

## **Pittsburgh; From The Point to Frick Park**

*Guy Clafshenkel*  
*Carrick High School*

### **Overview**

I have been a life long Pittsburgher, and I know quite a bit of local history. Yet, in no way can I claim to know all, or even a sizable portion of the parks and landmarks of our fair city. Given the sheer volume of characters alone both famous and infamous, who have passed through Pittsburgh over the years, and the methods of remembering them, it may well be a life-long task to research all the possible answers to a seemingly simple question such as, “Why is this here?”

This Socratic method of questioning is what I would employ in my unit on Pittsburgh Parks and Landmarks. The beauty of questioning is that answers to questions often raise further questions, which require further thought.

“What Happened at Fort Pitt?”

“Who fought in the French and Indian War?”

“Why and how was Pittsburgh instrumental in this war?”

“Who is Frick Park named after?”

“What is his relation to the Clayton House?”

“What can Clayton tell us about The Gilded Age and class distinction?”

“What was Frick’s relation to Andrew Carnegie?”

“Would we find a monument to Mr. Frick in Homestead?”

“Why is that unlikely?”

“What happened there?”

As layers are peeled back students can make connections and inferences about values, social classes, industrialization and power.

A trip to the County Courthouse and connecting jail would illicit further inquiry. This beautiful historic landmark reveals much about our sense of justice and law if the right questions are asked.

“What type of architecture would you call this?”

“What kind of feelings do you have when you look at this building and its interior?”

“Is this a frightening place or a safe place?”

“What goes on here?”

Extrapolation would create further connections and analysis.

“Who built this building?”

“Where did these craftsmen come from?”

“Why did they leave their home countries and come here?”

“Why did they come to Pittsburgh and not somewhere else?”

The stream of questions is near endless and these questions can be applied, with revision, to other landmarks and parks as well.

I would begin my unit with an exploration of Fort Pitt (perhaps a field trip to the Fort Pitt Museum). This site, actually Fort Duquesne, is where the first chapel in the region was established. This added input could begin a study of historic churches in the downtown area. We then could explore either physically or virtually the Golden Triangle.

Strolling Fort Pitt Boulevard we could discuss the importance of the Monongahela River and river traffic from colonization to industrialization. We could then make our way to Fourth Ave. and explore its growth from a merchant center to a financial center. Then we would go to the Allegheny County Courthouse to discuss architecture and craftsmanship, which should lead to the topics of immigration and justice. A stop at Mellon Square would reveal the progressive goals of beautifying cities with parks and “green” spaces.

Our tour could then continue to Oakland to the Cathedral of Learning and a visit to the Nationality rooms. We could gain a great deal of information about the home nations of the new populace of Pittsburgh. Finally a trip to Frick Park and a discussion of Henry Clay Frick, Andrew Carnegie, The Gilded Age, Robber Barons, and The Homestead Strike.

A longer term project could involve having students photograph period houses and neighborhoods from the 1900-1930 era. They could then use these to make descriptive history posters, explaining the architecture, design, and early uses of the property. I would want to expand on this theme to include neighborhoods of ethnic concentration, e.g. “Germantown”, “Little Italy” eastern Europeans of the South Side, the Irish of the East End etc. Next a detailed history and photo gallery of churches/synagogues/temples and their connection to neighborhoods and ethnic groups should be compiled. Then finally I would concentrate on downtown, focusing on public buildings creating the same documented history.

All of this legwork would create an historic reference which would be used to design the “Ideal City” or “City on a Hill.” I would then direct students to

progressive era city planners such as Daniel H. Burnham, innovative architects such as Frank Lloyd Wright. Students would design the city “center-out” beginning with the public buildings of the downtown area and ending with neighborhoods. Attention would have to be paid to the distinct differences of the immigrating peoples, (i.e. language, religion, tradition etc.), without ignoring the goal of assimilation.

This would probably be the unit assessment. Other assessments could be in the form of further research, maps, biographies and/or models. I would also want students to design a fort and battle plans to defend The Point of Pittsburgh. Students could prepare a lesson for the others in class on a specific park or landmark. A scavenger hunt of a small number of places to visit could be created as well as games, puzzles, and diagrams.

## **Rationale**

The rationale for this unit is the hope that students will gain an appreciation of the importance of Pittsburgh in the development of America as a nation; from an agrarian settlement to a world power. It is further hoped that students will be able to describe and analyze the transformation of Pittsburgh from a frontier town to an industrial metropolis.

## **Background**

### **Fort Pitt**

The Fort Pitt Museum is located in a recreated eighteenth century bastion of the famous British fort on the forks of the Ohio River in Point State Park, Pittsburgh. On this point the British and French erected the fortifications that protected their claims to the early West and the Indian trade. The exhibits recount the struggle that exploded into the French and Indian War and develop the story to the founding of Pittsburgh.

The area known today as Point State Park was extremely valuable in the mid-1700s. For the French, the Ohio River represented the only way to connect their colonies in New France (present day Canada) to their colonies in Louisiana. By controlling the Ohio River, the English would be able to expand their colonial power beyond the Appalachian Mountains. During the French and Indian War, both colonial powers were willing to sacrifice human lives and enormous amounts of money for the control of this valuable piece of land. Caught in the middle between two of Europe’s most powerful nations, Native Americans strove to preserve the culture and the lands they knew.

In April of 1754, a force of 500 French troops and Native Americans overwhelmed a small colonial garrison at Fort Prince George, taking the Point without a single shot being fired. Afterwards, the French began construction of Fort Duquesne. On May 28th 1754, a small group of Colonial troops led by Major George Washington fired on a group of French soldiers in an event known as the Jumonville Affair. In retaliation, 900 French and Indian soldiers attacked Fort Necessity, forcing Washington to surrender on July 4th 1754. General Edward Braddock led the first direct attack on Fort Duquesne; the attack ended at the Battle of the Monongahela where two thirds of Braddock's 1,500 troops were killed or wounded in a devastating defeat. Finally, an army of over 6,000 British and Colonial soldiers led by General John Forbes reclaimed the Point once and for all for the British Empire on November 25, 1758.

Once General Forbes secured the Point, he renamed Fort Duquesne, Pitt's borough in honor of the Prime Minister of England, William Pitt. Fort Pitt, as it was named, became one of the largest English strongholds in North America. Though never attacked by the French, Native American forces from May 27 to August 9, 1763 besieged Fort Pitt. Only Fort Pitt, Fort Ligonier, and a handful of other outposts on the frontier successfully withstood the Native American attacks during the conflict known as Pontiac's War. Colonel Henry Bouquet led British troops in a victory over Native American forces in the Battle of Bushy Run, thereby lifting the siege on Fort Pitt.

After years of only being a garrison town, the city of Pittsburgh began to develop by 1790. With frontier expansion booming, Pittsburgh became the gateway to the west during the eighteenth century. Because of the discovery of valuable natural resources in the area and reliable river passages, Pittsburgh's industry and commerce exploded in the nineteenth century. Gristmills, printing shops, glassworks, and the iron industry flourished in the Pittsburgh area. Since Pittsburgh was and is an ideal location for river travel on the forks of the Ohio, millions of people heading west traveled through the area. With heavy river traffic, accessible natural resources, and diverse commerce and industry, Pittsburgh truly was the "Workshop of the World." Twentieth century Pittsburgh continues to innovate and experiment with urban redevelopment. By creating clean, scenic areas such as Point State Park, Pittsburgh has become a worldwide example of a new age "renaissance" city.

### **The Blockhouse**

The only structure that stands as a reminder of Fort Pitt is Pittsburgh's oldest building, Bouquet's Blockhouse. Not only is it the oldest building Pittsburgh has to offer, but the building is the oldest authenticated structure west

of the mountains. Dated to 1764, it served as a retreat from invading forces. Today, the blockhouse still stands as a final link to the original 18 acres that became the city of Pittsburgh. The Daughters of the American Revolution (DAR) administer the Blockhouse.

### **The Fort Pitt Museum**

Housed in the Monongahela Bastion, one of the three recreated defensive earthworks in Point State Park, Fort Pitt Museum offers a wide variety of exhibits and dioramas that cover from the early French expeditions into this region to the beginning of Pittsburgh's industrial age. Visitors can explore the inside of a fur trader's cabin or see the uncomfortable surroundings that a soldier's barracks can offer, while they learn about life at a frontier outpost during the colonial period. The 16-foot wide well in the center of the William Pitt Memorial Hall contains a model of Fort Pitt.

The first holy ground in Pittsburgh was a low knoll along what is now Sixth Avenue that had been used by local Native Americans as a burial ground. The knoll may have been attractive as a burial site because it was protected from the floods that regularly inundated what is now the Golden Triangle, or it may have been built up over the centuries like the burial mounds of the mound builder tribes in Ohio. The French of Fort Duquesne (1754 to 1758) and the English at Fort Pitt (after 1758), as well as early American settlers, also buried their own dead there. Eventually over 4,000 persons were interred in the block bounded by Sixth and Oliver Avenues and Smithfield and Wood Streets. The burial ground remains today, greatly shrunken (the remains of the dead having been reinterred in various city cemeteries, or else forgotten), reduced to the confines of the Trinity Cathedral burying ground.

Pitt included a number of Presbyterians, who held their first service in a log cabin in 1773. The principal Protestant denominations represented among the early American settlers of Pittsburgh were given a firm establishment in 1787 when the Penn family, which had just prepared a plan for the subdivision and sale of its lands in the town of Pittsburgh, donated several large lots near the corner of Sixth Avenue and Smithfield Street to them. These congregations included the Presbyterians (now First Presbyterian Church), the Episcopalians (now Trinity Cathedral), and the German Evangelicals (now Smithfield United Church). At first these congregations erected crude log chapels, but by the early years of the nineteenth century they were able to replace them with sturdier brick structures. It was not until 1829 that Catholic Pittsburghers were numerous enough to raise their own church in brick (the first St. Paul's Cathedral).

During much of the nineteenth century, the city of Pittsburgh was largely confined to what is now the Central Business District. Commercial activity was at first confined to the riverfronts and the Market Square area, while the rest of the city was largely residential in nature. The residential character of the Downtown area was confirmed and reinforced by the presence of churches there. In fact, churches in downtown Pittsburgh were clustered in two sections: the Penn-Liberty district (which was a prime residential neighborhood in the nineteenth century) and the area bounded by Grant and Wood Streets and Fifth and Seventh Avenues. In 1872, as Pittsburgh was experiencing the height of the post-Civil War economic boom, there were six houses of worship in the Penn-Liberty section and seventeen churches in the latter area. These included eight Presbyterian churches, three churches each for Episcopalians, Methodists, and Lutherans, two Baptist and Evangelical churches, the Catholic cathedral, and a synagogue.

However, as the city's economy continued to grow and industry to consolidate, the invention of the electric streetcar allowed the population to spread out over the surrounding countryside. During the 1880s and 1890s, the construction of office buildings and business blocks and the displacement of the residential population began to transform the Golden Triangle into a central business district. As a consequence, the churches started to follow Pittsburgh's population as it dispersed into outlying residential neighborhoods. By 1910, all but one of the churches near Penn Avenue had closed, and only seven of the seventeen in the Grant Street area remained open. St. Peter's Episcopal Church, St. Paul's Roman Catholic Cathedral, and the Third Presbyterian Church had relocated to Oakland and Shadyside after their buildings were purchased by Henry Frick for the Frick Building, the Union Trust Building, and the William Penn Hotel. The First Baptist Church moved to a new house of worship in Oakland as well. Christ Methodist Church split into two congregations, one settling in Allegheny West as Calvary Methodist and one in Shadyside as Christ Methodist (now, the First United Methodist Church).

Today, there are six remaining churches in the Downtown area of Pittsburgh. They serve congregations spread out over the metropolitan area, including the small residential population of the Golden Triangle and the large number of office and retail workers who inhabit the central business district during the day. They provide a unique spiritual and architectural counterpoint to the commercial and institutional structures that surround and in many ways tower over them.

## **The Monongahela Wharf**

The section of downtown Pittsburgh along Fort Pitt Boulevard and First Avenue includes the foremost concentration of commercial buildings that survive from Pittsburgh's period as an important river port city during the nineteenth and early twentieth centuries. Pittsburgh's river traffic centered on the Monongahela Wharf, the sloping bank along the Monongahela River from the Point eastward to Smithfield Street. This traffic was due to the same geographic good fortune that made the confluence of the Allegheny, Monongahela, and Ohio rivers the strategic key to the control of the West (west of the Appalachian Mountains) during the French and Indian Wars.

Pittsburgh's connection to the Ohio and Mississippi rivers made it a logical jumping-off point for travelers to the West during the early years of the Republic. The rivers provided a convenient highway for the transport of people and goods, both west and east, at least in those months when they were navigable. They provided the only means to move goods in bulk before the construction of the canal systems in the 1830s and the railroads in the 1850s. The introduction of steamboats to the Western rivers (the first such steamboat, the "New Orleans", was launched from a Pittsburgh boatyard in 1811) provided the vehicles by which the supremacy of the river trade could be maintained for a century. Inland water traffic continued to grow through the nineteenth century from three million tons in 1854 to twelve million in 1915, and by the turn of the century Pittsburgh's leaders could boast that the city was the largest inland port in the United States.

The cobblestone Monongahela wharf remained the center of maritime commerce in Pittsburgh; riverboats regularly lined the Wharf as crews took on or unloaded cargo and passengers. The riverbanks opposite the downtown area on the Monongahela and Allegheny rivers, and both banks of the Ohio, were built down to the water with industrial plants, and the Duquesne Wharf, on the south bank of the Allegheny, serviced industries and the Pennsylvania Railroad. Therefore, the Monongahela Wharf and Water Street (now Fort Pitt Boulevard) became lined with warehouses, where goods were stored that passed through Pittsburgh via the rivers. The earliest wharf buildings were destroyed in the Great Fire of 1845, and were soon replaced by three- and four-story brick structures - a few of which still exist.

It was not until the 1920s and 1930s that riverboat traffic began to die away, under the competition of rail and truck transport, and the Wharf became occupied by other uses - especially the parking of automobiles. Finally, at the end of the 1930s, Pittsburgh's leaders approved a plan to construct an expressway along the Monongahela, elevated above the Wharf. This road came into being as

the Parkway East during the Pittsburgh Renaissance in the late 1940s and early 1950s, permanently replacing the river traffic. Office buildings and parking lots replaced many of the warehouses along the river. The remains of the Monongahela Wharf became a parking lot in the shadow of the highway.

In 1988, the historic and architectural value of the remaining riverfront warehouses in the 200 block of Fort Pitt Boulevard was recognized when the Firstside Historic District was listed in the National Register of Historic Places.

### **Fourth Avenue**

Fourth Avenue, located in the center of downtown Pittsburgh, was part of the town plan created by George Woods and Thomas Vickroy in 1784. In the early nineteenth century, Fourth Avenue was occupied by small manufacturers and merchants, many of whom lived above their shops. The disastrous fire of 1845 destroyed twenty blocks of the city, about 1,000 buildings, including most of those on Fourth Avenue west of Smithfield Street. However, property owners were quick to rebuild their businesses, and were joined by many attorneys who wished to be near the new Courthouse that was built on Grant Street in 1841. Continued development in the city pushed new construction eastward and as the downtown became increasingly commercial, residents began to move to outlying areas.

In the late nineteenth century, Pittsburgh was transformed as it became the nation's industrial center. Oil wells in northwestern Pennsylvania and steel mills in Pittsburgh and the Monongahela Valley were sources of tremendous wealth, and much of that money flowed into the banks and financial institutions that were being constructed on Fourth Avenue. By 1908, the amount of money held in Pittsburgh's national banks was second only to that in New York. In that year, the Pittsburgh Stock Exchange and twenty banks and trust companies were located in and around Fourth Avenue.

Mergers and expansions have resulted in the relocation of many of the institutions once found on Fourth Avenue; however, Dollar Savings Bank and Union National Bank buildings are still located here. Many of the other buildings have been adapted for new uses, but Fourth Avenue still retains its dense urban fabric and monumental scale.

### **Mellon Square**

The section of downtown Pittsburgh around Mellon Square includes the foremost concentration of prominent commercial and institutional buildings from

the late nineteenth and early twentieth centuries in Pittsburgh's central business district. Laid out as part of the original plan of Pittsburgh in 1784, the Mellon Square area was largely residential for about a century. However, the changes that took place in the city in the late nineteenth century - the great urban growth and industrial concentration - transformed Pittsburgh into an industrial power and its downtown into a central business district. The buildings in this area represent that stage of the city's history, showing the influence of Pittsburgh's industrialists and corporations and the creativity of some of the best architects in the United States at the turn of the century.

Remnants of the original nineteenth-century residential character of the center of downtown Pittsburgh can be found in the Mellon Square area. Eight churches stood in this section in 1900; three of the four that survive near Mellon Square received land grants for their sites from the sons of William Penn in 1787. On one of these sites remains the oldest use in the area - the church graveyard of Trinity Cathedral on Sixth Avenue. There is also a small fragment of this residential character in the small (former) houses along Strawberry Way at Montour Way.

The Mellon Square area is dominated by the buildings that were built in the area at the turn of the century to house and serve the major industrial corporations and their ranks of white-collar employees. All of the principal institutions that developed in Victorian society could be found there, including clubs (especially the Duquesne Club), banks (principally the Mellon Bank), department stores, office buildings, and even downtown churches (as the old churches were rebuilt on their old sites). The office buildings at the turn of the century were representative of the great industrialists - Park, Carnegie, Frick, Oliver. Later, though, in the Twenties, as industry became dominated by faceless corporations, the new office buildings became memorials to those companies (Koppers, Gulf, and Alcoa).

The developers of the significant buildings around Mellon Square turned to the best of local and national architects to design those buildings. Among the nationally-known architects who came to Pittsburgh were George Post (the Park Building), Trowbridge and Livingston (Mellon Bank and the Gulf Building), and Harrison and Abramovitz (the Regional Enterprise Tower) of New York and Daniel H. Burnham of Chicago (the Frick Building, McCreery Department Store, and Oliver Building). Significant local architects who contributed their skills to this district included Henry Hornbostel (Smithfield Church), Charles Bickel (Granite Building), Frederick Osterling (the Union Trust Building), and Benno Janssen (Kaufmann's Department Store and the William Penn Hotel).

After World War II, public and private interests in Pittsburgh combined in an effort to revitalize the downtown area, called the "Pittsburgh Renaissance." While much of this effort took place outside of the Mellon Square area, Mellon Square itself was one of the cornerstone projects of the Renaissance effort. The Square, which is an underground parking garage with a public plaza on top, was carved out of the middle of the Golden Triangle to provide much-needed open space in a densely-built section of the city. Together with the Regional Enterprise Tower next door, Mellon Square marks a high point in planning and design in the redevelopment programs of the 1950s.

In 1985, the value of the entire Mellon Square section of Downtown Pittsburgh was recognized when the Pittsburgh Downtown Historic District was listed in the National Register of Historic Places.

### **The Cathedral of Learning**

***"The building was to be more than a schoolhouse; it was to be a symbol of the life that Pittsburgh through the years had wanted to live. It was to make visible something of the spirit that was in the hearts of pioneers as, long ago, they sat in their log cabins and thought by candlelight of the great city that would sometime spread out beyond their three rivers and that even they were starting to build."***

These are the words Chancellor John Gabbert Bowman used to describe the reason for designing the dramatic Gothic revival tower now known as the Cathedral of Learning.

The University of Pittsburgh was well on the way to becoming an acropolis of neoclassical buildings on an Oakland hillside when John G. Bowman became the University's 10th chancellor in 1921. In those years following World War I, student enrollment had dramatically increased, causing a critical shortage of space. A 14-acre plot known as Frick Acres, which housed residences, gardens, and tennis courts, became the focus of Dr. Bowman's plans to erect a monumental building. A structure expanding upward, though unorthodox, would solve the growing University's problems of space and distance. More important, a tower would be a visible inspiration to all who approached the city. It would carry the message that education was the result of aspiring to great heights. The parallel lines of the truncated Gothic form, never meeting, would imply that learning is unending. The sweeping proportions would symbolize the spirit and achievement of Pittsburgh. Architect Charles Z. Klauder translated these concepts into drawings that guided the placement of steel and stone.

The challenge to help build a lasting landmark, unique to their city, evoked the participation of Pittsburgh's corporations and citizenry. Local industries gave large gifts of steel, cement, elevators, glass, plumbing and heating elements. In 1924, 17,000 men and women and 97,000 school children made individual contributions to help build the great tower. Today, many adults still have the certificates they received as school children upon contributing 10 cents, which they had earned themselves, to "buy a brick" in the Cathedral of Learning.

Excavation for the tower's foundation began on September 27, 1926. The same year, Dr. Bowman began, through Program Director Ruth Crawford Mitchell, to invite the city's ethnic communities to undertake the creation of nationality classrooms, which would enrich the new building with their old world heritages. After a decade of obstacles and triumphs, the building, rising 535 feet into the sky, was essentially completed. The steel frame structure is overlaid with Indiana limestone carved with Gothic ornamentation at each corner of the tower and stone window tracery terminating the alternately rising wings.

A medal struck in 1937 to commemorate the University's sesquicentennial bears this quotation by John G. Bowman:

**THEY SHALL FIND WISDOM HERE AND FAITH - IN STEEL AND STONE - IN CHARACTER AND THOUGHT - THEY SHALL FIND BEAUTY - ADVENTURE - AND MOMENTS OF HIGH VICTORY**

The Cathedral of Learning, the Nationality Rooms, and the Commons Room have been designated historic landmarks of Pittsburgh.

### **Nationality Rooms**

Many decades have passed since the first Nationality Room Committees formed and began to meet in a vine-covered frame house on Frick Acres, where the Cathedral of Learning now stands. The great tower was on the drawing boards, still a dream of Chancellor John G. Bowman and architect Charles Z. Klauder.

In 1926 ground was broken for the 42-story Gothic building. Keeping pace with the energy and idealism that gave form to the soaring structure was the Nationality Rooms Program, under the dynamic direction of Ruth Crawford Mitchell. The program provided the spiritual and symbolic foundation of the tower as 26 rooms encircling the Commons Room were completed between 1938 and 2000.

The work began in nationality communities of Allegheny County as they responded to the invitation from Chancellor Bowman to create classrooms that would represent highly creative periods or aspects of their heritage. Men, women, and children in church, school, fraternal, labor, and social organizations labored with pride to finance these unique gifts to a burgeoning urban university where generations of their descendants would study.

The enthusiasm spread across the nation and seas to the motherlands, where committees were formed to assist in planning the rooms. In many cases, governments responded with generous support, often providing architects, artists, materials, and monetary gifts to assure authenticity and superb quality in their classrooms.

The determination of these remarkable people to establish monuments to their cultural heritage carried them through decades of traumatic times. The Great Depression and the desperate dramas that unfolded during World War II, as their nations were pitted against each other in political and ideological struggle, failed to deter them from their goals.

The Nationality Rooms are expressions of timeless human values. In these rooms themes are rendered in wood and glass, iron and stone, fabric, color, and words. Inspiration flows from such varied sources as Athens in the time of Pericles, a palace hall in Beijing's Forbidden City, an ancient monastic Indian university, flowers that grow in Czech and Slovak valleys, a 6th-century oratory from Ireland's Golden Age, an Asante temple courtyard in Ghana, London's House of Commons, and the intimate hearth-centered life of America's early New Englanders. Enduring concepts spanning time and space are clearly expressed for all to interpret: honesty, courage, love of nature, order, faith, freedom, respect for learning, the urge to create beauty.

Among the documents placed in the Cathedral of Learning cornerstone, set in 1937, is a copper plate engraved with these thoughts expressed by the Nationality Room Committee chairpersons to the University:

***"Faith and peace are in their hearts. Good will has brought them together. Like the Magi of ancestral traditions and the shepherds of candid simplicity, they offer their gifts of what is precious, genuine and their own, to truth that shines forever and enlightens all people."***

Upon completion of their rooms, the committees turned to a vigorous program of intercultural exchange. Active groups such as the Women's International Club and the Nationality Council augment the room committees.

Many other organizations are officially affiliated with committees, cosponsoring cultural and fundraising events. Since 1948, annual scholarships numbering more than 700 have enabled University of Pittsburgh students and faculty to study; lectures, concerts, exhibits, and social events highlight facets of some 28 heritages; distinguished international visitors are received by the committees at the University; special projects range from the purchase of books for the University libraries to publication of volumes on comparative literature as well as ethnic recipes. National, traditional, and religious holidays are celebrated on campus, and the committees decorate their rooms or mount displays to commemorate special occasions. Committees sponsor workshops on ethnic studies and foster courses in the mother languages.

It is difficult to measure the educational impact of the Nationality Rooms since 1938 when the first ones were completed. University classes meet in the classrooms from early morning until late at night, amidst surroundings designed to enhance the learning experience. A single hand-carved chair or a stained glass portrait may set the viewer on a rewarding quest. A steady stream of people -- often families of three generations -- come to see the world-famous rooms, which evoke pride in their own heritage and warm appreciation of other cultures.

Since 1944, members of Quo Vadis, a volunteer student organization, study the rooms in great detail and conduct guided tours for nearly 30,000 visitors each year. Special interpretations are adapted for children, senior citizens, the handicapped, and groups with special interests such as architecture, interior design, art, mythology, or religion.

The emphasis on ethnic identity and the search for one's ancestral roots is reflected in the committees formed to create new classrooms representing the cultures of Denmark, Switzerland, the Philippines and Latin America. As these rooms take their places around the Commons Room, they will add new dimensions of pride and understanding to the unique totality of America's heritage.

Finally we would travel to Frick Park and through lecture and discussion tie all these things together.

### **Frick Park-Henry Clay Frick**

Industrialist and art collector Henry Clay Frick (1849-1919) was born in West Overton, Pennsylvania, a rural village settled by Mennonites forty miles southeast of Pittsburgh. His grandfather, Abraham Overholt, was the village patriarch. Henry's rise to prominence and prosperity began close to home, when

as a young man, he realized the potential of local bituminous coal. At the age of 21, he borrowed money and formed a partnership, Frick & Co, with two cousins and a friend. The newly-formed business used beehive ovens to turn coal into coke, a fuel in great demand by the burgeoning steel industry in Pittsburgh.

Frick prospered at a time when heavy industries and private fortunes were growing to unprecedented sizes. By the late 1870s, Frick bought out his partners. The company, now known as H.C. Frick and Company, had nearly 1,000 employees, and Frick was a millionaire by the time he was 30.

Frick met his wife, Adelaide Howard Childs (1859-1931), in 1881, and they were married December 15 of that year. While staying in New York City on their wedding trip, the Fricks were guests at a luncheon hosted by Andrew Carnegie at the Windsor Hotel. It was then that the partnership between H.C. Frick and Company and Carnegie Steel was officially announced. The union of the two men insured their dominance over the Pittsburgh steel industry, and the eventual formation of United States Steel. In 1882, after returning to Pittsburgh, the Fricks bought Clayton, moving there early in 1883. Their son, Childs, was born in March, and two years later a daughter, Martha, was born but died in 1891. The Fricks' third child, Helen Clay Frick, was born in 1888. A fourth child, Henry Clay Frick, Jr. died shortly after his birth.

Granted this is a mammoth undertaking in some ways, considering the scope of history and logistics of space. Because of this fact I would think that this plan would work best with 11<sup>th</sup> grade PSP students. I have been fortunate enough to teach these students for several years and have found them to possess the intellectual skills and self-discipline to complete this type of wide spread but ultimately connected project.

The current curriculum prescribed by the Pittsburgh Board of Education holds that 11<sup>th</sup> grade US History classes begin at the time of Reform. This is post industrial revolution, circa 1900. My unit would fit into this design and provide a solid foundation of events that led to the need for a reform movement.

## **Objectives**

I hope that students will understand the political, economic, and social development of Pittsburgh, as a microcosm of the United States. I'd like them to analyze the forces that drove industrialization and immigration. And I'd like them to synthesize this information in a way that would reveal the developing economic

and class distinctions, and how this phenomenon led to the Progressive Reform movement.

### **Strategies**

As stated earlier I would employ the Socratic method of questioning to spark interest and curiosity. This lends itself to my preferred approach to the study of US History. I believe that history is simply the story of humankind. It is the culmination of events of lives, individual lives, some great some not so, but all human and therefore, at least to this degree, sympathetic.

Ideally this unit would be done through a series of walking tours with class time in between to do research and assessments of learning. The tour of the downtown sites could be covered in one full day, and the trip to the University of Pittsburgh and Frick Park could be accomplish on another field trip day. I believe that two days out of the building is manageable and sufficient. Class time would be utilized for detailed study, further discussion, and foundation for assessment procedures.

### **Classroom Activities**

Each site visited on our tour would be photographed and a historic account of the site's importance and development would be compiled. We could accomplish this through library research (print and computer resources) and from information gained at the site through pamphlets and/or oral histories. All historic accounts would be graded individually and used for the greater unit project.

Additionally I would assign students to design a fort to protect Pittsburgh along the lines of Fort Pitt, and to come up with a battle strategy to protect the city from attack. This assignment would be graded but not included in the larger project.

I would also assign students to develop a business plan for their own industry. Using early maps of the area I would structure this assignment such that a group of students would be given an area along one of the rivers to build a factory or mill. They would have to design the plant and surrounding area. Specifically I would want them plan living space for the incoming immigrant workers. Student would be instructed to consider the number of workers, their pending needs, their ethnic backgrounds, religious preferences and the goal of assimilation. This would comprise the first step in our unit project it would be graded and modified as needed.

Lastly I would assign students to choose a site and become an “expert” on that site and have them develop and teach a lesson on this topic. I would require: background information, a class activity that is in the form of an active learning process, closure and an assessment.

### **Annotated Bibliography/Resources**

For Teachers

Beatty, Jack. (editor) *Colossus: How the corporation Changed America*.  
New York. Broadway Books, 2001.

A blending of historical source material and analysis enrich this account of the progression of America corporations from their beginnings to modern day. In this anthology of news articles, critical essays and excerpts from biographies, this book reveals how colossal corporations have become the primary maker of the economic, social and political culture of America.

Bodnar, John E. *Steeltown: Immigration and Industrialization, 1870-1940*.  
Pittsburgh. University of Pittsburgh Press, 1990. Originally published in 1977.

This reprint is a classic study of social structure, immigration, and industrial growth.

Hays, Samuel P. (editor) *City at the Point: Essays on the Social History of Pittsburgh*  
Pittsburgh. University of Pittsburgh Press, 1991.

This is a case study of Pittsburgh focusing on the general process of immigration. Thirteen historians explore Pittsburgh’s cultural and institutional life.

Krass, Peter. *Carnegie*.  
New York, Wiley, John & Sons, Incorporated, 2002.

Although somewhat marred by editorializing and asides this book is a complete and well researched biography of a complex man.

Krause, Paul. *Battle for Homestead, 1880-1892: Politics, Culture, and Steel*.  
Pittsburgh. University of Pittsburgh Press, 1992.

This book brings to light the dramatic events of the Homestead strike and places them in an analytical context. It goes further by providing rich biographies of the key players on both sides.

Portes, Alejandro. *Immigrant America: A Portrait*.  
California. University of California, 1997.

While the main focus of this book is Latino immigration, it provides insight by way charts and graphs and personal accounts of the immigrant experience as a whole.

Rodgers, Daniel T. *Atlantic Crossings: Social Politics in a Progressive Age*.  
Massachusetts. University of Harvard Press, 2000.

Written in the narrative this book tells the story of the efforts to repair the damage done by unbridled capitalism. The text is full of period innovations in social planning. Portions of this book could be assigned as student reading.

Sanger Frick, Martha, Frick, Symington, *Henry Clay Frick: An Intimate Portrait*.  
New York. Abbeville Press, 1998.

Written by descendants one might expect some bias, however this is a balanced account of Henry Clay Frick. This book also includes insight that only a family member can provide.

For Students;

Andrews, Cutler J., Blum, John M., Lawrence, David, Lorant, Stefan, Stevens, Sylvester K. *Pittsburgh: The Story of an American City*  
New York. Esselmont Books, LLC., 1999.

This book follows Pittsburgh from its frontier beginnings, through its evolution into an industrial center, to the city's renewal of itself as "America's Most Livable City". It is much more than the story of a single city; it is the story of the United States.

Demarest, David P. *The River Ran Red: Homestead 1892*  
Pittsburgh. University of Pittsburgh Press, 1992.

Full of newspaper clippings, personal accounts and correspondences, political cartoons, photographs, and more, this book holds the reader as it explores all facets of the Homestead strike.

Galbraith, John Kenneth, Gregory, Alexis *Families of Fortune: Life in the Gilded Age* New York. Vendome Press, 2001.

A flowery tale that explores the privilege and excess of America's "aristocracy", this book provides insight to the enormous wealth that some achieved during industrialization.

Karaczun, Dan *Out of This Kitchen: A history of the Ethnic Groups and Their Foods in the Steel Valley*  
New York. Publassist, 1999

### **Websites**

[www.city.pittsburgh.pa.us](http://www.city.pittsburgh.pa.us)

[www.horizonshelp.org](http://www.horizonshelp.org)

[www.greatbuildings.com](http://www.greatbuildings.com)

[www.pitt.edu](http://www.pitt.edu)

[www.carnegiefoundation.org](http://www.carnegiefoundation.org)

[www.hswp.org](http://www.hswp.org)

## **Appendix-Content Standards**

### **Reading, Writing, Speaking, and Listening.**

1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technology.
2. All students read and use a variety of methods to make sense of various kinds of complex texts.
3. All student reply orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.
5. All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognize propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.
6. All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.

7. All students listen to and understand complex oral messages and identify their purpose, structure and use.

### **Mathematics**

2. All students compute measure and estimate to solve theoretical and practical problems, using appropriate tools, including modern technology such as calculators and computers.

3. All students apply the concepts of patterns, functions and relations to solve theoretical and practical problems.

5. All students understand and apply basic concepts of algebra, geometry, probability and statistics to solve theoretical and practical problems.

6. All students evaluate, infer and draw appropriate conclusions from charts, tables and graphs, showing the relationship between data and real world situations.

### **Arts and Humanities**

3. All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created.

### **Citizenship**

1. All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States and other nations, and describe the patterns of historical development.

2. All students demonstrate understanding of themes and patterns of geography, know the location of major bodies of water, land masses, and nations, and describe the relationship between geography and historical, economic, and cultural development.

3. All students describe the development and operations of economic, political, legal and governmental systems in the United States, assess their own relationships to those systems, and compare them to those in other nations.

4. All students examine and evaluate problems facing citizens in their communities, state, nation and world by incorporating concepts and methods of inquiry of the various social sciences.
6. All students explain basic economic concepts and the development and operation of economic systems in the United States and other nations, and make informed decisions about economic issues.
7. All students demonstrate their skills of communicating, negotiating and cooperating with others.
8. All students demonstrate that they can work effectively with others.
9. All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.

### **Science and Technology**

4. All students explain the relationships among science, technology and society.

### **Environment and Ecology**

2. All students analyze the effects of social systems, behaviors and technologies on ecological systems and environmental quality
3. All students think critically and generate potential solutions to environmental issues.

### **Career Education and Work**

2. All students assess how changes in society, technology, government and the economy affect individuals and their careers and require them to continue learning.