

Boarding Houses in America (1860-1920)

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Replace this text with a brief description of your learning experience.

[Overview](#)/[Materials](#)/[Historical Background](#)/[LOC Resources](#)/[Standards](#)/[Procedures](#)/[Evaluation](#)/[Rubric](#)/[Handouts](#)/[Extension](#)

Overview		Back to Navigation Bar
Objectives	Students will: <ul style="list-style-type: none"> • Understand what primary and secondary sources are. • Learn about boarding houses as an American way of life. • Use their thinking skills to analyze and compare different boarding houses in different places. • Use their language arts skills (writing, speaking) and their artistic skills to convince others of the importance of boarding houses in the American culture. 	
Recommended time frame	120 to 150 minutes (5 days)	
Grade level	8 th or possibly high school	
Curriculum fit	Social Studies and Language Arts	
Materials	Use photos, sheet music, and cartoons about boarding houses taken from the Library of Congress records. Use the analysis sheets provided by the Library of Congress in their “Teaching with Primary Sources” notebook. Use markers, poster board and other artistic or creative sources for their assigned project	
Michigan State Learning Standards		Back to Navigation Bar
	Integrated United States History, Organized by ERA (USHG) USHG Eras 1-3 (Review of Grade 5 social studies) F2 Geographic, Economic, Social and Demographic Trends in America USHG Era 6 (The Development of An Industrial, Urban, and Global United States (1878 -1898 in Grade 8) 6.1 America, the last half of the 19th century U6 USHG Era 6 The Development of an industrial, urban and global United States (1870 -1930) U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present The Michigan Curriculum Framework: Social	

	<p>Studies</p> <p>Content Standards and Draft Benchmarks:</p> <p>Strand 1: Historical Perspective</p> <p>Standard 1.1 Time Chronology This lesson plan on boarding houses overlaps three periods of time: Civil War and Reconstruction The Development of the Industrial United States The Emergence of Modern America</p> <p>Standard 1.2 Comprehending the Past Check the photo of Mary Surratt’s boarding house and a significant event in history</p> <p>Standard 1.3 Analyzing and Interpreting the Past This will be done through written and oral activities.</p> <p>Standard 1.4 Judging Decisions of the Past This will be done by giving reactions and opinions on boarding houses as an American way of Life</p> <p>Strand 1V: Economic Perspective</p> <p>Standard 1V.1 Individual Household Chores</p> <p>Standard 1V.2 Business Choices</p> <p>Strand V: Inquiry</p> <p>Standard V.1 Information Processing</p> <p>Standard V.2 Conducting Investigations</p> <p>Strand VI: Public Discourse and Decision Making</p> <p>Standard VI.1 Identifying and Analyzing Issues</p> <p>Standard VI.2 Group Discussion</p> <p>Standard VI.3 Persuasive Writing</p> <p>The Michigan Curriculum Framework: Language Arts</p> <p>Grade Level Content Expectations: Grade 8</p> <p>Informational Text</p> <p>Comprehension: Use RCM.08.01,.02,.03, and .04</p> <p>Discourse: Use S.DS.08.01 and .04</p>
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Procedures	Back to Navigation Bar
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	<p><u>Day One:</u> Give a mini lesson on “What are primary sources?” Teachers can go to the http://www.loc.gov/teachers/usingprimarysources website. Discuss that primary sources are original documents and objects, actually created and used at the time period mentioned. They are not: replicas or</p>
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reconstructions, second hand documents or interpretations. They are actual. Where can we find them? Let students suggest. They should mention museums, private collections, antique shops, and especially the Library of Congress. Ask students if they know of any primary source documents? They could answer: a diary, magazine/newspapers, photos, audio/video recordings, memoirs, speeches, and interviews. Ask what they might think are the advantages of using primary sources? What are the disadvantages? Tell them that they will discover more when they view primary sources.

Pass out a photo of a boarding house from the sources of the Library of Congress. Have students discuss the photo with a partner, considering the following questions. What do you see in the photograph? Where do you think the photo was taken? Who do you see in the photograph? Who do you think took the photo? Who might have lived in this structure? Why? Then use the photo analysis sheet available from the website above. Now, have the students look at the photo again. This time, have them fold the photo into four parts. What did they notice that they didn't observe before? A class discussion should follow as to the process of observing a primary source. Can they make judgment about this photo? What might they want to know? List their suggestions on the board.

Day Two:

Distribute another photograph of a boarding house from the sources of the Library of Congress. Tell them that this photo is distinctive and probably has been seen many times. Can they guess why? Then tell them that this boarding house is a famous boarding house in history. This is Mary Surratt's boarding house. Do they know who she is? Use the photo analysis sheet and the same procedure as in examining the first photograph. Students can fill out the sheet with a partner. Discuss who was Mary Surratt and discuss whether they would know from the photo. What would they have to do to find out about her?

Next, divide students into groups. Give them sections of the newspaper account of boarding houses, taken from the Library of Congress records.

<http://chroniclingamerica.loc.gov/lccn/sn90059522/1>

[887-08-21/ed-1/s](#)), originally from the St. Paul daily globe, August 21,1887 –Image 6. One person in the group should read aloud the section to the group. Members of the group should then list what they learned from the article about boarding houses. One person from the group can then read the list to the class.

After the information is gathered, there should be a class discussion. What did they find out about boarding houses? List for them their answers on possibly a sheet on the computer.

Finally, use the hand out sheet and have students check all the items that they think could be found in a boarding house of 1878. Go over the answers by having students submit, orally, a “yes” or a “no”. this should stimulate further interest in boarding houses.

Day 3:

Have students go to the website of the Library of Congress to look at a song sheet about boarding houses. Once on the website, have them recite the words together in a choral fashion. Then pass out the analysis sheet about “Thinking About songs As Historical Artifacts” for the LOC lyrical legacy. They can work with a partner.

Next, show the students that the boarding house idea was also in cartoons of the period. Show three cartoon illustrations from the Library of Congress and have the students select one to analyze with a partner, using the cartoon analysis worksheet supplied by the Library of Congress. Discuss the results with the class.

Day 4:

Invite the class to list on paper what they think, from what they’ve learned so far about boarding houses, were the advantages of living in a boarding house? What were the disadvantages? This activity could be done as a group or individually. The class should then discuss what they listed and it can be written on the board.

Now, they should go to a website like [http://wiki.answers.com/Q/What are the advantages and disadvantages of boarding houses](http://wiki.answers.com/Q/What_are_the_advantages_and_disadvantages_of_boarding_houses) and compare their answers with this ad that covers the advantages and disadvantages.

Finally, assign a project, due the next day. Students

	<p>are to pretend that they are boarding house owners or managers. As owners or managers, they are to figure out a way to get people to board at their place. They can use signs, posters, banners, letters, a skit, puppetry, whatever works so that people board at their house, instead of those of others.</p> <p>Day 5: Students should be ready to present to the class their persuasive arguments in some form or other. They should try to convince the class to board at their place using incentives to stimulate their business. They should be able to apply the knowledge they learned in previous lessons. The presentation should be clear and concise. After the presentation, students, if they prefer, can take questions or comments from the audience.</p>
<p>Evaluation</p>	
	<p>Use a rubric to assess students on their knowledge of boarding houses and their role in American life. For a premade rubric, go to rubistar.4teachers.org/index.php. Or use the composed one on the rubric page.</p>
<p>Extension Back to Navigation Bar</p>	
	<p>Have students list items that they were unfamiliar with when doing research on boarding houses. They should be able to explain one of these in detail. Ask: “Would you go back in time?” Have students explain why or why not. They can also make a comparison with what they have today. Have the names of items changed? Try to use the Library of Congress website, www.loc.gov, to help you find the meanings of the items. You can also search wiki or google or other appropriate sources.</p> <p>As another possibility, students can compare boarding houses of long ago with what is used today. They can either discuss or write about apartment buildings, hotels, bed and breakfasts, or other places of lodging.</p>

Historical Background

Back to Navigation Bar

Boarding houses were very popular in America, especially during the period of 1860 to 1920. Moreover, they were even common after this period of time. They were spread across America. They were a way of life for many. People could not afford homes, like we have, today. Also there was a scarcity of homes because Americans were changing their lifestyles. By the 1880's farmers were coming from the fields into the cities, where they could make more money. America was going from an agricultural nation to an industrial one. Immigrants, salespeople, newlyweds, farmers, factory workers, were among the many who rented at a boarding house. Some boarding houses were for men. Some were for women. Some were for professional people. Some boarding houses had families. At one time, as many as seventy per cent of the American public may have stayed at boarding houses across the United States. The lifestyle, then, was very different than it was now. People bonded through boarding houses because they shared the same house, the same food, the same manager, and the same conditions.

Primary Resources from the Library of Congress

[Back to Navigation Bar](#)

Images	Description	Citation	Perm URL
	<p><i>Mary Murphy Boarding House; view from southwest. - Mary Murphy Mining Complex, Boarding House, Iron City (historical), Chaffee County, CO.</i></p>	<p><i>Mary Murphy Boarding House; view from southwest. - Mary Murphy Mining Complex, Boarding House, Iron City (historical), Chaffee County, CO. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA http://hdl. Web. 26 July 2012.</i></p>	<p><i>Mary Murphy Boarding House; view from southwest. - Mary Murphy Mining Complex, Boarding House, Iron City (historical), Chaffee County, CO. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA http://hdl. Web. 26 July 2012.</i></p>
	<p><i>Mrs. Surratt's boarding house, place where Lincoln conspirators met. Located at 604 H Street, NW, Washington D.C.</i></p>	<p>Highsmith, Carol M. <i>Mrs. Surratt's boarding house, place where Lincoln conspirators met. Located at 604 H Street, NW, Washington D.C. 2010. Web. 26 July 2012. <http://www.loc.gov/pictures/item/2010641274/>.</i></p>	<p>Highsmith, Carol M. <i>Mrs. Surratt's boarding house, place where Lincoln conspirators met. Located at 604 H Street, NW, Washington D.C. 2010. Web. 26 July 2012. <http://www.loc.gov/pictures/item/2010641274/>.</i></p>
	<p>First page of 1880's stories of boarding houses</p>	<p>St. Paul Daily Globe (Saint Paul, Minn.) 1884-1896, August 21st, 1887, Image 6</p>	<p>http://chroniclingamerica.loc.gov/lc/sn90059522/1887-08-21/ed-1/seq-6/</p>
	<p>Music about a boarding house.</p>	<p>Title Miss Gruber's boarding house [sheet music] Name Williams, Gus. Place of Publication/Creation New York Type of Material notated music Genre sheet music Published/Created 1876 Publisher Blume, Frederick Issuance monographic Language</p>	<p>http://lcweb2.loc.gov/diglib/ihas/loc.music.sm1876.02082/pageturner.html</p>

		<p>English</p> <p>Forms electronic resource remote</p> <p>Physical Description 1 score</p> <p>Note From: Music Copyright Deposits, 1870-1885 (Microfilm M 3500)</p> <p>Additional physical form Also available through the Library of Congress Web Site as facsimile page images.</p> <p>Subject Songs with piano</p> <p>Call Numbers Microfilm M 3500 M2.3.U6A44</p> <p>Repository Library of Congress. Music Division.</p>	
	<p>The Boarding house piano; among the popular songs sung by Harrigan and Hart.</p>	<p>Title The Boarding house piano [sheet music]</p> <p>Name Skelly, J. P..</p> <p>Place of Publication/Creation New York</p> <p>Type of Material notated music</p> <p>Genre sheet music</p> <p>Published/Created 1879</p> <p>Publisher Harding, E. H.</p> <p>Issuance monographic</p> <p>Language English</p> <p>Forms electronic resource remote</p> <p>Physical Description 1 score</p> <p>Note From: Music Copyright Deposits, 1870-1885 (Microfilm M 3500)</p> <p>Additional physical form Also available through the Library of Congress Web</p>	<p>http://lcweb2.loc.gov/diglib/ih/has/loc_music.sm1879.15216/pageturner.html</p>

		<p>Site as facsimile page images.</p> <p>Subject Songs with piano</p> <p>Call Numbers Microfilm M 3500 M2.3.U6A44</p> <p>Repository Library of Congress. Music Division.</p>	
	<p>Our stylish boarding-house; Comic song and chorus</p>	<p>Title Our stylish boarding-house; Comic song and chorus [sheet music]</p> <p>Name Abraham, Edw. J..</p> <p>Place of Publication/Creation Cincinnati</p> <p>Type of Material notated music</p> <p>Genre sheet music</p> <p>Published/Created 1882</p> <p>Publisher Helmick, F. W.</p> <p>Issuance monographic</p> <p>Language Undetermined</p> <p>Forms electronic resource remote</p> <p>Physical Description 1 score</p> <p>Note From: Music Copyright Deposits, 1870-1885 (Microfilm M 3500)</p> <p>Additional physical form Also available through the Library of Congress Web Site as facsimile page images.</p> <p>Call Numbers Microfilm M 3500 M2.3.U6A44</p> <p>Repository Library of Congress. Music Division.</p>	<p>http://lcweb2.loc.gov/diglib/ihas/loc.music.sm1882.22753/pageturner.html</p>

	<p>Composite of humorous scenes of a traveling salesman in a country village: his arrival; sleeping in a crude hotel; bad manners at a boarding-house breakfast; political discussion in barber shop; leaving town without paying bill.</p>	<p>Title: A drummer's experience in a country village Date Created/Published: 1884. Medium: 1 print. Reproduction Number: LC-USZ62-55982 (b&w film copy neg.) Rights Advisory: No known restrictions on publication. Call Number: Illus. in AP101.J8 1884 (Case X) [P&P] Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA Notes: Repr. of cartoon drawing by W.H. McDougal. Illus. in: Judge, 1884 June 14, p. 4. This record contains unverified, old data from caption card. Caption card tracings: Occupations Travel. sales; Cartoons, US June 1884; Artists, Publ. I.; Shelf.</p>	<p>http://www.loc.gov/pictures/resource/cph.3b03860/</p>
	<p>Print shows a large group of well-dressed ladies gathered for the "First National Congress for the Advancement of the Interests of Boarding-House Keepers" with a woman speaking at a podium and another taking notes before a large audience of women; disgruntled tenants are seated in the "Boarder's Gallery" in the balcony. It is</p>	<p>Title: The next thing in order / C.J. Taylor. Creator(s): Taylor, Charles Jay, 1855-1929, artist Date Created/Published: N.Y. : Published by Keppler & Schwarzmann, 1897 April 7. Medium: 1 print : chromolithograph. Reproduction Number: LC-DIG-ppmsca-28794 (digital file from original print) Rights Advisory: No known restrictions on publication. Call Number: Illus. in AP101.P7 1897 (Case X) [P&P]</p>	<p>http://www.loc.gov/pictures/resource/ppmsca.28794/</p>

	<p>"Resolved that boarders have no rights that we are bound to respect".</p>	<p>Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA http://hdl.loc.gov/loc.pnp/pprint Notes: Title from item. Illus. from Puck, v. 41, no. 1048, (1897 April 7), centerfold. Copyright 1897 by Keppler & Schwarzmann.</p>	
	<p>Caricature of large woman preparing to carve tiny turkey.</p>	<p>Title: Christmas dinner at the boarding house Date Created/Published: 1903. Medium: 1 print. Reproduction Number: LC-USZ62-61324 (b&w film copy neg.) Rights Advisory: No known restrictions on publication. Call Number: Illus. in AP101 .L6 [General Collections] Repository: Library of Congress Washington, D.C. 20540 USA Notes: Repr. of cartoon drawing by Bradford. Illus. in: Life, v. 42, 1903, p. 647. Reference copy may be in LOT 4446. This record contains unverified, old data from caption card. Caption card tracings: Cartoons, US 1903; Inns; Artists, Publ. I.; Holidays Christmas; Shelf.</p>	<p>http://www.loc.gov/pictures/resource/cph.3b09003/</p>

Handouts

[Back to Navigation Bar](#)

This is a list of items. Which might you find in a boarding house of 1878?

- electric can opener
- faucets
- porcelain tub and shower
- samovar
- dishwasher
- microwave
- chamber pots
- nesting hens
- chess set
- books
- automatic washing machine
- root cellar
- sewing machine
- playing cards
- electric toothbrush
- stereoptican
- magazines
- pictures or paintings
- cell phones
- kerosene lamps
- refrigerator
- vacuum cleaner
- metal tub
- scrub board
- rug beater
- clock
- bootjack
- spittoon
- computer
- harmonica
- piano
- whatnot
- chromolithographs
- settee
- cribbage set
- television
- vinegar and oil cruet set
- a tape recorder
- a sideboard
- a lambrequin

Rubric

Category	Class Discussion	Handouts	Boarding House Promotion
4	Participated Actively	Completed All	Given with detail and complete Understanding of the subject
3	Average Participation	Some misconceptions	Partial – not as much detail or organization
2	Minimal Participation	Many misconceptions	Partial – little detail
1	No Participation	Not done	Did not create and give a presentation

Photo Analysis Worksheet

Step 1. Observation

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

- B. Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

<http://www.archives.gov/education/lessons/worksheets/photo.html>

Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
1. Describe the action taking place in the cartoon. 2. Explain how the words in the cartoon clarify the symbols. 3. Explain the message of the cartoon. 4. What special interest groups would agree/disagree with the cartoon's message? Why?	

<http://www.archives.gov/education/lessons/worksheets/cartoon.html>



Thinking About Songs AS HISTORICAL ARTIFACTS

	ILLUSTRATION	LYRICS	MUSIC
Looking at THE SONG	<p><i>Look at the physical format and graphical elements.</i></p> <p><i>What do you see?</i></p>	<p><i>What people, places, and events are mentioned?</i></p>	<p><i>What do you notice about the music (fast, slow, catchy, dull)?</i></p>
Responding to THE SONG	<p><i>What are your personal reactions to the images?</i></p>	<p><i>What are your personal reactions to the lyrics?</i></p>	<p><i>What emotions might this song produce when sung or played?</i></p>
Thinking about HISTORY	<p><i>Why do you think the artist(s) wrote this song?</i></p> <p><i>What clues do you find to suggest this?</i></p> <p><i>For what audience was the song written?</i></p> <p><i>Why is the music important to this song?</i></p> <p><i>What does the song tell you about what life was like during this period in history?</i></p>		

WHAT MORE DO YOU WANT TO KNOW, AND HOW CAN YOU FIND OUT?

www.loc.gov/teachers/lyrical

What are the advantages and disadvantages of boarding houses?

http://wiki.answers.com/Q/what_are_the_advantages_and_disadvantages_of_boarding_houses

Advantages can include:

- ◆ affordability (average of P500 above per head monthly)
- ◆ no need to pay a bond (in some cases)
- ◆ inclusion of utilities in the rent charged (stove, flat iron in some cases)
- ◆ no need to have furniture, bedding or cooking equipment
- ◆ having a location providing access to a range of services and facilities
- ◆ proximity to public transport and shops
- ◆ possibilities of companionship and friendship due to communal living arrangements.

Disadvantages can include:

- ◆ lack of privacy
- ◆ problems/conflict with other boarders
- ◆ low standard and cleanliness of facilities
- ◆ having to share facilities, (e.g. room & comfort room in some cases)
- ◆ small size of room
- ◆ insecurity of tenure
- ◆ concerns for personal safety
- ◆ having to deal with the landlord/landladies.

Resources and References

Major Websites:

Library of Congress, Homepage

www.loc.gov or www.loc.gov/teachers/using_primarysources/guides.html

www.educationextra.com

Illinois State University

http://teaching.primarysources.illinoisstate.edu/resources/TSU_Lessons/isu_lessons.html

www.rubistar.4teachers.org/index.php

Teaching with Documents Templates from the LOC

<http://www.archives.gov/education/lessons/index-html>

<http://chroniclingamerica.loc.gov/lcn/>

<http://www.americanhistoryonline.org/search>

Here are some sources that weren't directly used, but could be used.

Menlo Park Reminiscences by Francis Jehl pages 466 and 514

Mary Elizabeth Jenkins Surratt found in Wikipedia

Metuchen Edison History www.jhalpin.com

History lives at Greenfield Village May 1934 page 29

Victorian America: transformations in everyday life, 1876-1915

Working at Inventing: Thomas A. Edison and the Menlo Park Experience by William Pretzer page 21

"Going A Boarding" Sarah Jordan's Place and other Accounts of Boarding House Life by DR Braden 1986

Encyclopedia of Chicago Boarding Houses <http://www.encyclopedia.chicago.history.org/pages/152.html>

The Boarding House in Nineteenth Century America by Wendy Gamber <http://www.amazon.com/dp/080188571xref>

Boarding House Living in Victorian San Francisco by M.Louisa Locke <http://mlouisalocke.com/2012/04/29>

Boarding House from Wikipedia http://en.wikipedia.org/wiki/Boarding_house

What is a Boarding House? from American Heritage Dictionary <http://www.brynmawr.edu/cities>.

An evening at Mrs. Clancy's boarding house (music) <http://www.loc/jukebox/recordings.detail.id.1392/>

The Assassination of President Lincoln (painting or print) http://www.americaslibrary.gov/jb/civil/jb_civil_lincoln_3

Dumont's Boarding House –the German House-Idaho Springs about 1900 (photo)

<http://cdml15330.contentdm.oclc.org>