

The Centennial Exhibition: Philadelphia Hosts the International Community, 1876



Component	Description
<p><b>Title of Lesson</b></p> <p><b>Content/Subject Area</b></p>	<p><b>The Centennial Exhibition: Philadelphia Hosts the International Community, 1876</b></p> <p>US History</p>
<p><b>Context</b></p>	<p>In 1876 the United States International Exhibition was held in Philadelphia. Its purpose was to introduce to the world the modern successes in commerce and technology: to inform and show off each country’s accomplishments and products. That year happened to coincide with America’s one hundredth birthday, thus the 1876 Centennial Exhibition. It was spectacular. Exhibitors from forty countries from around the world participated. People from around the globe came to Philadelphia to witness the grandeur of it all. Middle Eastern countries, Tunisia, Egypt, and the Ottoman Empire, were represented in the Exhibition’s main building. Persia (now Iran) initially accepted the offer to exhibit but later declined. The Centennial was an opportunity for the people of the world to see that Middle Eastern people were skillful, industrious, and “advanced.” It provided a worldwide venue in which to display their industries. After all, commerce was a major goal for participating nations.</p> <p>Egypt’s exhibition at the Centennial was grand, 5000 square feet. Its entrance paid tribute to its past with a huge structure resembling an ancient temple from the land of the Nile, painted in imitation stone. Two massive pillars supported the entrance. Over the entrance was the globe with encircling wings, the ancient Egyptian symbol of eternity, and on either side of the entrance crouched a sphinx. The sign on the side of the entrance read: “Egypt- the oldest people of the world sends its morning greeting to the youngest nation.” Upon entering the exhibition the walls of the court-like room were</p>

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hung with photographs and drawings of Egypt. The room held an array of opulent objects made of velvet, silk and embroideries of gold. Fine drawing room furniture with ivory and mother-of-pearl designs, taken from ancient mosques, were displayed and for sale. In fact everything was for sale; the exquisite jewelry, precious stones, carpets, works of iron and copper, pipes, silk, and gold and silver threads. It was a show of fine workmanship and design. Cotton was the main product Egypt displayed. The intention was to show the world their fine cotton and strengthen its cotton export business.

The exhibition from the Ottoman Empire/Turkey had a Turkish Café whereby visitors could drink Turkish coffee and smoke Turkish tobacco. They also presented a fine display of pottery, crafts, jewelry, carpets, leather goods, and tobacco in a “Bazaar-like” setting. The Tunisia display was similar. Syrian Christians even had a “bazaar” filled with Christian religious items from the Holy Land. What was not sold at the Centennial was shipped to New York auction houses.

The Centennial afforded westerners the opportunity to meet people from the Middle East who spoke English in a setting that attempted to duplicate their native land. People could observe their customs, clothing, and environment in these exhibitions. Thus, international trade, human understanding and enlightenment, for some, moved further along the timeline of U.S.- Middle East history.

Japan, a close friend of the U.S. at the time, began developing and building its exhibition two years prior to the international exhibition, in 1874. The country allotted \$600,000 for their grand display of pottery, carvings, porcelain, lacquerware, furniture, and bronzes. Their spectacular exhibition won them 142 awards.

The China Empire exhibition was adjacent to the Japanese Pavilion. It was half the size, and featured an ornamental gateway, celestial pagoda, vases and various artwork.

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### **Countries, kingdoms, colonies and empires represented at the 1876 Centennial:**

Argentine Confederation  
Austria-Hungary  
Belgium  
Bolivia  
Brazil  
Chile  
China  
Denmark  
Ecuador  
Egypt  
France (with \* Algeria)  
Germany  
Great Britain(plus 189 colonies)  
\* Bahamas  
\* Bermuda  
\* British Guiana  
\* Canada  
\* Cape of Good Hope  
\* Ceylon  
\* Gold Coast  
\* India  
\* Jamaica  
\* New South Wales  
\* New Zealand  
\* Queensland  
\* South Australia  
\* Seychelles Archipelago  
\* Mauritius  
\* Tasmania  
\* Trinidad  
\* Victoria  
Greece  
Guatemala and Salvador  
Hawaii  
Haiti  
Honduras  
Italy

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<p><b>Duration</b></p>	<p>Japan Liberia Luxembourg</p> <p>Mexico Netherlands Nicaragua Norway Orange Free State Peru Portugal Russia Spain * Cuba * Philippine Islands Sweden Switzerland Tunis Turkey U.S. of Colombia Venezuela</p> <p>* = colonial status</p> <p>2-3 class periods</p>
<p><b>Objective</b></p>	<p>•SWAT explore and interpret illustrations and photographs from the 1876 Centennial IOT understand the purpose of the Centennial and its international impact on trade and political relations.</p>
<p><b>Standards</b></p>	<p>PA Academic History Standards 8.1.9.B Analyze and interpret historical sources 8.2.9.D Interpret how conflict and cooperation among groups and organizations in PA influencing the growth and development of U.S. working conditions, immigration, and economic stability 8.3.9.B Compare the impact of historical documents and artifacts</p> <p>CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from</p>

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	<p>specific details to an understanding of the text as a whole. CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<p><b>Anticipatory Set</b></p>	<p>Introduce students to the Centennial, the world’s fair held in Philadelphia in 1876 in Fairmount Park. Show photograph of the Fairgrounds (<a href="https://archive.org/stream/gri_33125014935387#page/n15/mode/2up">https://archive.org/stream/gri_33125014935387#page/n15/mode/2up</a>) OR file:///Users/teacher/Desktop/Views%20of%20the%20Centennial%20Exhibition%20(1876).webarchive</p> <p>AND...</p> <p>History Making Productions’ video, <b><i>Philadelphia, The Great Experiment: The Floodgates Open, 1865-1876</i></b> (start video at minute 24:03, the precise minute in which information on the Centennial is shown) (<a href="https://www.youtube.com/watch?v=go9kxaqoYx0">https://www.youtube.com/watch?v=go9kxaqoYx0</a>)</p> <p>Note that the Centennial highlighted commercial, industrial, and international exhibitions. Countries from around the world participated but this lesson will focus specifically on countries from the Middle East/North Africa( Egypt, Turkey, and Tunisia) along with China, Japan, the Philippines, and Hawaii. Philadelphia hosted 10 million visitors from around the world and, therefore, it was an opportunity for Americans/Philadelphians, and foreigners, to see and meet people from other cultures of which they had no first-hand knowledge.</p>
<p><b>Direct Instruction</b></p>	<ul style="list-style-type: none"> <li>•Brainstorm the names of countries in the Middle East.</li> <li>•This activity is a “Jigsaw.” Assign groups of eight, whereby two students will partner. Distribute a copy of the article, <i>Centennial in Philadelphia</i>, to each student. <a href="http://archive.aramcoworld.com/issue/197606/centennial.in.philadelp">http://archive.aramcoworld.com/issue/197606/centennial.in.philadelp</a></li> </ul>

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	<p><a href="#">hia.htm</a></p> <p>Divide the article into four parts. Assign one portion of the article to each pair. Partners move to sit with same topic partners (four groups with teams of the same topic/portion of the reading). Partners read and review the article portion assigned. Partners consult with same-topic team to plan a teaching strategy, a brief presentation to others who had not read their portion. Have original teams reunite and each person, in order of the article, will share their portion. In the end, no one has read the entire article yet everyone learns about the unread portions from their three other group members.</p>
<p><b>Guided Practice (and/or Cooperative Practice)</b></p>	<ul style="list-style-type: none"> <li>•Discuss types of primary resource materials.</li> <li>•On the smartboard, show students a quick overview of the 17 photographs from the Centennial (see folder). The photographs are of the Middle Eastern/North African exhibits, along with photographs of the exhibits built/created by China, Japan, the Philippines, and Hawaii. These photographs are from the Free Library of Philadelphia’s Centennial Collection which is a comprehensive collection of all of the international exhibitions. For this lesson only non-western exhibits are in the corresponding folder.</li> <li>• Demonstrate the use of the Photo Analysis Worksheet using one photograph.</li> </ul>
<p><b>Independent Practice</b></p>	<p>1-Students will use a Photo Analysis Worksheet to “read” and analyze photographs.</p> <ul style="list-style-type: none"> <li>•Assign students two photographs to analyze using Photo Analysis Worksheets.</li> <li>•Distribute two worksheets to each student or pairs of students.</li> </ul> <p>2-After both analysis worksheets are completed, have students write a brief article (1-2 paragraphs) for the <i>Philadelphia Inquirer</i> (summer 1876) describing the exhibit and items they have viewed from a country’s exhibition. Students may research additional information in order to have a more comprehensive perspective for their article.</p>
<p><b>Closure</b></p>	<p>1-Ask students to share their responses from the Photo Analysis Worksheet; teacher should record major points for all to see on the board or chart paper. Discuss similarities and differences.</p> <p>2- Have students share their article about the exhibit they described.</p>
<p><b>Assessment</b></p>	<p>Have students write about misconceptions Philadelphians in 1876 might have had when seeing Turkish and Egyptian people for the first time. Why? Describe any stereotypes or preconceived ideas students have of people from the Middle East today. Why?</p> <p>Wrap up discussion with ideas students have about the international</p>

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	<p>impact the 1876 Centennial had on trade and politics.</p>
<p><b>Key Terms</b></p>	<p>Middle East, primary source documents, centennial, international trade</p>
<p><b>Resources and Materials</b></p>	<p><b>History Making Productions' video, Philadelphia, The Great Experiment: The Floodgates Open, 1865-1876</b> (start video precisely at 23:01 minutes for presentation about the Centennial)  <a href="https://www.youtube.com/watch?v=go9kxaqoYx0">https://www.youtube.com/watch?v=go9kxaqoYx0</a></p> <p><b>Article: Centennial in Philadelphia</b>  <a href="http://archive.aramcoworld.com/issue/197606/centennial.in.philadelphia.htm">http://archive.aramcoworld.com/issue/197606/centennial.in.philadelphia.htm</a></p> <p><b>Photograph of Centennial Fairgrounds</b>  <a href="https://archive.org/stream/gri_33125014935387#page/n15/mode/2up">https://archive.org/stream/gri_33125014935387#page/n15/mode/2up</a></p> <p><b>Photo Analysis Worksheet</b>  <a href="https://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf">https://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf</a></p> <p><b>Turkish Bazaar illustration</b>  <a href="https://www.granger.com/popuppreview.asp?image=0264986">https://www.granger.com/popuppreview.asp?image=0264986</a></p> <p><b>Egyptian Bazaar</b>  <a href="https://www.granger.com/popuppreview.asp?image=0264986">https://www.granger.com/popuppreview.asp?image=0264986</a></p> <p><b>Frank Leslie's Illustrated Historical Register of the Centennial, 1876</b>  <a href="https://archive.org/stream/gri_33125014935387#page/n5/mode/2up">https://archive.org/stream/gri_33125014935387#page/n5/mode/2up</a></p> <p><b>Photographs and information of the Centennial grounds</b>  file:///Users/teacher/Desktop/Views%20of%20the%20Centennial%20Exhibition%20(1876).webarchive</p> <p><b>Free Library Collection of photographs of international bazaars and exhibits.</b>  <a href="https://libwww.freelibrary.org/CenCol/tours-mainbuilding.htm">https://libwww.freelibrary.org/CenCol/tours-mainbuilding.htm</a></p>