

# **The Irish Potato Famine:**

## **From Oppression to Opportunity**

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Group Documentary

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The story of America is a story of immigration. We explored this year's National History Day theme of "Triumph and Tragedy" through the eyes of immigrants leaving hardship in Ireland in the 1840s. We chose the Irish Potato Famine because of Ronan's Irish heritage and how much we hear about immigration in the news today. Through our research, we learned that this was really not just the story of a crop failure, but instead, the story of military conquest, laissez-faire policies, missed opportunities for compassion, and exodus to a new country that did not welcome them warmly. In the end, though, this is also the story of perseverance and ultimate triumph.

Our research began with a visit to our local library last October. We used inter-library loans to expand our resources and also found excellent books online that we could purchase used for a few dollars. Starting in November, though, we began deeper research into original sources. We found the content indexed British Newspaper Archives. Our school set up an account and we spent months finding articles from the 1800s that helped paint a picture of that time. We read the very first reports of crop failures, evolution over subsequent years and relief efforts. We also read political correspondences to understand what political leaders at the time thought and compared it with first hand local accounts from letters written by those living in Ireland to family members abroad. We worked with the Lincoln Library and the Massachusetts Historical Society to obtain the original letter that Abraham Lincoln wrote to Joshua Speed regarding discrimination against foreigners in the United States. We also reached out to and corresponded with researchers and authors in the fields of the immigration and Irish famine studies.

We felt that a documentary was the most powerful way to portray these events in history. To bring the famine to life, we traveled to Ireland and filmed an abandoned famine village and

nearby fields where rows of potatoes once grew, a rebuilt famine ship, a workhouse, and a nearby cemetery. We were able to take aerial footage with a drone we brought. A documentary allowed us to incorporate interviews with historians in Dublin and also one of John F. Kennedy's cousins who is the present farmer at the historic Kennedy Homestead in County Wexford.

Our documentary relates to this year's theme of "Triumph and Tragedy" directly. Ireland's high population density, dependence on a single crop, and conquest by England left them vulnerable to the tragic events of the 1840s. The famine was an important event in history in how it spurred immigration to the United States and other countries. Arriving poor, sick, and often unwelcome, Irish withstood discrimination and were the first of many waves of foreigners who subsequently came from other nations. In seeking their own freedom and opportunity, pursuing education and providing service to our country, immigrants have become an important thread in the fabric of our nation.

# Annotated Bibliography

## Primary Sources

### Correspondences

***Letter: Hannah Curtis to John Curtis, April 21, 1847. Historical Society of Pennsylvania, [digitallibrary.hsp.org/index.php/Detail/objects/7340](http://digitallibrary.hsp.org/index.php/Detail/objects/7340).***

The very first words of our documentary are a first-hand account of the famine that we found in a personal correspondence from 1847 between two members of the Curtis family. The Curtis family lived in Ireland and some of their members, including John, emigrated to America during the famine while Hannah stayed behind waiting for money to allow her to travel as well on the ships to America. We found archives of these letters that provided first-hand accounts of life in Ireland as the famine years progressed. This letter, in particular, was powerful and emotional which is why we chose to use Hannah's words for the voiceover in the opening scene of our documentary.

***Letter: William Dunne to John Curtis, November 16, 1846. Historical Society of Pennsylvania, [digitallibrary.hsp.org/index.php/Detail/objects/11983](http://digitallibrary.hsp.org/index.php/Detail/objects/11983).***

The Curtis family papers have been preserved and made publicly available by the Pennsylvania Historical Society. As part of our research we read these letters (of which this is one) which date from 1845 through 1851 and compared them with the accounts of local newspapers in Ireland, newspapers in England, and also what government officials wrote at the time. Documents like these shaped our eventual thesis regarding the factors that led up to and amplified the human devastation of the blight.

**Lincoln, Abraham. "Lincoln Letter to Speed." 24 Aug. 1855. Letter.**

Future President Lincoln was unhappy about how poorly some people in the U.S. were treating the slaves as well as the immigrants or anyone else that was different. He wrote a letter to Joshua Speed about this and described his views. We used this primary source document in our documentary since in a very first-hand way it describes some people's sentiment in our nation in the 1850s and how harshly the Irish were treated when they first landed in the U.S. We found excerpts of the letter in several secondary source books, however, we wanted to get the actual primary source letter and emphasize it in our film. We reached out to the Lincoln Library in Springfield and they knew of the letter and had a copy, however, it was a copy that was likely written by Speed to someone else. They knew, however, that the original copy was at the Massachusetts Historical Society. We reached out to them and they were able to provide us with an image of the original letter.

**Guardians, Mohill. Memo. Apr. 1847, Ballinamore Library, Mohill, County Leitrim.**

The Poor Houses in Ireland became overwhelmed with the starving and sick during the famine. With little money from the government, the Poor Houses could barely operate in many counties. We found this memo from the Poor House just north of the Strokestown Park Famine Museum from April of 1847 describing the state of the Mohill Poor House. It said, "due to the awful state of the union it is more advisable to feed the living than to provide coffins for the dead." Starting in 1847, therefore, bodies of the dead were heaped into a mass grave rather than having a formal burial in a coffin. We used information from these memos as we constructed a picture of what it was like to be in one back in the 1800s.

**Garvin, Luke. Letter. 11 Oct. 1852, Strokestown Estate Archive, Strokestown Park.**

Evictions of farmers from the land became common during the famine as farmers could no longer pay their rent and landholders wished the land cleared for other purposes like grazing of sheep. Several of the photographs from the years of the famine we found were from such evictions. We also found archived correspondences such as this one that documented the loss of a farmer's land. In this particular letter, the farmer (Luke Garvin) asks his land holder that he be allowed to harvest the current year crop in exchange for the fact that the landowner has leveled the family's house and evicted the farmer. This letter shows how little power the tenant farmer had in that he was simply hoping to have some crops for his family to live on for the winter but understood that his entire home was lost through eviction. We used this information as we discussed the absentee landlords and how the original Irish had lost rights

## **Newspapers and Magazines**

**"Advice to Emigrants from the Irish Emigrant Society of New York., *The Vindicator*, 22 Feb. 1845.**

This newspaper notice advises Irish emigrants not to go to America if they are a clerk, accountant, copyist, or professional person since Irish immigrants were not offered these jobs and instead had to fill more dangerous or unskilled positions in industry. The article describes how better-paying jobs are filled by native Americans who are preferred. This report also details the dangers of travel by ship and how arriving in a new country without money leaves a person in a bad state.

**"The Depopulation of Ireland." *The Illustrated London News* [London], 5 Oct. 1851.**

This news article was published in 1851 after the famine but before the publication of the 1851 census. It describes how the people doing the census are going to have to make

large deductions from their numbers since so many people have emigrated. The article describes how 250,000 persons per year are still leaving Ireland.

**"Emigration Figures for Those Arriving in United States." *The Vindicator*, 1 Oct. 1845, p. 1.**

This was a newspaper article describing the total number of immigrants arriving in the U.S. before the famine struck in 1845. Only 240,000 came from Ireland to the U.S. in the 8 years preceding the famine (only 30,000 average per year). Knowing this number allowed us to draw a contrast to the mass exodus from Ireland starting the next year and why ships were unprepared for the huge increase in passengers.

**"The English Labourer's Burden." *Punch Magazine*, 17 Feb. 1849. Cartoon.**

This cartoon is from Punch Magazine that published many political and social drawings in the 1800s and 1900s. This particular one showed how the English felt about the Irish. Although in hindsight the famine of the 1840s was terrible, there had been other smaller famines in Ireland's history and there was ongoing poverty in Ireland that the English tried to help with construction of Poor Houses. The English were getting weary of giving their money to the people of Ireland. In this cartoon, the Irish man is on top of the English with a big sack of English pounds(currency) weighing down the English man. We used this is the section of the documentary where we explained Britain's relief efforts and attitudes.

**"The Famine." *The Mayo Constitution* [Castlebar], 19 May 1846, p. 2. *British Newspaper Archive*.**

*The Mayo Constitution* was one of several newspapers from Ireland in the 1800s that is archived in the British newspaper archives. In this article on page 2, the writer makes the argument that the famine does not really exist. He writes that the Irish are over-exaggerating the potato loss and that there is much food to be had in the country. We found articles such as this more common than we expected and in analyzing this, we found support for the idea that in the early years the crop failure was country-wide but affected regions differently. In later years, almost all of the fields were affected to some degree. Articles like this, if read by the English, might make them think that the Irish don't need their relief money. We used this information in our documentary when we discussed the different viewpoints of the famine.

**"The Government Measures for the Relief of Ireland." *The Mayo Constitution* [Castlebar], 23 Mar. 1847, p. 1.**

This article tells about how England responded to the famine and how they are taking a laissez-faire approach to the Irish. We used this information in the part of the documentary where we explained how England responded.

**"Latest Accounts of Distress." *The Mayo Constitution* [Castlebar], 21 Apr. 1846, p. 2.**

This source is from the daily newspaper, *The Mayo Constitution*, and describes first-hand accounts of people without work and food. We used this as both factual information during the "Famine Madness" portion and we also used an image of one of the paragraphs of this report in the final film.

**Mahony, James. "Boy and Girl at Cahera." *The Illustrated London News* [London], 20 Feb. 1847.**

In our research, we found differing views regarding how much the British knew about the suffering in Ireland during the famine. To delve further into this, we looked at several newspapers of the time in London and found that *The Illustrated London News* highlighted scenes of suffering multiple times. On February 20th, 1847, James Mahony ran this story with a drawing of two children (Boy and Girl at Cahera) who were hungry and digging for potatoes. We included this sketch as we described the coming calamity. Mahony included in his article, "...not far from the spot where I made this sketch ... six dead bodies had lain for twelve days, without the least chance of interment." Mahony also illustrated an article in the same newspaper on February 13th, 1847 of a woman begging at Clonakilty. We used this image of a woman with the corpse of her child in her arms in the segment right before we transitioned to immigration. Researching further, we found that the *Illustrated London News* had a circulation during this time of over 60,000, therefore, we feel that many people in London were aware of the magnitude of the famine.

**"Misery of the People." *The Tablet* [London], 7 Nov. 1846, p. 14.**

The British Archives gave us great access to high-resolution images of newspapers from the 1800s. We looked for personal, first-hand descriptions of the state of the potato crop, relief, efforts, and also statements regarding the misery of the people who lived during this time. In *The Tablet*, we found a section named "Misery of the People". This section gave direct accounts of persons dying of disease and starvation. We chose a passage about Bridget Thomas who died during the famine early in our documentary in order to drive home the depth of suffering. This account about Ms. Thomas first appeared in an Irish newspaper a month earlier and was picked up by *The Tablet* for publication in England.

**"*The Real Cause of the Potato Famine.*" *Punch Magazine*, 13 Dec. 1845.**

*Punch Magazine* was a publication in the 1800s that often contained political cartoons. Some of these cartoons dealt with the famine and its relief efforts. The cartoons were particularly biting sometimes in their views of both the Irish and the wealthy who were sapping money from the tenant farmers. This particular cartoon portrays Daniel O'Connell, who though Irish, was also a landholder and felt by some to be too closely tied to the British politicians. Cartoons such as this showed us the complexity of the political situation at the time.

**"The Potato Crop" ["The Potato Crop"]. *The Mayo Constitution* [Castlebar], 21 Oct. 1845, p. 2,**

This article provides a contradicting perspective to the loss of the potato crop. Though the crop failure affected much of Ireland, not all areas were affected equally especially in the first year (1845) when this article was written. The writer of this article could not find any examples of blight in his location. We believe that such reports could have contributed to inadequate appreciation of what was happening. We used this information as we described the spread of blight.

**"The Potato Crop - Serious Epidemic" ["The Potato Crop - Serious Epidemic"]. *The Dublin Evening Post* [Dublin], 9 Sept. 1845, p. 1,**

This was an excellent primary report of the appearance of the blight in Belgium and its progression west toward Ireland. It describes how fields that were healthy one week were fully wilted just weeks later. This was written just before the blight took serious hold in Ireland in 1845. We used this information plus maps of the spread of the blight in our documentary.

**"State of the Country - Evidence of the Famine." *The Mayo Constitution* [Castlebar], 24 Oct. 1848,**

This article describes the significant failure of the potato crop and how the tenant farmers will be in a dreadful state. We used an image of this article in our "Famine Madness" part of our documentary to show the primary sources that supported the fact that the famine was very real.

***Tyrawly Herald* [Ballycastle]. 29 Oct. 1946.**

This is a newspaper article we found about a worker named Bridget Thomas. She died of starvation and it explains how many people are dying of starvation in this area of Ireland. We read an excerpt of this article as we described the tragedy of what was happening in Ireland. We felt a first-hand account of death from starvation was an important point to make since there was some debate about how severe the problem was in Ireland especially in the early years of 1845 and 1846. This description is from 1846, just the second year of the blight.

**"Wanted - Classified Ads." *The Brooklyn Daily Eagle* [Brooklyn, New York], 6 Aug. 1899, Classified sec., p. 25.**

Anti-immigration sentiment towards the Irish was evident during the mass migration of the 1840s and 1850s. During our research, however, we found that such feelings lingered for decades after and created an uphill battle for immigrants. We searched newspaper archives here in America and found that there were hundreds of anti-Irish sentiments in ads looking for work. This one in 1899 is one of those where a young girl for general housework is sought but the phrase "no Irish need apply" is part of the listing. We found

similar ads starting in the 1850s through 1901 (Sunday issue, November 10th, 1901 page 24). We used this information in our documentary to describe the difficulty in Irish getting good work early on in America.

**Trevelyan, Charles. *The Irish Crisis*. London, Longman, Brown, Green & Longmans, 1848.**

Charles Trevelyan was central to the relief efforts in Ireland. In doing our research for our film, we found many accounts of why the relief efforts were inadequate and so many people died. Some accounts directly blame Charles Trevelyan and his dislike for the Irish. We were looking for a primary source that would speak directly about Trevelyan's views. This book was written by Charles Trevelyan himself in the midst of the famine. We used quotes and overall sentiment from this book to accurately portray why the relief efforts under his authority were poor. We also use the cover of this book as an image in our film as we walk through the workhouse.

## **Government Documents**

**"An Act for the Union of Great Britain and Ireland." 1 Jan. 1801, Parliamentary Archive, London, Document number HL/PO/PU/1/1800/39&40G3n241. Government Act.**

Though Ireland had long been conquered by England, the Irish still maintained their own Parliament throughout the 1700s. Following the failed Irish Rebellion of 1798, the British sought to dissolve the Irish Parliament and create a unified government. An Act for the Union of Great Britain and Ireland was passed in 1800. With this Union, which came into effect on 1 January 1801, the Irish Parliament was abolished. This had consequences many years later during the famine since relief money and actions needed to pass through Parliament in England. As we discussed this political situation, we looked for the original hand-written Act of Union and found that it was written on sewn together parchment and is preserved in the Parliamentary Archive. We were able to access this and use an image of the document in this segment of our film along side a painting of parliament from this era.

**Wilde, William. "Tables of Deaths of the 1851 Census." 1856. Raw data.**

Historians have estimated the number of people who died due to disease and famine outright in several ways. Tremendous primary information comes from the 1851 census in Ireland that was published in 1856 and compiled by William Wilde. His staff not only documented those living, but also compiled two volumes of death statistics from the prior decade referred to as "The Tables of Death". These tables go into great detail about where the person died and how. This data only reported deaths reported by family members which excluded deaths by those living alone and those whose entire family died. We were able to obtain a digital copy of the entire 1851 census and death tables to review. This

information was excellent primary data to substantiate the "1 million" number we used in our film.

***Second Biennial Report State Board of Education State of California. Sacramento, California State Printing Office, 1916.***

Irish women embraced education when they came to America. Not only did they attend school at a high percentage, they also entered education as a profession. This was not only true on the East Coast, where Irish mainly arrived, but also on the West Coast. A book about the Irish and education in America referenced this information. Fortunately, California keeps image archives of documents all the way back to the early 1900s that was accessible to the public. We found the biennial report from the Board of Education of California, which showed that half of the 804 teachers in San Francisco were Irish. This was supporting primary source information for our assertion that the Irish embraced education in their new country.

***Shaw-Lefevre, George John. Report from the Select Committee on Irish Land Act, 1870. The House of Commons, 12 July 1877.***

Loss of land rights and political representation in Ireland after conquest by England in the 1600s along with overpopulation magnified the impact of the potato blight. Following the famine, many in Parliament felt the need to restore land rights in order to have a permanent solution in Ireland. There were five major Land Acts including this first one in 1870 that led to land reform. Although in retrospect, this first act of 1870 did not achieve what the writers wished, it marked a turning point that eventually led to more successful land acts. Although our thesis is primarily focused on the success of Irish immigrants, viewers of our early versions of our documentary asked what happened of those left behind. We, therefore, researched land reform and put a brief section near the end of our documentary highlighting it. The University of South Hampton in England has digitized documents from Parliament dating back to the 1800s and has made them freely available to researchers. We were able to get a copy to include in our film.

***U.S. Census Database.***

***factfinder.census.gov/bkmk/table/1.0/en/ACS/15\_1YR/S0201//popgroup~541?#. Accessed 13 Mar. 2019.***

The U.S. Census Bureau compiles and publishes for public reference data and this data table evaluates highest education level by ethnicity. This data showed that even today, Irish Americans graduate high school and college at higher rates than the country as a whole. This also supported our statement that the Irish embraced education.

## **Books**

***Kennedy, John F. A Nation of Immigrants. Harper Collins, 1958. One Nation Library.***

We highlighted John F. Kennedy in our documentary, both as a descendent of an Irish immigrant, but also as a leader of our country who helped influence immigration law one-hundred years after his ancestors arrived. He was asked to write this book when he was a junior senator by the Anti-defamation League. We used his quote, "Every ethnic minority in seeking its own freedom helped strengthen the fabric of liberty in American life." during the section on triumph. After Kennedy's death, his reform ideas which eliminated immigrant nationality quotas, became law as the Immigrant and Nationality Act of 1965 (Hart-Cellar Act).

## **Original Film Footage**

**Watchmaker, Max, and Ronan More O'Ferall, producers. *Slievemore Famine Village*. 2018.**

During the years of the crop failure, whole communities were left abandoned as their residents migrated towards cities where they hoped there would be more food or jobs. One book we read commented that the famine was marked by silence as the countryside was emptied and homes left vacant. Professor Whelan in Dublin suggested that we visit one of the best-preserved famine villages on the West Coast of Ireland on Achill Island. We visited the village and were able to take photographs. Airspace rules in Ireland also allowed us to fly our drone over the abandoned village and surrounding countryside. We used footage of the hills around the famine village at the beginning of our documentary as we stated our thesis. We also used a spiral up view of abandoned homes as we talked about the severity of the famine.

**More O'Ferrall, Ronan, and Watchmaker, Max, producers. *Footage from Famine Ships*, 2018**

The crop failure left a large number of people without food and jobs in a short period of time. Many wished to leave the country, especially after the crop failed again in 1846. There were not enough passenger ships to take all of those interested in emigrating. Ship owners converted cargo ships designed to carry timber to instead carry people. Foundations in Ireland have rebuilt two of these ships that are now docked (one in Dublin and one in Wexford). To get video imagery of the ships (since cinematography was not yet invented in the 1850s), we visited Ireland and filmed them. The opening scene of the documentary was taken by Ronan of Max standing at the front of the Dunbrody Famine Ship. The bell next to Max is the original bell from the 1840s though the timber of the ship is rebuilt new after the original ran aground in 1875. We used footage from the ship later in the film also when we talked about how bad the conditions were on the ships.

**More O'Ferrall, Ronan, and Max Watchmaker, producers. *Portumna Workhouse Video*. 2018.**

The Workhouses represent one of the few lasting physical structures of the famine era. One of the workhouses in Portumna has been preserved remarkably well. In order to help portray what famine victims experienced during this time, we wanted to visit and film inside the workhouse. Unfortunately, when we visited Ireland in the late fall, the museum was closed for the winter. The workhouse's administrator was still on site and invited a local historian who gives tours during the summer season to meet us at the workhouse later in the afternoon. We spent several hours filming and having a personal tour with an expert who really helped us understand the experience of those who occupied the workhouse in the 1840s and 1850s. This footage from the Portumna Workhouse was used in our documentary.

**Watchmaker, Max, and Ronan More O'Ferall, producers. *Moydow Graveyard*. 2018.**

While we were in Ireland, we visited several sites dating to the time of the famine. The Moydow cemetery dates back hundreds of years and includes people who died during the years of the famine. The cemetery is now abandoned and provided good imagery for the part of our film talking about death during the famine. In fact, though, only the most wealthy during the famine were given such a formal burial in a cemetery. Those in the workhouses and those who died in their homes were often buried in mass graves or unmarked graves near where they died. This cemetery was only a 15-minute drive away from the Irish Famine Museum in Strokestown Park. Drone footage we took here was used in the opening of the film spiraling upward from the gravestones as we read the letter from Curtis in the 1840s to her relatives in America.

## **Paintings, Drawings, and Photographs**

**Bachman, John. *Bird's Eye View of Boston 1850*. Library of Congress, Library of Congress Prints and Photographs Division.**

Patrick Kennedy came to Boston in the late 1840s. We read how under the laws at the time he was not entitled to inherit anything but a small plot of land from his family. When talking with his cousin at the Kennedy Farmstead in Ireland, we also learned a bit of folklore that his family has passed down which is that Patrick was also in love with a woman who wished to leave Ireland. In the segment on Kennedy's immigration, we wished to have a drawing of the Boston seaport that we would use to transition from Ireland to America. In the Library of Congress, we found a drawing made the very year after Patrick's Kennedy arrival and used it in our film.

**Bucholzer, H. *Riot in Philadelphia July 7, 1844*. July 1844, Historical Society of Pennsylvania, Philadelphia.**

The Know Nothing Party members did not like the large number of immigrants coming to the East Coast. They tried to influence government policies and even resorted to violence at times. They are seen clashing with state militia. This painting is a depiction of a riot that happened after they burned down a Catholic Church in 1844. This was still one

year before the onset of the famine. Already friction between those living in America and the slowly increasing number of immigrants was developing. It would increase significantly with the mass immigration about to come. We found this painting in the Historical Society of Philadelphia archives and used it as we described how poorly the Irish and other immigrants were treated upon arrival.

***Coal Miners in 1908. Library of Congress, loc.gov.***

Many Irish Americans came with low skills to America and could not find many types of work. Building railroads and mining coal were both dangerous and not sought by Americans already here. The coal mines were a dangerous place with many deaths from collapse and other accidents. We found that the Library of Congress has an indexed and searchable database of archived photographs that we could get access to for our film. We used the Library of Congress to get images of workers in the mines and railways.

***Hamilton, Grant E. Where the Blame Lies. 1891, Library of Congress, Washington D.C.***

In the decades following the Irish Exodus, nativist feelings again surfaced as other waves of immigrants came to America. This cartoon from the turn of the century depicts a mass of immigrants arriving in New York City while an unhappy Uncle Sam is watching. It also shows a Supreme Court Judge asking Sam to amend the constitution to limit immigration. The immigrants have words like 'Socialist' and 'Anarchist' on them. We found political cartoons such as these as powerful pieces of information about the feelings of people living at the time.

***Keppler, Udo. "The American Pope." Puck, vol. 36, no. 913, 5 Sept. 1894. Cartoon.***

The large influx of Irish Immigrants led to xenophobia as they became a significant proportion of the residents of some East Coast cities. Although the total number of immigrants from Ireland was low compared to the number that now immigrate from Central America into the U.S., the number of Irish as a percent of the population of America at the time, by contrast, was much larger. The fear of foreigners and the culture they brought led to the rise of groups such as the Know Nothings. This group articulated many concerns with immigration including the fear that the Irish would bring the influence of the Catholic Church upon the majority Protestant population. This political cartoon from 1849 illustrates Cardinal "Satolli" sitting on a dome labeled "American Headquarters" and casting a large shadow in the shape of Pope Leo XIII across the U.S.

***Linnell, John. Sir Robert Peel, 2nd Bt. 1838, National Portrait Gallery, London.***

England's response to the famine was complex. The Queen asked for donations from citizens, British Prime Minister Sir Robert Peel tried to push forward relief legislation, and there was a lot of conflicting information about just how bad the blight was. Robert Peel had a short time as Prime Minister before the Whigs took over. The Whigs believed in free trade and laissez-faire, with government interfering as little as possible in trade so that the free market could deal with the crises. The more we learned about England's role in Ireland, the more we realized that this topic alone could have been our entire

documentary. We found an oil painting of Robert Peel that we used as we discussed this complicated part of the story of the famine.

**MacDonald, Daniel. *The Discovery of the Potato Blight in Ireland*. 1847, University College of Dublin.**

The blight spread through the wind across Ireland quickly at a rate of nearly 50 miles per week, which meant that nearly the entire country was infected in the same growing season. The first sign of its attack was a sickly sweet smell, which meant that the potatoes in the ground were rotting. Within days, the leaves would wilt. This meant that a farmer could not rescue a crop once it hit. This oil painting by Daniel MacDonald was made in 1847 at the height of the famine and shows a family struck by the disease. We use this imagery in our film as we discuss how Charles Trevelyan felt that the famine was the hand of God and beyond the control of human intervention.

**Nast, Thomas. "Killing the Goose That Laid the Golden Egg." *Harper's Weekly*, 11 Nov. 1871. Cartoon.**

The Irish, similar to other disparaged groups, were often depicted with ape-like features in political cartoons. This particular cartoon by Thomas Nast which appeared in 1871 depicts an Irishman slaying a goose that has golden eggs in the background while a priest looks on. The goose is labeled "Democratic Party". We came across several of Nast's anti-Catholic cartoons and also learned about his cartoons exposing the corruption of New York City Tammany Hall boss William Meager Tweed. Although the Irish were successful in achieving success in politics, we also learned about how with a solid block of voters behind them, they also used their power in ways that excluded or hurt others. We found this a complex topic and because of our 10-minute film time limit, opted to not include this image but instead include the image of the shadow of the Pope over America. This source, however, was important in our understanding of why non-Irish Americans were concerned about their new countrymen.

**Nast, Thomas. *Going through the form of universal suffrage*. 11 Nov. 1871. Princeton Archives, Princeton University, Graphics Arts Collection.**

Irish American citizens understood how important it was to vote. They realized that they were in many places on the East Coast a large enough minority that they could control political elections. We read about how they started with local elections both in the government and in unions then city and state government. In our documentary, we wanted to illustrate this and searched through archives and found a wood carving drawing from Harper's Weekly on November 11th, 1871 of voting in America.

**Pound, Daniel John. *Sir Charles Edward Trevelyan, 1st Bt*. 1860, National Portrait Library, London.**

Ireland's potato crop was blighted from east to west during the growing season of 1845. With so many people dependent on this crop, immediate relief in the form of food would be needed to avert starvation. Charles Trevelyan was appointed by British Prime Minister

Robert Peel to head relief efforts but Trevelyan firmly believed in *laissez-faire* (hands off) policies so that the Irish did not become even more dependent on England. When we looked at the information from many sources, it became clear that applying an 'economic policy' at a time of total collapse of a country was not a good direction. We delve into this in our documentary and we used this line drawing of Trevelyan from the 1800s as we describe the relief response.

***Railroad Maps 1828-1900. U.S. Library of Congress, [www.loc.gov/collections/railroad-maps-1828-to-1900](http://www.loc.gov/collections/railroad-maps-1828-to-1900). Accessed 30 Mar. 2019. Map.***

This map of the U.S. railroad system in the late 1800s is from the Library of Congress. We used this map as the background image for our documentary as we described how Irish ascended from unskilled labor to fill the Mayor's Office in New York. We thought this a fitting image since the Irish were a significant part of the labor force building the railroads during this time.

***Walt Disney Sketching. Disney Photo Archive, [www.disneyphotoarchives.com/](http://www.disneyphotoarchives.com/). Accessed 7 Apr. 2019.***

Walt Disney's father immigrated from Ireland and worked on the Union Pacific Railroad. Walt had a flair for sketching and founded the Walt Disney Company in 1923. We found an archive of photographs maintained by Disney that included many good images of the early years of the company. We used these primary source images in our documentary as we related his success.

***Henry Ford Association. [hfha.org/event/william-ford-mary-litogot-marry/](http://hfha.org/event/william-ford-mary-litogot-marry/). Accessed 6 Feb. 2019.***

Henry Ford's father came to the U.S. during the famine. His father was a child when he and his parents boarded a famine ship. We used Henry Ford as an example of a successful entrepreneur in our documentary. We found primary source information and photographs about Henry Ford in several places including the Henry Ford Heritage Foundation. We used photographs from the foundation as primary source images during our description of his achievements.

***Soyer, Alexis. "Soup For the Poor." *Illustrated London News* [London], 17 Apr. 1847.***

Ireland depended on England for relief legislation during the famine. In February of 1847, an Act of the Parliament of the United Kingdom called the Temporary Relief Act (also known as the Soup Kitchen Act) was passed. This Act relieved the pressure from overburdened workhouses of the Poor Law system. This picture shows a soup kitchen in Ireland in 1847. We used this in the section where we talk about England's relief efforts. Unfortunately, by October of that very year, the government shut down the soup kitchens and did not reopen them in 1848.

## Other Sources

***Irelands Great Hunger Museum.* [www.ighm.org/exhibitions.html](http://www.ighm.org/exhibitions.html). Accessed 3 Oct. 2018.**

While we were in Ireland we visited this museum. The museum had many artifacts of the famine, which we were able to photograph and learn more about. This museum is the largest repository of famine era primary documents and artifacts we uncovered in our research. We used information and photographs from the museum.

***icollector.com.* [www.icollector.com/1695-Penal-Laws-Irish-parliament-acts-and-statutes-publication\\_i10466961](http://www.icollector.com/1695-Penal-Laws-Irish-parliament-acts-and-statutes-publication_i10466961). Accessed 15 Jan. 2019.**

The Penal Laws were a series of laws which were passed by England after their conquest of Ireland that limited many aspects of Irish life. They limited how land could be owned, transferred to children, what education a person could receive and what political office someone could hold. We read the texts of several of these laws and used images of the documents themselves. This image comes from one of the original copies of the actual penal law document that was sold at auction.

**Clarke, Thomas J., et al. "Proclamation of Irish Independence." 19 May 1916. 1916 Object Stories, National Museum of Ireland, Dublin. Letter.**

As we developed the triumph aspect of our film, our primary focus was on Irish immigrants' success in America. We thought it would be appropriate to also briefly describe the events of those who stayed behind. In many ways, the hardship of the famine helped lead to meaningful land reform and eventual independence as a nation. This primary source document is one of only 3 original copies that was signed on May 19th, 1916. We found a high-resolution copy of this proclamation in the National Museum of Ireland archives. We used this in our documentary after describing the success of those in America and before our wrap-up.

**Kennedy, John F. "Inaugural Address." Washinton DC, 20 Jan. 1961. Speech.**

John F Kennedy delivered an impactful speech on January 20, 1961, on his inaugural address. He said the famous phrase "Don't ask what your country can do for you, ask what you can do for your country." We chose to highlight Kennedy both because his great-grandfather immigrated to the United States during the famine and because his service to country was an outstanding example of the sentiment of young Irish in America. We used this clip from his inaugural address during our segment on triumph after the interview with his cousin, Patrick Grennan.

## Secondary Sources

### Journals

**Bourke, P.M Austin. "Emergence of Potato Blight, 1843-1846" ["Emergence of Potato Blight, 1843-1846"]. *Nature*, vol. 203, no. 4947, 22 Aug. 1964, pp. 805-08.**

This journal article about the blight describes how the blight was first spotted and came at a time when the population boomed. It discusses the need to immigrate because of the loss of a principal food source in the country. We used this information in describing the discovery of blight and subsequent immigration.

**Faber, Harold. "A Virulent Potato Fungus Is Killing the Northeast Crop." *The New York Times*, 12 Nov. 1994. *Science In Context*, [link.galegroup.com/apps/doc/A174485886/SCIC?u=mil9190&sid=SCIC&xid=2b4fbf32](http://link.galegroup.com/apps/doc/A174485886/SCIC?u=mil9190&sid=SCIC&xid=2b4fbf32). Accessed 30 Oct. 2018.**

This is an article published by The New York Times explaining the fungus and how it spread across Ireland and relates how the fungus can still be found in the modern day in tomatoes. This information helped us scientifically understand how a microorganism could spread so fast across an entire country.

**O'Riordan, Thomas. "The Introduction of the Potato into Ireland." *Early Modern History Social Perspectives*, vol. 9, no. 1, Spring 2001, [www.historyireland.com/early-modern-history-1500-1700/the-introduction-of-the-potato-into-ireland/](http://www.historyireland.com/early-modern-history-1500-1700/the-introduction-of-the-potato-into-ireland/).**

This journal talks about how the potato was introduced to Ireland, how it originated in the Andes in South America, and how it spread to Ireland on ships carrying fertilizer. We initially had a whole segment about the potato introduction to Ireland and types of potato, however, in the final edit, we trimmed much of this.

### Books

**Coogan, Tim Pat. *The Famine Plot*. New York, St. Martin's Press LLC, 2012.**

This book's author has a strong viewpoint and paints a picture of genocide. The author makes the argument that "The British government hid behind a smoke screen of laissez faire economics." It also talked about how the British government was responsible for the near 2 million Irish that emigrated. This book also delves into some vivid and horrifying pictures of Irish suffering due to Britain's politics. As we researched for our documentary we found resources like this which laid heavy blame on the English, but also found other resources including primary ones which described a far less purposeful action by

England. We used this book by researching the different viewpoints of England's response to the famine.

**Crowley, John. *Atlas of the Great Irish Famine*. NYU Press, 2012.**

Mr. Crowley compiled a book, *Atlas of the Great Irish Famine*, that is 710 pages and contains a wealth of both perspective and primary source images. We used this book extensively since the author regularly cited the basis for his narratives and footnoted them well. We were able to use many images from the primary sources he referenced.

**Dolan, Edward T. *The Irish Potato Famine*. Tarrytown, Great Journeys, 2003.**

This book was great for us because it really painted what making the journey to America was like after a time of such hardship. It covered all facets of coming over, life on a famine ship and life when they got to America. We used this book for useful facts in the immigration and early experiences of Irish in America.

**Donnelly, James. *The Great Irish Potato Famine*. Thrupp Sutton, 2001.**

This book explains the general outline of the famine and had some great facts about population growth and decline. It also had some general facts which we used all around our documentary such as how Ireland's population grew to around 8 million in the years before the famine. We used facts from this book in the section Ireland before the famine. We reached out to Professor Donnelly to review our film and he was kind enough to do so and give us a few areas of correction.

**"Famine." *Environmental Encyclopedia*, edited by Deirdre S. Blanchfield, Detroit, Gale, 2011. *Science In Context*, [link.galegroup.com/apps/doc/CV2644150530/SCIC?u=mil9190&sid=SCIC&xid=cc6b5c1a](http://link.galegroup.com/apps/doc/CV2644150530/SCIC?u=mil9190&sid=SCIC&xid=cc6b5c1a). Accessed 20 Sept. 2018.**

This well-written article is about what a famine is. It explains how most famines in history are caused due to overpopulation, what effects famines have and immigration that follows. We used this article explaining what factors led up the Irish famine.

**Ferguson, Niall. *Empire: The Rise and Demise of the British World Order and the Lessons for Global Power*. New York, Basic books, 2004.**

This book provided information regarding the British Empire of the 1800s. We used this to provide historical context about England and their conquest of Ireland.

**Foster, Ray. *Modern Ireland (1600-1972)*. London, Penguin Books, 1988.**

We reached out to many historians including the ones we interviewed in Dublin, and half-a-dozen here in the U.S. and asked them to review our documentary for historical accuracy. Professor Flannery referenced this book as a good source for background on

Ireland that would give us a broader perspective than just the 1840s and 1850s. We read sections of this to help our background understanding of the time before and after the famine.

**Keneally, Thomas. *The Great Shame: And the Triumph of the Irish in the English-speaking World*. New York, Anchor Books, 2000.**

This book goes into great detail about the population decrease in Ireland, the immigration to America and Canada and the discrimination Irish people went through and how they ended triumphing and gaining equality. We used this in the section where we elaborated on how the Irish were disparaged once they got to America.

**Kissane, Noel. *The Irish Famine: A Documentary History*. Dublin, National Library of Ireland, 1995.**

This book was one of the best compilations of information about the famine we found. Unlike most of the other books we read, this book relied heavily on primary sources including statistics, images of documents, direct quotes, cartoons from the time and gave us a wealth of information from which to begin our film. We used this book to help find many primary sources. We also used this book as we planned our trip to Ireland and determine where to visit.

**Miller, Kerby A. *Emigrants and Exiles*. Oxford, Oxford University Press, 1985.**

We learned through our research that the factors that led up to the Irish Exodus were complex. Why was there such a population explosion before the famine? Why did the Irish not advance beyond subsistence farming in many areas when other areas in Europe were advancing with farming technology? This book delves into possible reasons including how the Penal Laws stripped the Catholic Irish of ambition to advance themselves. The laws guaranteed that they would not profit from the fruit of hard work and encouraged an agrarian life more similar to the Gaelic past than modern Europe. The book also examines how Irish relief was entangled in British politics.

**Nolan, Janet. *Servants of the Poor*. Notre Dame, Indiana, University of Notre Dame Press, 2004.**

Servants of the Poor is a book about the education of Irish in both Ireland and America. The book also talks about the upward mobility of women in American society. This book led us to primary sources including The Board of Education reports from the early 1900s, which documented the overwhelming Irish presence in schools across America.

**O'Neill, Joseph R. *The Irish Potato Famine*. Edina, ABDO Pub., 2009.**

This book describes the immigration of the Irish to America. It went into some of the harsh early experiences of the Irish in America. This book pointed us to primary source facts we later used in our film.

**River, Charles. *The Great Famine*. Lexington, Charles River Editors, 2018.**

This book gives a brief overview of the factors that led up to the famine and its aftermath. We used this book early in our research to get an overview of the events of the famine. This book also had a good bibliography that pointed us to other resources.

**Sexton, Sean, and Christine Kinealy. *The Irish A Photohistory*. Thames and Hudson, 2002.**

Photography was invented by Louis Daguerre, just a few years before the start of the famine. This book is filled with images from the late 1800s just after the famine and includes images of the poor housing in Ireland and rural farming. What was most helpful about this book is that the author, Christine Kinealy, is one of the leading experts in Irish history and created the famine museum at Quinnipac University here in the U.S. We reached out to Professor Kinealy and she agreed to review our documentary and bibliography and point out some factual corrections.

## **Personal Interviews**

**Grennan, Patrick. Interview. 9 Nov. 2018.**

Patrick Grennan is a relative of John F Kennedy and still farms at the Kennedy Homestead in Ireland where Patrick Kennedy lived before coming to America. He has opened a museum on the homestead property and preserved buildings dating back to the famine era when the Kennedys lived there before immigrating to the U.S. We wrote him several times as we prepared to visit Ireland. He agreed to be interviewed and we met him in one of the buildings that Patrick Kennedy lived in. We interviewed him for about 45 minutes and asked him questions about his ancestry and what it was like for those who stayed behind in Ireland. We also asked him what modern day Irish feel about what President Kennedy was able to achieve. We used his perspective from a current, first-person point of view in our film.

**King, Jason. Interview. 7 Nov. 2018.**

Jason King is a historian working and writing in Ireland. His main area of writing is about the famine so we reached out to him by email the month before we went to Ireland. Of all of the people we reached out to, he responded to us the quickest and was happy to meet us and let us interview him. After we made the documentary, we also showed it to him to see if there were any facts we included that might be wrong or too biased. We used his interview early in our film in the tragedy section.

**Whelan, Kevin. Interview. 8 Nov. 2018.**

Professor Kevin Whelan is a native of County Wexford, Ireland and he received a BA at University College Dublin (1978), a doctorate from the National University of Ireland (1981). He was a historical advisor to the Irish government on the Famine and the 1798 Rebellion and has published several books including 'The Memories of "The Dead"' and 'The Green Atlantic.' He has written many chapters including 'Clachans: landscape and life in Ireland before and after the Famine' in P. Duffy & W. Nolan (eds.), *At the anvil. Essays in honour of William J. Smyth* (Dublin, Geography Publications, 2012), pp 453-75, and 'The cultural impact of the Great Famine' in Breandán Ó Conaire (ed.), *An Gorta Mór (2)* (Roscommon, Roscommon County Council, 1997), pp 47-60 and 'Bitter harvest: The impact of the Famine' in *Boston College Magazine* (Winter, 1996), pp 20-5. We corresponded with him several times about coming to Ireland and interviewing him and on November 8th, we met him at his office and we interviewed him for 45 minutes. He had tremendous insight into the various views of the famine at the time and the immigration it sparked. We used several short clips of the interview in our final film.

**Archdeacon, Thomas. Interview. By Max Watchmaker and Ronan More'O Ferrall. 28 May 2019.**

During our research, we learned that following the birth of our nation in the late 1700s, immigration occurred at a very low level for several decades. We learned that normal trade routes were interrupted by the Napoleonic wars in the early 1800s which also interrupted immigration. We also learned that European countries did not want their able-bodied men emigrating since they needed them to fight for the home country. In our quest to learn why the Irish immigration was so significant, we read books on American Immigration including one called *Becoming American: An Ethnic History* by Professor Archdeacon. We found that he is a history professor in our own state and he agreed to be interviewed. We learned that the number of Irish who immigrated was less than that of other later waves of immigration, but the Irish were the first to immigrate in large numbers after the birth of our nation. We used Professor Archdeacon's statement that "The Irish were the opening bell in the major era of immigration expansion to the United States." Professor Archdeacon also kindly agreed to review our final documentary for accuracy.

## **Correspondences**

**Malangone, Abigail. "National Competition." Received by the author, 9 May 2019.**

As we prepared for Nationals, we made an even stronger effort to verify the accuracy of all of our information in the documentary. The historians at the Wisconsin Historical Society were kind enough to put us in touch with Abigale Malangone who is an archivist at the John F. Kennedy Library. She corresponded with us after viewing the film and noted two factual inaccuracies. One was regarding the Kennedy lineage and one was regarding the occupation of one of the Kennedys. We further researched and corrected these errors.

**James Donnelly. "Irish Potato Famine Documentary." Received by Watchmaker, Max, 27 Apr. 2019.**

We reached out to Professor James Donnelly through an introduction by another professor at the University of Wisconsin - Madison. Professor Donnelly wrote the book, *The Great Irish Potato Famine*, and is considered an expert on the topic of the events that led to the famine and the immigration that followed. He was kind enough to review our film and bibliography for bias and historical accuracy. We corresponded with him many times and incorporated his suggestions.

**James Flannery. "Irish Potato Famine Documentary." Received by Watchmaker, Max, 15 Apr. 2019.**

Professor Flannery is an Irish Studies professor at Emory University. His area of expertise is literature and the arts more than history, however, we reached out to him since we had a personal family connection. He provided a wealth of information and we spent 2-3 hours on the phone with him over several weeks after he reviewed our documentary. He lived in Ireland for many years and was extremely well read on the famine. He provided an introduction to other historians here in the U.S. as well who we were able to consult with.

**Christine Kinealy. "reply: Famine Documentary." Received by Watchmaker, Max, 20 May 2019.**

Professor Kinealy is the founding director of Ireland's Great Hunger Institute at Quinnipiac University which is recognized as the largest repository of famine information here in the U.S. She is the author of several books including *Irish Hunger and Migration. Memory, Myth and Memorialization*. We reached out to Professor Kinealy with a copy of our bibliography and our documentary film and asked her to point out any factual inaccuracies or bias in our film. She was kind enough to correspond with us several times and provide feedback.

**Thomas Archdeacon. "Irish Potato Famine Documentary." Received by Watchmaker, Max, 29 Apr. 2019.**

Professor Archdeacon is a history professor at the University of Wisconsin - Madison with an emphasis and research in the area of immigration. He wrote the book *Becoming American* and has published on the use of quantitative analysis as applied to historical research. Several times, he agreed to review our film and had pages of ideas, possible future directions, and corrections. He teaches a course on immigration and the Irish and shared his course PowerPoint slides with us to further our knowledge.

**Matta, Christina. "Irish Potato Famine Documentary." 17 Apr. 2019.**

Professor Matta has done thesis work on the Potato Famine and we were put in contact with her by the Wisconsin Historical Society. She reviewed our film and had a few

suggestions about our bibliography. Most importantly, she was able to serve as an introduction to Professor Donnelly who had significant input about our film.

## **Web sites, e-sources**

***Business Insider.* [www.businessinsider.com/trumps-border-wall-ignores-roughly-half-of-illegal-immigrants-entered-legally-2018-12](http://www.businessinsider.com/trumps-border-wall-ignores-roughly-half-of-illegal-immigrants-entered-legally-2018-12). Accessed 5 May 2019.**

From early in our country's history, there has been concern about immigrants especially when they come in great numbers, do not have money or skills, or have a different culture. Yet, almost all of us are the descendants of such immigrants. We used this photograph of a western section of the border between Mexico and the U.S. as we discuss immigration so that the viewer can see similarities of how in modern times our country remains a destination for those seeking a better life. Though the absolute number of immigrants who have come from Central America is larger than that which came from Ireland, it represents a much, much smaller proportion of the existing population in our country compared with the number of Irish who came in the 1840s and 1850s.

**Galka, Max. "Two Centuries of U.S. Immigration." *Metroscop*, [metrocosm.com/animated-immigration-map/](http://metrocosm.com/animated-immigration-map/). Accessed 27 Apr. 2019.**

Irish Immigration opened the door in the U.S. to many of those that followed. We wanted to visualize how immigration came from many countries after the mass exodus of the 1840s and 1850s. This animation, in a quantitative way, illustrated this to us as we did our research.

***The Irish Potato Famine: The Great Hunger.* *Discovery Education*, [app.discoveryeducation.com/learn/videos/81170ec4-d870-4c32-8d58-10df78373867/](http://app.discoveryeducation.com/learn/videos/81170ec4-d870-4c32-8d58-10df78373867/). Accessed 23 Sept. 2018.**

This is a video on Discovery Education on the overview of the famine. Back in September when we started our research, overviews like this were a good way to get up to speed on our topic. There were also a lot of images that looked good and we went after primary sources figuring out where they came from. We used some of this information as we built the background of the famine.

***Irish America.* [irishamerica.com/2016/12/first-word-a-nation-of-immigrants/feature-kennedy-adl-speech2/](http://irishamerica.com/2016/12/first-word-a-nation-of-immigrants/feature-kennedy-adl-speech2/). Accessed 5 May 2019.**

President Kennedy, the descendant of Irish immigrants, was active in promoting tolerance toward immigrants just as President Lincoln had been 100 years prior. While still a junior Senator, he was asked to articulate his stance on immigration by the Anti-Defamation League. We used this website for its photograph of Kennedy delivering the speech to the Anti-Defamation League.

***Rise and fall of the British empire. 2015. Knights Templar International, youtu.be/ox-Jd8amw80. Accessed 17 Mar. 2019.***

England had a strong military and had many colonies and protected lands that they controlled in the 1800s. How they treated those who they had conquered became an important point the more we learned about the famine. In order to give context the magnitude of the British Empire, we were looking for imagery that we could use to show its growth over time. This YouTube video mapped out the territories across the globe which Britain held both before and after the era of the famine. We edited this video down to just a few seconds to show this expansion.

***Agriland. www.agriland.ie/farming-news/91-of-drystock-farms-have-insufficient-soil-fertility-levels/. Accessed 24 Jan. 2019.***

With the potato crop again hit by blight in 1846, thoughts turned to other food types. Unfortunately, returning to a grain-fed nation would not support all of the people of Ireland and growing grass for grazing even less. We used an image of sheep grazing from this site as we discussed loss of the potato crop.

***Destination Westport. www.destinationwestport.com/places-to-visit/towns-and-villages/murrisk. Accessed 24 Jan. 2019.***

We visited the Dunbrody and Jeanine Johnston Famine ships where we took videos and photographs. This photograph is of a monument to the famine of one of the ships with skeleton's draped around the front of the ship. We felt this image was powerful in how it portrayed what many emigrants who traveled by famine ship must have felt as disease struck during the long voyage. We used this image during the transition from the tragedy section of our film and before the statue of liberty.

***Gold Wallpapers. goldwallpapers.com/main/3425-statue-liberty.html. Accessed 5 May 2019.***

Near the conclusion of our documentary, we were looking for an image of the Statue of Liberty to contrast with the dark one we used as we described Irish immigration. We wanted one where the statue was off to the side so that we could include other images next to it and used this image for that purpose.

***The Growler. growlermag.com/. Accessed 24 Jan. 2019.***

With the demise of the potato, attention turned to the planting of other crops including corn, and other grains. We learned through our research, though that the nutrition of an acre of planted corn is far less than that of potatoes. We used the image from this website as a background as we described how the Irish becoming a corn-fed people would result in famine for all but 2/7ths of the population.

***The Hill. thehill.com/blogs/blog-briefing-room/news/322895-statue-of-liberty-goes-dark-on-eve-of-womens-strike-due-to. Accessed 24 Jan. 2019.***

The Irish arriving to the U.S. were often ill and malnourished. Seeing the Statue of Liberty must have been a welcome sight but unfortunately the Irish's troubles were not nearly over due to discrimination and lack of work skills. We decided to make the transition from Ireland to America with a stormy, dark image of the statue of liberty to serve as an introduction to the part of the film on discrimination and the Know Nothing Party.

**"John F. Kennedy and Ireland." *John F. Kennedy Presidential Library and Museum*, [www.jfklibrary.org/JFK/JFK-in-History/John-F-Kennedy-and-Ireland.aspx](http://www.jfklibrary.org/JFK/JFK-in-History/John-F-Kennedy-and-Ireland.aspx). Accessed 3 Oct. 2018.**

One of the great triumphs of the Irish Potato Famine was the immigration that followed. President John F Kennedy's family immigrated during the famine. This website led us to interview Patrick Grennan, a relative of John F Kennedy. We used his interview footage in the individual examples of success part of our documentary.

***Marine Artist*. [www.marine-artist.com/irish-famine-ships/](http://www.marine-artist.com/irish-famine-ships/). Accessed 6 Feb. 2019.**

Many of the Irish who left during the years of the famine did not board passenger ships to come to the U.S. There were several reasons for this. First, the Irish who were leaving had barely any money or no money at all. They could not afford the fare on a typical ship intended for people. Second, there were not nearly enough ships available to ferry all of the people wishing to cross the Atlantic. That is why they converted the cargo holds of ships used for timber to instead hold people. We actually visited two rebuilt famine ships and took video on them. This artist drawing portrays what it might have looked like when people were on board in the 1800s.

**"National Archives Pictures of American Cities." *National Archives*, [www.archives.gov/research/american-cities](http://www.archives.gov/research/american-cities). Accessed 29 Mar. 2019.**

Although Irish Americans settled in large numbers on the East Coast, many spread across the country including as far as San Francisco. We found information about how Irish Americans filled over half the elementary education positions as teachers. We used this photograph of San Francisco during the segment on education.

***New Politics*. [www.newpolitics.org/](http://www.newpolitics.org/). Accessed 6 Feb. 2019.**

The Irish participate in the armed forces at a high level and we used an image from this site as a background as we began our segment on service to country.

***Patch*. [patch.com/massachusetts/brookline/brookline-history-police-department-circa-1878](http://patch.com/massachusetts/brookline/brookline-history-police-department-circa-1878). Accessed 6 Feb. 2019.**

The Irish embraced law enforcement in the cities they lived. In Brooklyn, the police force was over 50% Irish in the early 1900s. We used this photograph of the police force in our segment on the Irish's early jobs in America.

**Stamp, Jimmy. "Pioneering Social Reformer Jacob Riis Revealed 'How The Other Half Lives.'" *Smithsonian*, 27 May 2014, [www.smithsonianmag.com/history/pioneering-social-reformer-jacob-riis-revealed-how-other-half-lives-america-180951546/](http://www.smithsonianmag.com/history/pioneering-social-reformer-jacob-riis-revealed-how-other-half-lives-america-180951546/). Accessed 2 June 2019.**

Jacob Riis is known for his photographs of the way "the other half lived" in the cities of the East Coast. We found many of his images from the 1800s showing how many people including new immigrants came to the tenements and boarding houses of New York and other large cities. He also photographed people who had no home at all and lived in dumps and in makeshift tents. We used these images as we discussed the difficulties of the Irish when they arrived in America often without money.

**PBS. [www.pbs.org/video/american-experience-ford-assembly-line/](http://www.pbs.org/video/american-experience-ford-assembly-line/). Accessed 6 Feb. 2019.**

Ford was not the first to create an assembly line, nor was he the first to build a car. What was triumphant was how he combined engineering knowledge of cars to create an assembly line that could mass produce cars that were affordable to working-class people at the time. In order to add motion and interest to this time in history, we looked for a video of one of the early production lines and used it.

***Population of Ireland. [www.grantonline.com/grant-family-genealogy/Records/population/population-ireland.htm](http://www.grantonline.com/grant-family-genealogy/Records/population/population-ireland.htm). Accessed 24 Jan. 2019.***

Ireland's population was less than 2 million for hundreds of years before the British conquest. Starting in the 1600's the population began to grow with a few times of loss including the Cromwellian Wars and a minor famine in the late 1700s. In the 1800's however, the population soared from 3.5 million to over 8 million. We wanted to graphically portray this in our documentary and found multiple sources that could help us. In the end, though, we decided to use data from this source and created our own graph as we explained the timing of the famine and the population spike.

***The Rake. [therake.com/stories/icons/state-of-dress-john-f-kennedy/](http://therake.com/stories/icons/state-of-dress-john-f-kennedy/). Accessed 6 Feb. 2019.***

John F Kennedy was able to ascend from his roots in Ireland at the Kennedy Homestead three generations earlier to become president of the United States in the 1960s. We used this image of him in office during our description of individual success of Irish.

***Time. [time.com/4779112/police-history-origins/](http://time.com/4779112/police-history-origins/). Accessed 6 Feb. 2019.***

When the Irish arrived in America, there were very few skilled jobs available to them. One occupation many chose to enter was law enforcement and firehouses. On the East Coast, the Irish established themselves as a dominant presence. We used this photograph from a Time magazine article that told of the early police forces in Boston.

***New York Times. 10 Sept. 2015, [www.nytimes.com/2015/09/11/world/middleeast/obama-directs-administration-to-accept-10000-syrian-refugees.html](http://www.nytimes.com/2015/09/11/world/middleeast/obama-directs-administration-to-accept-10000-syrian-refugees.html). Accessed 5 May 2019.***

There have been many waves of immigrants to the U.S. since I have been alive. This image is one of Syrian refugees that was in a story in the New York Times when President Obama increased the number of refugees allowed to come into our country.

***USA Today.* [www.usatoday.com/story/news/world/2017/01/12/obama-ends-wet-foot-dry-foot-policy-cubans/96505172/](http://www.usatoday.com/story/news/world/2017/01/12/obama-ends-wet-foot-dry-foot-policy-cubans/96505172/). Accessed 5 May 2019.**

During our research, we learned of many waves of immigrants from different nations. The Irish then Germans, Italians, Russians, and more recently those escaping Cuba, Central American, and Syria. Near the end of our documentary, as we discussed immigration tolerance and how we are a nation built of immigrants, we used images from Cuba, Central America, and Syria to tie our documentary into current issues of immigration.

***US History Scene.* [ushistoryscene.com/article/rise-of-public-education/](http://ushistoryscene.com/article/rise-of-public-education/). Accessed 6 Feb. 2019.**

Though Irish Americans had a low level of education when they arrived, they embraced the idea of advancing themselves in America through better schooling. The Irish attended public schools but were sometimes treated poorly by their fellow classmates and also established parochial schools. We used this image from education in the 1800s as we discussed Irish schooling.

***Utah Historical Markers.* [utahhistoricalmarkers.org/cat/rr/irish-railroad-workers/](http://utahhistoricalmarkers.org/cat/rr/irish-railroad-workers/). Accessed 24 Jan. 2019.**

Most of the Irish who immigrated did not have a high education nor advanced skills. They were often, therefore, only able to find unskilled jobs such as railroad construction, mining, and general labor. We used images from this historic website for our segment on the jobs of early Irish Americans.

***Views of the Famine.* [viewsofthefamine.wordpress.com/image-index/](http://viewsofthefamine.wordpress.com/image-index/). Accessed 2 Jan. 2019.**

Since the famine occurred before film and sound recordings, the only records are a small number of photographs but a large number of drawings, paintings, and cartoons. We found this image gallery which contained over 100 drawings. The images here were high-resolution and we used this as a starting point to find the underlying primary sources of the images.

***Wikipedia.* [en.wikipedia.org/wiki/William\\_Russell\\_Grace](http://en.wikipedia.org/wiki/William_Russell_Grace). Accessed 4 Feb. 2019.**

Irish Americans sought to overcome the discrimination and poor treatment by people on the East Coast. In their new country they could vote and they decided to embrace the right to vote and elect people to local government who were sympathetic to their problems. William Russell Grace was such a person and was elected the first Irish Mayor.

***Wikipedia.* [en.wikipedia.org/wiki/Henry\\_Ford](https://en.wikipedia.org/wiki/Henry_Ford). Accessed 6 Feb. 2019.**

The Ford family left Ireland for the U.S. and Henry Ford began the Ford Motor Company. We told this story in the second half of our film to highlight how people from Ireland were able to take opportunities of our country and free markets to create a successful business. We used this website to get a photograph of Henry Ford.

***Wikipedia.* [en.wikipedia.org/wiki/Joseph\\_P.\\_Kennedy\\_Sr](https://en.wikipedia.org/wiki/Joseph_P._Kennedy_Sr). Accessed 6 Feb. 2019.**

Patrick Kennedy left Ireland during the famine for Boston. His son Joseph Kennedy became a prominent local politician and his great-grandson the 35th president of the United States. During the triumph section where we discussed the Irish service to country, we detailed this immigration and used a photograph of Joseph Kennedy from this source.

***Youtube.* [www.youtube.com/user/Ford/about](https://www.youtube.com/user/Ford/about). Accessed 6 Feb. 2019.**

Ford Motor Company is a successful company in modern America started by Henry Ford. During our triumph portion of the film, we highlighted him as an example of triumph. This video of the modern day Ford Motor Company shows automobiles in production and was part of our research into assembly line production.

## Music

We used these soundtracks to create the somber mood at the beginning of the film and then used songs about coming to America and more upbeat music at the end.

Diamond, Neil. "America." Recorded 1980. *The Jazz Singer*.

Jules, Gary. "Mad World." Recorded Nov. 1982. *Trading Snakeoil for Woldtickets*.

Wood, Evan Rachael, adapter. "Blackbird." Performance by The Beatles. Recorded 1968. *The White Album*.

"Wish Upon a Star." Recorded 1996. *When You Wish Upon a Star*.

Rivera, Chita. "America West Side Story." Recorded 1957. *Bernstein's West Side Story*.

Charles, Ray. "America the Beautiful." Recorded 1972. *A Message From the People*.