



### **Create a Timeline Activity: Cincinnati 1800-1900**

*Objectives:* 1. Create a timeline for the years 1800-1900; 2. Place the story of Cincinnati Music Hall within the context of 19<sup>th</sup> century events; 3. Develop a sense of change over time as it relates to cities in the US, including Cincinnati; 4. Relate concepts and activities to Ohio learning standards (listed below)

#### ***Timeline: suggested dates and information (adapt to student level)***

- 1803 – Ohio becomes the 17<sup>th</sup> state
- 1820 – Cincinnati gains a title: the “Queen City”
- 1825 – Construction begins on the Miami & Erie Canal
- 1830 – Native Americans are forced to move west of the Mississippi River
- 1840 – Cincinnati gains a nickname: Porkopolis
- 1845 – Potato famine in Ireland; Irish immigrants, along with German immigrants, move to Cincinnati
- 1850 – Cincinnati is the 6<sup>th</sup> largest city in the US and an important stop on the Underground Railroad
- 1865 – The Civil War ends
- 1875 – A building committee is formed to plan the new Cincinnati Music Hall
- 1880 – Large numbers of German immigrants continue to settle in Cincinnati
- 1890 – Cincinnati is an important industrial center - a leader in meat packing, cloth production, iron and woodworking

#### ***Background information and extension activities:***

##### **Change over time: Population**

- ***Skill Activity: Compare and contrast US cities by population.*** Cincinnati was the 6<sup>th</sup> largest city in the US from 1840-1860. Is Cincinnati still in the top 10? Use data from charts to compare where Cincinnati ranks in terms of population for the years 1820, 1830, 1850, 1870, 1900, 1950, 2020. (internet search: list of most populous cities in the US by decade)

##### **Critical thinking questions:**

1. Why do you think other cities surpassed Cincinnati in population? What are some of the advantages and disadvantages when a city is not in the “top 10”?
2. Based on the charts, encourage older students to make *generalizations* about population gain or loss in different regions of the country. Extension: research cities people are moving from, or moving to, because of the Covid pandemic.

### **Change over time: Transportation**

- **Activity: illustrated timeline. Research, then draw or add digital pictures of changes in transportation next to timeline information.**  
Ideas: flatboats (early 1800s), canal (packet) boats (1825), paddle wheel steamboats (1840s), railroads (1860s), ocean steamers (1870s), bicycles (our modern version recognizable by 1885), first gas cars in US (1890s). Fun to add – the hi-wheeler bicycle (1880s)
- **Write a narrative:** Imagine you are living on a farm in northern Ohio in the year 1877. Word has traveled to the farm about the new Music Hall in Cincinnati. Many workers will be needed, and you hope to find a job as a hod carrier (someone who carries bricks). Create a story about traveling to Cincinnati by canal boat on the Miami and Erie Canal and applying for a job at Music Hall. How does it feel to be working along with others as you contribute your skills to the construction of this beautiful building? How do you feel at the end of the day? How will you feel on opening night in May 1878? (Note: 80 brick layers were needed, laying 300 bricks a day with the help of 2-3 hod carriers. Total number of bricks used to build Music Hall – 4 million!)

### **Critical thinking questions:**

1. What happened to the canals? Ask students for ideas (important reason-the shift from canals to railroads: average speed of a canal mule was 4 mph)
2. Beyond driverless cars, have students predict advances in transportation they might see (or would like to see) in the future ... encourage creative ideas and imagination!
3. How can a building like Cincinnati Music Hall make a positive difference in a community?

### **Change over Time: Names and Nicknames**

- Ohio was partitioned out of the Northwest Territory and was admitted as the 17<sup>th</sup> state in 1803. It was the first state created under the Northwest Ordinance. The name Ohio comes from a Native American word meaning “good or beautiful river”. Although the US Congress passed the Indian Removal Act in 1830, it is important to note that many Native American descendants still live in Ohio.
- Cincinnati was called the Queen City, or the Queen City of the West, after a reference appeared in a newspaper article in 1819. Cincinnati was also called Porkopolis. Polis is a Greek word for “city”, so Porkopolis can be translated as “pork city”. Cincinnati became famous for products made from pigs, especially sausage.
- Cincinnati gained another nickname in the late 1800’s: The Paris of the West, in part because of the beautiful buildings such as Music Hall constructed in the 1870s and in the following decades. (Other activities in this packet relate these names to geographic and economic content standards)

## **Critical Thinking Questions:**

1. What does a city need in order to be a nice place to live?
2. Why do you think people started to call Cincinnati the "Queen City" and the "Paris of America" in the 1800s?

## **About the Friends of Music Hall**

*The Friends of Music Hall is a volunteer-driven membership organization with a mission to preserve, improve, promote and provide education about Music Hall. Activities include tours of Music Hall, a speaker series, outreach to schools, and concerts featuring the restored Mighty Wurlitzer Organ in the Music Hall Ballroom. FriendsOfMusicHall.org*

## ***Ohio State Social Studies Learning Standards:***

### **History strand- Grade 3**

Historical thinking and skills

- Events in local history can be shown on a timeline organized by years, decades and centuries.

Heritage

- Local communities change over time

### **History strand - Grade 4**

Historical thinking and skills

- The order of significant events in Ohio and the United States can be shown on a timeline
- Primary and secondary sources can be used to create narratives.

Heritage

- Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.
- The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for the territories to become states and recognized them as equal to other existing states.
- Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.
- Many technological innovations that originated in Ohio benefitted the United States.

### **History Strand – Grade 5**

Early Civilization

- Early Indian civilizations (Maya, Inca, Aztec, and Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies and agricultural practices.

### **Economic Strand – Grade 3**

Production and Consumption

- A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.

Markets

- A market is where buyers and sellers exchange goods and services

### **Economic Strand – Grade 4**

Economic Decision Making and Skills

- Tables and charts organize data in a variety of formats to help individuals understand information and issues.

Production and Consumption

- Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.

### **Economic Strand – Grade 5**

Economic Decision Making and Skills

- the choices made by individuals and governments have both present and future consequences

Scarcity

- the availability of productive resources (i.e. entrepreneurship, human resources, capital goods and natural resources) promotes specialization that leads to trade.

Production and Consumption

- The availability of productive resources and division of labor can have a positive or negative impact on productive capacity

Markets

- Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount of goods and services available.

**Geography strand – Grade 3**

Spatial Thinking and Skills

- Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using title, key, alphanumeric grid and cardinal directions.

**Geography Strand - Grade 4**

Spatial Thinking and skills

- A map scale and cardinal and intermediate directions can be used to describe the relative location of the physical and human characteristics of Ohio and the United States.

Places and Regions

- The economic development of the United States continues to influence and be influenced by the agriculture, industry and natural resources of Ohio.
- The regions of the United States known as the North, South and West developed in the early 1800's largely based on physical environments and economies.