



Oklahoma Houses were issued to flood survivors who had lost their homes. This original Oklahoma House is part of the museum's permanent exhibit.

## *The Great Johnstown Flood Teacher's Activity Guide*

A partnership was formed with the Johnstown Flood National Memorial and the Johnstown Area Heritage Association. Out of this partnership an interdisciplinary curriculum based program about the Great Johnstown Flood of 1889 was created. Chief of Interpretation Megan O'Malley, Education Specialist Gregory Zaborowski of the National Park Service and Francis Fregly Director of Education of the Johnstown Area Heritage Association along with staff from both organizations worked together to provide a complete educational experience telling the story of the Johnstown Flood. This program takes the student from the story's beginnings – the South Fork Dam and Clubhouse of the South Fork Fishing and Hunting Club to the story's end – disaster, relief and the rebuilding of the city of Johnstown, Pennsylvania.



A relic case includes objects that have significance to the story of the flood.



# The Great Johnstown Flood Teacher's Activity Guide

**EU and EQ**  
**Enduring Understanding**  
**Essential Questions**



**A complex interplay of environmental, social, and economic factors cause “natural disasters” and shape human experience.**

Was the South Fork Fishing and Hunting Club responsible for the lives of 2,209 men, women, and children? If not, then who, or what?

Why is it important to remember past events or lives – or is it meaningless?

How does the history of my community effect my life?

How is being a child in 1889 different from being a child today – or isn't it?

Does man alone effect the land and environment – or is it much more complicated?



# The Great Johnstown Flood Teacher's Activity Guide

## Connection to National Standards and State Curriculum Frameworks

*The Great Johnstown Flood* is an interdisciplinary program designed to help students achieve state and national standards in History/Social Studies, Speaking/Listening, Geography, Arts/Humanities, Environment/Ecology and Technology Education. The working standards vary state to state, but there is substantial agreement on the knowledge and skills students should acquire. The standards listed below, taken from either the national standards or Pennsylvania standards illustrate the primary curriculum links made in *The Great Johnstown Flood*.

### History and Social Studies

How the Industrial Revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions. (National Standards)

8.1.6 Explain the fundamentals of historical interpretation. (Pennsylvania)

#### 1.6.5 Speaking and Listening

Ask pertinent questions. (Pennsylvania)

Distinguish relevant information ideas and opinions from those that are irrelevant. (Pennsylvania)

Take notes when prompted. (Pennsylvania)

### 7.4 Geography

7.4.6 Describe the impacts of physical systems on people. (Pennsylvania)

Flood Control. (Pennsylvania)

Construction of Dams. (Pennsylvania)

### 9.1 Arts and Humanities

9.1.12 Analyze works of art influenced by experiences or historical and cultural events through production, performance or exhibition. (Pennsylvania)

# The Great Johnstown Flood Teacher's Activity Guide

## 3.6 Technology Education

3.6.7 Explain the factors that were taken into consideration when a specific object was designed. (Pennsylvania)

## 4.8 Environment and Ecology

4.8.7 Explain how climate and extreme weather events (flood) influence people's lives. (Pennsylvania)

### The Great Johnstown Flood Program Description

*The Great Johnstown Flood* program consists of four 45-minute hands-on presentations and a 15-minute introduction and movie. The workshops and tour provide students with the opportunity to explore the many ways in which the Johnstown Flood significantly changed the way Americans react to a natural disaster. On the field trip, students discover the unique resources of Johnstown Flood National Memorial and the Johnstown Flood Museum firsthand. The hands-on presentations complement the field trip by bringing the significance of these historic resources to life, as students explore different aspects of the events that led up to the Great Johnstown Flood of 1889. On the field trip students participate in a play "An Interview with Colonel Elias J. Unger" take a "Guided Walk through the Ruins of the South Fork Dam" visit an "Oklahoma House" see a documentary film "The Johnstown Flood" and much more!

### Theme

The Great Johnstown Flood was a significant event in the history of the United States during the Industrial Revolution. It was the first major natural disaster in the US and resulted in the deaths of 2,209 men women and children.

### Program Objectives

After visiting the Johnstown Flood National Memorial and Johnstown Flood Museum and completing the activities in this guide, students will be able to do the following:

- The students will be able to describe 3 recreational activities that took place at the club
- The students will be able to identify 3 key features in the building of an earthen dam
- To analyze the reasons people ignore the potential for natural disasters like the Johnstown flood.
- The students will be able to list 2 key telegraph operators who sent messages on May 31, 1889

# The Great Johnstown Flood Teacher's Activity Guide

- The students will be able to write a historical fiction journal about the Johnstown Flood of 1889
- To outline the circumstances that caused the flood and explain how it could have been prevented

## Pre-visit Activities

### **The Terrible Wave** by Marden Dahlstedt

The students will understand the story of the Johnstown Flood of 1889 through the use of historical fiction. Marden Dahlstedt's book "The Terrible Wave" tells the story as it was told to her by her grandparents. The plot is based on a true historical event and contains real dates, people and events accurately.

*Activity* The book will be read to the class over a period of time determined by the teacher. At the end of each reading the students will keep a journal as to what is going on in the story. When the book is completed the students will be able to answer the questions stated in the objectives and discuss as a class the story of the Johnstown Flood of 1889.

### **Rich or Poor: Johnstown, PA 1889**

This is a program where interpreters dressed in costume make a school visit and teach the students about the social class system in place in Johnstown at the time of the Great Flood.

*Activity* The students will inspect and handle items belonging to upper and lower class citizens and determine ownership. These items will be placed on a table and the children will be allowed to handle and inspect them trying to determine whether it is an item owned by "rich or poor". Each item will be held up and the students will be asked "rich or poor" and why? Some items may fall under both categories. A discussion will take place as to why an item would or would not be owned or used by "rich or poor".

## Post-visit Activities

### **The Telegraph and the Great Johnstown Flood**

One of the most incredible dramas within the larger drama of the Johnstown Flood was the use of the telegraph, both in the hours before the dam broke and in the days and weeks after the disaster.

# The Great Johnstown Flood Teacher's Activity Guide



In terms of communications, Johnstown was isolated from the outside world for a while until the railroads and Western Union were able to get their wires back up. The telegraph was then used to communicate news and needs both in and out of the town some of these telegrams have been preserved.

*Activity* Using the telegram template, international Morse code, and original telegraph message provided in the Appendix, (I.A, I.B, and I.C) have students write a telegram to a friend or family member describing what they learned about the 1889 Johnstown Flood and South Fork Fishing and Hunting Club. The student will then put it into the international Morse code format. The students will write two telegraph messages selecting from the six scenarios below or create their own.

1. You are a citizen attending the auction in 1904 of the items left behind in the clubhouse.
2. You are a member of the club and have just arrived at the South Fork Fishing and Hunting Club
3. You are a worker and witness to the effort to save the dam.
4. You are a reporter for a major newspaper reporting at the flood scene
5. You are a volunteer, militiamen, Red Cross, or morgue worker describing the aftermath in Johnstown.
6. You are a survivor of the flood writing to loved ones.

## Memory Jars and the Johnstown Flood

Memory jars were made by placing small everyday objects such as keys, screws and nails, glass vials, shells, nuts, and jewelry on the surface of bottles or ceramic jugs using putty, cement, or other adhesive material. Many of these folk art pieces were coated with gold or silver paint, and thus require especially close inspection to discern details; others were left plain so that each applied object was easily recognized.

People made memory jars from items collected among the ruins after the Great Johnstown Flood of 1889. *(There is one on display at the Johnstown Flood Museum)*

# The Great Johnstown Flood Teacher's Activity Guide



*Activity* Have the students bring to class a jar (any shape or size will do). Using air dry clay have the students cover the jar completely. After this is done the students should place objects such as keys, screws and nails, glass vials, shells, nuts, and jewelry on the surface of the jar. Sample jars Appendix (V.A and V.B)



## Field Trip Johnstown Flood National Memorial

### Welcome to the South Fork Fishing and Hunting Club

The students will be given a 15 minute orientation of the South Fork Fishing and Hunting Clubhouse on the porch.

*Activity* The students will be shown about 10 photographs of life at Lake Conemaugh (Appendix II.A – II.K) at the end of the presentation they will be asked: “Is this still here or is it gone?” They will answer as a group as to which buildings and things are still viewable today.

### Auction: February 25, 1904

#### *An Interview with Colonel Elias J. Unger*

During this interactive play, students will meet Colonel Elias J. Unger President of the South Fork Fishing and Hunting Club. A ranger will portray Unger and tell the story of the Great Johnstown Flood of 1889.

*Activity* As students enter the theater a list of items to be auctioned will be handed out. On the back of twelve of the hand outs are reporter questions and assignments for interaction with Elias J. Unger (these items are included in the Appendix III.A – III.F). The play opens at the South Fork Fishing and Hunting Club. An auction is about to take place. All of the items left behind after the club disbanded are being sold off at a sheriff's sale.

# The Great Johnstown Flood Teacher's Activity Guide



## Field Trip Johnstown Flood Museum

*The Great Johnstown Flood  
Activity Guide 8*

### **The South Fork Dam: A Guided Walk through the Ruins**

The students will take a ranger led hike into the lake bed and walk through the ruins of the South Fork Dam.

*Activity* The students will be divided into groups of two. Each team will be given a timeline and map (provided in the Appendix IV.A) pencil, highlighter, clipboard and stopwatch. The teams will be told to start their watches and during the hike will be asked to stop the watch record the time and look on the map provided and estimate where the wave is along its 14 mile journey to Johnstown. The students will be stopped three times during the hike to record and estimate the path of the flood waters. At the end of the hike they will be asked to answer two questions:

1. How long were the laborers working on the dam before it gave way?
2. After Woodvale was destroyed how many minutes did it take before the wave reached Johnstown?

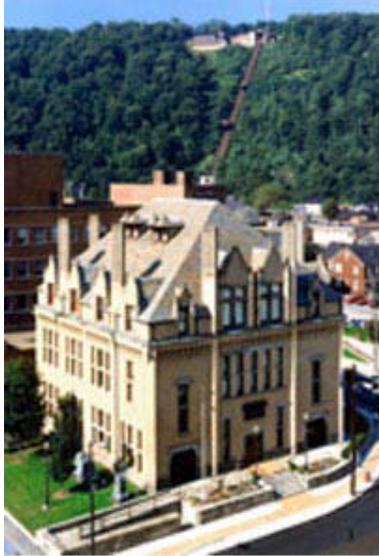
### **Main Exhibit Hall**

Students will first receive a brief orientation to the Flood Museum. Here they will learn the history of the museum along with a lesson on Pre 1889 Johnstown. This lesson will include the importance of the canal system in Johnstown along with the evolution of iron, steel, and coal in the region. This orientation will explain Johnstown's transformation from a small community to a thriving boom town.

*Activity* The students will gather around the relief map of the South Fork Dam and valley leading into Johnstown. Here a museum docent will illustrate the path of the flood down the Conemaugh Valley in both time and space. Light and sound effects illustrate the flood's timeline, from the time the rain begins to threaten the dam until the waters began to subside

**Oklahoma House** The students will then be given a tour of an original "Oklahoma" house, one of the first types of temporary houses erected to shelter the people left homeless by the flood. Originally manufactured for homesteaders in the Oklahoma Territory, these buildings were a very early example of prefabricated housing.

# The Great Johnstown Flood Teacher's Activity Guide



The Johnstown Flood Museum is listed on the National Register of Historic Places.



The fiberoptic map illustrates the path of the flood.

## Academy-Award winning film, "The Johnstown Flood"

Next students will enter the museum theater to watch the 26-minute Academy Award winning film for Best Documentary, Short Subject. The movie uses photo archives and recreations of events to explain what happened that fateful day of May 31, 1889.

*Activity* The students will participate in pre and post discussions of the film with the museum docent. The docent will first give a brief lecture on the film and importance in conveying the Johnstown disaster story. After the film, students will be encouraged to add questions or comments for a brief discussion.

## Museum Tour

After the film, students will be escorted back to the exhibit floor. Accompanied by the docent, students will travel through a timeline of exhibits which showcase Johnstown before, during, and after the flood.

*Activity* Accompanied with paper, pencil, and clipboard, students will locate one artifact in the museum. They will then sketch a drawing of what they found and write a brief description of that artifact and its significance to the event.

## Media Representations of the 1889 Johnstown Flood

The students will also receive a lesson of media coverage at the time of the disaster. This lesson showcases exhibits which include news reports from the time, books written about the event and Victorian stereopticon photographs.

*Activity* Students are given three sets of photographs (sample pictures in Appendix VI.A – VI.C) and are asked to analyze their significance in the story of the Johnstown Flood of 1889. As part of the media representation, students will have an opportunity to compare view finders of today with stereoscopes of the past. They will be able to participate in a hands on activity using both devices and learning about the fascinating history of the development of photography and stereoscopes.

## Evaluation Questions for Teachers

1. Does the Great Johnstown Flood Program target State and National Standards in such a way that you and your school could/would make it part of your curriculum?  
\_\_\_\_\_  
\_\_\_\_\_
2. Are the activities worthwhile, interesting and age appropriate for your students?  
\_\_\_\_\_  
\_\_\_\_\_
3. Do you plan to use the post-visit activities after taking part in a field trip to our sites?  
\_\_\_\_\_  
\_\_\_\_\_
4. Is there anything you would like to see added in our program?  
\_\_\_\_\_  
\_\_\_\_\_
5. Does the Activity Guide convey the purpose of the program in a clear and understanding way?  
\_\_\_\_\_  
\_\_\_\_\_
6. Have you been on a field trip or had a ranger come into your classroom? If so explain the experience and whether it was beneficial to you and your students.  
\_\_\_\_\_  
\_\_\_\_\_
7. Are program themes, goals, and objectives clear and appropriate to your classroom needs?  
\_\_\_\_\_  
\_\_\_\_\_
8. If this program is not of interest to you and your school what could we provide for you to assist you in teaching the story of the Johnstown Flood?  
\_\_\_\_\_  
\_\_\_\_\_
9. What aspect of the Activity Guide is most appealing to you as a teacher?  
\_\_\_\_\_  
\_\_\_\_\_
10. What aspect of the Activity Guide is least appealing to you as a teacher?  
\_\_\_\_\_  
\_\_\_\_\_

# Vocabulary

**Accountable** responsible or answerable.

**Annex** an added part.

**Boathouses** shed for boats.

**Breach** an opening made by breaking down something solid; gap. Railroad tracks go through the breach in the old South Fork Dam.

**Catamaran** a narrow log raft or float propelled by sails or paddles.

**Commemorate** to honor the memory of.

**Creel** basket to hold fish.

**Culvert** a drain running under an embankment.

**Dam** wall built to hold back the water of a stream, creek, river, etc.

**Discharge pipe** a pipe used for releasing water.

**Industrialist's** person who loves mankind and works for its welfare.

**Erroneous** mistaken; incorrect; wrong; the erroneous belief that the earth is flat.

**Face** the front part.

**Gabled** roof triangular wall enclosed by sloping ends of a ridged roof.

**Guest Register** a book where visitors signed their name.

**Gum coat** type of raincoat worn during the 1880's

**Martyr** person who suffers greatly.

**Obstructed** blocked up.

**Prevalent** widespread.

**Privies** outhouse.

**Puddle** a mixture of water and clay that becomes water resistant.

**Queen Anne** popular building style from the 18<sup>th</sup> century.

**Reconstruct** construct again; rebuild; make over.

**Regatta** boat race; series of boat races.

**Retrospect** a survey of past time, events, etc., thinking of the past. In retrospect means looking back.

**Riprap** large stones piled on the face of the dam to give strength and support.

**Shoddy** being of poor quality or workmanship.

**Sluice** gate that holds back or controls the flow of water. When the water behind the dam gets too high the sluices are opened.

**Spillway** channel or passage for the escape of surplus water from a dam, river, etc.

**Steam Yachts** boat run on steam used for pleasure trips or for racing.

**Telegraph** a means for sending messages by electricity. When you want to telegraph, you give the message to an operator who telegraphs it to a distant city.

**Vignette** a short, memorable scene in a play.

**Widow's Walk** a platform with a rail around it, built onto the roof of a house.

# Bibliography

The following titles stand out among the best to consult when researching the Johnstown Flood of May 31, 1889. To gain a more complete understanding of the story, we suggest using primary, secondary and third-level sources.

## I. STANDARD REFERENCE WORKS

**(\*)McCullough, David G. *The Johnstown Flood*. New York: Simon and Schuster, 1968.**

This was McCullough's first book. He makes excellent use of primary documents, including the PRR investigation transcripts. We consider this book the best available.

**O'Connor, Richard. *Johnstown: The Day the Dam Broke*. Philadelphia: Lippincott, 1957.**

This was a popular book at the time of its publication, and was featured in Reader's Digest. There are a few errors, but overall it is not a bad source.

**Shappee, Nathan D. *A History of Johnstown and the Great Flood of 1889: A Study of Disaster and Rehabilitation*. Pittsburgh, unpublished dissertation, 1940.**

Perhaps the best reference book ever written on the story. Difficult to find. This book provides a solid overview of the history of Johnstown and an exhaustive history of the Flood.

## II. MEMOIRS

**Beale, Reverend David. *Through the Johnstown Flood*. Philadelphia, Hubbard Brothers, 1890.**

Rev. Beale's church was volunteered as one of the temporary morgues in the area. It was Beale who assisted many survivors the night of the Flood in Alma Hall, a building that still stands today on Main street.

**Chapman, Reverend H.L. *Memoirs of an Itinerant*. ND, NP**

This important memoir can be hard to find--your best bet being the Johnstown Flood Museum.

**(\*)Heiser, Victor. *An American Doctor's Odyssey*. New York: Norton, 1936.**

Heiser was sixteen at the time of the Flood and lost both parents in the disaster. After completing medical school he lived a fascinating life helping third world countries conquer leprosy. Dr. Heiser died in 1972, leaving behind a rich medical legacy, saving over 2,000,000 lives.

**Johnson, Tom. *My Story*. New York: Huebsch, 1911.**

Johnson was a successful Johnstown businessman who survived the Flood. He left town and eventually became a powerful, and some say socialistic, mayor of Cleveland. A chapter from the book is called "Lessons from Johnstown."

**McLaurin, J.J. *The Story of Johnstown*. Harrisburg, James M. Place, 1890.**

One of the best. McLaurin, a Harrisburg journalist, was in the area at the time of the Flood. Of note is his history of the Cambria Iron Company. Very affecting book with excellent illustrations.

**Slattery, Gertrude Quinn. *Johnstown and its Flood*. Wilkes-Barre, 1936.**

She wrote this book for her children and wanted the world to know the true story of what happened to her family and her town May 31, 1889. Her story of the experience with Maxwell McAchren is nothing but captivating.

## III. CONTEMPORARY ACCOUNTS

**Connelly, Frank, and George Jenks. *The Official History of the Johnstown Flood*.**

# Bibliography

## **Pittsburgh, JPC, 1889.**

Beware of any books containing the work "official" in the title. It was published at a time when relief efforts were still underway.

## **Dieck, Herman. The Johnstown Flood. Philadelphia, 1889.**

Dieck was a popular writer at the time. This book was on sale a short time after the Flood. A lot of literary license was taken.

## **Ferris, George T. The Complete History of the Johnstown and Conemaugh Valley Flood. New York: Goodspeed, 1889.**

The word "Complete" belongs with "official." This book appears to have been a compilation of news accounts mixed with some interviews.

## **Johnson, Willis F. History of the Johnstown Flood. Philadelphia: Edgewood, 1889.**

This was one of the bestsellers--and is relatively easy to find. Johnson was a famous writer and biographer.

## **Walker, James H. The Johnstown Horror: or the Valley of Death. Chicago: L.P. Miller, 1889.**

Entered into the Library of Congress on June 6, 1889 and quickly became a best seller. To quote Nathan Shappee, "Whatever the writers lacked in terms of facts, they more than made up for in imagination."

## **IV. SOUTH FORK FISHING AND HUNTING CLUB/ 19TH CENTURY CAPITALISTS**

## **(\*)Bridge, J.H. Inside History of the Carnegie Steel Company. Pittsburgh, reprint 1991.**

This book caused a sensation when published in 1903, not long after Carnegie sold out to J.P. Morgan. It is obvious that in the feud between Carnegie and HC Frick,

the author definitely sides with Frick.

## **(\*)Carnegie, Andrew. Autobiography. Boston: Houghton Mifflin, 1920.**

Carnegie abandoned writing his autobiography about the time WWI started. Beware of the autobiography. Carnegie's is often self-serving. Nonetheless, this is a fascinating book by a most fascinating man.

## **Harvey, George. Henry Clay Frick: The Man. New York: Scribner's, 1928.**

This less-than-objective biography was written by a fellow who had a definite admiration for Frick. Still very useful.

## **Hendrick, Burton. The Life of Andrew Carnegie. New York: Doubleday, 1932.**

A very thought provoking two-volume biography of one of the most famous industrialists and philanthropists.

## **Hersh, Burton. The Mellon Family: A Fortune in History. New York: Morrow, 1978.**

A solid and long overdue portrait of the powerful families in American economic history.

## **(\*)Josephson, Matthew. The Robber Barons. New York: Harcourt Brace, 1934.**

Written as the nation was falling deeper into the Depression, this book provides a mildly socialistic view of what Mark Twain called the "Gilded Age." The economic policies that were practiced by Carnegie, Frick, and especially Andrew Mellon, were essentially discredited after the stock market crash of 1929.

## **(\*)Mellon, Judge Thomas. Thomas Mellon and his Times. Pittsburgh: Upitt, 1993.**

A reprint edition. Mellon wrote this with the impression that it would not leave the family

# Bibliography

circle. Mellon provided the financial boost for some of Pittsburgh most notable, especially HC Frick. Introduction by David McCullough.

**O'Connor, Harvey. Mellon's Millions: The Life and Times of Andrew W. Mellon. New York: John Day, 1933.**

We tend to forget how powerful Andrew Mellon was--indeed next to Gallatin and Alexander Hamilton, Mellon was one of our nation's most powerful economic strategists. Mellon's presence is still felt, not only at local Mellon banks, but also when one visits the Mellon art collection in Washington DC.

**Schreiner, Samuel. Henry Clay Frick and the Gospel of Greed. New York: Scribner's, 1995.**

The first biography of Frick since George Harvey's. Very critical of Frick in both a personal and business sense at the end. Out-of-print.

**(\*)Wall, Joseph. Andrew Carnegie. New York: Oxford, 1970.**

You don't get much better than this. Exhaustive in his research, Wall covers every aspect of Carnegie's life, from his youth in Scotland to his final reflective years.

**(\*)Wall, Joseph. The Andrew Carnegie Reader. Pittsburgh, Upitt 1988.**

A collection of Carnegie's writings, edited by Wall. Sometimes we forget just how talented and prolific writer Carnegie was.

**(\*)Warren, Kenneth. Triumphant Capitalism: Henry Clay Frick and the Industrial Transformation of America. Pittsburgh, U Pitt, 1996.**

A very informative and even-handed business biography of Frick.

## V. OTHER ESSENTIAL SOURCES

**American Society of Civil Engineers. Transactions. 1891.**

Many engineers investigated the South Fork Dam, and they disagreed among themselves over whether the dam was safe and sufficient. Some blamed the Club solely, some blamed the weather, some saw both as the culprits. **"The experiences of civilization teach many lessons that go unheeded until some great disaster comes as an object-lesson."** (John Wesley Powell)

**Boucher, J.N. William Kelly: A History of the So-called Bessemer Process. Greensburg, published by the author, 1924.**

Boucher firmly believes that Sir Henry Bessemer stole this process from William Kelly. It was the "Bessemer" iron-steel conversion method that made Cambria Iron as powerful as it was--CIC was one of the first plants in the USA to make advantage of this technology. Mention is made of Daniel Morrell, general manager of CIC until 1884.

**Brown, Eliza. HSR--Clubhouse, Annex, Moorhead, and Brown Cottages. NPS, 1990.**

Two volume inventory of the Historic District in Saint Michael with history, some photographs, and recommendations for the Historic Society. Excellent research.

**Brown, Sharon. Historic Structure Report--Cambria Iron Company. NPS, 1988.**

Solid analysis of the significance of the Cambria Iron Company and its role in Johnstown's and our Nation's growth.

**Burkert, Richard, and Eileen Cooper. Uphill all the Way: Johnstown and its Inclined Plane. Johnstown, 1985.**

# Bibliography

Built after the Great Flood, the Inclined Plane remains an integral part of Johnstown's history.

**Cambria County Transit Authority. Floods-1889, 1936, 1977. Johnstown: Benschhoff, 1988.**

This is the only title available that deals with all three of Johnstown's major Floods.

**Clark Company. Clark's Johnstown City Directory. Altoona, 1889.**

Compare the directories before and after the Flood and you will realize the scope of the disaster--with over a thousand less names.

**(\*)Degen, Paula and Carl. The Johnstown Flood of 1889: The Tragedy of the Conemaugh. Eastern Acorn Press, 1984.**

A brief history of the Flood in words and pictures. Makes excellent use of contemporary quotes.

**Johnstown Area Heritage Association. Johnstown-Story of a Unique Valley. 1984.**

Examines all facets of Johnstown, including its history, economy, geography, geology, and so forth.

**Law, Anwei. The Great Flood. Johnstown: JAHA, NPS, 1997.**

The newest book on the disaster, written by somebody who has a deep admiration for Victor Heiser and his work. Includes some of the Louis Semple Clarke photographs.

**(\*)Lubow, Arthur. The Reporter Who would be King: A Biography of Richard Harding Davis. New York: Scribner's, 1992.**

A good biography of Davis, who was a relatively novice reporter who covered the 1889 flood. While in town he floored his fellow reporters by inquiring where in Johnstown he could get a clean white boiled

shirt! Later a prominent writer and reporter, friend of Theodore Roosevelt, and at the turn of the century, considered the essence of "the masculine condition."

**Muson, Howard, et.al. Triumph of the American Spirit. AASLH, 1989.**

Written to be a tribute to the people of Johnstown. Forward by Lee Iacocca.

**Pennsylvania Railroad Company. Testimony Taken by the PRR. 1889-1891.**

After the disaster the PRR interviewed people who lived along and worked on the railroad--the result is a spellbinding account of the horrors of May 31, 1889. Oral history at its finest.

**(\*)Pryor, Elizabeth. Clara Barton: Professional Angel. Philadelphia, Upenn, 1987.**

Perhaps the best biography of Clara Barton ever written.

**Strayer, Harold. A Photographic Story of the Johnstown Flood of 1889. Johnstown: Benschhoff, 1964, 1993.**

They say that a photograph is worth a thousand words...

**Unrau, Harlan. Historic Structure Report--The South Fork Dam. NPS, 1980.**

Describes the significance of the South Fork Dam and discusses the complex history of the dam itself, as well as the best ways of preserving the abutments.

**Unrau, Harlan. Historic Structure Report--Unger House. NPS, 1987.**

A good overview of the significance of Colonel Unger's house, the South Fork Fishing and Hunting Club, and the fateful events of May 31, 1889. Still some mystery about Elias Unger that we may never answer.

# Bibliography

## VI. NEWSPAPERS

The 1889 Flood was the biggest news story since Lincoln's assassination in 1865. Circulations of newspapers skyrocketed. While much of the early reporting was exaggerated and bordered on fiction, the reports generated a sympathy and generosity among readers, who in turn contributed heavily to the relief efforts.

Among those to consult, throughout 1889 and 1890:

**The Johnstown Tribune**

**The Johnstown Daily Democrat**

**Johnstown Freie Presse**

**The Chicago Herald**

**The New York Times**

**The New York Sun**

**The Pittsburgh Press**

**The Pittsburgh Commercial Gazette**

**Frank Leslie's Illustrated Newspaper**

**Harper's Weekly**

## VII. JUVENILE TITLES

This can be a difficult story for children to understand. There are a handful of books that do the job well.

**Dahlstedt, Marden. The Terrible Wave. Beach Haven, NJ: The Attic, 1972.**

A fine and popular juvenile novel based on the Flood. It is the story of Megan Maxwell and her adventure on May 31, 1889. Mrs. Dahlstedt's grandparents survived the Flood.

**Dolson, Hildegard. Disaster at Johnstown. New York: Random House, 1965.**

Does a fine job of explaining to children why the disaster should never have happened.

**(\*)Gross, Virginia. The Day it Rained Forever: A Story of the Johnstown Flood.**

**New York: Penguin, Puffin, 1991.**

Designed for elementary and early middle school children. A novel told through the eyes of the Berwind family.

**(\*)Hamilton, Leni. Clara Barton, Founder--American Red Cross. New York: Chelsea House, 1988.**

An easy to read introduction to Barton's life. Much of the focus is on Barton's Civil War efforts.

**(\*)Reynolds, Patrick M. The Johnstown Flood and Other Stories. Willow Street, PA: Red Rose Studio, 1989.**

A compilation of "Pennsylvania Profiles" cartoons that deal with the Flood.

**Stein, R. Conrad. The Story of the Johnstown Flood. Chicago: Children's Press, 1984.**

Focuses on some compelling stories from the Flood, including those of Victor Heiser, Gertrude Quinn, and Clara Barton.

**Walker, James. Head for the Hills! New York: Random House, 1993.**

Very popular with teachers across the country. Part of the "Read it to Believe It" series.

**(\*) Indicates that this title is available from your local bookseller.**

# LIST OF APPENDICES

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  - A. The Clubhouse*
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  - J. Spillway*
  - K. Actors and Actresses*
- III. An Interview with Colonel Elias J. Unger**
  - A. Auction document*
  - B. Questions 1 and 2 for play*
  - C. Questions 3 and 4 for play*
  - D. Questions 5 and 6 for play*
  - E. Questions 7 and 8 for play*
  - F. Questions 9 and 10 for play*
- IV. The South Fork Dam: A Guided Walk through the Ruins**
  - A. Map of flood path*
- V. Memory Jars and the Johnstown Flood**
  - A. Photographs of Memory Jars*
  - B. Photographs of Memory Jars*
  - C. Memory Jar Document*
  - D. Memory Jar Instructions*
- VI. Media Representations of the 1889 Johnstown Flood (photographs)**
  - A. Life at the South Fork Fishing and Hunting Club*
  - B. Destruction at the Stone Bridge*
  - C. The Red Cross Hotel*

# THE WESTERN UNION TELEGRAPH COMPANY.

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This is an UNREPEATED MESSAGE, and is delivered by request of the sender, under the conditions named above.

NORVIN GREEN, President.

NUMBER	SENT BY	REPT BY	CHECK
187	My	in	24
			OK

Received at

Stately Brewster St

Spokane Wash State

Will you kindly add if

Mr and Mrs J W M

Registered on my phothead of

Whatvale one among the seas

on living and advice

W. J. Hallstead

1-A

## I.B

# International Morse Code

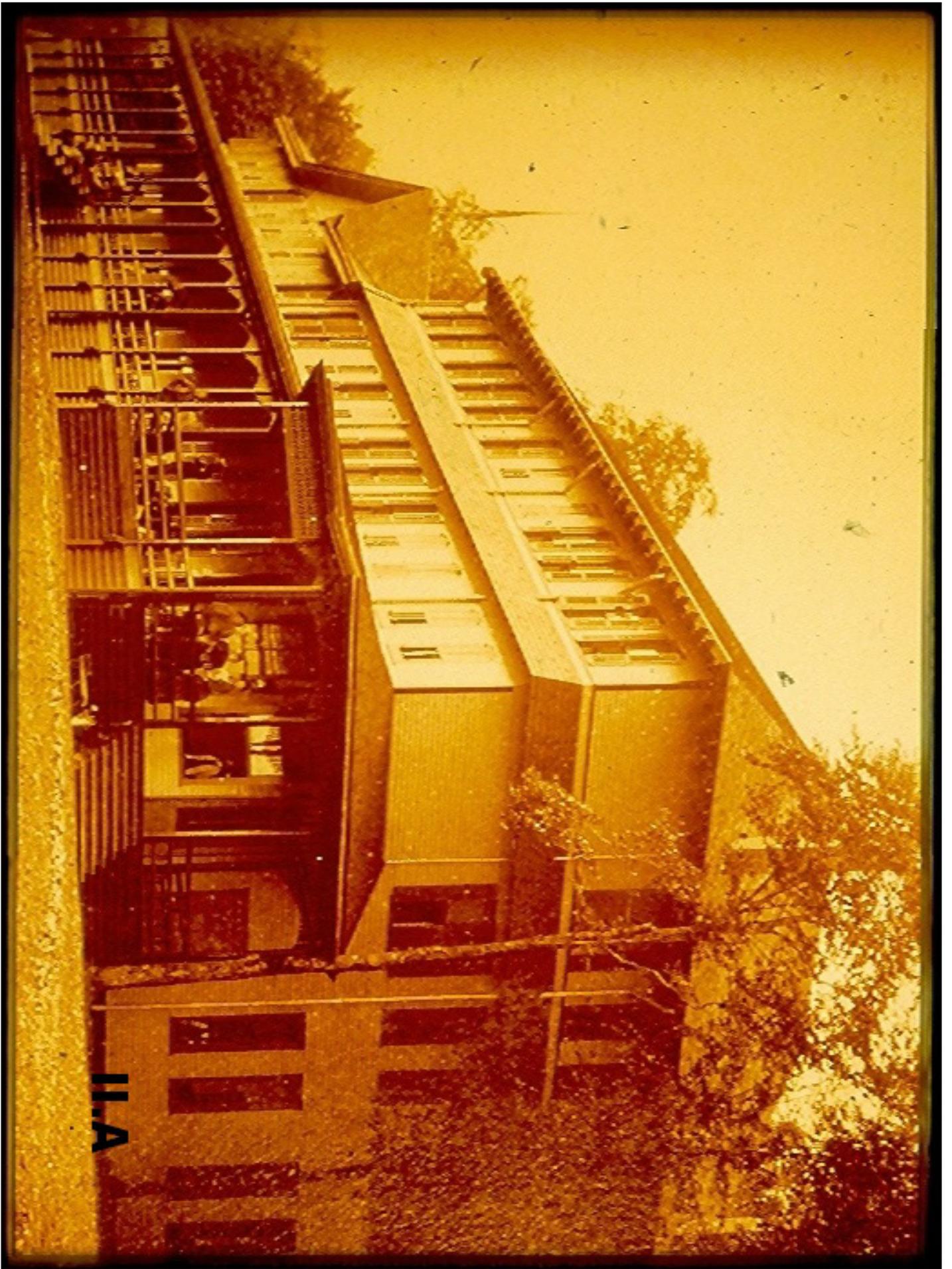
1. A dash is equal to three dots.
2. The space between parts of the same letter is equal to one dot.
3. The space between two letters is equal to three dots.
4. The space between two words is equal to seven dots.

A ● ■  
B ■ ● ● ●  
C ■ ● ■ ●  
D ■ ● ●  
E ●  
F ● ● ■ ●  
G ■ ■ ●  
H ● ● ● ●  
I ● ●  
J ● ■ ■ ■  
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T ■

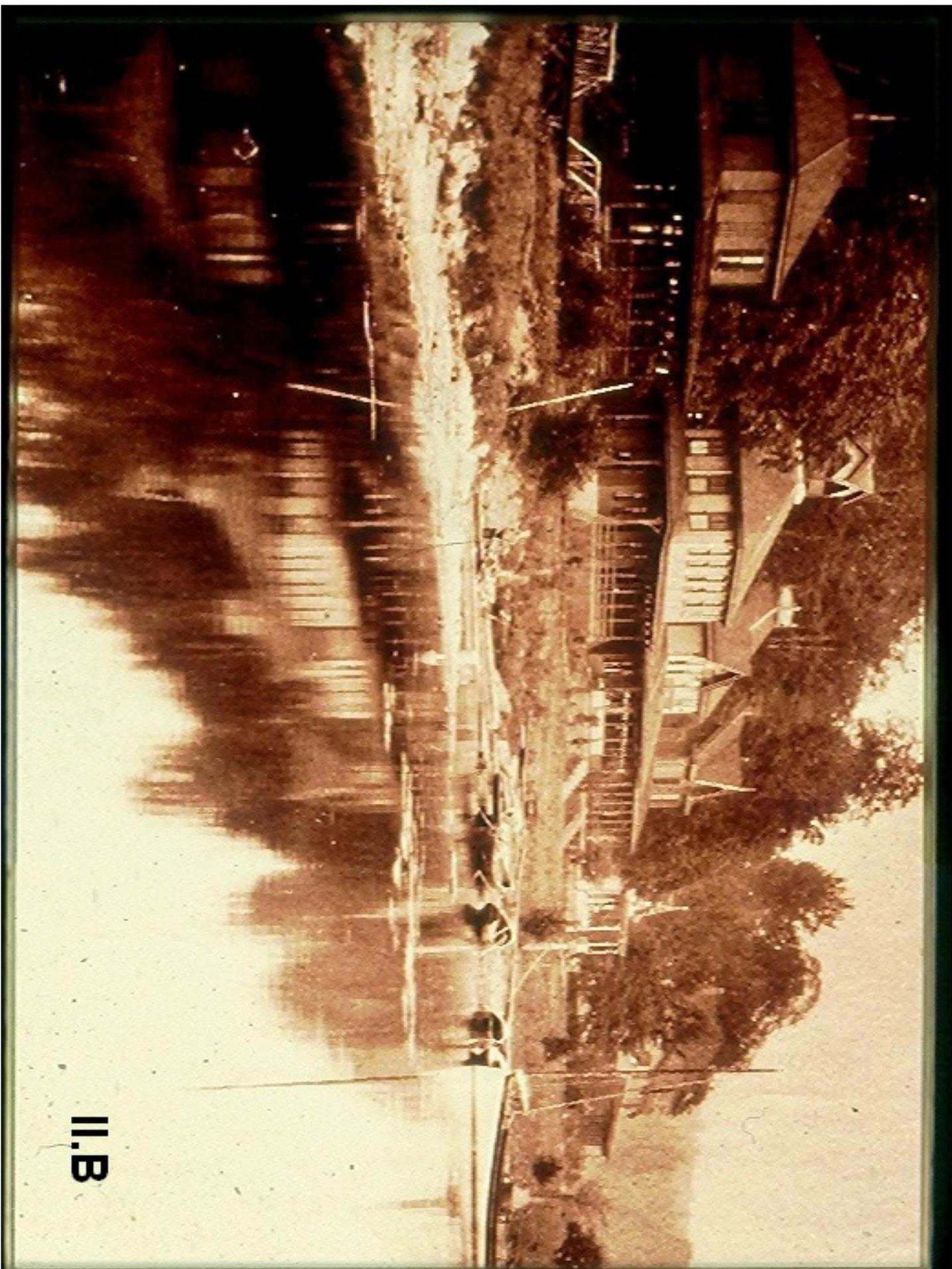
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1 ● ■ ■ ■ ■  
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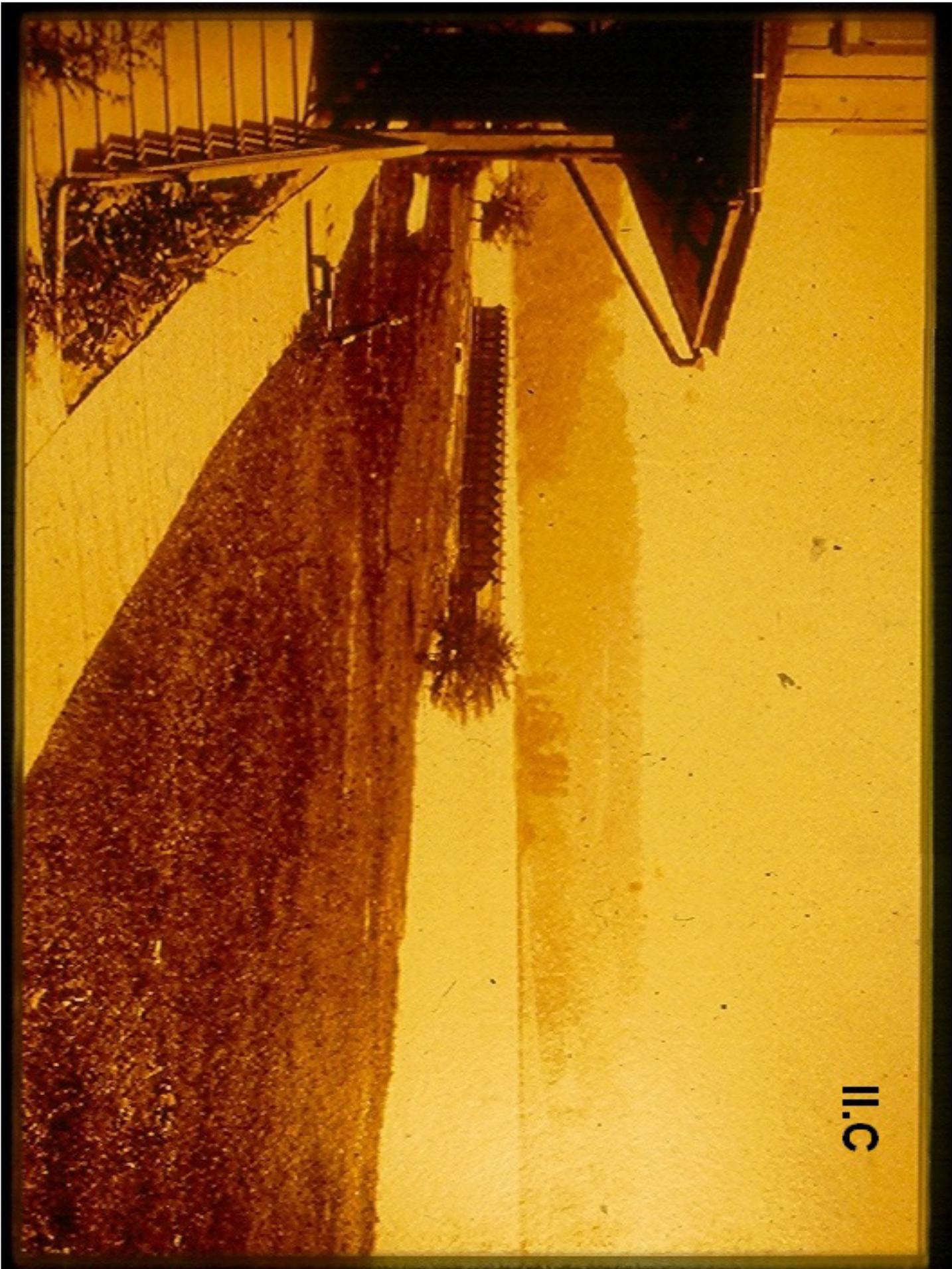




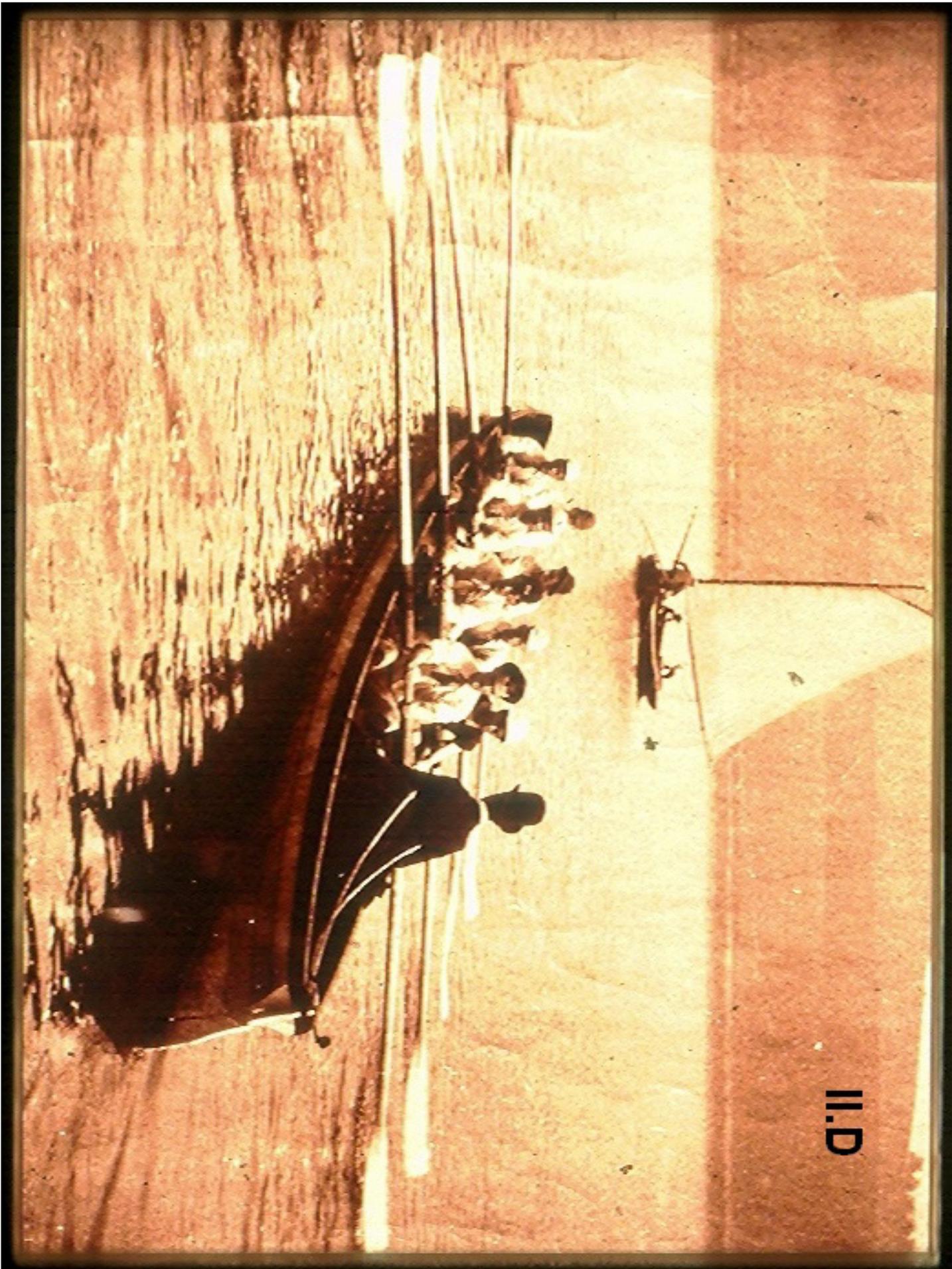
11A



11.B



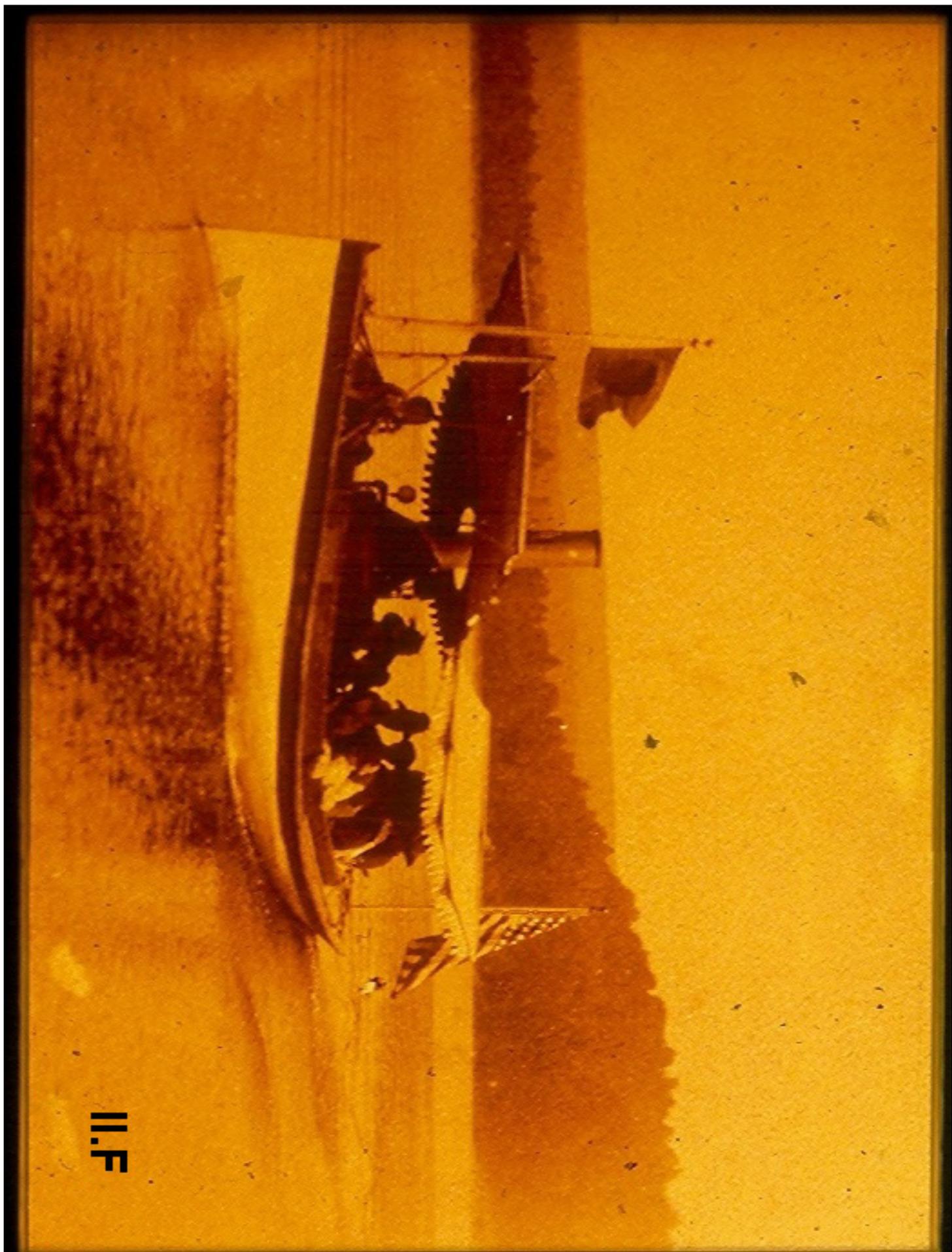
11.C



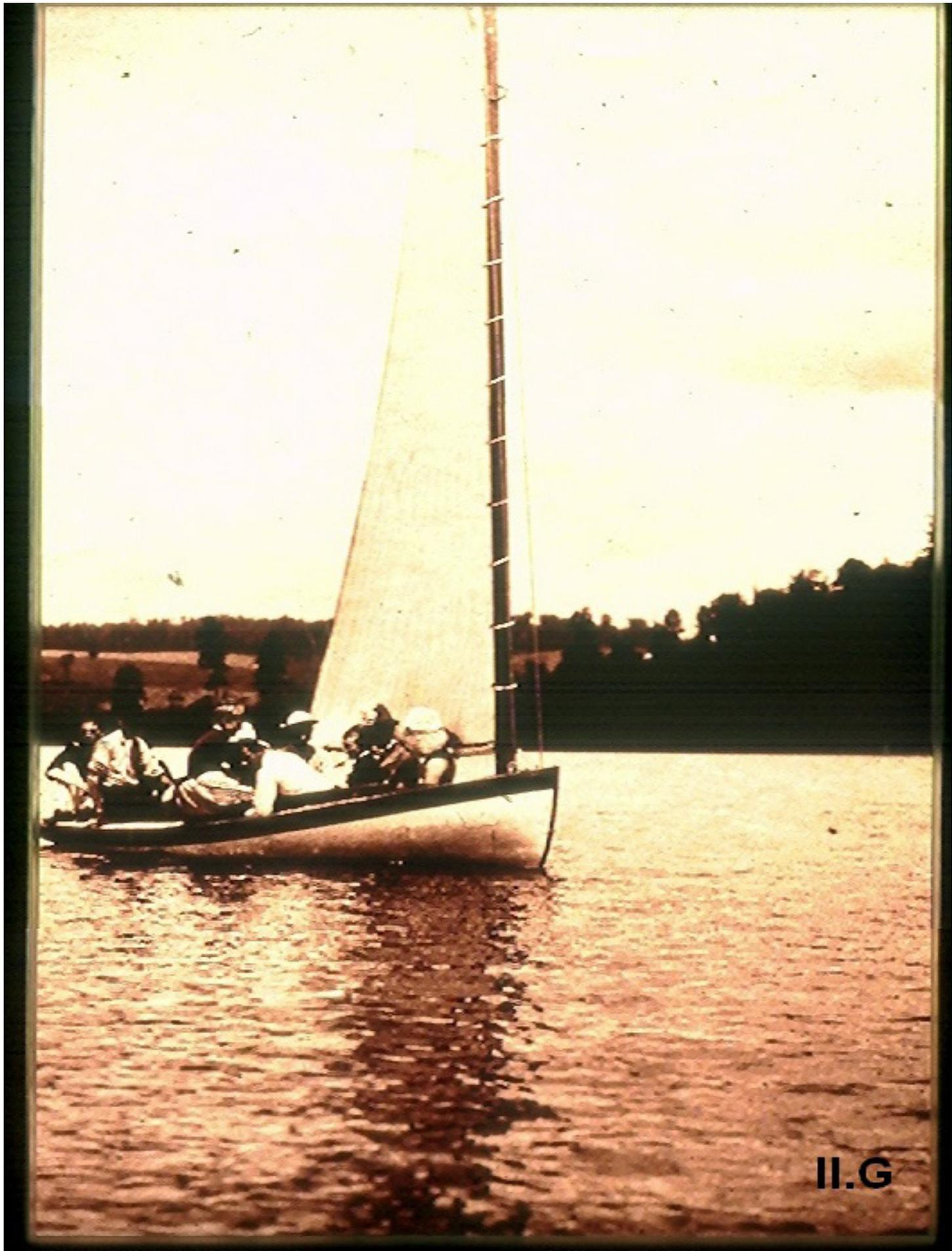
11.D

11.3





11.F

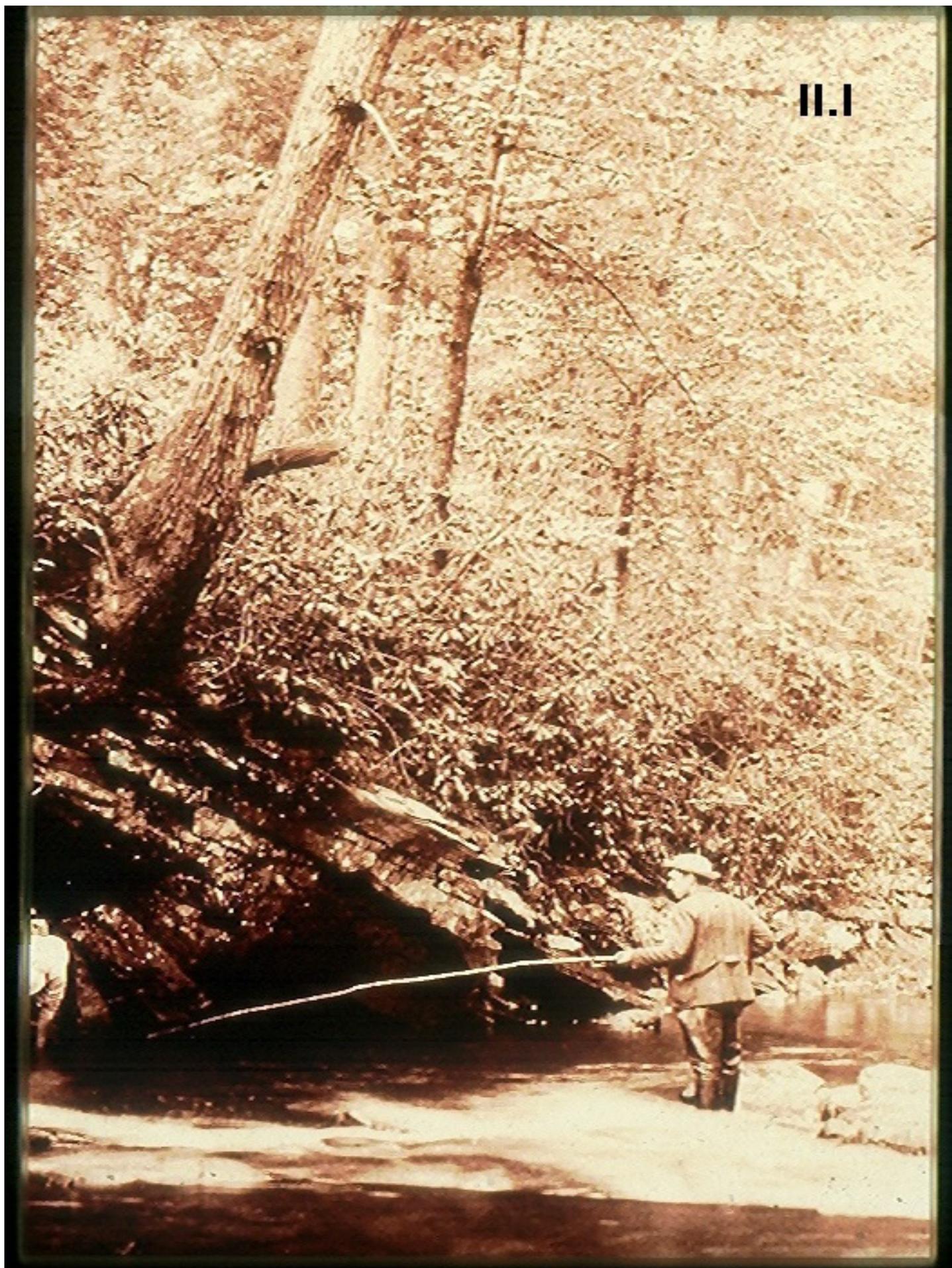


II.G

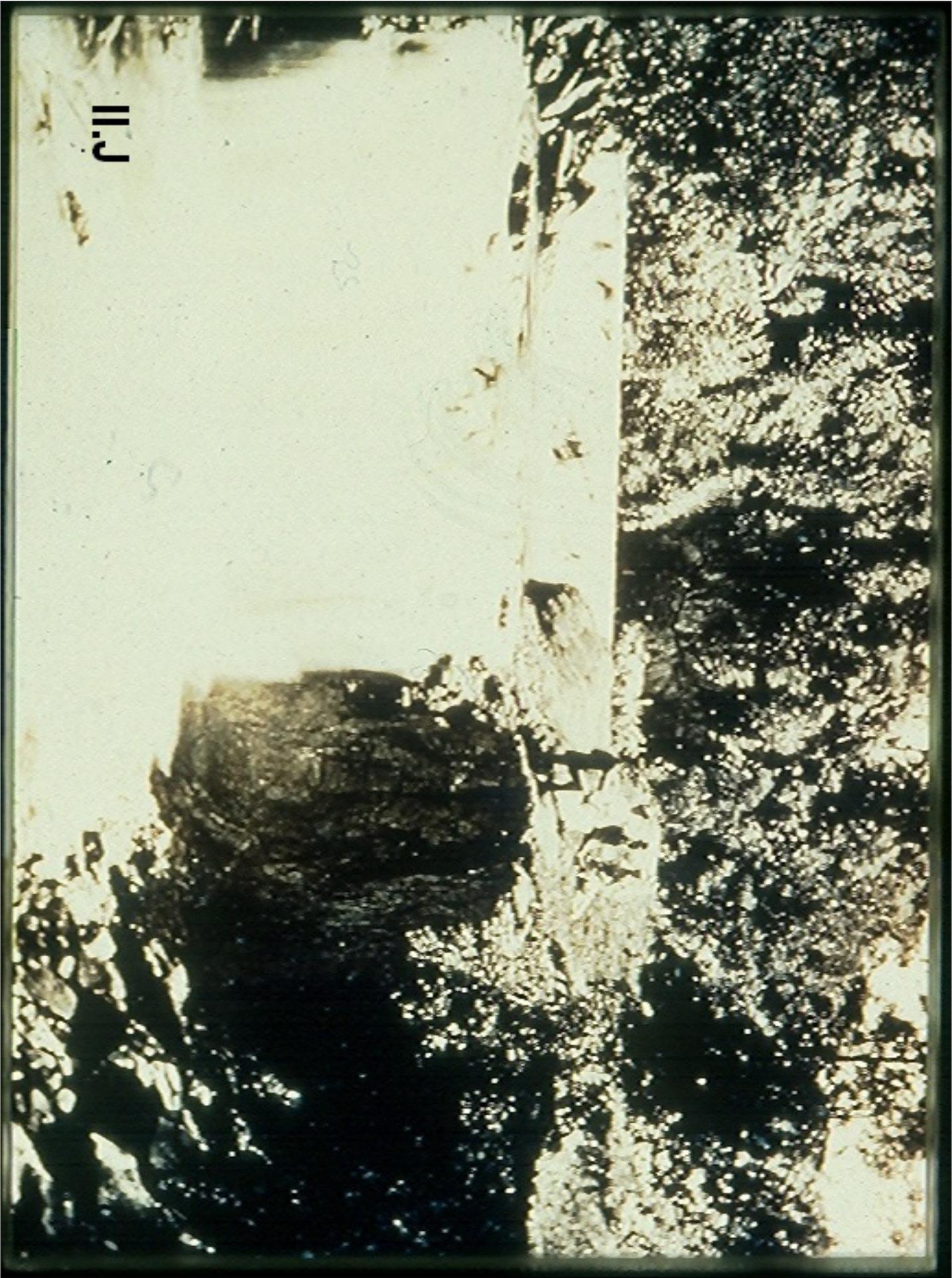


H.H.

11.1



11 J



11.11



### III.A

## **SALE AT AN HISTORIC SPOT FURNISHINGS OF SOUTH FORK FISHING AND HUNTING CLUB'S QUARTERS WILL BE DISPOSED OF AT AUCTION**

The South Fork Fishing and Hunting club, owners of the Conemaugh Reservoir at the time of the Great Flood in 1889, will pass out of history as an organization with the sale of its personal effects in the club house at the reservoir site. Auctioneer George M. Harshberger has announced that the sale will take place on Thursday, the 25<sup>th</sup> inst., at the clubhouse, when the entire furnishings of the house will be disposed of at the auction.

In the list to be disposed of are fifty bedroom suites, many yards of carpet, silverware and tableware with the club monogram engraved thereon, many odd pieces of furniture and bric-a-brac. At the time of the Great Flood, the clubhouse was handsomely furnished and fully equipped to care for at least 200 guests. During the summer of 1889 the clubhouse remained open, but has been since occupied only by a caretaker, and now the real estate and clubhouse, together with a number of the cottages, having been sold to a syndicate of Cambria County persons, the club's trustee, E.B. Alsop, of Pittsburg, has ordered all the personal effects disposed of. The present owners have not determined what disposition will be made of the surface and buildings, the coal rights having been disposed of some time since to the Stineman coal interests.

Persons who attend the sale will be served with hot lunch and coffee, and the South Fork Branch trains will stop at the clubhouse. Doubtless many persons will be attracted to the sale by the possibility of securing mementos of the famous reservoir and the organization, which, while building for the purposes of pleasure, wrought the destruction of Johnstown.



## Question 1

*Hello! My name is \_\_\_(say your name)\_\_\_\_\_ and I am a reporter with the Pittsburgh Post Gazette. Are you Colonel Elias J. Unger president of the South Fork Fishing and Hunting Club?*



## Question 2

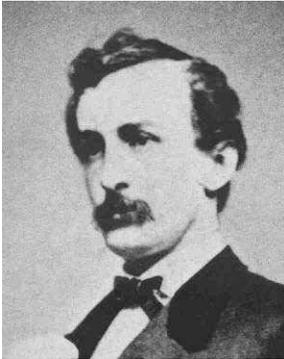
*Hello! My name is \_\_\_(say your name)\_\_\_\_\_ and I am a reporter with the Ebensburg Sky. 2,209 people died in the Johnstown Flood. As president shouldn't you be held accountable for the breaking of the dam*

**III.B**



### Question 3

*Hello! My name is \_\_\_\_ (say your name) \_\_\_\_\_ and I am a reporter with the Harper's Weekly. Wasn't there already a reservoir here?*



### Question 4

*Hello! My name is \_\_\_\_ (say your name) \_\_\_\_\_ and I am a reporter with the Mountain Herald. Were you not the caretaker of the dam?*

**III.C**



### Question 5

*Hello! My name is \_\_\_(say your name)\_\_\_\_\_ and I am a reporter with the Johnstown Tribune. Please tell me what happened on the morning of May 31<sup>st</sup>, 1889.*



### Question 6

*Hello! My name is \_\_\_(say your name)\_\_\_\_\_ and I am a reporter with the New York Times. Who was Mr. Vaunstein?*

**III.D**



### Question 7

*Hello! My name is \_\_\_(say your name)\_\_\_\_\_ and I am a reporter with the Frank Leslie's Illustrated Magazine. Was any attempt made to warn the people of Johnstown?*



### Question 8

*Hello! My name is \_\_\_(say your name)\_\_\_\_\_ and I am a reporter with the Altoona Mirror. Were any of the club members here on May 31<sup>st</sup>?*

**III.E**



### Question 9

*Hello! My name is \_\_\_\_ (say your name) \_\_\_\_\_ and I am a reporter with the Somerset Herald. Was the club or any of the members prosecuted for the damage and loss of life?*



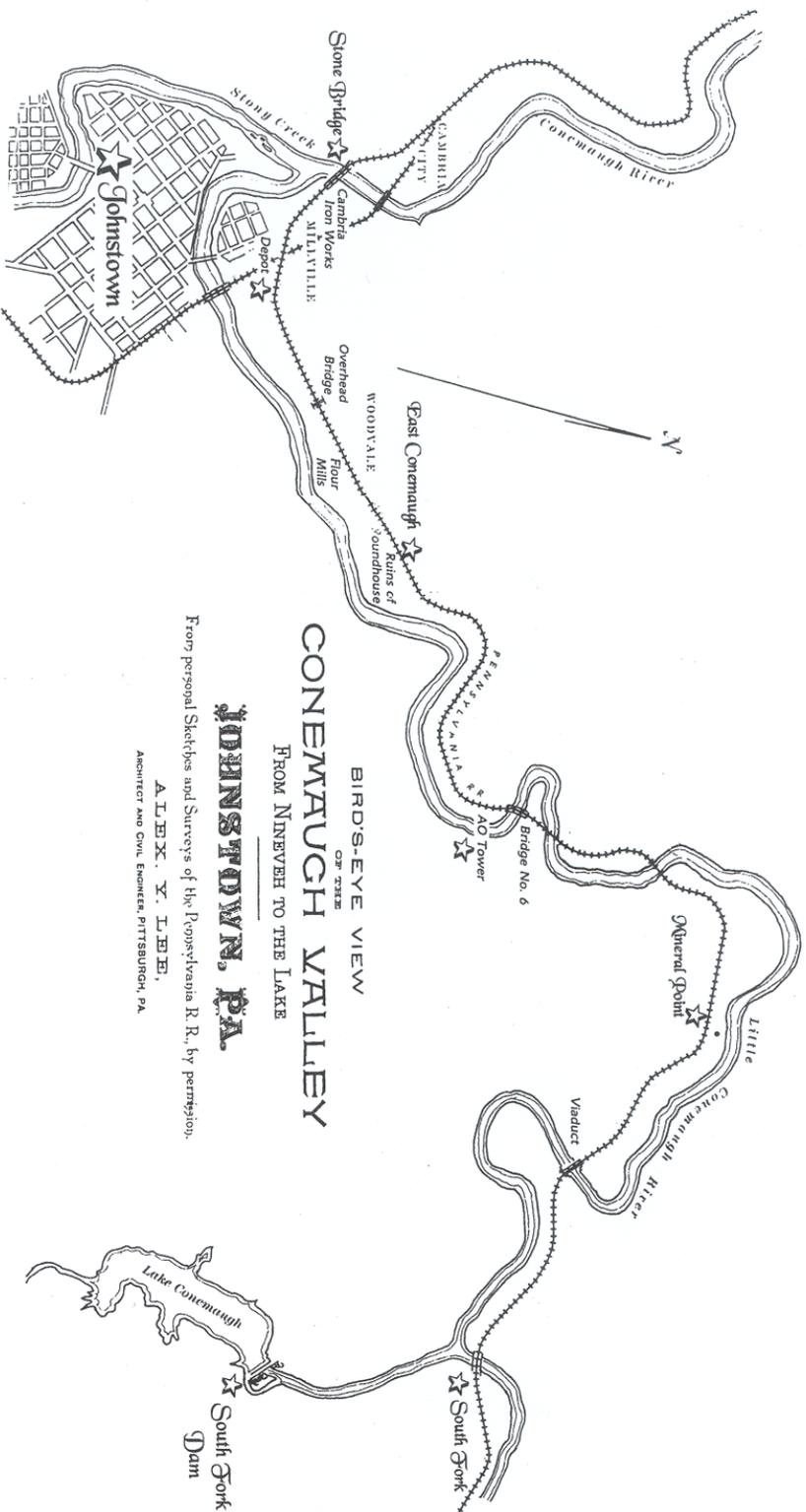
### Question 10

*Hello! My name is \_\_\_\_ (say your name) \_\_\_\_\_ and I am a reporter with the Baltimore Sun. What was it like in Johnstown in the days after the flood?*

**III.F**

# The South Fork Dam: A Guided Walk Through the Ruins

- 3:10 P.M. The South Fork Dam breaks.
- 3:30 P.M. The flood is stopped briefly by the Conemaugh Viaduct.
- 3:45 P.M. The flood breaks down the Conemaugh Viaduct: John Hess uses the whistle of his locomotive to sound the alarm.
- 3:50 P.M. Woodvale is destroyed.
- 4:07 P.M. The flood reaches Johnstown.



Do The Math: starting time \_\_\_\_\_ add minutes \_\_\_\_\_ equals new time \_\_\_\_\_ Do The Math: starting time \_\_\_\_\_ add minutes \_\_\_\_\_ equals new time \_\_\_\_\_

# Memory Jar Images



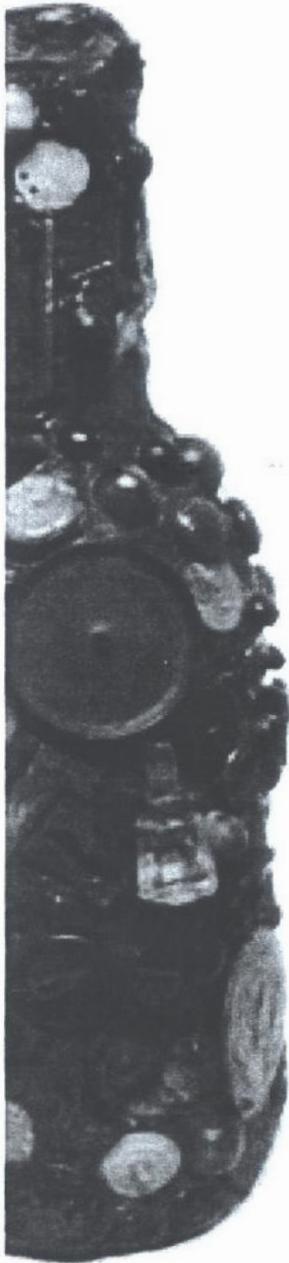
V.A

## Memory Jar Images



**V.B**

# Memory Jars



**Memory Jars or Jugs were historically made by placing everyday items and souvenirs such as jewelry, buttons, figurines, nuts, shells, glass, nails, and pictures, on the surface of glass or ceramic bottles or jugs using putty, cement, mortar, or other adhesive material. Sometimes they were then painted or coated with gold or silver paint.**

**Making memory jars was very popular during the Victorian era and it was much like the “scrapbooking” of today, saving mementos of loved ones and of special memories. There are numerous stories how this tradition came about. One historical explanation is that memory jars have their origins in Southern Black communities, where they were placed in cemeteries for use as grave markers. The vessels were covered with objects which belonged to the deceased for possible use in their afterlife.**

**Many Memory jars of the past forever preserved the most beloved items and often carried significant sentimental value and family memories.**

# Suggestions for creating a Memory Jar

## Supplies:

Air-dry clay (Crayola)

Jar (or other vessel)

Items for attaching to the clay (buttons, nails, sea-shell, marbles, figurines, keys, etc...)

Non-stick aluminum foil (Reynolds *Release*)

## Directions:

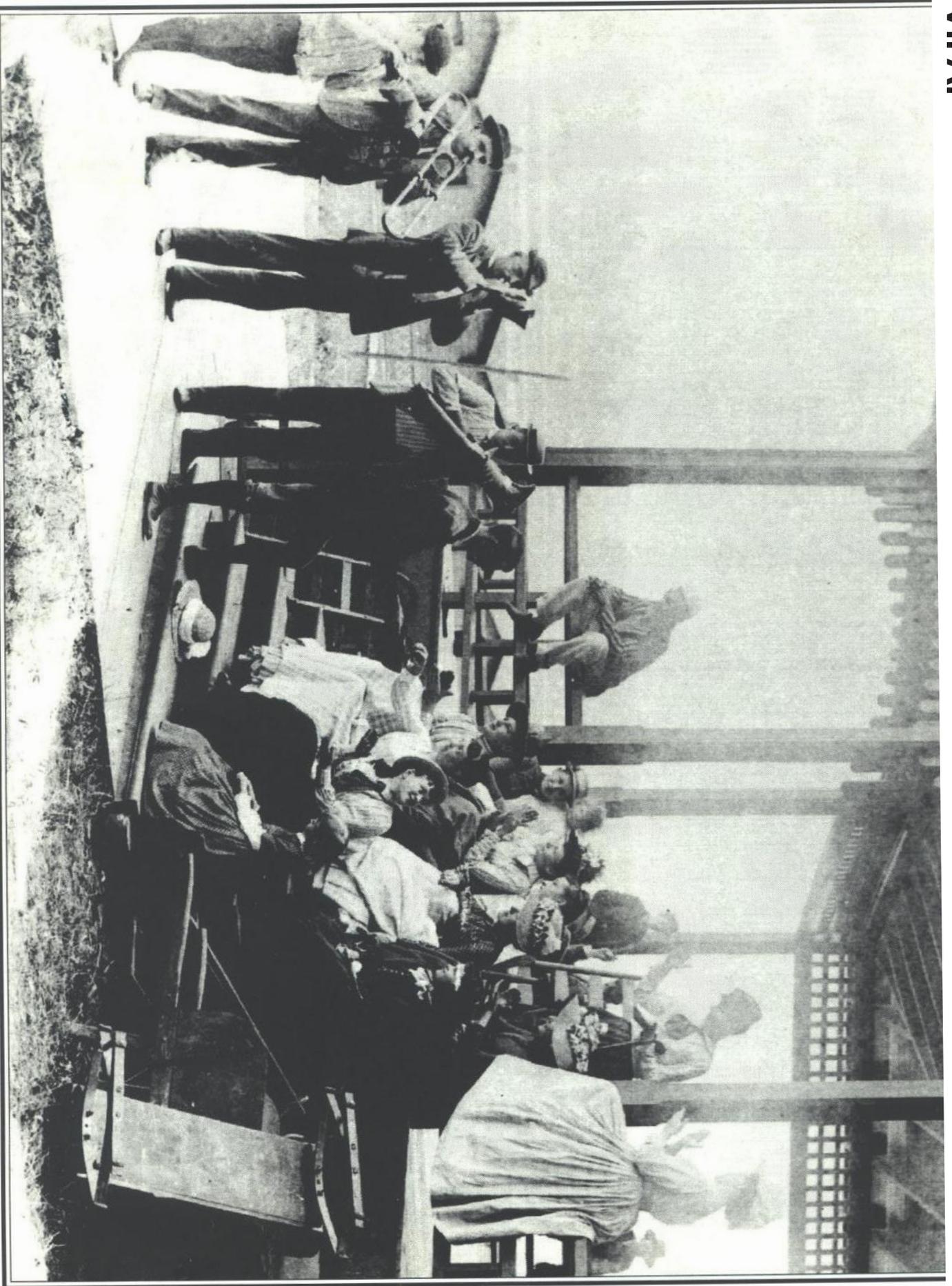
- Place jar on sheet of aluminum foil, shiny side down
- Take a small size chunk of clay and roll into ball
- Flatten ball with palm of hand to approximately ¼ inch thick (can use foil as working surface)
- Apply the clay to jar, starting at the bottom, working upwards
- Repeat as needed to cover entire jar
- Press items into clay until entire jar is covered
- Let air dry 2-3 days
- When jar is completely dry, the surface can be sealed, glazed, or painted (For example, to make a glaze: use equal parts school glue and water, then cover entire jar's surface, let completely dry)

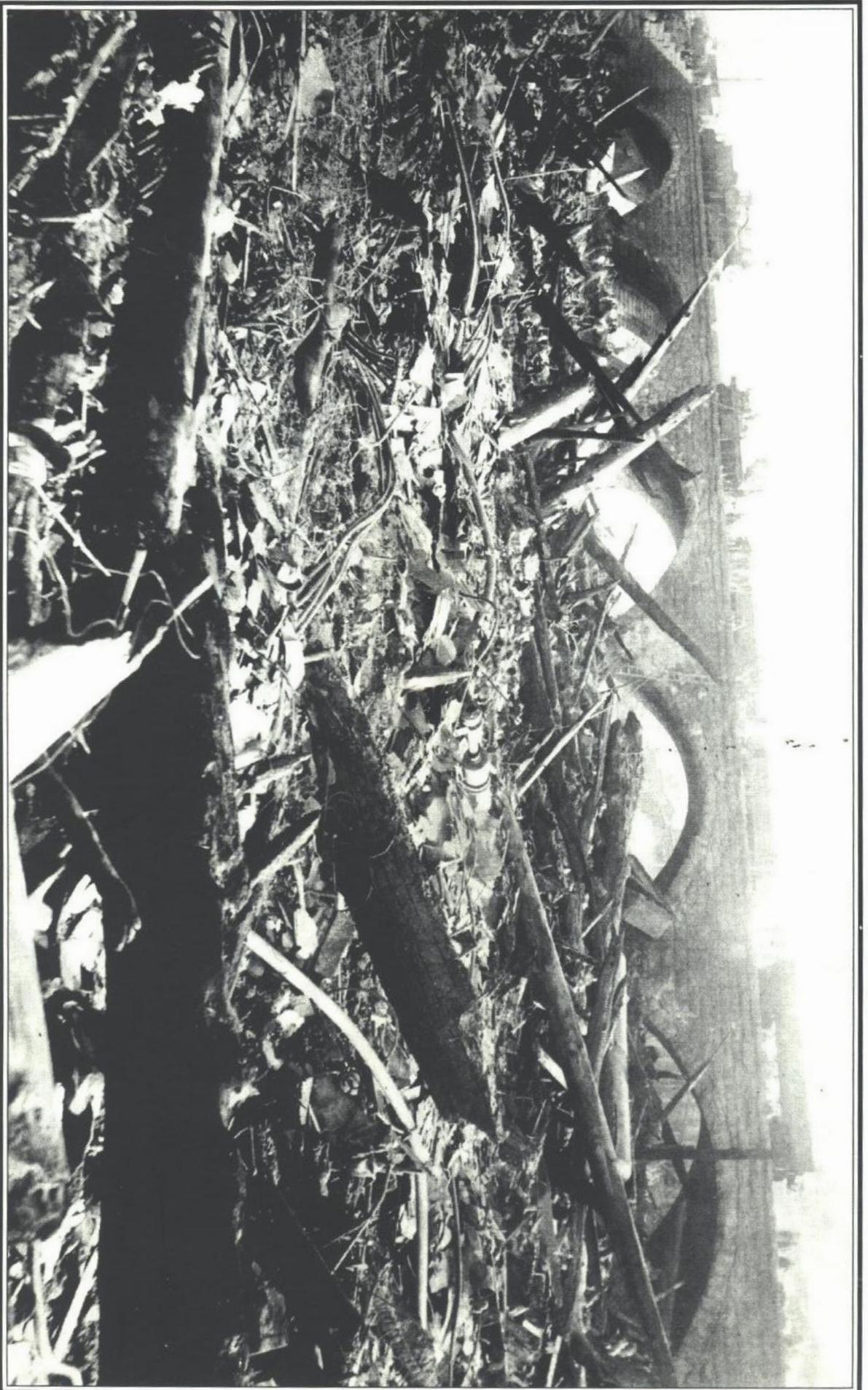
## For more information, photographs, and other ideas:

<http://ohiofolk.com/Memory%20Jug%20Gallery.html>

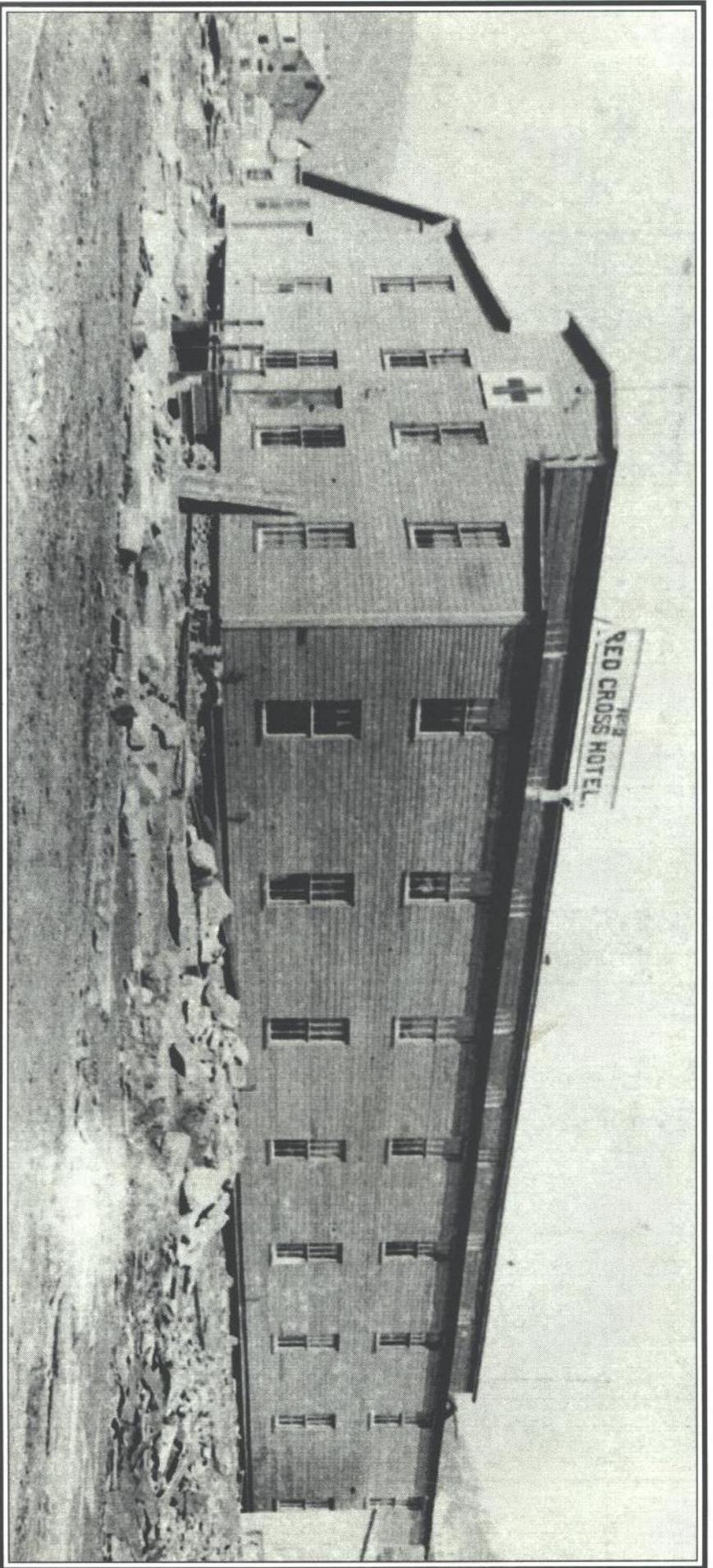
[http://www.theartistsnook.net/w-memory\\_jug.shtml](http://www.theartistsnook.net/w-memory_jug.shtml)

<http://woofnanny.blogspot.com/2008/01/memory-jugs.html>





VI. B.



VI. C.