



MODULE 3: SCANDAL

A CURRICULUM GUIDE TO
“MILLHUNKS AND RENEGADES:
A PORTRAIT OF A PITTSBURGH NEIGHBORHOOD”

Academic Standards met in this module:

8.2.9.A

Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914

8.2.9.C

Identify and analyze how continuity and change have influenced Pennsylvania history from 1787 to 1914

8.2.9.D

Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914

8.2.12.C

Identify and evaluate how continuity and change have influenced Pennsylvania history from the 1890s to Present

8.2.12.D

Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania history from 1890 to Present

INTRODUCTION

This module examines scandals – what constitutes a scandal, how a scandal is created, how scandals are perceived and how they change society.

AIM

This module introduces students to people and situations considered scandalous in their time and examines the context of scandal in everyday life.

RATIONALE

Understanding ourselves is an important part of being an adult. Through examining scandals and the people involved, their motives and their outcomes, students learn how we form opinions and viewpoints as individuals and as a society.

SUBJECT MATTER

Students will read excerpts from *Millhunks and Renegades: A Portrait of a Pittsburgh Neighborhood* that relate scandals from colonial days to the present. Students will learn about the people involved in these scandals, the cultural climate during the scandal, and the scandal's context in society. Through studying scandals both in and outside the text, students will gain a greater understanding of their own views of scandal as individuals and as members of society.

MATERIALS

- Book: *Millhunks and Renegades: A Portrait of a Pittsburgh Neighborhood*, Anita Kulina, Brandt Street Press
- Writing Paper
- Additional Materials for Homework Assignment – Computer, Printer, Access to Internet

LEARNING ACTIVITIES

Activity: What is a Scandal? Introduction and Class Discussion

Write the dictionary definition of a scandal on the board.

[Dictionary.com defines a scandal as:

1. A publicized incident that brings about disgrace or offends the moral sensibilities of society: *a drug scandal that forced the mayor's resignation.*
2. A person, thing, or circumstance that causes or ought to cause disgrace or outrage: *a politician whose dishonesty is a scandal; considered the housing shortage a scandal.*
3. Damage to reputation or character caused by public disclosure of immoral or grossly improper behavior; disgrace.
4. Talk that is damaging to one's character; malicious gossip.]

Ask the students to write these definitions in their notebooks.

Have the class bring up stories of current day scandals they have read about in the newspaper or seen on the news. List these on the board, and discuss as a class whether they fit the definition of a scandal, and which of the four definitions best fits each story.

Activity: Teenage and Other Scandals Topics for Class Discussion

Preparation: Have students read about Simon Girty in Chapter 2 *Kidnapped!*, Chapter 3 *The Girty Boys* and Chapter 4 *Who's Fighting Who?*, about Mary Schenley and Stephen Foster on pages 46-47 of Chapter 6 *Travel and Troubles*, and about Tarleton Bates on pages 39-40 of Chapter 5 *City Folks and Country Folks*. Also have students read Chapter 20 *TVs, JDs and DAs*.

- Evaluate the types of behavior that created a scandal in the lives of the teenagers in Chapter 20. List these on the board.
- Contrast these behaviors with the teenage scandals involving Stephen Foster and Mary Schenley in Chapter 6 *Travel and Troubles*.
- Analyze how perceptions of appropriate teenage behavior have changed over these time periods.
- Would students have preferred to live in one of the time periods studied rather than now? Have students explain their choice.
- Predict what will create a scandal for a teenager twenty years from now.

Activity: Political Machines Student Role-Play

Preparation: Have students read about Andrew Carnegie on pages 56-57 of Chapter 8 *Mines and Mills, Factories and Forts* and on pages 73-74 of Chapter 10 *A Neighborhood Begins*, and about Christopher Magee and William Flinn on pages 65-67 of Chapter 9 *Machines*.

Discuss the concept of a political machine in class. Why do you think they were called a “political machine”?

Divide students into groups of four. Have each student choose a character from the four listed below.

- A Scotch-Irish business owner
- An Irish Catholic laborer
- A free Black business owner
- A German factory girl

Have students argue in groups, as their character, for or against Pittsburgh’s political “machine.” Were they unethical, or did they provide opportunity for the oppressed? Have each student defend his/her position.

Discuss as a class what was learned in this exercise, and have students assess what factors may have contributed to the creation of Pittsburgh’s political machine. Do students think a political “machine” could exist today? Why or why not?

Activity: Encyclopedia of Scandal Writing Topics, Internet Research

Create an encyclopedia of scandal. Include the scandals you’ve studied plus one or two others from history or current events. Describe in each entry why the behaviors/choices of that person were scandalous.

A good way to begin research for your encyclopedia is to do an internet keyword search on each of the names.

Some specific sites to explore might include:

<http://www.clpgh.org/locations/pennsylvania/carnegie> (Andrew Carnegie)

<http://www.clpgh.org/exhibit/steffens.html> (Magee-Flinn)

http://www.clpgh.org/exhibit/neighborhoods/oakland/oak_n108.html (Mary Schenley)

http://www.clpgh.org/exhibit/neighborhoods/oakland/oak_n3.html (Tarleton Bates)

<http://etext.virginia.edu/journals/EH/EH40/barr40.html> (Simon Girty)

<http://www.bobjanuary.com/foster/sfhome.htm> (Stephen Foster)