

# Americans Tourists in the Holy Land, 1865-1900

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Module contains:

- Lesson plan which includes 8 identified Shapell Manuscript Foundation resources.
- Teaching strategies including differentiation for diverse learners.
- Ideas for assessment.
- National history standards met by teaching modules.
- Sample Document-Based Question (DBQ).
- Bibliography and supplementary readings.

## Introduction

The idea of the Holy Land, roughly the area between the Jordan River and the Mediterranean Sea, loomed large in the imagination of many 19<sup>th</sup> century Americans. Most Americans were avid readers of the Bible at this time and were well aware of locations such as Jerusalem, the Sea of Galilee, Bethlehem, and Golgotha. With the arrival of the industrial revolution and especially the invention of steam-powered ships, travel to these locations finally became possible for many Americans. Companies emerged to provide plan trips for eager tourists, but when they arrived the reality often did not match their expectations. The area known as Ottoman Palestine in the 19<sup>th</sup> century was different from the United States in many ways and very different from the holy land Americans had long imagined. In this module, teachers will be introduced to learning activities that allow students to explore this engaging episode in the history of the U.S. and the world.

**Lesson Length:** One 90-minute period or two 45-minute periods

**Level:** 11th grade U.S History

**Compelling Questions:** How were Americans able to visit the “Holy Land” in increasing numbers in the 1865-1900 period? What reasons did they have for going?

**Description:** Students take on the role of running a travel business in the United States in the 1880s. Their business will advertise travel itineraries to the “Holy Land,” (then called Ottoman Palestine, present day Israel and Occupied Palestinian Territory). Using primary sources and secondary sources as their “guide” students will develop a reason for traveling, the route and transportation, and where they will visit. Students will work in groups to create a brochure or other advertisement complete with travel posters, tickets, and maps that will communicate the travellers’ motivation for taking the trip (alternatively teachers may have students create a digital brochure or advertisement or a tour using Google Earth).

**Materials needed:**

1. Primary sources (below)
2. Primary source analysis sheets (one per student):
  - a. [For the posters](#)
  - b. [For document sources](#)
3. [Map of "Holy Land" \(1815\)](#)
4. [Map of the World \(1854\)](#)

### Activities:

1. Bell ringer: Pose question to the class - What are different reasons people travel? What makes travel possible? How might these reasons be similar/different in the past versus today?
2. Explain to the class that they will be taking on the roles of promoters of travel tours for Americans who are travelling to what was then called Ottoman Palestine in the 1880s. For background, have students view "[American Travelers to the Holy Land in the 19th Century](#)" video (4:36) from the Shapell Manuscript Foundation website.
3. Orient the travellers for their trip. Using a large map (either a classroom or a digital map projected on a screen, teachers may use a historical map like [this one](#) or a more modern map like [this one](#)) teachers should point out the location of present day Israel and have students think about how and why Americans in the late 1800s began travelling to visit this area more and more (get them thinking about religious reasons and also technology like trains, steamboats etc. teachers can use this opportunity to connect increased tourism to the industrial revolution). Encourage students to recall what they learned in the video and pulling from their own knowledge of past units in U.S. History (e.g. Second Great Awakening, the Industrial Revolution) and current events (Israel, the Middle East).
4. To spark ideas about why Americans might have travelled to the Holy Land at this time, pass out the following sources or if students have access to laptops or tablets, provide the links.
  - This letter from Millard Fillmore may help to start get at why this particular place was so important for many/some Americans  
<https://www.shapell.org/manuscript/president-millard-fillmore-on-jerusalem-and-jesus/>
  - Great broadside that could help contextualize some of the things Americans are taking away from their travels.  
<https://www.shapell.org/manuscript/rape-murder-christians-palestine/>
  - A Twain letter that might help to get at the popular connection to the Bible and biblical history  
<https://www.shapell.org/manuscript/mark-twain-soliloquy-at-the-tomb-of-adam-in-the-holy-land/>
  - Robinson's *Biblical Researches in Palestine, Mount Sinai, and Arabia Petraea: A Journal of Travels in the Year 1838*, p. 46-49 Robinson dives into what drove and directed him and his companions both to go to Palestine and how to interact with the land once they got

there. <https://play.google.com/books/reader?id=5R8PAAAAYAAJ&hl=en&pg=GBS.PA46>

5. Think-Pair-Share: Students examine one source and then talk with a partner about the author's reason for visiting the Holy Land. Students then share their reasons with the group.
6. In groups of 4, students will plan travel itineraries which will include:
  - A paragraph promoting travel to the Holy Land.
  - A route of a trip they are advertising traced on a map [Map of the World](#) (1854)
  - 4 locations in the Holy Land their travel itinerary visit that they find on [Map of "Holy Land"](#) (1815).
7. Analyzing the sources
  - Formative assessment: Each student completes a Primary Source Analysis Sheet ([Written documents](#) or [Poster](#)) on one source. Students may help each other but each student should complete a sheet.
8. Elements in your travel brochure or advertisement.
  - A cover with a title.
  - A paragraph explaining the reason for the trip
  - Two maps: One showing the overall route traced on it (World map) and one of the Holy Land showing sites visited (Holy Land map). Students can decide how they want to annotate the maps to show their trips, but they should try to be as clear and as informative as possible.
  - At least 3 visual sources (rail ticket, travel posters, photographs) arranged throughout with one sentence captions explaining what they are.
  - Digital Alternative: Students may create a tour on Google Earth using sources and locations from the map. More on information on how to teach with Google Earth can be found [here](#).
9. Once students are done with their scrapbooks they can share them with the class either by presentation or via a gallery walk.

**Ideas for differentiation:**

- Students can be grouped according to ability with higher performers in groups with middle and lower performers.
- For ESL students or students with disabilities who may need language supports, a topic sentence and a bulleted list of reasons can substitute for the paragraph.
- Students who need language supports may also require the letter be read out loud by teachers or classroom assistants as appropriate. Teachers may decide to read excerpts rather than the entire letter.

## Sources:

For Bell Ringer:

- American Travelers to the Holy Land in the 19th Century  
<https://www.shapell.org/historical-perspectives/video-journeys/10858/>

To Analyze:

- Rail Ticket for the Historic Jaffa-Jerusalem Railroad, c. 1890  
<https://www.shapell.org/manuscript/jerusalem-tel-aviv-train/>
- Rare Travel Poster: Cook's Nile and Palestine Tours, c. 1902  
<https://www.shapell.org/manuscript/travel-poster-egypt-and-palestine-tours-thomas-cook>
- 1898 French Railway Travel Poster Advertising Palestine  
<https://www.shapell.org/manuscript/1898-palestine-railway-travel-poster/>
- Mark Twain Names His Lecture Tour About Holy Land Trip: "The American Vandal Abroad," October 7, 1868  
<https://www.shapell.org/manuscript/mark-twain-lecture-tour-innocents-abroad-american-vandal-abroad/>

To explore motivation to visit the Holy Land:

- Millard Fillmore letter  
<https://www.shapell.org/manuscript/president-millard-fillmore-on-jerusalem-and-jesus/>
- Broadside  
<https://www.shapell.org/manuscript/rape-murder-christians-palestine/>
- A Twain letter on the Tomb of Adam  
<https://www.shapell.org/manuscript/mark-twain-soliloquy-at-the-tomb-of-adam-in-the-holy-land/>
- Robinson's *Biblical Researches in Palestine, Mount Sinai, and Arabia Petraea: A Journal of Travels in the Year 1838*, p. 46-49 Robinson dives into what drove and directed him and his companions both to go to Palestine and how to interact with the land once they got there.  
<https://play.google.com/books/reader?id=5R8PAAAAYAAJ&hl=en&pg=GBS.PA4>

**Assessment (option 1 of 2):**

| <b>Areas for Improvement</b> | <b><i>Criteria</i><br/>Standards for This<br/>Performance</b>                  | <b>Evidence of Exceeding<br/>Expectations</b> |
|------------------------------|--|---|
|                              | Cover and title clearly explain the contents and perspective of the scrapbook. |   |
|                              | Paragraph on why they visited the Holy Land has a thesis statement.            |   |
|                              | Paragraph on why they visited the Holy Land has at least 3 supporting details. |   |
|                              | Both maps (world and Holy Land) are accurately labeled and annotated.          |   |
|                              | Three visual sources appear in scrapbook with accurate captions.               |   |

**Assessment (option 2 of 2):**

|                                    | <b>2 points</b>  | <b>1 points</b>  | <b>0 points</b>  |
|------------------------------------|--|--|--|
| <b>Cover &amp; Title</b>           | Cover and title clearly explain the contents and perspective of the scrapbook.                   | Cover and title explain the contents and perspective of the scrapbook, but there are issues with clarity/precision.              | Cover and/or title are missing.<br><i>OR</i><br>Cover and/or title do not explain contents and perspective of scrapbook. |
| <b>Visit Justification Thesis</b>  | Visit justification paragraph has a clear and historically accurate thesis statement.            | Visit justification paragraph has a thesis statement, but statement has issues with clarity/accuracy.                            | Visit justification paragraph is missing a thesis.   |
| <b>Visit Justification Details</b> | Visit justification paragraph presents three clear and historically accurate supporting details. | Visit justification paragraph presents at least one clear and historically accurate supporting detail.                           | Visit justification paragraph is missing clear and historically accurate supporting details.                             |
| <b>Maps</b>                        | Both maps (world and Holy Land) are accurately and neatly labeled and annotated.                 | A clear attempt has been made to label and annotate both maps (world and Holy Land), but there are issues with clarity/accuracy. | No attempt was made to label and/or annotate both maps.  |
| <b>Sources &amp; Captions</b>      | Three visual sources are included neatly in scrapbook with accurate, error free captions.        | At least one visual source is included neatly in scrapbook with an accurate, error free caption.                                 | Visual sources are missing from the scrapbook.   |

TOTAL: \_\_\_\_ 10

**Applicable standards:**

The lesson follows The Inquiry Design Model (IDM) which is defined as “a distinctive approach to creating curriculum and instructional materials that honors teachers’ knowledge and expertise, avoids overprescription, and focuses on the main elements of the instructional design process as envisioned in the Inquiry Arc of the [College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards](#) (2013)”

|  | Content   | Skill   |
|--|---|---|
| <p><a href="#">VA Standards of Learning</a></p> <p>World Geography (WG)</p> <p>World History &amp; Geography 1500-Present (WHII)</p> | <p><u>WG.10</u> - The student will analyze the characteristics of the North African and Southwest Asian regions by (a) identifying and analyzing the location of major geographic regions and major cities on maps and globes; (b) describing major physical and environmental features; (c) explaining important economic characteristics; and (d) recognizing cultural influences and landscapes.</p> <p><u>WG.15</u> - The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion by (a) determining how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors; and (b) determining how human migration and cultural diffusion influence the current human characteristics of places and regions.</p> <hr/> <p><u>WHII.9</u> - The student will apply social science skills to understand global interactions between 1800 to about 1900 by (a) locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world and (e) analyzing the relationship between industrialization, imperialism, and nationalism.</p> | <p><u>WG.1</u> - The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by (a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; (c) creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; (d) evaluating sources for accuracy, credibility, bias, and propaganda; (e) using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives; and (j) investigating and researching to develop products orally and in writing.</p> <hr/> <p><u>WHII.1</u> - The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by (a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events and life in world history; (b) using geographic information to determine patterns and</p> |

|  |   |  |
|--|---|--|
|  |   | <p>trends in world history; (c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history; (d) evaluating sources for accuracy, credibility, bias, and propaganda; (e) comparing and contrasting historical, cultural, economic, and political perspectives in world history; (f) explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; (g) analyzing multiple connections across time and place; (h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made; and (j) investigating and researching to develop products orally and in writing.</p>   |
| <p><a href="#">College Board</a></p> <p><a href="#">AP World History (APWH)</a></p> <p><a href="#">AP Human Geography (APHG)</a></p> | <p><u>APWH Topic 6 - Consequences of Industrialization: 1750 - 1900 - specifically (6.8) Causation in the Imperial Age.</u></p> <hr/> <p><u>APHG Topic 1: Thinking Geographically - specifically (1.1) Introduction to Maps and (1.2)</u></p> | <p><u>APWH Historical Thinking Skills - (1) Developments and Processes - Identify and explain historical developments and processes; (2) Sourcing and Situation - Analyze sourcing and situation of primary and secondary sources; (3) Claims and Evidence in Sources - Analyze arguments in primary and secondary sources; (4) Contextualization - Analyze the context of historical events, developments, or processes; (5) Making Connections - Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes; and (6) Argumentation - Develop an argument.</u></p> <hr/> <p><u>APHG Course Skills - (3) Data Analysis - Analyze and interpret quantitative</u></p> |



|  |   |  |
|--|---|--|
|  | <p>Geographic Data.</p> <p><u>APHG Topic 3: Cultural Patterns and Processes</u> - specifically (3.4) Types of Diffusion and (3.5) Historical Causes of Diffusion.</p>   | <p>geographic data represented in maps, tables, charts, graphs, satellite images, and infographics; and (4) Source Analysis - Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.</p> |
| <p><b>IB</b></p> <p><a href="#">Human Geography (IBHG)</a></p> <p><a href="#">Social &amp; Cultural Anthropology (IBSCA)</a></p> | <p><i>These are less detailed because I do not have access to in-depth Diploma Programme Guides for these subjects. What I do have access to has been linked in the column to the left.</i></p> <p><u>IBHG Geographic Themes</u> - Leisure, Tourism, &amp; Sport</p> <p><u>IBSCA Engaging With Ethnography</u> - Group 2: Movement, Space, &amp; Time; and Group 3: Production, Exchange, &amp; Consumption</p> | <p>(Same for both courses)</p> <p><u>Assessment objective 1: Knowledge and understanding</u></p>   |

|                           |            |   |
|---------------------------|------------|---|
|                           |            | <ul style="list-style-type: none"> <li>• Demonstrate detailed, relevant and accurate historical knowledge.</li> <li>• Demonstrate understanding of historical concepts and context.</li> <li>• Demonstrate understanding of historical sources.</li> </ul> <p><u>Assessment objective 2: Application and analysis</u></p> <ul style="list-style-type: none"> <li>• Formulate clear and coherent arguments.</li> <li>• Use relevant historical knowledge to effectively support analysis.</li> <li>• Analyse and interpret a variety of sources.</li> </ul> <p><u>Assessment objective 3: Synthesis and evaluation</u></p> <ul style="list-style-type: none"> <li>• Integrate evidence and analysis to produce a coherent response.</li> <li>• Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.</li> <li>• Evaluate sources as historical evidence, recognizing their value and limitations.</li> <li>• Synthesize information from a selection of relevant sources.</li> </ul> |
| <p><u>Common Core</u></p> | <p>N/A</p> | <p><b>Key Ideas and Details:</b><br/> CCSS.ELA-LITERACY.RH.11-12.1<br/> CCSS.ELA-LITERACY.RH.11-12.2<br/> CCSS.ELA-LITERACY.RH.11-12.3</p>  |

**Possible DBQ question:**

This question is based on the accompanying documents (sources above). Analyze the following sources and explain how and why tourism to the Holy Land became more popular for Americans in the late 1800s.

**Sources:**

- Rail Ticket for the Historic Jaffa-Jerusalem Railroad, c. 1890  
<https://www.shapell.org/manuscript/jerusalem-tel-aviv-train/>
- Rare Travel Poster: Cook's Nile and Palestine Tours, c. 1902  
<https://www.shapell.org/manuscript/travel-poster-egypt-and-palestine-tours-thomas-cook>
- 1898 French Railway Travel Poster Advertising Palestine  
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<https://www.shapell.org/manuscript/mark-twain-lecture-tour-innocents-abroad-american-vandal-abroad/>
- Millard Fillmore letter  
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- Broadside  
<https://www.shapell.org/manuscript/rape-murder-christians-palestine/>
- A Twain letter on the Tomb of Adam  
<https://www.shapell.org/manuscript/mark-twain-soliloquy-at-the-tomb-of-adam-in-the-holy-land/>
- Robinson's *Biblical Researches in Palestine, Mount Sinai, and Arabia Petraea: A Journal of Travels in the Year 1838*, p. 46-49 Robinson dives into what drove and directed him and his companions both to go to Palestine and how to interact with the land once they got there.  
<https://play.google.com/books/reader?id=5R8PAAAAYAAJ&hl=en&pg=GBS.PA4>

**Bibliography and supplemental readings:**

John Davis, *The Landscape of Belief: Encountering the Holy Land in Nineteenth-Century American Art and Culture* (1996)

Stephanie Stidham Rogers, *Inventing the Holy Land: American Protestant Pilgrimage to Palestine, 1865–1941* (2011)

Mark Twain, *The Innocents Abroad, or The New Pilgrims' Progress* (1869)

Lester I. Vogel, *To See a Promised Land: Americans and the Holy Land in the Nineteenth Century* (1993)