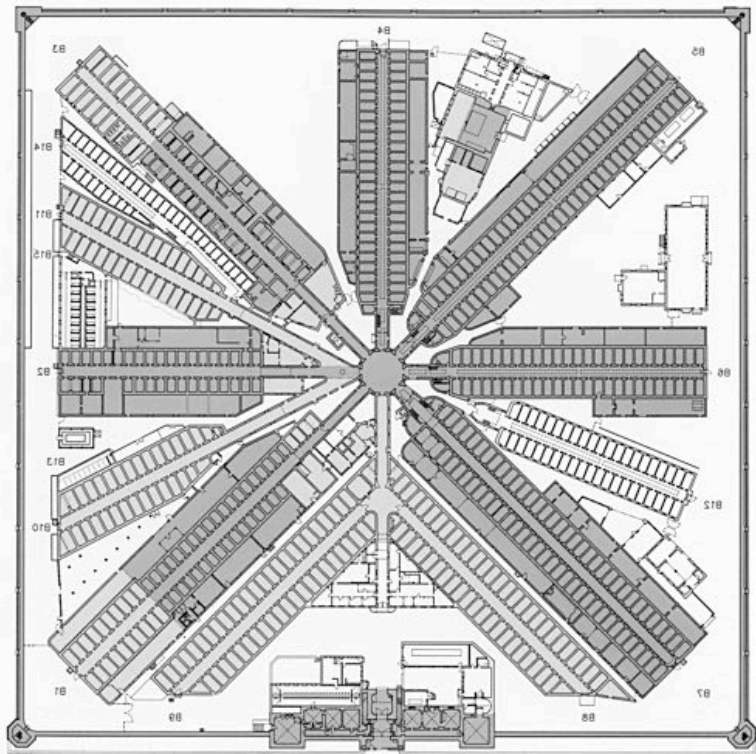
Visual Evidence

Images 1 and 2



At Left:
Model of Eastern State
Penitentiary⁴

At Right:
Eastern State Penitentiary Floor Plan, 1971⁵



⁴ Michael J. Cassidy, *Warden Cassidy on Prisons and Convicts* (Philadelphia: Patterson & White, 1897). Also available at <http://books.google.com/books?id=y-1jiVr8h-4C&dq=warden%20cassidy&pg=PA2#v=onepage&q&f=false>

⁵ Photographer Uncredited: Collection of Eastern State Penitentiary Historic site, available at <http://www.easternstate.org/contact/press-room/photos/1971-plan>

Image 3



From the collection of Eastern State Penitentiary Historic Site.⁶

The prisoners in the above photo are making shoes. They also have a ship in the background. Model shipbuilding was a craft that inmates were able to learn.

Questions for Image 3

1. Why would the prisoners be allowed to create shoes and make crafts in the 19th century? In the 20th century, why would they be allowed, or even encouraged, to play sports?
2. Should education in technical trades and crafts be offered to prisoners at the expense of the taxpayer? What are the pros and cons to offering the prisoners these opportunities?

⁶ Michael J. Cassidy, *Warden Cassidy on Prisons and Convicts* (Philadelphia: Patterson & White, 1897), p. 72. Also available at available at <http://books.google.com/books?id=y-ljiVr8h-4C&dq=warden+cassidy&pg=RA1-PA70-IA3#v=onepage&q&f=false>

Putting It All Together

Activity 1:

Go to this website (<http://easternstate.org/explore/online-360-tour>) and complete the virtual tour of Eastern State Penitentiary. Visit the Synagogue, Chapel, and Baseball Field. Why would they create places of worship or recreation in a prison? Your task is to imagine you are an administrator at Eastern State Penitentiary. You must think of what you will say to the Commonwealth of Pennsylvania, and its citizens to convince them that these spaces must be built, using taxpayers' money, within the penitentiary.

Two options:

- A. Divide the class into groups of four. Each group must develop a list of pros and cons for and against building these spaces, being prepared to argue either side. Have two groups at a time debate the topic, each having a chance to refute the other side's points.

- B. Divide the class into groups of four. Each group will attempt to persuade the rest of the class through different types of media. Options may include a poster, commercial, brochure, or a video. The groups should reinforce their points as well refute any possible negative viewpoints through their presentation.

Activity 2:

Using visual evidence, reading resources, your textbook, and outside sources, create a detailed 6-page pamphlet highlighting the major changes the Progressive Era brought about in the prison system. Choose a topic that your teacher has approved. For example, you may want to find evidence as to why solitary confinement was abandoned as a major reform practice to using it as punishment for prisoners. Was the change from solitary to congregate only due to necessity or was it a shift in belief? You could find out what types of prisoners served time at the penitentiary, or find out who was in charge of the penitentiary during the progressive era and research how policies changed under their rule.

Write a 500-word essay explaining your topic. Be sure to include visual and factual evidence to support your research.

Activity 3:

You will do research into your state's prison system. Consider the following questions:

1. What is life like for inmates of state prisons today?
2. How does this compare to life in Eastern State Penitentiary in the 1920s and 1930s? How has the Progressive Era influenced our current prison system today?
3. How have opportunities for inmates changed through the years?
4. Does our current prison system "work?" If not, how can it be fixed?

Use the Historic Structures Report or the Six-page history on Eastern State's website (<http://easternstate.org/learn/research-library/history>) for more information on this era, if needed. Create a Venn diagram to show what similarities there are, and what has changed. Pick a position and write a persuasive essay explaining why the changes, or lack of changes, are positive or negative, and where you think the prison system should go next.

Activity 4:

After your class has researched Eastern State Penitentiary, you may want to have your students figure out ***how popular culture has represented prison life through the years***. Based on the research they have done into Eastern State Penitentiary, how accurate or inaccurate do your students think popular ideas about prison really are? Can you tell what the filmmakers think of the prison system? Does the depiction change based upon when the film was made? Has popular culture shaped society's opinions of prison, or has society shaped popular culture? You may choose to play clips from one or more of the following movies in class, and have your students discuss and debate the topic.

If you choose this activity, please view each movie and clip before you play it in class to ensure the content level and maturity level is appropriate for your class.

1. *I am a Fugitive from a Chain Gang* (1932, Not Rated) based on a true story. The movie is credited with ending the chain gang system in Georgia.
2. *Brubaker* (1980, Rated R- must have parental consent) based on a true story
3. *Shawshank Redemption* (1994 Rated R- must have parental consent)
4. *Cool Hand Luke* (1967, Not Rated)
5. *Escape From Alcatraz* (1979, PG) based on a true story
6. *Bird Man of Alcatraz* (1962, Not Rated) based on a true story

Supplementary Resources

Further resources can be located on Eastern State Penitentiary and the prison system on the following websites.

Further Research:

- Eastern State Penitentiary's Online Research Library
<http://easternstate.org/learn/research-library>
- Library of Congress
<http://memory.loc.gov/pnp/habshaer/pa/pa1200/pa1207/data/pa1207.pdf>
- Finding Dulcinea: Librarian of the Internet, "On this Day: Prohibition Takes Effect in America"
<http://www.findingdulcinea.com/news/on-this-day/On-this-Day--Prohibition-Went-into-Effect-in-America.html>
- Lonestar College- Kingwood: "American Cultural History"
<http://kclibrary.lonestar.edu/decade00.html>
- Google News Archive Search
<http://news.google.com/archivesearch?pz=1&cf=all&ned=us&hl=en&cf=all>
- The Pew Center on the States: Public Safety Performance
http://www.pewcenteronthestates.org/initiatives_detail.aspx?initiativeID=31336

Books:

- Warden Michael J. Cassidy, *Warden Cassidy on Prisons and Convicts: Remarks from Observation and Experience Gained During Years of Continuous Service in the Administration of the Eastern State Penitentiary, Pennsylvania*. Philadelphia: Patterson & White, 1897.
http://books.google.com/books?id=y-1jiVr8h-4C&printsec=frontcover&dq=Michael+Cassidy&hl=en&ei=OUJtTLq0PIP58AbetZybDQ&sa=X&oi=book_result&ct=result&resnum=6&ved=0CEsQ6AEwBQ-v=onepage&q&f=false

Articles:

- Steven D. Levitt. "Understanding Why Crime Fell in the 1990's: Four Factors that Explain the Decline and Six that Do Not." *Journal of Economic Perspectives* Volume 18, No.1, Winter 2004. Pages 163-190.
<http://pricetheory.uchicago.edu/levitt/Papers/LevittUnderstandingWhyCrime2004.pdf>
- Bateman, Bradley W. "The Social Gospel and the Progressive Era." *Divining America*, TeacherServe. National Humanities Center. February 23, 2011.
<http://nationalhumanitiescenter.org/tserve/twenty/tkeyinfo/socgospel.htm>

Videos/Television Transcripts:

- Prison Plaque
http://www.pbs.org/opb/historydetectives/investigations/110_penitentiary.html
- Inside Eastern State Penitentiary and Related Clips
<http://www.history.com/videos/inside-eastern-state-penitentiary>
- *Lockup*, NBC Documentary TV show detailing current life inside prisons around the country, accessible through www.hulu.com
- The Stanford Prison Experiment <http://www.prisonexp.org/>
- “Maximum Security Education,” *60 Minutes*
<http://www.cbsnews.com/stories/2007/04/15/60minutes/main2685164.shtml>

Current Corrections Policies:

- Pennsylvania Department of Corrections Policies
http://www.portal.state.pa.us/portal/server.pt/community/departement_of_corrections/4604/doc_policies/612830
- New Jersey Department of Corrections Policies
<http://www.lexisnexis.com/njoal/>
- Delaware Department of Corrections Policies
http://www.doc.delaware.gov/information/DOC_Policy_Manual.shtml