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ACTIVITY 1 The Iroquois Creation Story

OBJECTIVE: Identify the state's first inhabitants and analyze a Native American creation story.

Long before Europeans made their way to North America, people were living and hunting in what is now New York State. Near Athens in Greene County, archaeologists have found flint spearpoints that may be nearly 12,000 years old. People who used these spearpoints were hunters. They moved from place to place, setting up temporary shelters as they followed the big game. Men did the hunting with spears and knives crafted from stone. Women gathered berries, roots, and other foods from the forests and riverbanks.

By A.D. 1300 several Native American groups had set up more permanent villages in the New York area. Five of these groups—the Mohawk, Oneida, Onondaga, Cayuga, and Seneca—lived in the area between the Hudson and Genesee rivers, including the Mohawk River valley. These groups were related, but each lived in its own territory and ran its own affairs. Europeans would later call these five groups the “Iroquois.” Several groups of Algonquian-speaking peoples—including the Delaware, Mahican, and Montauk—also lived in the New York area.

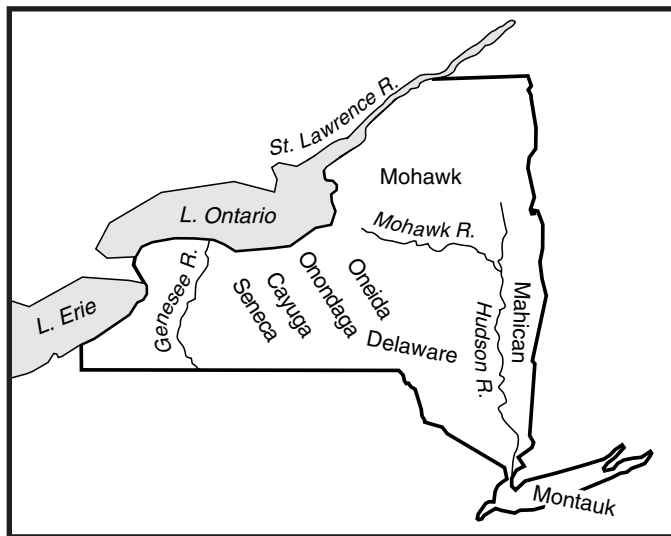
The Iroquois and Algonquian had no written language. They relied on the spoken word to pass on knowledge and culture to each generation. This oral tradition ensured that important information was not lost. Following is a version of the Iroquois creation story. Several versions, all with a common strand, were passed down orally among the Iroquois for hundreds of years.

“Grandfather, how did we get here?” asked a small child on a bright starry night in the middle of a cold winter’s evening. Grandfather sat there for what seemed a long time, filled his pipe and began to talk in quiet and slow words so all of us could understand. Outside the wind was quieting down as if it, too, wanted to listen again.

“In many times back, before mankind could keep track of time and before humans walked upon the earth, there was a place in the spirit world that had two villages. These villages were in different parts of the space they occupied. No one knows if it was like we know today, only that there was where our beginning started. Between the villages a tree separated them. This tree had many things growing on it; things that were to become very important to us in the future. Things like tobacco and vegetables, that later became our sustenance. Each was considered to be a sacred gift.

“In one village, a ‘female-like’ spirit-being existed that had caught the interest of a ‘male-like’ spirit in the other village. They would meet at this tree often and, as our Elders tell us, she was curious and would ask many questions. Among them was, ‘What was under this tree?’ and ‘Why was it placed between our villages?’

“As time went on, she was with child, until one day, we were told by the Elders, she fell from the spirit world. She fell through a hole by the tree and on her way by, she grabbed things to stop her fall. As she descended to a different world below, a world of darkness and water, the beings below noticed something falling from up above. These ‘beings’ below were the animals, birds, and fish as we know them today. They held a meeting to discuss what was coming towards them from up above. It



Native Americans in New York



ACTIVITY 1 (continued)

NAME _____ DATE _____ CLASS _____

has been told that the geese agreed to meet this being and let her rest on their backs, but that could not last for a long time. The turtle volunteered his back, but his back was slippery and she might slip off into the water. They held a meeting to discuss what must be done next for this being so that she wouldn't slide off. Finally the beaver said he would get something for the turtle's back and began his dive far below the surface. They sat and waited for a long time. Finally the water began to stir and a ripple appeared and the beaver's head popped up with a handful of soil as we know it today.

"It was said that the timing was right, for the geese were near exhaustion and landed on the turtle's back. The spirit-being was different than they were and she immediately began walking in a counter-clockwise direction and the soil began to grow and change as she walked. Finally, she was done and was able to rest. It appeared as if a white blanket covered her body and she slept for a long period of time. When she awoke, she was very close to having her offspring and knew that there was to be a girl-child.

"When the girl-child was born, she grew at a fast pace and soon she was an adult. One day she announced to her mother that she was with child. She said there were two inside her and she could hear them arguing. She became concerned about their birth.

"Before the girl-child's twins were born, her mother moved on to the spirit world. The girl-child put her mother beneath the ground and the gifts her mother brought with her from the other world sprouted from her body: corn, beans, squash, and sacred tobacco. Her mother had told her that they would sustain the beings that were to come later, as long as they continued in the manner that would be set for them.

"When her twins were born, they were not born the same way as we know today. One was born the normal way and the other, in wanting to be different, was born through the mother's arm pit, which caused the mother's death. The brothers, in being so different, did different things to their mother's body. Saplin, who was born normally, placed different parts of her body throughout the universe. These parts later became the sun, moon, and stars. Flint, being jealous, created other things that would be harmful and cause destruction. When their work was complete, it became a world as we know it today. For Iroquois people, it was not about the balance of good and evil, it was to remind us of the importance of working together." ”

As retold by Ron LaFrance in "Creation and Confederation: The Message of the Iroquois" (Heritage Vol. 4 No. 10).

RECALLING FACTS

Use information from the reading to answer the following questions on a separate sheet of paper.

1. Where does the story take place?
2. What was the importance of the tree growing between the villages?
3. Why was the young girl concerned about the birth of her two children?
4. How were Saplin and Flint different?

CRITICAL THINKING

Answer the following question on a separate sheet of paper.

5. **Analyzing Information** How does the creation story suggest that the Iroquois should live in balance and harmony with nature?

EXTENSION

Art Link Illustrate the Iroquois creation story by using photos and drawings from modern magazines and newspapers. Explain the significance of each piece of art that you choose.





ACTIVITY 2 The Great Peace

OBJECTIVE: Predict the effects of the creation of the Iroquois League.

All the Iroquois nations were related. Each nation lived in many villages, united by customs and laws. Fighting among the Iroquois groups was common. The Iroquois also fought with Native Americans in neighboring areas.

The constant warfare brought hardship to all the Iroquois groups. Some Iroquois leaders wanted to put an end to the suffering caused by the fighting. According to legend, one Mohawk leader named Hiawatha had a vision that led him to pursue peace among the five Iroquois nations. In his vision he saw a single arrow. The arrow was broken. Next to the single arrow were five unbroken arrows bound together. The vision suggested to Hiawatha that there is power and strength in numbers.

In the sixteenth century, or perhaps earlier, Hiawatha and another leader, Deganawida, proposed that the five nations join together in a confederation that was later to be called the Iroquois League. All members would be treated as members of a single family. Each member nation promised to abide by rules for the good of the League. However, each nation would keep its own government to deal with issues that did not

involve the entire league. This confederation made the Iroquois more powerful than any other Native American group.

The League of Five Nations became the League of Six Nations when the Tuscarora joined in 1722. Some historians believe that the writers of the United States Constitution might have referred to the Iroquois confederation as a model for their plan of government.

The Iroquois League had no written constitution until 1880. The following is a version of the introduction to the constitution, written by Seth Newhouse, a Seneca.

“This is wisdom and justice on the part of the Great Spirit to create and raise chiefs, give and establish unchangeable laws, rules and customs between the Five Nation Indians, viz the Mohawks, Oneidas, Onondagas, Cayugas and Senecas and the other nations of Indians here in North America. The object of these laws is to establish peace between the numeras [numerous] nations of Indians, hostility will be done away with, for the preservation and protection of life, property and liberty.”

From Great Documents in American Indian History edited by Wayne Moquin (New York: Da Capo Press, 1995).

CRITICAL THINKING

Synthesizing Information Copy the outline below on a separate piece of paper. Allow space for at least two items under each head. Complete the outline. Then imagine you are an Iroquois leader, and using the information from your outline, prepare a speech to persuade other groups to join the Iroquois League.

- I. Disadvantages of war
 - A. Effects on village life
 - B. Effects on individuals
 - C. Effects on resources
- II. Benefits of confederation
- III. Closing statement that summarizes your position

EXTENSION

Art Link Research the methods and materials that the Iroquois used to construct their longhouses. Build a model of a longhouse, using similar materials.



ACTIVITY 3 The Land Where It All Began

OBJECTIVE: Identify the geographic features of New York on a physical map.

Geography and history are closely linked. New York's mountains, valleys, and rivers had much to do with where early people settled, how they earned their living, what materials they used to build their homes, and even what foods they ate. Our state's position on the Atlantic Coast, its navigable rivers into the interior, and its wide variety of plant and animal life made it attractive to many settlers.

Geographers have to go back millions of years to find out how our state's land was formed. The last glaciers, which melted about 20,000 years ago, created

most of the landforms and bodies of water in our state today. These huge, slow-moving ice sheets carved out valleys and gouged large holes in the land. When the glaciers melted and receded, the holes filled with water, forming the Great Lakes and other smaller lakes within the state such as Oneida Lake. The tremendous weight of the glaciers rounded off the sharp peaks of mountains and bulldozed huge mounds of soil and rock into hills. Long Island is actually a pile of debris left behind by the glacier. Valleys dammed by rocks left behind when the last glacier receded became the Finger Lakes.

USING MAPS

Some of New York's major geographic features are described below. Read each description. Identify each feature, and locate it on the physical map of New York on page 82 in the Appendix.

- The largest lake located completely within the state of New York is about 10 miles northeast of Syracuse. _____
- The Niagara River plunges more than 170 feet to form a popular tourist attraction. _____
- The longest river in the state has its source in the Adirondack Mountains. _____
- These 11 lakes are clustered together in western central New York. _____
- The rugged land of the Appalachian Plateau contains these mountains. _____
- This island is the southeasternmost part of New York. _____
- This large lake separates northwestern New York from Canada. _____
- Mt. Marcy, the state's highest peak, is located in these mountains. _____
- New York and Vermont share this large lake. _____
- New York's northern border is partially formed by this river. _____

EXTENSION

Math Link How can geographers determine the center of a state for irregularly shaped states like New York? One way is to draw an outline of New York on a piece of cardboard, cut it out, and try to balance it on the point of a pencil. Wherever the cardboard balances on the point is the state's geographic center.





ACTIVITY 4 Abundant Natural Resources

OBJECTIVE: Examine the location of natural resources in New York.

Hundreds of years ago, Native Americans relied on our state's many natural resources to survive. They used the trees in the state's forests to make their homes and canoes. The state's animals and fish provided a plentiful supply of food. Waterways were used as highways as well as sources of drinking water. Salt was a valuable item for trade because it could be used to preserve food.

A natural resource is something found in nature that people can use. Today the fast-flowing waters of Niagara Falls and the St. Lawrence River generate electric power for industry and our homes. Water is just one of our state's many natural resources. Soil is another. New York's farmers rely on the state's fertile soils to grow apples, grapes, potatoes, onions, and other crops. They grow corn and hay to feed the state's large herds of dairy cattle.

The Adirondack Mountains are rich in mineral resources such as iron, garnets, and wallastonite. Wallastonite is used to make paper and paint. New York is the only state in which it is found. Garnets, the state gem, are used in making watches and sandpaper. New York also has large deposits of salt, talc, gypsum, emery, stone, and clay, which are used in building and manufacturing. Emery, a mineral mined in Westchester County, is used in grinding and sanding tools. Deposits of natural gas and oil in western New York are used to produce energy.

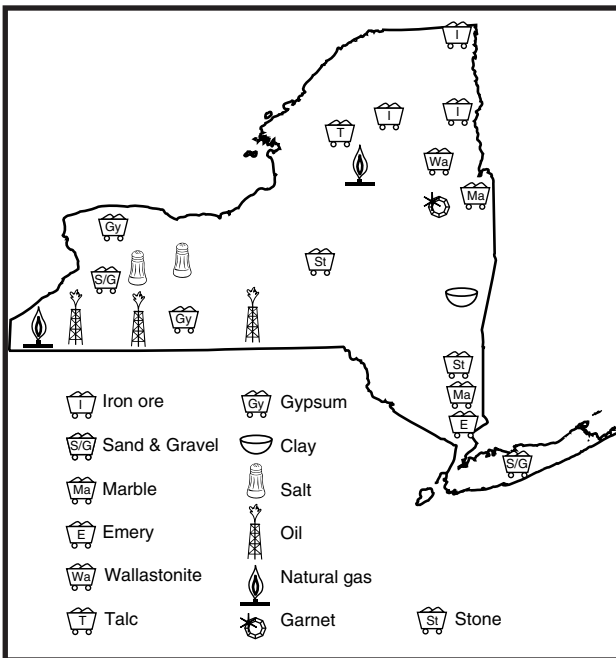
USING MAPS

Use information from the map to answer the following questions.

1. In what area of New York are garnets mined?

2. In what area of New York are oil and natural gas most abundant?

3. Name two mineral resources that are found in the northern part of New York and not anywhere else in the state.



New York's Natural Resources

EXTENSION

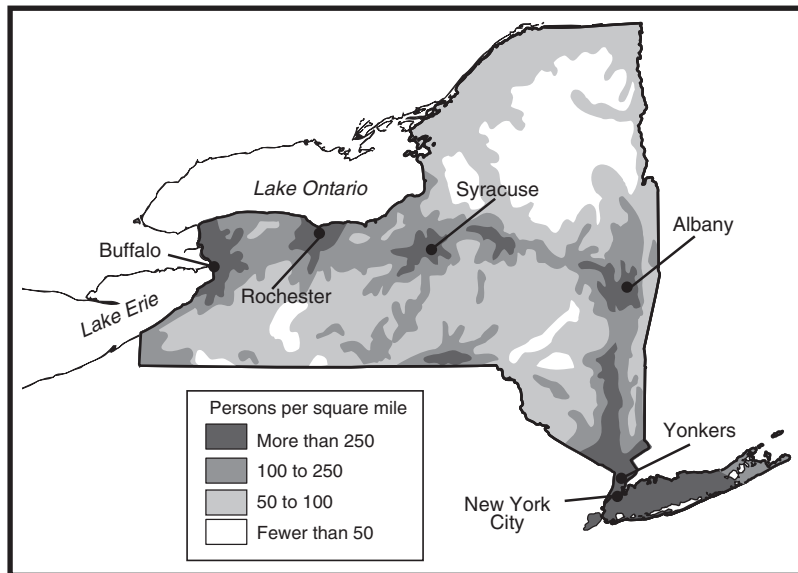
Environmental Link Research how hazardous wastes at Love Canal (Niagara Falls, New York) threatened that area's natural resources. It might be helpful to contact the area Environmental Conservation office. Then, write a report that explains the actions that led to the problems at Love Canal, the effects of those actions on the people and natural resources in that area, how the problem was handled, and what is happening in Love Canal today.



ACTIVITY 5 Where People Live in Our State

OBJECTIVE: Evaluate the effects of geography on New York's population density.

Of the 50 states, New York is thirtieth in physical size. In population, however, our state ranks third after California and Texas. More than 19 million people live in New York. Nearly one-half of those people live in New York City. With a population of 8 million, New York City is the largest city in the United States. The state's 5 next largest cities are Buffalo, Rochester, Yonkers, Syracuse, and Albany.



Population density in New York

USING MAPS

Refer to the population map on this page and the physical map on page 82 to answer the following questions.

1. What area of the state is the least populated? _____
2. What geographical feature is located in this area? _____
3. Give two reasons people might not want to live in this area. _____

CRITICAL THINKING

Answer the following questions on a separate sheet of paper.

4. **Making Inferences** Throughout history large numbers of people have settled along rivers and in river valleys. Why did early people often choose to settle near rivers?

EXTENSION

Advertising Link Choose a New York city or town, and with a partner design a brochure that would help convince someone to move there. Your brochure should include the city or town's population, a map showing its location, a mileage chart showing the distance to other important areas in the state, a description of the landscape in the area, major industries and natural resources, recreational activities available, and interesting historical facts. Share your brochure with the class.





ACTIVITY 6 European Settlement in New York

OBJECTIVE: Identify the first European nations to settle in the New York area.

Historians say that the last bears and wolves probably disappeared from Manhattan Island in the 1600s. It wasn't disease that drove them away. It was a wave of European settlers anxious to develop and farm the land.

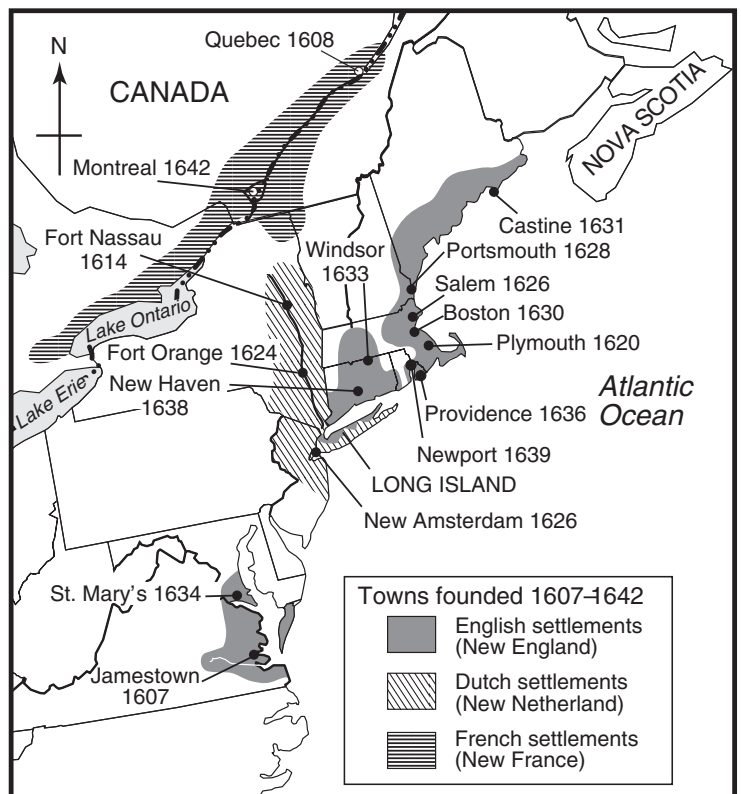
After Spanish ships explored the southern part of North America in the late 1400s, other European countries clamored to send their own explorers west. France, England, and the Netherlands sent ships to the eastern coast of North America. Probably the first European to set foot in the New York area was Giovanni da Verrazano in 1524. His voyage was financed by France.

In 1609 Henry Hudson, sailing for a Dutch trading company, explored the New York coast. He sailed up the river that was later named for him. Based on his voyage, the Dutch claimed land along the Hudson River and on Manhattan Island. In 1624 the Dutch West India Company established the first European settlement in our state at Fort Orange. It became the center of the Dutch fur trade with the Indians. In 1626 the Dutch established a settlement called New Amsterdam on Manhattan Island. It was their main port and capital and later became New York City. The Dutch claimed part of New York, New Jersey, Connecticut, and Delaware. They called their land New Netherland. By 1660 about 5,000 colonists were living in the New York area. About two-thirds were Dutch. The rest were from France, England, Sweden, Finland, and Africa.

Imagine traveling to a faraway land you knew very little about. To the first European settlers, the sights, sounds, and smells of North America were all new. In 1647 a Dutch settler recorded an unusual sighting in the Hudson River near Albany that captured everyone's attention:

“On the 29th of March in the year 1647 a certain fish appeared before us here in the colony, which we estimated to be of a considerable size. He came from below and swam past us a certain distance up to the sand bars and came back towards evening, going down past us again. He was snow-white . . . such as no one among us has ever seen; especially, I say, because it covered a distance of 20 [Dutch] miles of fresh water in contrast to salt water, which is its element. Only God knows what it means. But it is certain that I and most all of the inhabitants [watched] it with great amazement. On the same evening that this fish appeared before us, we had the first thunder and lightning of the year.”

Courtesy of the New Netherland Project, Albany, New York State Library. This “fish” that caused such “great amazement” was a white whale.



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The Collection of the New York Historical Society

ACTIVITY 6
(continued)

NAME _____ DATE _____ CLASS _____

The English also had many claims in North America. They actually had explored and claimed the land where the Dutch settled before the Dutch made their claim. In 1664, about 50 years after the Dutch began settling in the area, the English sent in warships to take back their claims. The Dutch surrendered without a fight. The English renamed the town of New Amsterdam, calling it New York. The settlement of Fort Orange became Albany, in honor of the English king's brother, the Duke of York and Albany.

The English and the Dutch were not the only Europeans juggling land claims in the New York area. Early in the 1600s, the French had started exploring

Canada. They claimed land and established trading posts from Nova Scotia west to the Great Lakes. The French carried on a lively fur trade with the Indians in the area. At the same time Hudson was sailing into New York Bay in 1609, French explorer Samuel de Champlain was traveling into northern New York from Canada. He explored the lake he named after himself and claimed the northern part of the state for France. Robert Cavalier, Sieur de La Salle, explored the Niagara Falls area and also claimed it for France. France controlled northern New York for many years. The English won it from them in 1763 after a series of battles called the French and Indian War.

USING MAPS

Use information from the map on page 7 to answer the following questions.

1. By 1642 what were the names of the countries that had claims to land in what is now New York State?

2. What is the earliest European settlement recorded on the map? Which country established this settlement?

3. What country other than the Netherlands had settlements on Long Island?

CRITICAL THINKING

Answer the following question.

4. **Predicting Consequences** What effects do you think European settlement would have on the Native Americans living in the New York area?

EXTENSION

Language Arts Link Although England took over the Dutch claims in New York, the Dutch culture and language remained for many years. Many of the words we use today are of Dutch origin. Many town and city names still reflect the Dutch influence. Create a list of at least five words that can be credited to the Dutch, or create a list of five cities, towns, or counties in our state that have Dutch names. If possible, find the original spellings and show how spellings have changed over the years. Share your list with the class, and create a master list.





ACTIVITY 7 Settlement and Slavery

OBJECTIVE: Recognize the role that New York played in the slave trade.

In 1660 a ship sailed from a Dutch settlement in the Caribbean with a precious cargo. Its hold was not piled high with gold, ivory, or jewels—its cargo was people. The following is a bill of lading (freight bill) for a slave ship’s cargo.

“I, the undersigned Dierck Jansen van Oldenburch, skipper, next to God, of my ship named Den Nieuw Nederlantschen Indiaen, presently lying within the harbor of the island of Curaçao, ready to sail to N. Nederlandt [New Netherland], hereby acknowledge to have received from the honorable lord vice-director Matthias Beck for the account of the honorable Company, ten healthy slaves or male Negroes, which I accept and promise to deliver, after the safe arrival of my aforesaid ship in N. Nederlandt, to the honorable lord director-general and councilors there. In testimony hereof, three identical bonds have been executed, of which the others are invalid when one is satisfied.

Curaçao in Fort Amsterdam, 31 August 1660.

Dierck Jansen ”

Courtesy of the New Netherland Project, Albany, New York State Library.

New York was an early center of the slave trade. The Dutch, and later the English, were involved in New York’s slave trade. Hundreds of enslaved people arrived at the busy port of New Amsterdam every month, were taken to a large slave market on Wall Street, and were auctioned to the highest bidder.

These enslaved people were Africans who were forced against their will onto ships. Many were first taken to Curaçao, a Dutch island just north of Venezuela in South America. Here they were “trained” at a slave camp. Camp conditions were bleak, and enslaved people could be punished severely if they disobeyed camp officials. Once in New York, the enslaved people were bought by people with farms, factories, and other businesses. Enslaved people received no salaries or benefits for their work.

By the end of the 1700s, New York had the largest African population of any northern English state. Some were free blacks, but most were enslaved. Why did slavery exist in New York? While European countries were busy claiming land, they lost sight of the fact that they would need large numbers of people to work and develop the land. They were “land-rich” but “labor-poor.” They filled their need for workers by using enslaved people to plow and harvest the farmland, build roads and houses, mine, and work as blacksmiths, weavers, butchers, and servants. Enslaved women cooked, cleaned homes, took care of children, and made cloth.

For a while the Dutch government tried to attract European settlers to New York to fill its need for laborers. It granted large plots of land to wealthy Dutch citizens. In exchange, these landowners were responsible for attracting and transporting European settlers to live and work on their land. This was called the patroon system. Even with this system in place, settlers were not flocking to North America. Landowners and businesspeople looked for a new source of labor.

USING TABLES

Refer to the table on page 10 to answer the following questions.

1. Use the corrected data to calculate the percentage of enslaved people to the total population in each county. Place your percentages in the column marked *Enslaved people—% of Total Population*.
2. Which county had the largest percentage of enslaved people in 1790? The smallest? _____
3. Which three counties had the largest total populations in 1790? _____



U.S. CENSUS OF 1790

The data below show the population of 13 of 15 counties in New York in 1790. Two counties did not send returns. The numbers are the same as in the original census, but some of the totals are wrong. The corrected numbers are in parentheses.

County	White Males	White Females	Enslaved People	Total	Enslaved People: % of Total Population
Albany	37,310	34,112	3,771	75,193	
Columbia	13,357	12,650	1,638	27,545 (27,645)	
Dutchess	20,445	19,919	1,871	42,235	
Kings	1,556	1,396	1,471	4,423	
Montgomery	13,850	12,182	574	26,606	
New-York	13,330	14,429	2,263	30,022	
Orange	8,119	7,654	904	16,677	
Queens	6,025	6,163	2,197	14,385	
Richmond	1,596	1,531	801	3,928	
Suffolk	7,546	7,421	1,127	16,094	
Ulster	12,208	11,806	2,876	26,390	
Washington	6,876	6,468	44	13,388	
Westchester	10,830	10,512	1,398	22,741 (22,740)	
TOTAL	152,949 (153,048)	145,749 (146,243)	20,935	319,527 (320,226)	

CRITICAL THINKING

Answer the following questions on a separate sheet of paper.

- Drawing Conclusions** Why do you think people who lived in the New York area between 1600 and 1800 tolerated the practice of slavery?
- Making Inferences** Why do you think the original totals might have been incorrect?

EXTENSION

Geography Link Most of the enslaved people brought to North America were from the western coast of Africa. Use an atlas to estimate the distance that slave ships had to travel from West Africa to Curaçao to New York City. What would be the shortest possible route? What hardships would these travelers be likely to encounter?



ACTIVITY 8 Stop the Presses!

OBJECTIVE: Understand the role that John Zenger's newspaper played in establishing freedom of the press.

In the 1730s New York City was a bustling trade and business center with more than 7,500 people. By 1732 the cities of New York, Philadelphia, Boston, Newport, and Charleston each had their own newspapers. Most were four pages and were published just once a week. The newspapers reported European news, government announcements, and ship schedules, and also ran essays and poems written by local people. Most early newspapers were mouthpieces for the English government. The local postmaster usually printed the newspaper. Because his salary was paid by the government, he avoided printing anything that criticized his employer.

In November 1733 an immigrant printer from Germany named John Peter Zenger published a newspaper that would rock the foundations of authority in New York. It was called *The New-York Weekly Journal* and claimed to contain “the freshest Advices, foreign and domestic.” His paper criticized the actions of a new governor, William Cosby, who had taken office the year before. Zenger described him as greedy and power-hungry and accused him of abusing his authority.

Before William Cosby arrived from England, a man named Rip Van Dam served as assistant governor after the death of the previous governor. Van Dam received a salary for his work. Cosby also received a salary when he arrived. However, he wanted more money. His solution was to take half of Van Dam's salary. Van Dam and others, outraged by Cosby's actions, helped Zenger publish a newspaper to criticize the governor as well as the colonial government in general. Van Dam and his supporters wrote unsigned articles and gave them to Zenger to print.

Governor Cosby reacted angrily. In November 1734 he ordered issues of Zenger's paper burned in public. Then he arrested Zenger for printing material opposing the government. He charged Zenger with criminal or seditious libel. *Libel* is an attack in writing on a person's reputation. *Seditious libel* meant that the “attacks” were a threat to the government and were

written to lead the public into revolt. Zenger remained in jail for 10 months before the trial began.



Soldiers burning Zenger's newspaper, 1734

During the trial, most people were sure Zenger would be found guilty. The entire courtroom was surprised when the most respected attorney in the colonies, Andrew Hamilton from Pennsylvania, stood up to argue Zenger's case. Hamilton's defense was simple and powerful—the truth. Hamilton said that only if the court could prove that Zenger's articles were untrue should Zenger be found guilty of seditious libel. He argued that people must be free to express themselves in the press and in their speech “to protest the abuses of power.” Otherwise, they would have no guarantee of freedom



ACTIVITY 8
(continued)

NAME _____ DATE _____ CLASS _____

under their government. “Power may be justly compared to a great River which, while kept within due bounds, is both beautiful and useful; but when it overflows its banks, . . . it bears down all before it, and brings destruction and desolation wherever it comes,” he said.

The jury took only 10 minutes to decide that Zenger was not guilty. Crowds cheered in approval of

the decision. The Zenger trial was an important first step. It planted the seed that would later lead to the establishment of a free press in America. Freedom of the press and freedom of speech would become an important part of our country’s constitutional government expressed in the Bill of Rights’ First Amendment.

RECALLING FACTS

Use information from the reading to answer the following questions.

1. Who was the publisher of the *New-York Weekly Journal*?

2. Of what was the publisher accused?

3. What was the basis of Andrew Hamilton’s defense?

4. What was the verdict in this case?

5. What freedom found its roots in this trial?

CRITICAL THINKING

6. **Taking a Closer Look at the News** For one week, gather articles from your local newspaper that report on state and local government issues. Choose at least five articles on separate issues to create your own newspaper front page. Choose one article to be your lead story. Rewrite the headline in your own words, and make it the largest headline on the page. Use tape or glue to lay out your stories on a piece of cardboard that is the same size as a newspaper page. Create a name for your newspaper and place it at the top. In each article underline information that you think might *not* be included if our government did not allow freedom of the press. Share your front page with the class.

EXTENSION

Political Science Link Choose a political cartoon from a newspaper or magazine that deals with a national, state, or local issue. In writing, explain the message that you think the cartoon is trying to convey.



ACTIVITY 9 The British Occupy New York City

OBJECTIVE: Identify the effects of British occupation on the people of New York City.



Spencer Collection, The New York Public Library-Aster, Lenox and Tilden Foundations

The British fleet in New York harbor

“I could not believe my eyes. . . . I thought all London was afloat.” That was one colonist’s reaction to the mass of British ships he saw sailing into New York’s harbor in June of 1776. There were so many masts it looked like “a wood of pine trees trimmed.” By day’s end, 100 ships had assembled in the harbor. In another two weeks, 400 more would unload 30,000 British soldiers.

With this show of strength, Britain was setting the stage for another series of battles. More than 90 battles would be fought in New York during the Revolutionary War. The British realized that capturing New York would give them an advantage. Because of its location, they could cut off the northern colonies from the southern colonies. New York’s harbor was also a perfect port for the huge British Navy.

In 1776 the British made

their move. They took over Staten Island. Then 20,000 British soldiers faced about 7,000 of Washington’s soldiers on Long Island and won control of that area. When the battle moved to Manhattan Island later in 1776, colonial soldiers could not hold on to Fort Washington at the northern end of the island. Washington and his soldiers retreated to New Jersey. The British took over the entire city of New York. They controlled New York City, Long

Island, and Staten Island for seven years until the end of the war in 1783. New York City became the center of British military operations.

During the British occupation of New York City, the population shrank from about 30,000 to 12,000. Most of the colonists who favored independence, called Patriots, fled the city. Those loyal to the British, called Loyalists or Tories, flocked to New York City to escape the harsh treatment they were receiving from the Patriots. Many



British soldiers parading in New York City

Eno Collection, Miriam and Ira D. Wallach Division of Art, Prints and Photographs, The New York Public Library-Aster, Lenox, and Tilden Foundations

enslaved people also escaped to New York, hoping to gain freedom if the British won the war.

For military officers and wealthy Loyalists, life in New York City was quite comfortable. Life was hard, however, for most New Yorkers who stayed in the city. Only five days after the British occupied the city in 1776, a terrible fire broke out. It destroyed almost a quarter of the city. Most people assumed that it was set by the Patriots who did not want the British in their city. Poor residents who could not afford high rents moved to areas destroyed by the fire. They stretched cloth across the remaining structures to make tents. “Canvas Towns” became common sites. Diseases such as smallpox, yellow fever, and cholera spread through the city because of unsanitary and overcrowded living conditions.

New York City was home to several British prison camps. Prison ships anchored in the harbor were overflowing with Patriot soldiers captured in battle. Prisoners had little food or drinkable water. Most ships had little ventilation and were unbearable during the winter temperatures. At least 7,000 colonial prisoners died on prison ships. One escaped prisoner described the horrors:

“The steam of the hold was enough to scald the skin and take away the breath—the stench enough to poison the air all around. . . . The heat was so intense (the hot sun shining all day on deck) that they were all naked, which also served . . . to get rid of vermin. . . . Their sickly countenances and ghastly looks were truly horrible; . . . some crying, praying, and wringing their hands, and stalking about like ghosts; others delirious, raving, and storming; some groaning and dying—all panting for breath; some dead and corrupting—air so foul at times that a lamp could not be kept burning, by reason of which the boys were not missed until they had been dead ten days.”

From Garrison Town by William A. Polf (Albany: New York State American Revolution Bicentennial Commission, 1976).

When the colonists finally defeated the British, Britain gave up its hold on New York City in the Treaty of Paris in 1783. Evacuation took several months. Thousands of Loyalists, afraid of their fate at the hands of Patriots, boarded ships bound for Britain, the West Indies, and Canada. The last British soldiers left the city on November 25, 1783. For many years, this day, called Evacuation Day, was celebrated as a holiday by New Yorkers.

WRITING ACTIVITY

During the Revolutionary War, New York City was a safe haven for some, but a dangerous place for others. Choose two of the people listed below. On a separate sheet of paper, write a diary entry that might explain each person’s feelings about being in New York City when it was occupied by the British.

- | | |
|------------------|-------------------------|
| wealthy Loyalist | George Washington |
| Patriot | runaway enslaved person |
| British officer | Patriot prisoner of war |
| Patriot spy | poor New Yorker |

EXTENSION

Geography Link Did you know that in 1783 General George Washington said goodbye to his troops at Fraunces Tavern in New York City? Today the tavern attracts thousands of tourists a year. Plan a tour of an area near you, or one that interests you, where events related to the Revolutionary War occurred. Create a pamphlet describing four or five locations that have a connection to the war. Write a paragraph to describe each location, draw a map showing how to get to each location, and provide your own drawings or use photos from magazines or newspapers as illustrations.



ACTIVITY 10 The Battle of Oriskany

OBJECTIVE: Recognize how the Battle of Oriskany led to a turning point in the Revolutionary War.

After the British captured New York City, they developed a plan to take over the rest of New York. General Washington knew that keeping the British out of the rest of New York was extremely important to the colonists' winning the war.

The map on page 16 shows the area targeted by the British, from Lake Champlain south to the Hudson River, west on the Mohawk River to Lake Ontario, and north to the St. Lawrence River. The British wanted to control these waterways so as to cut New York off from the rest of the colonies. Some members of the Iroquois League had pledged to help the British in their effort.

The British Strategy

The success of the British plan of 1777 depended on three different troop movements:

- 1) British General John Burgoyne would move south along Lake Champlain and capture Fort Crown Point, Fort Ticonderoga, and Fort George. Then he would move to the Hudson River and end up in Albany.
- 2) British Colonel Barry St. Leger would move south along the St. Lawrence River and Lake Ontario to Fort Oswego. From there he would march east across New York and capture Fort Stanwix on the Mohawk River. He would then move east to Albany to meet up with Burgoyne and his troops.



Herkimer at the Battle of Oriskany, from a painting by Frederick C. Yohn

- 3) Sir William Howe would move north from New York City on the Hudson River. He was ordered to capture the Continental Army's forts on the Hudson and meet the other two British forces in Albany.

In July of 1777, St. Leger and his soldiers reached Fort Oswego, where they were joined by other British and Iroquois soldiers. The total number of troops was 1,700. On August 3 St. Leger and his soldiers reached Fort Stanwix (Rome), which was held by the Continental Army. Nearby, American General Nicholas Herkimer heard of the coming attack. He pulled together his colonial militia of 800 men to rescue Fort Stanwix. On August 5 Herkimer and his men reached the town of Oriskany, which was about eight miles from the fort. His plan was to attack St. Leger's troops from the rear when they made their attack on the fort. Another group of 600 colonial soldiers was waiting near the fort to attack St. Leger's troops from the front.

Control of the Mohawk Valley

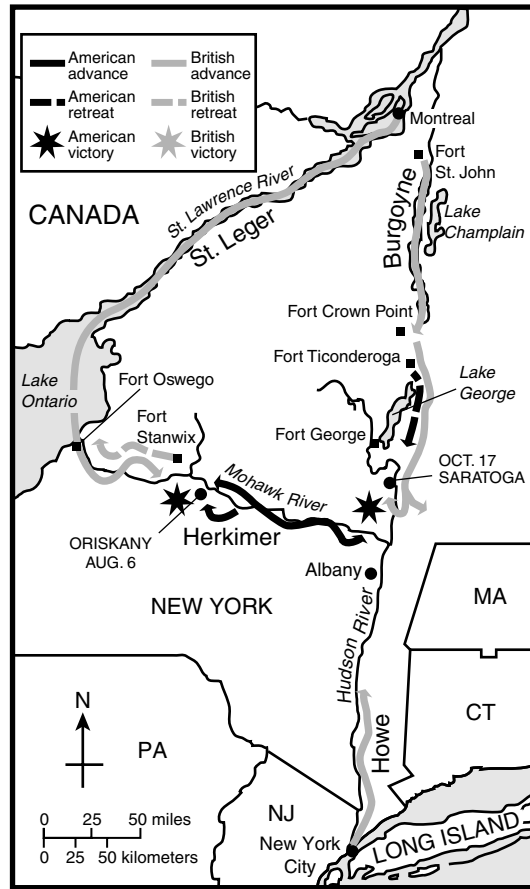
When the British learned of Herkimer's movements, they sent soldiers to ambush the colonial militia. The British soldiers hid in the thick brush and trees of a swampy ravine just west of Oriskany. When Herkimer's men got to the bottom of the ravine, the British opened fire. Only colonial soldiers who were at the top of the hill were able to retreat. The others fought with guns, knives, and fists in the bloodiest battle of the war. Herkimer was wounded by a musket ball. The colonial militia fought long and hard and finally won control, preventing St. Leger from taking over the Mohawk Valley.

When St. Leger learned that more American troops under the command of Benedict Arnold were on their way, he retreated with his men to Fort Oswego, leaving most of their supplies and weapons behind for the Americans to take. The Continental Army's next goal was to stop Burgoyne, who was coming south from Lake Champlain. Burgoyne had already captured Fort

Ticonderoga. His drive to take the Upper Hudson Valley was failing, however. St. Leger had been forced to retreat to Canada and never arrived to offer support to Burgoyne. In October, after several months of fighting, the Americans forced the British to surrender at Saratoga. The British had failed in their attempt to take over the rest of New York.

Turning Points

The Battle of Oriskany and the Battles at Saratoga proved to be turning points in the Revolutionary War. The Patriots were gaining confidence that they might be able to defeat the British. Although the British would hold on to New York City for the rest of the war, the Americans now held the important river valley areas and controlled the waterways that stretched from New York City to Canada.



British Battle Plan of 1777

READING MILITARY MAPS

Use information from the reading and the map to answer the following questions.

1. What type of symbol represents American victories?

2. How can you tell the difference between advances and retreats on the map?

3. Who was in charge of the British forces at Fort Ticonderoga?

4. Which army won the battle at Oriskany? At Saratoga?

5. Did the British army or the American army travel the greatest distance in this series of battles?

CRITICAL THINKING

Answer the following question on a separate sheet of paper.

6. **Synthesizing Information** Why do you think Albany was chosen by the British as the final meeting place in their three-part battle plan?

EXTENSION

Linking Past and Present Find a New York guidebook in your local library. Refer to the cities and areas that are mentioned in this activity. Develop a list of historical sites that can be visited today.



Benedict Arnold: From Hero to Traitor

OBJECTIVE: *Examine how an American hero became an American traitor.*

Benedict Arnold was one of the great heroes of the American Revolution. He risked life and limb in many battles, including those at Fort Ticonderoga and Saratoga. His bravery and ability to command helped him earn a promotion to major general in 1777. Three years later he was made commander of the American fort at West Point.

How did Arnold become the most famous American traitor? In 1780 he began accepting money from the British in exchange for information about American troops and their movements. Most historians think that Arnold lived beyond his means and was deeply in debt. Also, it is likely that he was angry with the American military. He believed he was not getting the recognition that he deserved as an officer.

Arnold's double life was discovered soon after he was named commander of West Point. Shortly after this appointment, he made a deal with the British to turn the fort over to them. Americans discovered news of his deal with the British in papers carried by a British spy, Major Andre. When Arnold heard that the spy had been captured, he fled to New York City, traveling by boat on the Hudson River to take refuge with the British.

Arnold served in the British army for the rest of the war, leading troops into battle against American forces in Connecticut and Virginia. When the war was over, he moved to England with his family. He made several attempts to start businesses, but they all failed. He died in England in 1801.

MAKING A TIME LINE

Use the following information to create a time line showing some details of Benedict Arnold's life. You will need to organize the information into chronological order and briefly summarize each sentence. Use a separate sheet of paper.

- (1775) He led an unsuccessful assault on Quebec in a brave attempt to take Canada from the British.
- (1777) His efforts helped the Americans win at Oriskany and Saratoga.
- (1780) He was appointed commander of the fort at West Point.
- (1781) Now on the British side, he led raids against Americans in Virginia.
- (1741) He was born in Norwich, Connecticut.
- (1756) He ran away from home to fight in the French and Indian War.
- (1762) He settled in New Haven, Connecticut, and became a merchant and a captain in the state militia.
- (1780) He started spying for the British in exchange for money.
- (1777) He was promoted to major general in the Continental Army.
- (1801) He died in London.
- (1775) He helped Americans capture Fort Ticonderoga from the British.

EXTENSION

Writing Activity Write two obituaries for Benedict Arnold—one for a London newspaper in 1801, the other for an American newspaper of the same period. Use a separate sheet of paper.





ACTIVITY 12 The History of West Point

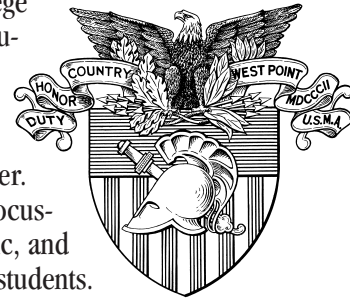
OBJECTIVE: Recognize the importance of West Point in United States history.

The United States Military Academy at West Point is perched on a cliff above the Hudson River about 50 miles north of New York City. This location has played an important role in America's history. George Washington called it the "key to the continent." He and his soldiers often camped at Fortress West Point during the American Revolution.

After the war Washington thought that army officers should be trained at a special school. He suggested turning West Point into an officers' training facility, and Thomas Jefferson got the go-ahead for the military academy in 1802. The academy's first class consisted of 7 officers and 10 students. One student was a 12-year-old boy.

Besides having military training, cadets learned engineering and science. West Point graduates designed many of the country's first bridges, railroads, and canals.

The United States Military Academy at West Point is the oldest military college in the country. Its graduates include Robert E. Lee, Ulysses S. Grant, George Patton, and Dwight D. Eisenhower. The four-year school focuses on military, academic, and athletic training for its students.



MATH LINK

West Point runs on military time. Military time eliminates the use of "A.M." and "P.M." by dividing the day into 24 hours. Hours are expressed as hundreds. For example, 1 A.M. (the first hour of the day) is expressed as 0100, 7 A.M. is 0700, and noon is 1200. The hours that occur after noon are added to the number 1200. For example, 1 P.M. is 1300 in military time (1200 + 100). Midnight is 2400. Below is a typical morning and afternoon schedule for a West Point cadet.

Cadet Schedule

Morning:

0600	Reveille	0715—0720	Morning Day
0630—0710	Breakfast		Formation
		0720—1130	Class or Study

Afternoon:

1145—1230	Lunch	1535—1800	Intramural, Club, or
1230—1325	Commandant's Time		Intercollegiate Athletics;
1335—1535	Class or Study		Parades; Extracurricular
			Activities; or Free Time

From West Point and the Hudson Valley by Ellen Boraz Heinbach and Gale Gibson Kohlhagen (New York: Hippocrene Books, 1990).

Read the schedule and answer the following questions on a separate sheet of paper. Give your answers in regular time.

1. What time is breakfast served at the academy? What time is lunch over?
2. What are cadets doing from 7:20 A.M. to 11:30 A.M.? From 3:35 P.M. to 6:00 P.M.?
3. Make a schedule of your activities for a typical day using military time.

EXTENSION

Research Link Research the requirements for admission to the United States Military Academy at West Point.





ACTIVITY 13 The Fate of the Iroquois

OBJECTIVE: Analyze the effects of the American Revolution on the Iroquois.

The American Revolution left deep scars on the Iroquois. The strength of the Iroquois League depended on all the Iroquois nations working together. When some nations sided with the British and others sided with the American colonists, it put a strain on the confederation. The Mohawk, Seneca, Cayuga, and Onondaga sided with the British. The Oneida and Tuscarora fought on the side of the colonists. The Iroquois were not only fighting in a war between the British and colonists; they were also fighting a war against members of their own Confederacy.

When the war ended, the Iroquois received little for their efforts. When the British and Americans signed the Treaty of Paris in 1783, they ignored their Native American allies. After several months, some British officers convinced the British government to set aside land along the Grand River in Ontario, Canada, for Iroquois Loyalists. This land was called the Grand River Reservation and exists today as the Six Nations Reserve. Not all Iroquois were willing to relocate to Canada. Many Seneca refused to move from their land in the western part of New York. This division of the Iroquois League between two countries further weakened its power.

Treaties Promise Fair Treatment

The new United States government used treaties to negotiate with the Native Americans. Often the treaties were nothing but empty promises. The Treaty of Fort Stanwix, created by the United States Congress in 1784, promised that the United States would not punish the groups that had sided with the British. It did, however, set boundaries on the Iroquois land. Much of the land occupied by the Seneca in western New York, Pennsylvania, and the Ohio area was not included within the new boundaries.

The Jay Treaty of 1794 was a pact made between the United States and Great Britain. It guaranteed that the Iroquois living on either side of the United States-Canadian border could travel freely back and forth and conduct trade without restrictions. The Pickering Treaty

of 1794 gave the Iroquois who lived on reservations the right to make decisions in governing themselves. The modern Iroquois nations still rely on the terms of some of these early treaties to protect their status as independent nations in the eyes of the federal government.

Red Jacket Protests

Because the early Iroquois did not understand English land laws, they were often treated unfairly. Sometimes they sold parcels of their reservation land for gifts or small amounts of money. Those who bought the land sold it for huge profits. Iroquois reservation lands in New York were shrinking rapidly. The excerpt below is from a powerful speech made at Buffalo Creek, New York, in 1811 by a Seneca leader named Red Jacket. He was protesting the government's role in forcing the Seneca to give up their reservation lands in New York and move west of the Mississippi River.

“Brother!—We know that great men, as well as great nations, have different interests and different minds, and do not see the same light—but we hope our answer will be agreeable to you and your employers.

Brother!—Your application for the purchase of our lands is to our minds very extraordinary. It has been made in a crooked manner. You have not walked in the straight path pointed out by the great Council of your nation. You have no writings from your great Father, the President. In making up our minds we have looked back, and remembered how the Yorkers purchased our lands in former times. They bought them, piece after piece—for a little money paid to a few men in our nation, and not to all our brethren—until our planting and hunting-grounds have become very small, and if we sell them, we know not where to spread our blankets.

Brother!—You tell us your employers have purchased of the Council of Yorkers, a right to buy our lands. We do not understand how this can be. The lands do not belong to the Yorkers; they are ours, and were given to us by the Great Spirit. . . .

Brother!—You want us to travel with you and look for new lands. If we should sell our lands and move off into a distant

country towards the setting sun, we should be looked upon in the country to which we go, as foreigners and strangers. We should be despised by the red, as well as the white men, and we should soon be surrounded by the white people, who will there also kill our game, and come upon our lands and try to get them from us.

Brother!—We are determined not to sell our lands, but to continue on them. We like them. They are fruitful, and produce us corn in abundance for the support of our women and children, and grass and herbs for our cattle.

Brother!—At the treaties held for the purchase of our lands, the white men, with sweet voices and smiling faces, told us they loved us, and that they would not cheat us, but that the king’s children on the other side of the lake would cheat us. When we

go on the other side of the lake, the king’s children tell us your people will cheat us. These things puzzle our heads, and we believe that the Indians must take care of themselves, and not trust either in your people, or in the king’s children. . . .

Brother!—The white people buy and sell false rights to our lands, and your employers have, you say, paid a great price for their rights. They must have plenty of money, to spend it in buying false rights to lands belonging to Indians. . . .

Brother!—We hope you clearly understand the ideas we have offered. This is all we have to say. ”

From Great Documents in American History edited by Wayne Moquin (New York: Da Capo Press, 1995).

RECALLING FACTS

Use information from the reading to answer the following questions.

1. What does Red Jacket regret about his memories of “how the Yorkers purchased our lands in former times”?

2. According to Red Jacket, who gave the Seneca the lands they live on?

3. What problems does Red Jacket think his people will encounter if they move to new lands?

CRITICAL THINKING

Answer the following questions on a separate sheet of paper.

4. **Making Inferences** What do you think Red Jacket means when he says “You have not walked in the straight path pointed out by the great Council of your nation”?
5. **Understanding Terms** To whom does Red Jacket refer when he says the Indians must not trust “your people” or “the king’s children”?
6. **Recognizing Ideologies** In spite of the fact that Red Jacket was angry about the “Yorkers” actions, he was careful to present his argument in a respectful manner. Give at least three examples of sentences, phrases, or words that indicate his show of respect.

EXTENSION

Research Link Today there are about 63,000 Native Americans in New York. Many live on reservations. Work with a small group of your classmates to research one of New York’s reservations. Then make a chart that includes information about the reservation such as its location, population, economy, and other activities that take place at the reservation. Share your chart with the rest of the class.





ACTIVITY 14 Two Plans of Government

OBJECTIVE: Compare and contrast New York's first constitution with the United States Constitution.

Even before the Revolutionary War began, the colonies began to prepare for the day they would govern themselves. After New York's colonial Assembly held its last meeting in April 1775, congresses that were chosen directly by the people assumed all the functions of government. The temporary government served as a bridge between the dependent colony and the independent state.

Each colony would need a written plan of government or a constitution when it became a state. All the colonies agreed on one thing. They did not want a government like the one they had been subject to under the British.

Three Branches of Government

The framers of New York's constitution adopted many of the laws from the English system, but they included some important safeguards. The people, not the government, were the source of power. To protect one branch of government from gaining too much power, the government was divided into three branches—the legislative, executive, and judicial branches. The governor, the head of the

executive branch, had strict limits on power. With the British experience fresh in their minds, the colonies would not risk giving a single person too much power.

A Constitution for the New State

New York's first state constitution was adopted in 1777, six years before the end of the American Revolution. Although the framers of this constitution guarded against the usurpation of power by one person, they did not incorporate items that would include all people in government. The constitution was not even voted on by the people. Suffrage was so limited by it that in 1790 only 10 percent of male residents in New York City voted for governor.

Our state has had a total of four constitutions, written in 1777, 1821, 1846, and 1894. Each one was a little longer and more specific than the one before it. The 1894 constitution is in use today. Some of the changes in the constitution mirror changes in society. Many of the state constitutions, including New York's, served as a guide for creating the United States Constitution.

MAKING COMPARISONS

Excerpts from New York's 1777 constitution and the current United States Constitution appear on page 22. Carefully read these excerpts to see the similarities and differences in the constitutions. Notice how some of the state's powers were lost to the national government. You'll see how certain guidelines, such as for voting, have changed over the years as society has changed.

Work with other students in small groups to complete the chart on page 23, using the excerpts from the New York and United States constitutions. You may want to use a dictionary to define some of the terms used in each constitution. The topic of each excerpt appears in the first column. Use the second and third columns to summarize, in your own words, what each excerpt means. Put a check mark in the fourth column if the New York and U.S. constitutions agree on this subject. Put a check mark in the fifth column if they disagree.

EXTENSION

Citizenship Link Research the amendments that have been added to the New York Constitution in the last 50 years. Select two and write about how each reflects a change in society that the original writers of the constitution did not foresee.

New York Constitution of 1777	United States Constitution
<p>...all power whatever therein hath reverted to the people thereof, and this Convention hath by their suffrages and free choice been appointed, and among other things, authorized to institute and establish such a government as they shall deem best calculated to secure the rights and liberties of the good people of this State, most conducive of the happiness and safety of their constituents in particular, and of America in general.</p>	<p>Preamble We the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.</p>
<p>...the supreme Legislative power, within this State, shall be vested into two separate and distinct bodies of men; the one to be called the Assembly of the State of New York; the other to be called the Senate of the State of New York.</p>	<p>Article I Section 1 All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.</p>
<p>...no purchases or contracts for the sale of lands...made with ... the ... Indians, within the limits of this State, shall be binding on the said Indians, or deemed valid, unless made under the authority and with the consent of the Legislature of this State.</p>	<p>Article I Section 10 No state shall enter into any treaty, alliance, or confederation.</p>
<p>...it shall be in discretion of the [state] Legislature to naturalize all such persons...[immigrants] shall take an oath of allegiance to this State....</p>	<p>Article I Section 8 The Congress shall have power: To establish a uniform rule of naturalization....</p>
<p>It is further Ordained,...that every male inhabitant, of full age, who shall have personally resided within one of the counties of this State for six months immediately preceding the day of election, shall, at such election, be entitled to vote for Representative of the said county in Assembly; if, during the time aforesaid, he shall have been a freeholder [property owner], possessing a freehold of the value of twenty pounds, within the said county....</p>	<p>Amendment 15 (1870) The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude. Amendment 19 (1920) The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex. Amendment 26 (1971) The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any state on account of age.</p>
<p>...the free exercise and enjoyment of religious profession and worship, without discrimination or preference, shall forever hereafter be allowed within this State to all mankind; provided that the liberty of conscience hereby granted shall not be so construed as to excuse acts of licentiousness or justify practices inconsistent with the peace or safety of this State.</p>	<p>Amendment 1 (1791) Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof....</p>
<p>...trial by jury in all cases in which it hath heretofore been used in the colony of New York, shall be established and remain inviolate forever.</p>	<p>Amendment 6 (1791) In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed....</p>
<p>That the Governor shall...by virtue of his office be General and Commander-in-Chief of all the militia, and Admiral of the navy of this State. . . .</p>	<p>Article II Section 2 The President shall be Commander in Chief of the army and navy of the United States, and of the militia of the several states, when called into the actual service of the United States....</p>
<p>...no authority shall, on any pretense whatever, be exercised over the people or members of this State, but such as shall be derived from and granted by them.</p>	<p>Article VI Section 2 This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the Constitution or laws of any state in the contrary notwithstanding.</p>



Subject of Excerpt	New York Constitution Summary of Excerpt	United States Constitution Summary of Excerpt	Agree	Disagree
1. Power granted to people vs. power granted to government				
2. Division of legislature				
3. Negotiations with Native Americans				
4. Immigration and naturalization				
5. Voting rights				
6. Religious freedom				
7. Trial by jury				
8. Control of military				
9. Power of state government vs. power of U.S. government				



ACTIVITY 15 The Struggle to Ratify

OBJECTIVE: Analyze New York's role in ratifying the United States Constitution.

Once the American Revolution was over, Americans were anxious to get the national government up and running. Each state would have its own constitution, but America's leaders also needed guidelines on how the national and state governments would work together. The next step was to create a national constitution.

The people creating the constitution had many questions to answer. How would the national government be run and by whom? Would the state governments have more power than the national government or vice versa? What powers would the state and national governments share? An earlier plan of government, called the Articles of Confederation, was too weak. The Articles did not give the federal government enough power. The new constitution would have to remedy that problem.

Many New Yorkers believed the state governments should have more power than the central or federal government. Living under British rule had convinced them that they did not want to have a strong federal government. A strong central government, they argued, would trample on the rights of states and individuals. Many said the United States was too large to have a central government. Americans who did not want a strong federal government were called Anti-Federalists.

Americans in favor of a strong central government were called Federalists. Many of New York City's business people were Federalists who firmly believed the country needed a single government to conduct business between the states and with foreign countries. Without a strong federal government, every state would have its own set of rules and guidelines. This would make it very difficult to carry on business. Federalists thought the federal government should be able to do things like collect taxes and make rules for commerce that applied to all the states.

Because of their differences, New York's Anti-Federalists and Federalists did not agree when it came to ratifying the new United States Constitution in 1787.

The new Constitution called for a strong central government. Anti-Federalists disapproved.

Before the United States Constitution could go into effect, at least 9 of the 13 states had to approve it. Most states, including New York, held a ratifying convention. In 1788 New York's delegates gathered in Poughkeepsie. Most were Anti-Federalists and came from rural areas of New York. The Anti-Federalists included the governor of the state, George Clinton. Despite the hardships after the war, Clinton thought the state's economy was doing just fine. Unlike the business people, who were mostly Federalists, Clinton believed that a strong central government would result in a weak economy.

Federalists were outnumbered at the convention, but they had a very strong leader in Alexander Hamilton. Hamilton was an attorney and skilled negotiator. He worked very hard to sway Anti-Federalists to his side. With help from John Jay and James Monroe, he wrote a series of articles called *The Federalist Papers* to convince people that the Constitution should be ratified. George Washington, in favor of a strong central government, also urged the states to ratify the Constitution:

“Individuals entering into society, must give up a share of liberty to preserve the rest. . . . It is at all times difficult to draw with precision the line between those rights which must be surrendered, and those which may be reserved. . . . In all our deliberations on this subject we kept steadily in our view, that which appears to us the greatest interest of every true American, the consolidation of our Union, in which is involved our prosperity, felicity, safety, perhaps our national existence. ”

From The Records of the Federal Convention of 1787, edited by Max Farrand (New Haven: Yale University Press, 1966).

No one knows who started it, but a rumor quickly spread through the convention saying that, if New York State did not ratify the Constitution, New York City would secede from the state and join the union on its own. It was just a rumor, but it made some Anti-Federalists sit



up and take notice. Most Anti-Federalists also realized that if New York ratified the Constitution, New York City would have the honor of being the country's first national capital.

By the summer of 1788, nine states had ratified the new Constitution. The states of New York, Virginia, North Carolina, and Rhode Island were still stalling. With 9 of 13 states approving, the Constitution could now go into effect. Everyone knew, however, that a stamp of approval from New York and Virginia would make the Constitution more effective. To gather last-minute support, Hamilton organized a huge parade in

New York City. Floats represented each ratifying state, and at least 5,000 New Yorkers marched in a procession to show their support.

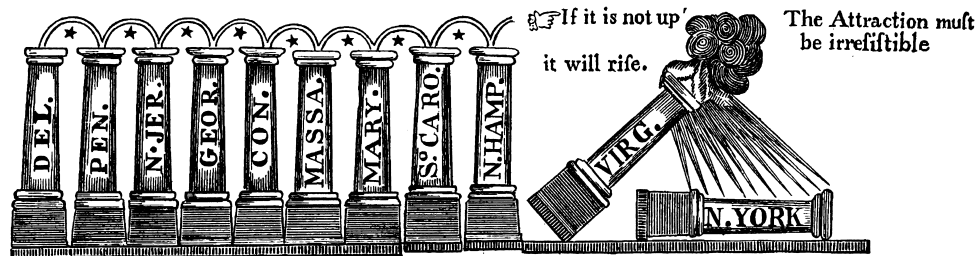
Three days later, on July 26, 1788, New York's delegates held a vote. By a margin of 30–27, New York voted to ratify the Constitution. New York was the eleventh state to ratify, after Virginia. North Carolina followed in 1789. Rhode Island held out until 1790. On April 30, 1789, George Washington, the country's first President, was inaugurated on Wall Street. For the next 15 months, New York City was home to the new federal government.

ANALYZING A POLITICAL CARTOON

The entire nation was aware of the importance of approval of the new Constitution by New York and Virginia. This political cartoon was created to describe the struggle for ratification.

Study the cartoon and then answer the questions that follow on a separate sheet of paper.

The Ninth P I L L A R erected !
 “The Ratification of the Conventions of nine States, shall be sufficient for the establishment of this Constitution, between the States so ratifying the same.” Art. vii.
 INCIPIENT MAGNI PROCEDERE MENSES.



1. Explain the meaning of the title phrase “The Ninth Pillar erected!”
2. What do the names on each pillar represent?
3. Why do you think pillars are used as a symbol in this drawing?
4. What message is this political cartoon trying to convey?

CRITICAL THINKING

5. **Identifying Alternatives** The person who created this political cartoon used pillars as a symbol. Suggest another symbol that you might have used in place of pillars. Explain your choice.

EXTENSION

Debate Debate the pros and cons of New York's ratification. In preparation, research some of New York's key Federalists and Anti-Federalists. Make a chart on the chalkboard with the headings *Federalists* and *Anti-Federalists*.



ACTIVITY 16 “Out West” in New York

OBJECTIVE: Understand how the Revolutionary War Military Tract spurred settlement in western New York.

During the American Revolution, soldiers were promised land in exchange for fighting. The government gave them a type of money, called *scrip*, which they could cash in for bounty land. The amount granted to each soldier was based on his rank, but each was promised at least 600 acres. If soldiers were not interested in settling the land—and many were not—the government allowed them to sell it for cash.

Where did all this new land come from? The 1.5 million acres of land in New York’s Military Tract was

the former home and hunting ground of the Iroquois nations. Many Native Americans moved to reservations after the war. While Britain still controlled the colonies, it had forbidden Europeans to settle in this area. Britain wanted to protect its valuable fur trade with the Iroquois. With Britain no longer in control, the federal and New York governments opened the land in western New York to settlement beginning in the late 1780s.

USING A SURVEY MAP

The map reproduced on page 27 is part of a larger map created by Simeon DeWitt in 1792. It shows New York’s Military Tract. The large named areas were called *townships*. Each township was divided into sections or lots. Sections usually were one square mile or 640 acres. Use the information in the reading and refer to the map to answer these questions.

1. What Native American reservations were surrounded by the Military Tract?
2. Look at the small inset map on page 27, which shows the area depicted in detail in the military district map. Then refer to the county map on page 86 of the Appendix. Which modern counties were part of the Military Tract?

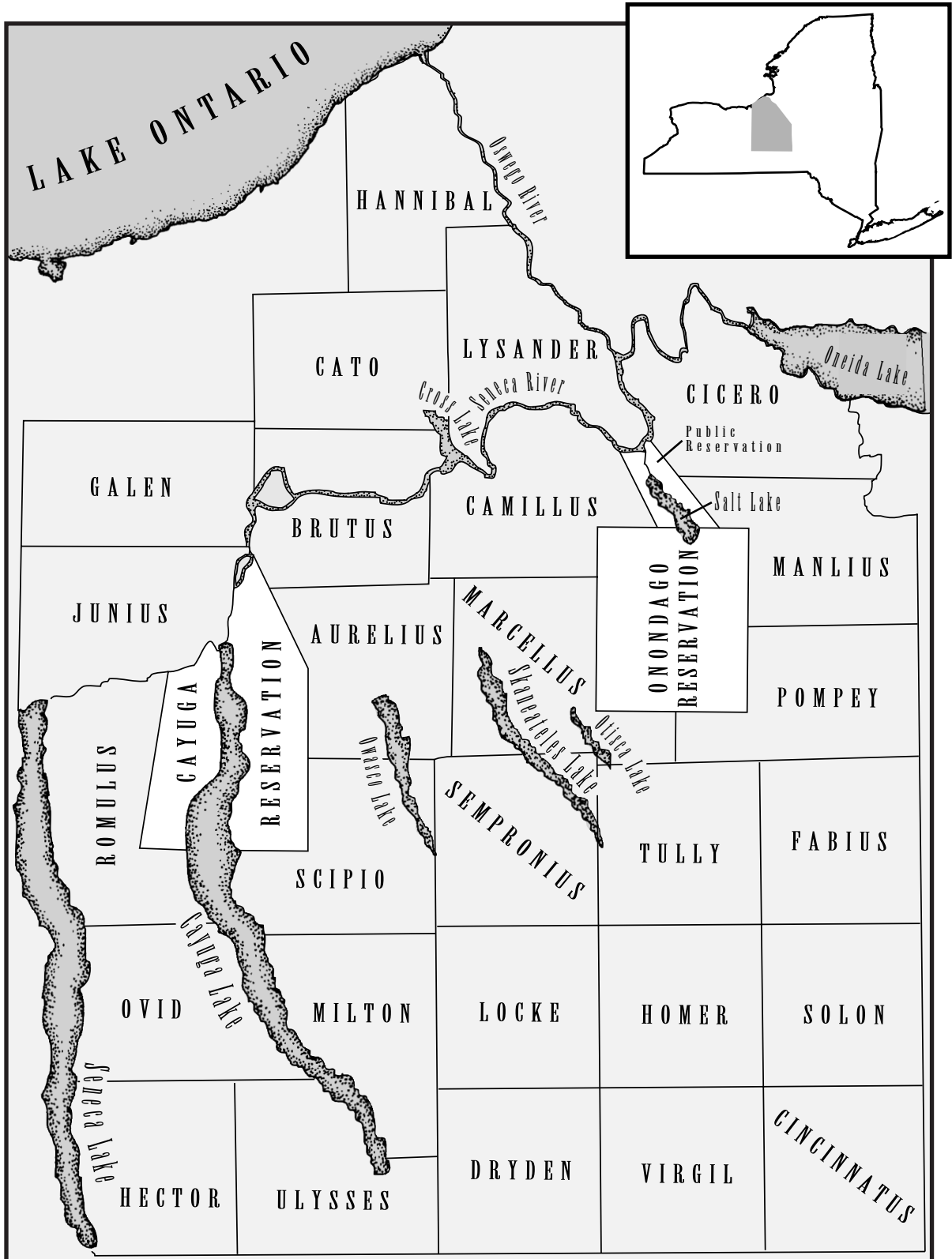
EXTENSIONS

Literature Link One of America’s first popular authors, James Fenimore Cooper, grew up in one of western New York’s frontier settlements. His father was a landowner and landlord in the area of Cooperstown. Find a copy of one of James Fenimore Cooper’s books at the library. Choose a short passage that you think provides a good description of life in western New York in the late 1700s and early 1800s. Read your passage to the class. Include the title of the book and the date it was written.

Geography Link Refer to a modern map of New York State. Find some of the names from the Military Tract on the modern map. Identify them as names of cities, counties, rivers, and so on.



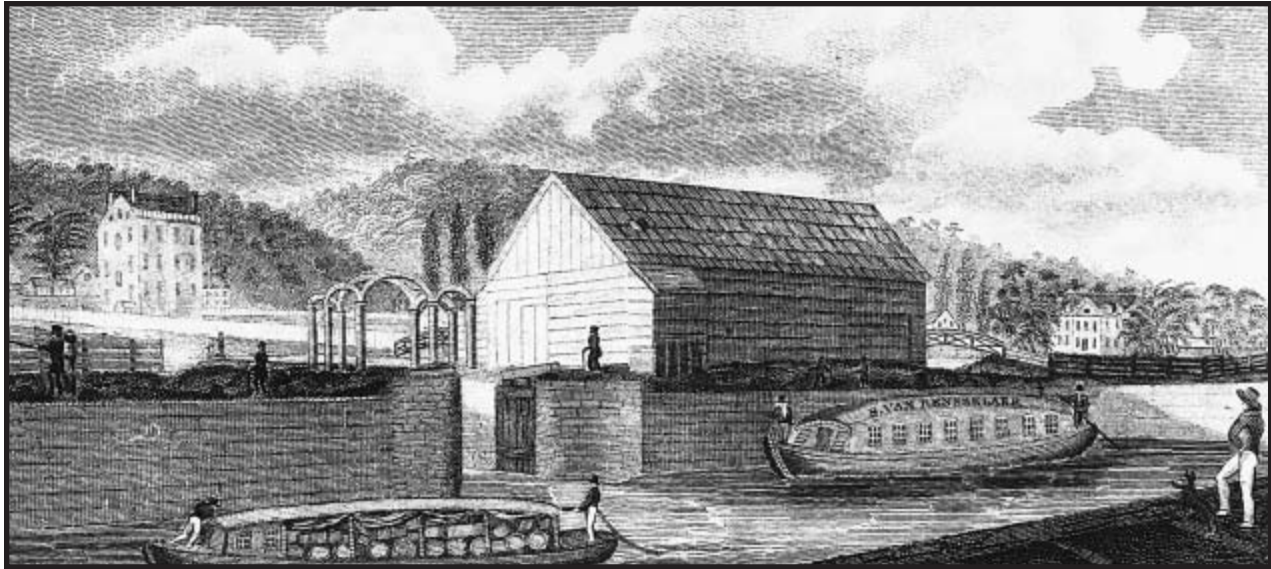
Shaded area is shown in large map.



Adaptation of DeWitt's Military District Map

ACTIVITY 17 Filling the Need for Transportation

OBJECTIVE: Recognize how improvements in transportation helped the state to grow.



Collection of the New-York Historical Society

Entrance of the Erie Canal into the Hudson River at Albany, 1823

As more and more people set their sights on western New York and the lands beyond, there was a desperate need to improve transportation around the state. When the Iroquois lived in this area, only a few trails crisscrossed the land. Rivers and lakes served as water highways to transport people and goods. In New York's towns and cities, people crammed into stagecoaches, used horse-drawn carriages, or walked to get from one place to another.

To encourage people to settle in the west, many land companies built their own roads. The state's first major roads, built in the early 1800s, were turnpikes; travelers had to pay tolls to use them. At about the same time, people began experimenting with steam power. In 1807 Robert Fulton invented a practical steamboat that could be used to transport goods. His boat, the *Clermont*, made its first run from New York City to Albany in just 32 hours.

Water transportation became even more important with the completion of the Erie Canal in 1825. The Erie

Canal linked the city of Buffalo on Lake Erie to Albany, and the Hudson River linked Albany to New York City. Boats could now travel all the way from the Great Lakes to the Atlantic Ocean. Before the canal was built, people paid \$100 per ton to move their goods from Buffalo to New York City. With the canal, the cost dropped to only \$5 a ton. A trip that had taken 20 days now took only 6 days.

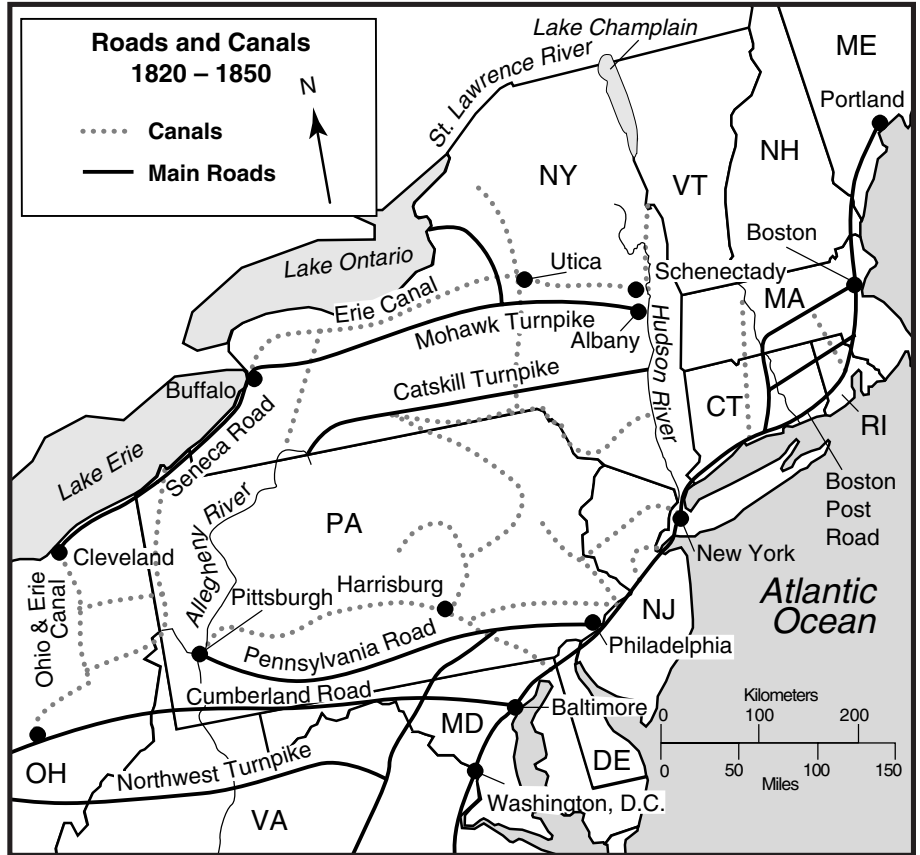
Just 10 years later, railroads were introduced and the importance of the canal system declined. Early trains were faster than stagecoaches and canal boats. Trains could travel year-round; boats could not because the waterways iced over in the winter. The state's first steam-powered train ran between Albany and Schenectady. It connected the Mohawk and Hudson Rivers.

As transportation became more efficient in our state, farmers and business owners could get their products to market more quickly and more cheaply. This boosted the growth of industry in our state and helped to strengthen its economy. It also led to the growth of western cities such as Utica, Syracuse, Rochester, and Buffalo.

USING A TRANSPORTATION MAP

Use the information in the reading and the maps to the right to answer the following questions on a separate sheet of paper.

1. What main road connected the Hudson River and Lake Erie?
2. Name three bodies of water connected by the Erie Canal.
3. Besides New York, what two states had canals that connected to Lake Erie?
4. What city in New York was connected by road to Portland, Boston, Philadelphia, Baltimore, and Washington, D.C.?
5. How could an early nineteenth-century traveler get from Boston to New York?

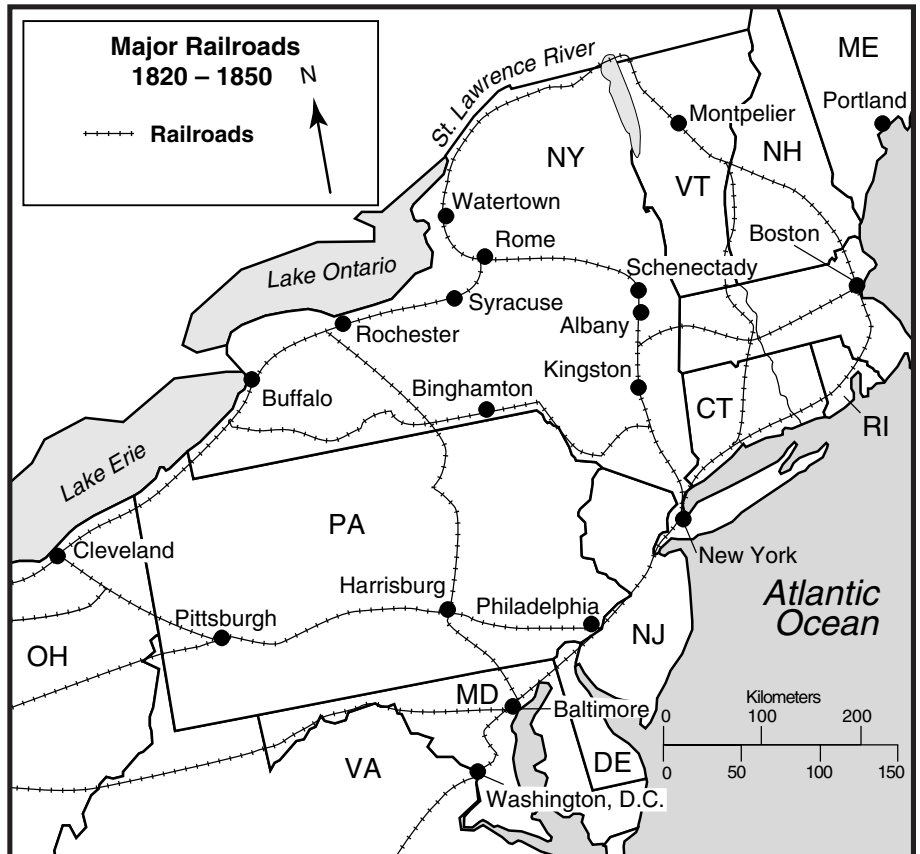


CRITICAL THINKING

6. **Drawing Conclusions**
Compare these maps to the New York physical map on page 85. What pattern do you see in the location of major roads, canals, and railroads? What might be reasons for this?

EXTENSION

Math Link Use the mileage scale on the map to calculate how many hours it would take to travel from Buffalo to Albany in a stagecoach moving 4 miles per hour. How long would it take in a train moving 10 miles per hour?



ACTIVITY 18 New York's Women Take a Stand



OBJECTIVE: Compare the rights of men and women in the early history of New York.

Women had few rights in our country's early history. They could not buy or own property, go to college, or vote. Elizabeth Cady Stanton was a New Yorker who worked hard to win more rights for women.

Stanton was born in Johnstown in 1815 and later lived in Seneca Falls. In 1848 she and four other women gathered over tea to discuss women's rights. They decided that it was time to take a stand. They planned a two-day convention in Seneca Falls, called the Women's Rights Convention. It would be the first convention in the United States to deal with women's rights. It was attended by both women and men, including Frederick Douglass. Stanton helped to write a Declaration of Sentiments, which was similar to the Declaration of Independence. It listed many of the inequalities that existed between men and women at the time.

Stanton and Susan B. Anthony helped establish the National Woman Suffrage Association in 1869. They also worked for the abolition movement.



Elizabeth Cady Stanton (left) and Susan B. Anthony about 1892

CRITICAL THINKING

Comparing and Contrasting One of the excerpts below is from the Declaration of Independence, written in 1776. The other is from the Declaration of Sentiments, presented at the Women's Rights Convention in 1848. On a separate sheet of paper, compare and contrast these two excerpts.

Declaration of Independence

“We hold these truths to be self-evident: That all men are created equal. . . . That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. . . . Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states.”

Declaration of Sentiments

“We hold these truths to be self-evident: that all men and women are created equal. . . . that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. . . . Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her.”

EXTENSION

Citizenship Link Members of the women's movement are still trying to get the Equal Rights Amendment passed. Find out what this amendment calls for and why, though it was first introduced in 1923, it has not been passed. Research New York's voting record on this issue.

ACTIVITY 19 Creating the Perfect Society

OBJECTIVE: Identify some of the groups in New York during the late 1700s and early 1800s.

Our state was fertile ground for the growth of many different groups and movements. Many of them were based on religious beliefs, while others were based on desire for social reform.

Ann Lee and the Shakers

Ann Lee (1736–1784), also known as “Mother Ann,” brought the Shaker religion from her home in England to the American colonies. She set up the first Shaker colony in Watervliet, near Albany. The Shakers were a religious group that broke off from the Quakers. The name “Shaker” is a combination of the words “shaking and Quakers.” Shakers liked to shake, dance, and shout in their religious ceremonies. In the eyes of Shakers, all people were created equal. Men and women enjoyed the same rights in Shaker communities, and all property was owned by the group. In Shaker communities people were expected to live free of sin. They did not marry or have children. The community survived by adopting children. Shakers lived a very simple life. Many were skilled craftspeople. They built simple, sturdy furniture in a style that is still popular today. Shakers were skilled farmers and experimented with many different types of seeds.



The Shaker settlement at Watervliet

Joseph Smith and the Mormons

Joseph Smith (1805–1844), the founder of the Mormon religion, grew up in western New York. When he was 14 years old, he reported that he had a vision telling him where to find a set of gold plates. The plates were supposed to be inscribed with information that helped to explain the Christian religion. According to Smith, he translated the plates and then compiled the information in the Book of Mormon. He compared his book to the Christian Bible. This angered many New York Christians. While in New York, Smith started a church. Its followers were ridiculed, not only for their different beliefs, but also for practicing polygamy. Polygamy allows a person to have more than one marriage partner. Persecution forced Smith and his followers out of New York in 1831. They moved to Ohio, to Missouri, and to Illinois. In Illinois the group prospered for a short time. Eventually Smith and his brother were arrested and killed by a mob. Most of his followers continued in Salt Lake City, Utah, with another leader, a former New Yorker named Brigham Young. Today, Utah is still the home of the Mormon religion.

William Miller and the Millerites

William Miller (1782–1849) was the founder and leader of a religious group that believed Christ would return to Earth in what is called the “Second Coming.” He believed that the world, as we know it, would end in 1843. His followers, called the Millerites, had their own colony in New York. There were at least 50,000 members who called themselves “Adventists.” No formal Millerite church exists today. There are several groups, however, who consider themselves Adventists and who hold similar beliefs.

John Humphrey Noyes and the Oneida Community

Members of “utopian” communities believed that an ideal society was possible. One of the most successful utopian communities in the country was the Oneida Community in Oneida, New York. John Humphrey Noyes (1811–1886) began the colony in Vermont in 1841 and moved it to Oneida in 1847. The Oneida Community had about 200 people. At first they farmed and ran a logging business.

ACTIVITY 19

(continued)

NAME _____ DATE _____ CLASS _____

Later they developed a silverware company. Noyes believed in the idea of an extended family. Children were raised in a community nursery, and members shared all work, property, and wealth. The Oneida Community lasted for 30 years. In the 1880s Noyes was forced to leave New York. Some of his followers stayed behind to run the silverware company.

Gerrit Smith and New York Abolitionists

Gerrit Smith (1797–1874) was a very wealthy, white New York landowner. He was a powerful leader in the New York abolition movement. He lived on a huge estate in Peterboro, New York, and used his mansion to hide runaway slaves on the Underground Railroad. In New York at this time, only property owners were allowed to vote. To give African Americans a voice in government, Smith gave 3,000 African Americans 150,000 acres of his own land in the Adirondack Mountains. Smith formed his own antislavery party called the Liberty party.

Frederick Douglass and the *North Star*

Perhaps the most famous abolitionist was Frederick Douglass (1817–1895). Douglass was forced into slavery at age 6 and escaped at age 20. He was the first formerly enslaved person to speak out against slavery in the North. He was a brilliant writer and speaker and attracted many antislavery supporters, both here and in Europe. He was also an avid supporter of women's rights. From 1847 to 1860, Douglass published his own antislavery newspaper in Rochester, called the *North Star*. During the Civil War he was an adviser to President Abraham Lincoln.



Courtesy of The Oneida Community Mansion House

The Oneida Community

MAKING A HISTORY MUSEUM

Form six groups. Each group should research one of the people from this activity. After gathering information, each group should design a “wall.” Then the groups should work cooperatively to combine the walls into a “history museum.”

To create your museum wall, follow these steps:

1. Gather the following materials:
 - one or two sheets of poster board or sturdy cardboard at least 2 feet x 2 feet
 - packaging tape
 - paper for writing and displaying information
 - colored pens, pencils, markers, or paints
 - colored paper for illustrations and decorative borders
 - glue
 - scissors
2. Do research to find information to include on your museum wall. Your wall can include quotations, photos, drawings, documents, poems, or short reports that tell about these individuals or their groups.
3. Create a name or theme for your wall, and write it on the poster board.
4. Attach the information and illustrations to your wall. Use artwork to make your wall more interesting.
5. Work together with the other groups to “build” a museum. Use packaging tape to connect the walls.
6. Display the completed museum in your classroom.

EXTENSION

Time Line Activity Create a time line using the information you gathered in your research.



ACTIVITY 20 Answering the Call to War

OBJECTIVE: Analyze tactics used in the Civil War to recruit soldiers.

When the Civil War began in 1861, President Lincoln issued a call for 75,000 volunteers to fill the ranks of the Union army. New York was asked to supply 17 regiments of about 1,000 soldiers each. At first, volunteers flocked to the many enlistment tents set up on city streets. Most enlisted for three years with wages of only \$11 to \$16 a month.

After two years of bloody battles and thousands of deaths, the number of volunteers was decreasing. As the war dragged on, more and more incentives were needed to attract soldiers. Recruiters hung eye-catching posters on street corners and ran advertisements in newspapers, promising many benefits to volunteers.

The state and federal governments tried to attract new recruits by offering money called “bounties.”

To help fill the dwindling ranks of the Union forces, the federal government passed the Conscription Act of 1863. This law set up a draft system. It stated that all “able-bodied male citizens of the United States” between the ages of 20 and 45 had to register for service in the Union forces. Anyone who did not want to serve could pay \$300 or appoint an “acceptable substitute.” Unfortunately, this put the burden on the poor, who could not afford to pay to stay out of the war. About 50,000 people protested the new draft law in a four-day riot in New York City in 1863.



USING PRIMARY SOURCES

Refer to the recruitment poster (left) from early in the Civil War to answer the following questions. Use a separate sheet of paper.

1. What regiment was looking for volunteers?
2. Where were the regimental headquarters located?
3. What type of individual was being recruited?
4. What do the shamrocks and the harp symbolize?

CRITICAL THINKING

Answer the following question on a separate sheet of paper.

5. **Making Inferences** What differences might you see on a recruitment poster from later in the war? What specific incentives might it offer?

EXTENSION

Art Link Create a modern recruitment poster for any branch of the armed services. Make it colorful and enticing. Display your poster in the classroom, and compare and contrast it with other students' posters.



ACTIVITY 21 African American Soldiers

OBJECTIVE: Identify the role that New York's African Americans played in the Civil War.

In 1864 New York's first African American regiment to serve in the Civil War marched proudly down Broadway to the cheers of the crowd. Some soldiers carried banners that read, "Rather die a free man than live to be a slave!"

African Americans were forbidden to fight for the first two years of the Civil War. New York abolitionist Frederick Douglass feverishly campaigned to win African American soldiers their place on the battle lines. Douglass said, "Once let the black man . . . get an eagle on his buttons and a musket on his shoulder and bullets in his pocket, and there is no power on earth which can deny that he has earned the right to citizenship in the United States."

In 1862 Congress passed a resolution allowing African Americans to serve in the Union army. With the number of Union soldiers dwindling, many generals were happy to have more soldiers. One Union general said, "I knew that they would fight more desperately

than any white troops, in order to prevent capture, because they knew . . . if captured they would be returned to slavery."

African American soldiers did not receive the same treatment as white soldiers. The 10 percent of Union soldiers who were African American were paid less and were never promoted beyond the rank of captain. In the last year of the war, African American soldiers took part in almost all the major battles. Of the more than 175,000 African American soldiers in the Union forces, 36,000 died in the war.

USING PRIMARY SOURCES

Below left is a copy of the record of an African American soldier's enlistment and official acceptance into the military. Review this record. Then answer the following questions on a separate sheet of paper.

James Harrison Lane

ENLISTED: *Dec 31/64*

RELEASED: *Set 15/65*

REMARKS: *promoted to Corporal April 1865*

Home: _____ Eye: _____ Hair: _____ Complexion: _____ Color of Hair: _____ Color of Eyes: _____

Sub. Dist. _____

1. Where did Lane enlist? How old was he?
2. How long after he enlisted was he mustered in?
3. Where was he released from the army?
4. What happened to Lane in April of 1865?

CRITICAL THINKING

Answer the following question on a separate sheet of paper.

5. **Analyzing Information** Explain what Wendell Phillips, a northern abolitionist, meant by the following statement: "Will the slave fight? If any man asks you, tell him No. But if anyone asks you will a Negro fight, tell him Yes!"



ACTIVITY 22 The Grim Outcome

OBJECTIVE: Identify some of the reasons so many New Yorkers died in the Civil War.

The Civil War was the bloodiest war in American history. Of the more than 3 million men who fought in the war, at least 620,000 died. Of those, about 360,000 were Union soldiers and about 260,000 were Confederate soldiers.

New York supplied more men, more money, and more supplies than any other northern state to support the Union forces. Of the 465,000 New Yorkers who served in the army and navy, more than 40,000 lost their lives. More soldiers died of disease than from wounds in battle. Typhoid and dysentery were the biggest killers. The Union listed the following as other causes of death:

Deaths in prison	24,866
Sunstroke	313
Drownings	4,944
Military executions	267
Accidental deaths	4,144
Killed after capture	104
Murdered	520
Executed by enemy	64
Suicides	391
Unclassified	14,155

From Burke Davis, The Civil War: Strange and Fascinating Facts (New York: Wing Books, 1982.)

MATH LINK

An adaptation of the 1865 New York Census for Broome County, reproduced on page 36, lists the war deaths of men from the city of Binghamton. Total the number of checks in each of the last three columns. On a sheet of graph paper, construct a bar graph showing the total number of deaths by type. Then answer the following questions.

1. What was the most common cause of death? _____
2. What was the age of the oldest soldier? The youngest? _____
3. In what year did most of these soldiers die? _____

CRITICAL THINKING

Answer the following questions on a separate sheet of paper.

4. **Drawing Conclusions** Based on the number of people who died from sickness in the Civil War, what do you think everyday life was like for most soldiers?
5. **Drawing Conclusions** What rank were most of the men who died? Why do you think this was the case?

EXTENSION

Writing Activity Imagine you were in the war with one of the soldiers listed in the census. Based on the details provided, write a letter of sympathy to a member of his family, explaining how he died.

ACTIVITY 22
(continued)

NAME _____ DATE _____ CLASS _____

Name of deceased	Age at time of death	Year of death	Place of death	Rank at time of death	Manner of death			Remarks
					Died while a prisoner of war	Killed in battle	Died of sickness acquired in service	
1. Noah Collins	50	1864	Savannah Ga.	Private			✓	Cause of death sunstroke
2. John Eboe	23	1863	Chancellorville	Private		✓		Killed in battle
3. Charles Kipp	19	1864	Chattanooga	Private			✓	Chronic diarrhea
4. Webster S. Dwight	21	1862	Ladies Hopt. N.Y.	Private			✓	
5. James Webster	32	1864	Camp Sumpter	Private	✓			Family dependent
6. Frederick Ogdon	27	1864	Spottsylvania	Sergeant	✓			Prisoner and died in their hands
7. Robert Hogg	21	1864	Richmond	Private	✓			Captured Culpepper
8. Charles Dorson	16	1863	Tarle Town Va.	Private			✓	Typhoid Fever
9. George Adams	19	1862	Key West Fl.	Private			✓	Typhoid Fever
10. William McElroy	19	1864	New Orleans	Private			✓	Consumption
11. Oliver McElroy	17	1865	New Orleans	Bugler			✓	Cause unknown
12. Merrit Cunningham	19	1864	Petersburgh Va.	2° Lieut.	✓			
13. Charles Swastell	23	1864	Hospital	Private			✓	
14. David Jackson	27	1865	Binghamton	Private			✓	Paralyzed...came home and died
15. Charles Rogers	27	1863	New Orleans	Private			✓	Fever
16. William Snyder	26	1864	Salsburgh N.C.	Private			✓	Starvation
17. Frank Northrop	22	1863	Gutesburgh Pa.	Sergeant		✓		
18. Irving Burdge	23	1862	Ganes Mills	Private		✓		

ACTIVITY 23 New Yorkers of Note

OBJECTIVE: *Identify New Yorkers who made special contributions to the state and nation during the mid-1800s.*

Many New Yorkers gained a place for themselves in history because of their activities and accomplishments in the mid-1800s. Below are descriptions of just a few.

Mathew Brady

(Born about 1823 in Warren County, New York)

Mathew Brady was a well-known photographer during the 1850s. When Brady heard that the Civil War had begun, he was eager to photograph it. Without Brady's images of the war, much of what historians know about the battlefields and camp life would have been lost. Brady became an eye for the people who were not on the battlefields. He brought the truth and horror of war into their living rooms. With his team of field photographers, he followed Union troops from battle to battle. He lived and worked out of a wagon. The photographic process was still quite new at the time, so equipment was very heavy and cumbersome. Brady and his photographers took more than 5,000 pictures of the Civil War. Today his photos are an important national treasure. The valuable negatives are stored in the National Archives in Washington, D.C.



Mathew Brady

Abner Doubleday

(Born 1819 in Ballston Spa, New York)

Abner Doubleday was a military man who served in several wars including the Mexican War and the Seminole War in Florida. He was a captain at Fort Sumter in Charleston, South Carolina, when the Civil War began. When the Confederacy began bombarding Fort Sumter in 1861, Doubleday began firing back in defense. Many think Doubleday fired the very first shot for the Union forces in the war. The Confederate attack on Fort Sumter marked the beginning of this devastating war.

Elmer Ellsworth

(Born 1837 in Malta, New York)

Elmer Ellsworth led a New York regiment called the New York Fire Zouaves — officially the 11th Regiment. He patterned the training of his soldiers after the French armies. The Zouaves were easy to pick out on the street because they wore baggy trousers, tunics, and fezzes (felt hats with tassles) instead of the standard Union garb. Many of the men who volunteered for Ellsworth's regiment were firefighters. Ellsworth was the first Union soldier killed in the war. His death made him a martyr and sparked a desire in the Union troops to fight even harder. He was a friend of President Lincoln. After Ellsworth died, his body lay in state at the White House before he was buried near his home in New York.

William Seward

(Born 1801 in Florida, New York)

William Seward was an influential New York attorney and statesman from the 1830s to the 1860s. He served as a state senator in Albany and later served as governor from 1839 to 1843. He was elected to the

United States Senate in 1849 and reelected in 1855. He was grooming himself for President and was very disappointed when Abraham Lincoln was nominated instead. Lincoln offered him the post of secretary of state. Seward is probably best known for his deal with Russia to buy Alaska, a purchase referred to as "Seward's Folly." In 1867 he offered the Russians \$7.2 million (about 2 cents an acre) for the land that would become our 49th state.

Harriet Tubman
(Born about 1820 in Maryland and later settled in Auburn, New York)



Harriet Tubman

Harriet Tubman was an African American abolitionist and probably the most famous conductor on the Underground Railroad. She risked her life on 18 different trips to the South to help at least 300 slaves escape. She led them north to free states and to Canada. Tubman was a slave herself until she escaped in 1849. She dedicated her life to winning freedom and equality, not only for African Americans but also for women. During the war she also served as a nurse and part-time spy for the Union army. Enslaved people fondly referred to Tubman as "Moses" because she led so many people to freedom.

RECALLING FACTS

Match each item in Column A with a description from Column B.

Column A

- _____ 1. Mathew Brady
- _____ 2. Harriet Tubman
- _____ 3. William Seward
- _____ 4. Elmer Ellsworth
- _____ 5. Abner Doubleday

Column B

- A. the first Union soldier killed in the war
- B. Abraham Lincoln's secretary of state
- C. the most famous Civil War photographer
- D. a captain at Fort Sumter when the Civil War began
- E. an ex-slave and conductor on the Underground Railroad

EXTENSIONS

Conducting a Press Conference Work in five groups, each group being responsible for one of the New Yorkers mentioned in the reading. Each group should gather more information on its New Yorker, prepare a list of interview questions, and choose one person to portray the New Yorker at a press conference. The other group members will be reporters, asking all five New Yorkers questions. Then return to your groups to write an article on each of the New Yorkers, using the information from the press conference.

Writing Activity If you could live one day in the life of any of these five people, which person would you choose? Explain your reasoning.



ACTIVITY 24 The Reign of “Boss” Tweed

OBJECTIVE: Recognize abuses of political power in New York after the Civil War.

From 1866 to 1871, New York State and New York City were under the thumb of a man named William Marcy Tweed. The Tweed Ring, as it was called, was a group of four ambitious, greedy, and power-hungry men who cheated the state and city out of an estimated \$30 million to \$200 million. “Boss Tweed’s partners in crime were New York City treasurer Richard Connolly (“Slippery Dick”), Mayor Oakey Hall (“Mayor Haul”), and city chamberlain Peter Sweeny (“\$weeny”). These nicknames may sound like characters in a comic strip, but these characters were key players in a corrupt political machine that ran the state for six years.

Tweed, who was born in New York City, had quickly risen through the ranks of the Democratic party. He served in the U.S. Congress and the state legislature and held several posts in New York City. He never missed an opportunity to fill his own pockets with city and state money. The members of the Tweed Ring submitted false bills for work that was never done, hired friends in

exchange for favors and money, bribed politicians, and hired their own companies to do government work. The ring appointed election inspectors; so it could also tamper with voting results. It controlled the police and courts as well as many business operations.

Reporters at the *New York Times* recognized the ring’s corruption. They began criticizing the ring in print. Political cartoonist Thomas Nast, who worked for *Harper’s Weekly*, created scathing cartoons to show the abuses of the Tweed Ring. Finally, in 1871, Tweed’s powerful empire came tumbling down when the *Times* uncovered information that showed some of the ring’s abuses. Tweed and other members of the ring were charged on more than 200 different counts, including fraud, grand larceny, and forgery. Unfortunately, political corruption in New York did not come to an end after the members of the Tweed Ring were convicted. Corruption would plague the state and city of New York until the 1930s.

Examples of Tweed Ring Fraud

	<u>False Bill</u>	<u>Actual Amount</u>	<u>Difference</u>
Courthouse	\$13,416,932	\$3,000,000	\$10,416,932
Armory repairs	3,200,000	250,000	2,950,000
Unoccupied armory rents	190,000	—	190,000
Lumber account	460,000	48,000	412,000
Printing, stationery, advertising	7,168,212	1,300,000	5,868,212
Total	\$24,911,644¹	\$4,820,500¹	\$20,091,144¹

From Alexander B. Callow, Jr., *The Tweed Ring* (New York: Oxford University Press, 1966).

¹Actual totals equal \$24,435,144; \$4,598,000; and \$19,837,144.

ANALYZING A POLITICAL CARTOON

Cartoonist Thomas Nast showed no sympathy for the Tweed Ring. His cartoons pointed fingers at everyone involved, even those who were investigating the ring. Look at Nast's "Three Blind Mice" cartoon below. Read the background information, and answer the questions that follow.



Background Information The Astor Committee was a group of people who were asked to review the questionable practices of the Tweed Ring. After looking at the ring's financial records, the committee reported that its records were in good order and that there was nothing for the public to worry about. The *New York Times* in its "sharp editorials" called the committee's report a joke and said "it was easier for a camel to pass through the eye of a needle than for a rich man to commit a wrong." Nast used this incident as a subject for one of his many cartoons about the Tweed Ring.

Answer the following questions.

- Who do the three blind mice represent?

- What message is Nast trying to convey by making the mice blind?

Cartoon by Thomas Nast commenting on the Astor Committee's whitewashing of the Tweed Ring

- According to Nast, what effect did the "sharp editorials" of the *New York Times* have on these men?

CRITICAL THINKING

Answer the following question on a separate sheet of paper.

- Analyzing Information** Why do you think Nast used mice to portray these three people?

EXTENSIONS

Writing Activity Find an editorial in a newspaper with which you disagree. Rewrite it, expressing your own opinions.

Art Link Do research on a controversial issue. Draw a political cartoon that expresses your opinion on this issue.

ACTIVITY 25 Children at Work

OBJECTIVE: Examine the conditions to which children were exposed as laborers in the late 1800s and early 1900s.

In the late 1800s, New York was at the heart of the Industrial Revolution. At least 69 of the country's 100 largest businesses were located in our state. Business was booming and business owners hired thousands of workers. There was a shortage of adult workers. Children could be paid less so many business owners hired children.

In the early 1900s, about 2 million children under the age of 16 were working at full-time jobs in the United States. They worked in coal mines, textile mills, and glass factories. In New York City many worked with their families in cramped apartments or tenements, called sweatshops. They made clothing, cigars, artificial flowers, and other products to sell. Some workers were as young as 5 years old. Many worked 10 to 12 hours a day, 6 days a week, and earned just a few cents a week. Many families needed the additional income earned by their children to survive.

Working children not only missed out on going to school, but also were exposed to dangerous and unhealthy working conditions. Some

operated large, dangerous machines. Some worked from sunrise to sunset with few breaks.

Lewis Hine and Jacob Riis were New York photographers during this period. Riis, a newspaper reporter on the Lower East Side of New York City, took pictures of the horrible living conditions of the poor and the plight of working children. Hine took many photos to document the life of immigrants who lived and worked in the run-down tenements and sweatshops of New York City and to record the working conditions of children in coal mines and in textile mills. Photographs taken by Riis and Hine helped to convince the United States Congress to attempt to pass laws to protect children in the workplace.



A family works at home in New York City. Photo by Lewis Hine.

ANALYZING PHOTOGRAPHS

Study the photo carefully. On a separate sheet of paper, answer the questions that follow. Then write a short caption for the photo that would help convince the United States Congress to set guidelines on child labor.

1. What type of work are the children in the photograph doing?
2. How old do you think the children in the photograph are?
3. What do you think these children should have been doing?

EXTENSION

Research Link Research the child labor laws of the late 1880s and of the 1990s. Create a compare-contrast chart.



ACTIVITY 26 The Dangers of Factory Work

OBJECTIVE: Evaluate working conditions in the state's early factories and compare them to working conditions today.

In the late 1800s and early 1900s, child laborers were subjected to long hours, low pay, and danger in the workplace. New York's adult workers faced similar conditions. In 1900, 21,000 factory workers were killed on the job in the United States. Thousands more were injured or lost limbs. Many factory workers risked their lives for an average wage of 22 cents per hour.

To convince business owners to improve wages and working conditions, workers joined together in

unions to make their voices heard. By 1883 New York City alone had 100 different unions. Samuel Gompers, a Jewish immigrant and a labor leader, called New York City "the cradle of the modern American labor movement." In 1886 Gompers helped to organize the American Federation of Labor (AFL), which still exists today. New York was also the home to the first all-female union. In 1864 labor leader Kate Mullaney formed the 600-member collar laundresses union in Troy.

CREATING GRAPHS TO ORGANIZE INFORMATION

The table on page 43 is an adaptation of the "Fourth Annual Report of the Factory Inspectors of the State of New York," which was created in 1890. It lists the names of workers who were injured on the job in New York's factories, tells how they were injured, and describes their injuries. Use the information from the report to create two graphs.

- On a piece of graph paper, create a bar graph showing how often each type of injury occurred.
 - Group all the injuries into these categories: extremities, eyes, death, and other. Calculate the total number of each type of injury.
 - Label the *x*-axis *Type of Injury*. Label the *y*-axis *Number of workers injured*. On the *x*-axis, add labels for each category of injury: *Extremities*, *Eyes*, *Death*, and *Other*.
 - Graph the data.
- Create a circle graph showing the percentage of workers affected by each type of injury. Use the formula below to calculate the percentages.

$$\frac{\text{number of workers with specific injury}}{\text{total number of injuries}} \times 100 = \text{percentage of workers with specific injury}$$

EXTENSION

Writing Activity Based on your findings, write a factory inspector's summary report. Your report should summarize the information and draw conclusions. You might include which kinds of accidents seemed the most common and suggestions for preventing them.



<i>Name</i>	<i>Age</i>	<i>Machine</i>	<i>Cause of Accident</i>	<i>Result of Accident</i>
1. Kate Feney	29	Mangle	Carelessness	Hand crushed
2. Ernest Vetter	62	Rip saw	Slipped	Thumb cut off
3. Mary Moore	17	Ironing machine	Caught in machine	Arm bruised and burned
4. Stephen Morzkiwenz	15	Power cutting press	Attempted to extract tin	Index fingers crushed
5. Barney Skerritt	16	Counter-shaft	Clothing caught	Killed
6. Thomas Coughlin	35	Band saw	Fire and explosion	Burned on parts of body
7. Edward Mack	25	Pump	Bolt on pump broke	Eyes filled with ammonia
8. Henry Sturtz	40	Heavy wheel	Wheel fell on leg	Leg broken
9. Mrs. Sadie Pavis	35	Printing press	Carelessness	Loss of thumb
10. Edward Pierce	55	Garnett machine	Ladder fell	1 rib broken
11. Ludwig Zandrokfski	19	Nut tapper	Slipped	Loss of 3 fingers
12. Thomas Haren	25	Rip saw	Block flew from saw	Eye knocked from socket
13. Charles Clowninger	15	Picking machine	Caught in machine	Flesh torn from hand, finger mashed
14. Alphonso Sears	30	Grindstone	Frame of roll-mould fell	Foot crushed
15. Robert King	18	Centrifugal machine	Machine burst	Killed
16. Rensselaer Rapp	14	Shears	Caught in machine	Middle finger cut off
17. Mrs. Mary Kingsley	42	Machine rollers	Picking waste from moving rollers	Hand crushed
18. Charles Meyers	41	Centrifugal machine	Machine burst	Acid thrown in eyes
19. Charles Nichols	17	Shafting	Clothes caught	Serious body strain
20. Syble Filter	17	Drop-box machine	Machine started unexpectedly	Finger cut off



ACTIVITY 27 New York's Inventors

OBJECTIVE: Recognize some of the important products and processes invented by New Yorkers.

Many of New York's major companies developed from the invention of a single product or process. Where did the ideas for these new products and processes originate? New Yorkers have invented a vaccine for polio, the disposable diaper, and many other items that affect our everyday lives.

USING THE LIBRARY AND REFERENCE SOURCES

Below is a chart that lists the names of six important New York inventors. Do research to complete the chart.

Inventor	City of birth or residence in New York	Product or process invented	Date of invention	Importance of invention	Company or companies affiliated with inventor
John Jacob Bausch					
Gail Borden					
George Eastman					
Elisha Otis					
Isaac Singer					
Charles Steinmetz					

EXTENSION

Linking Past and Present Choose one of the inventions listed in your chart. Write a letter to the original inventor, explaining how his product or process has changed over the years.

ACTIVITY 28 A Flood of Immigrants

OBJECTIVE: Recognize the role that immigrants played in the growth of our state.

If you introduced yourself to three people in New York in 1900, at least one would have been born in another country. Between 1830 and 1861, a large wave of immigrants came to New York from Germany and Ireland. After the Civil War, there was another surge of immigrants from Italy and eastern European countries. Some went on to other states, but nearly all of them came through the port of New York City. They were fleeing poverty, unemployment, disease, political unrest, and religious persecution in their home countries and looking for new opportunities in the United States. At least 30 million European immigrants arrived in the United States between 1820 and 1920.

In 1892 the United States government opened Ellis Island. It was a large immigrant processing center on a small island about a mile from New York City. All immigrants who came through New York were required to pass through this center before entering the United States. They were temporarily detained on the island while inspectors checked them for contagious diseases, evidence of a criminal background, or any other circumstances that might make them undesirable residents. Some immigrants were forced to return to their countries, but most were allowed to stay. Between 1892 and 1954, when Ellis Island served as the United States's

principal immigration center, 12 million immigrants stopped there on their way to a new life.



Girls from Czechoslovakia and Poland arriving in the United States, 1939

ANALYZING PRIMARY SOURCES

Read the following passages that describe the experiences of two immigrants. Then answer the questions on page 46.

“We were on Ellis Island twenty-two days. They took all us men to one section of the room and they stripped us. They took all our clothes and they only left our papers in our hands. We went through something like a cattle booth. At all of these booths there was a doctor who examined you. If you were a sick person they told you to wait. If you were all right, you continued with the rest of the examination. They looked at your whole body—the eyes, the heart, the teeth. They brought us into a big hall. All

of a sudden they called your name and your clothes appeared. All clean and packed and smelling nice. Because, to tell the truth, I've got to be honest about it, they deloused us. As I said, the ship we came over on wasn't a clean ship. You couldn't clean yourself anyway, because even the water from the fountains was frozen. In order to drink the water we had to break the ice with something and melt it. So how can you keep yourself clean? ”

Rocco Morelli, Italian, at Ellis Island in 1907, age 12

“We lived through a famine in Russia and almost starved to death. Every day the Board of Health would come to our door and ask if we had any dead. Finally we left Russia for Poland—a frightful experience. We traveled by train. We would get on a train and ride for a few hours until we were thrown off. We used to spend days and nights in the fields, waiting to get on

another train. From Poland, we came to America. My mother said she wanted to see a loaf of bread on the table and then she was ready to die. So you see, we lived through so much before we came here that Ellis Island was a blessing.”

Rose Backman, Russian, at Ellis Island in 1923, age 10

From Ellis Island: Echoes from a Nation’s Past, edited by Susan Jonas (New York: Aperture Foundation, 1989).

1. Why do you think the Ellis Island inspectors were so concerned about the health of the immigrants?

2. Based on Rocco Morelli’s description, what do you think the trip to the United States by ship was like for most immigrants? _____
3. What motivated Rose Backman and her family to leave their home country and come to the United States?

4. Compare Rose Backman’s and Rocco Morelli’s feelings about Ellis Island.

CRITICAL THINKING

5. **Drawing Conclusions** What were some of the risks that immigrants had to be willing to take to make their way to the United States?

EXTENSION

Literature Link The Statue of Liberty, which stands in New York Harbor, was a gift from France to the United States in 1886. On a plaque near the statue is a sonnet written by Emma Lazarus. It describes the United States as a safe haven for those searching for freedom and a new life. Part of the sonnet reads:

“Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!”

Write a paragraph explaining the meaning of the sonnet. Include your opinion of whether the words still have the same meaning today.





ACTIVITY 29 Assassination in Buffalo

OBJECTIVE: Examine the assassination of President McKinley.

In 1901 Americans mourned the death of President William McKinley, who was shot while attending the Pan-American Exposition in Buffalo. He died eight days later. McKinley's Vice

President was New Yorker Theodore Roosevelt, who, at age 42, was the youngest President to assume office.

Below are headlines and an excerpt from the *New York Times* coverage of McKinley's assassination.

PRESIDENT SHOT AT BUFFALO FAIR

Wounded in the Breast and
Abdomen.

HE IS RESTING EASILY

One Bullet Extracted, Other Cannot
Be Found

Assassin is Leon Czolgosz of Cleveland,
Who Says He is an Anarchist and
Follower of Emma Goldman.

BUFFALO, Sept. 6—President McKinley . . . was shot and twice wounded by Leon Czolgosz, an Anarchist, who lives in Cleveland. The assassin was immediately overpowered and taken to a police station . . . but not before a number of the throng had tried to lynch him. Later he was taken to police headquarters. . . . Leon Czolgosz has signed a confession, in which he states that he is an Anarchist. . . . He denies having any confederate, and decided on the act three days ago. . . . He says he was induced . . . to decide that the present form of government in this country was all wrong, and he thought the best way to end it was by killing the President. . . . A vast crowd had assembled long before the arrival of Mr. McKinley. . . . One of the throng . . . approached . . . the President. . . . The man's hand was swathed in a bandage or a handkerchief. He worked his way with the stream of people . . . until he was within two feet of the President. President McKinley smiled, bowed, and extended his hand . . . when suddenly the man raised his hand and two sharp reports of a revolver rang out. . . . The assassin had fired through the handkerchief which concealed the revolver. . . .

RECALLING FACTS

Refer to a dictionary for the definition in question 1. Use information from the reading to answer the other questions on a separate sheet of paper. Be specific.

1. Describe the person who shot McKinley. Define the word *anarchist*.
2. How did McKinley's assassin get close enough to shoot him? Where did the assassin hide his pistol?

CRITICAL THINKING

3. **Identifying Alternatives** According to the article, the assassin believed "that the present form of government in this country was all wrong, and he thought the best way to end it was by killing the President." Name two things the assassin could have done to make changes without committing a crime.

EXTENSION

Compare and Contrast Locate a headline from an article announcing the assassination of President Kennedy. Compare the headlines describing the McKinley and Kennedy assassinations.

ACTIVITY 30 The Harlem Hellfighters

OBJECTIVE: *Recognize the role that African American soldiers played in World War I.*

When the United States got involved in World War I in 1917, about one-half million New Yorkers volunteered or were drafted into the army. New York provided more soldiers for the war than any other state. Many of the volunteers were African Americans who served in segregated units.

One regiment of volunteers from Harlem in New York City was assigned to the New York National Guard. For several months the volunteers trained on the streets of New York City. They had no armory or officers assigned to them. They used broomsticks in place of rifles in their drills because they had little equipment.

When the United States government finally recognized the Harlem group as a fighting regiment, it became the 369th Infantry Regiment, 93rd Division. With 2,053 soldiers and 54 officers, the regiment was placed under the command of a white officer, Colonel William Hayward, and became the first African American combat group to arrive in Europe.

General John Pershing commanded the United States forces in Europe during World War I. When the 369th arrived in France, he had them build railroad tracks and bridges. Pershing, like many Americans at the time, was not comfortable having African American soldiers in the armed forces. He thought their presence would create tension among the white soldiers. He assigned the 369th to fight with the French army. This transfer was supposed to be temporary, but the regiment stayed with the French army until the end of the war.

The French army welcomed the 369th and included them in their training programs. The African American soldiers were fully integrated with the

French soldiers, receiving the same benefits and opportunities as most French soldiers. The 369th may have worn American uniforms, but they used French weapons, carried French gear, wore French helmets, and fought in the style of the French army.

The 369th fought bravely against the Germans in battle. They logged 191 days of combat and earned the nickname “Harlem Hellfighters.” One of the soldiers, Sergeant Henry Johnson, was the first African American to receive the French war cross, called the Croix de Guerre. In a surprise attack by Germans, he and another soldier managed to perform valiantly in spite of being wounded themselves. By the time the war was over, at least 171 soldiers from the 369th were decorated with the Croix de Guerre. France expressed its appreciation by awarding the war cross to the entire regiment. The soldiers of the 369th returned to New York as heroes.



Members of the 369th Infantry wearing the Croix de Guerre

ANALYZING A PRIMARY SOURCE

Haywood Butt fought with the Harlem Hellfighters in World War I. In the following passage, he talks about some of his experiences during the war.

“In 1913, there was quite a bit of sentiment about the Negro participation in the country’s defense. They were limited to four regiments. . . . They weren’t invited and sometimes they were prohibited from joining the state national guards. A Negro boy couldn’t even join the Boy Scouts. . . .

I thought there was a deficiency in the Negroes’ participation in civic affairs and that they should go in and prove that they were really worthy citizens. . . . We have participation in all of the wars of the country, even the Revolution. . . .

Our unit started in 1913. There wasn’t much to it at first. Boys used to drill with broomsticks up on 63rd Street, at St. Cyprian’s Church. We drilled once a week in front of Lafayette Hall or on Seventh Avenue. The Boy Scouts gave us some military training. They showed us various soldier’s positions. We didn’t get any heavy combat training until we shipped out of the city. . . . I was in the First Battalion of the 15th New York. In August 1917 . . . we became the 369th. . . .

The camps were segregated. We objected to a certain extent, but we generally accepted it as our lot. . . . There was a little resentment, but not very much toward the white officers.

In the camps, they had officers’ clubs, but the ranks below major were excluded because we had . . . no majors. . . .

We were discriminated against by the Red Cross. . . . A black man would get in line, and the doughnuts and cocoa would suddenly become exhausted. They couldn’t replace it until the black man got out of the line.

The YMCAs were just about as bad. They were the chief offender at the time. They were supposed to supply us with cigarettes, but we couldn’t go in there to get them. We resented it, but there was nothing we could do about it, so we accepted it. . . .

[General] Pershing wanted us to become laborers and to take our arms from us. That would have been sort of a disgrace, to disarm us. We went over to a New York regiment, and they didn’t want us. None of the white units did, so we went around to the French. We fought side by side with the French. . . .

I didn’t get back until February. We were taken to the Battery, and people were waiting for us there. Our band . . . led us. We were the first ones to pass through that victory arch at Washington Square, then up Fifth Avenue. People were five or ten deep on the sidewalk, and they were throwing money down at us. ”

From Jeff Kisseloff, You Must Remember This: An Oral History of Manhattan from the 1890s to World War II, (San Diego: Harcourt Brace Jovanovich, 1989).

Use information from the reading to answer the following questions on a separate sheet of paper.

1. According to Butt, what was the general feeling in the early 1900s about African Americans participating in the country’s defense?
2. Give three examples of discrimination against the soldiers of the 369th.
3. What was the reaction of the French army when the 369th arrived?

CRITICAL THINKING

Answer the question on a separate sheet of paper.

4. **Making Inferences** Major Arthur Little of the 369th Infantry Regiment had the following to say about how General Pershing handled the soldiers of his regiment: “Our great American general simply put the black orphan in a basket, set it on the doorstep of the French, pulled the bell, and went away.” What do you think Little meant by this statement?

EXTENSION

Making Generalizations Discrimination in the United States did not end with World War I. Individually identify one incident of discrimination or prejudice in United States history. Also identify the group that was the focus of the discrimination. As a class make a time line of these incidents. Analyze the time line for a pattern in the discrimination.

ACTIVITY 31 Advertising a War

OBJECTIVE: Analyze how advertising was used during World War I to sway public opinion.

The United States stayed out of World War I until 1917. Once our country was committed, the federal government launched a massive campaign to win public support for the war effort and to raise money to pay for the war. At least two-thirds of the money to finance the war came from selling war bonds called “Liberty Bonds,” which were actually loans from the people of the United States. In exchange for buying war bonds, the government promised to pay back the loan with interest after the war.

The city of New York with its many celebrities, magazines, and newspapers became an important center for war bond campaigns. Popular actors of the day,

such as Douglas Fairbanks, Sr., and Mary Pickford, appeared at rallies to encourage people to buy bonds and “win the war for democracy.” By the end of the war, New Yorkers had invested more than \$6 billion in bonds—more than any other state.

New York City’s advertising companies volunteered time, money, and their art departments to help produce some of the millions of war posters that were distributed throughout the country. The posters encouraged young men to enlist, told people to conserve energy and food for the war effort, and tried to convince them to buy war bonds. The posters were tacked to buildings, taped to windows, and even placed inside streetcars.

ANALYZING ADVERTISEMENTS

The posters below were designed to encourage people to buy war bonds. On a separate sheet of paper, list what you think the posters’ appeal is. Select one of the emotions or feelings portrayed in the posters, and use it as a theme to create your own poster. Choose a topic about which you feel strongly as the subject for your poster. Your topic might deal with the environment, crime, or another issue that is important to you. Try to appeal to someone your own age by

playing on the particular feeling or emotion you identified. Display your poster in the classroom. As a class discuss the messages the posters convey.



EXTENSION

Finding the Hidden Message
Look through magazines to find an advertisement that was designed to appeal to someone your age. Write a paragraph describing the elements that the advertiser used to attract your attention and to convince you to buy the product. Comment on whether the product advertised is appropriate for use by young teenagers.

ACTIVITY 32 *The New Woman*

OBJECTIVE: Evaluate the changing status of women in the early 1900s.

When World War I ended, women across the country renewed their struggle for equality. At the top of their list was suffrage—the right to vote. Many women’s groups in New York held rallies, parades, and demonstrations to campaign for an amendment to the Constitution that would grant them this right.

Since the mid-1800s women had been redefining and expanding their role in society. By 1900 more than 20 percent of all women had jobs. During the war many women had replaced men in industrial jobs. Women were also finding new interests outside the home as writers, artists, and reformers.

Winning the right to vote was a difficult struggle for the women of New York. The first convention on women’s rights was held in Seneca Falls in 1848. The movement gained momentum as the decades passed. New York City played host to the first large suffrage

parade. Hundreds of women, dressed in white, carried banners through the streets that stressed the importance of suffrage and equal rights. Greenwich Village in New York City was home to several feminist organizations. These organizations defined feminism as a movement that “demands the removal of all social, political, economic, and other discriminations which are based upon sex, and the award of all rights and duties in all fields on the basis of individual capacity alone.”

New York had the largest population in the country, which meant there were a lot more people to convince. The suffrage amendment was defeated by male voters in New York in 1913 and again in 1915. Finally, in 1917, New York became the twelfth state to pass the amendment. In 1920 the Nineteenth Amendment became the law of the land, and for the first time New York women and sisters across the nation were allowed to cast their votes in the November national election.



Suffragist parade in New York City, 1915

Fashions from the late 1800s

**ANALYZING
PRIMARY
SOURCES**

As women campaigned for more personal freedom, their fashions and hairstyles changed. In the 1800s women wore many layers of clothing. The full-length skirts that modestly covered their legs were a nuisance on muddy streets and hindered movement. Women bound themselves tightly in corsets, making it difficult for them to breathe. As women moved into the 1900s, they left these uncomfortable styles behind.

On a separate sheet of paper, write a paragraph comparing the fashions in the pictures from the late 1800s with those from the 1920s. Include your ideas on how women's status and attitudes are reflected in the fashions.



Fashions from the 1920s

EXTENSION

Linking Past and Present Examine these help-wanted ads from a 1919 issue of the *New York Times*. What jobs are available to women today that were not available 80 years ago? Can you think of any jobs available 80 years ago that do not exist today? Look at the qualifications required in the ads. Would these be allowed as requirements today?

HELP WANTED—Female

DESIGNER ON FINE LINE OF SILK WAISTS; ONE CAPABLE OF PRODUCING ORIGINAL STYLES; GOOD SALARY; ALL COMMUNICATIONS STRICTLY CONFIDENTIAL.

EXAMINER—Young woman competent to examine and supervise the boxing of high-grade novelties; answer by mail, stating age and salary.

WAITRESS and parlor maid for family of 4 adults; experienced; Protestant.

HELP WANTED—Female

TYPIST, capable young lady, about 21, wanted in large office; must be neat, accurate and able to operate Underwood [typewriter] rapidly; good chance for advancement; give full particulars and salary wanted.

COMPETENT GIRL to run latest type addressograph and graphotype machines, take charge mailing list, and other clerical work; permanent position for right girl; state age, experience, religion.

HELP WANTED—Female

GIRL WANTED—NEAT, INTELLIGENT, AND INDUSTRIOUS, IN OFFICE OF WHOLESALE SILK HOUSE; EXCELLENT OPPORTUNITY FOR ADVANCEMENT.

BEST & CO.
want
STOCK GIRLS
and
JUNIORS.

GOOD WAGES AND A COURSE OF TRAINING TO DEVELOP THEM FOR ADVANCEMENT. PARENTS INVITED TO CALL WITH DAUGHTERS.

ACTIVITY 33 The Harlem Renaissance

OBJECTIVE: Recognize the cultural accomplishments of African Americans during the Harlem Renaissance.

During World War I large numbers of African Americans moved North in what was called the “Great Migration.” They came to take advantage of the many jobs that became available when soldiers left for war. Many settled in an area of northern Manhattan called Harlem and developed a close-knit African American community.

Capital of the African American World

In the 1920s Harlem blossomed culturally. Writers, artists, and musicians came from all over the country and the world to experiment, to create, and to discuss. They were looking for new ways to express what it was like to be African American. From the 1920s to the early 1930s, Harlem became the cultural capital of the African American world in what would be called the Harlem Renaissance.

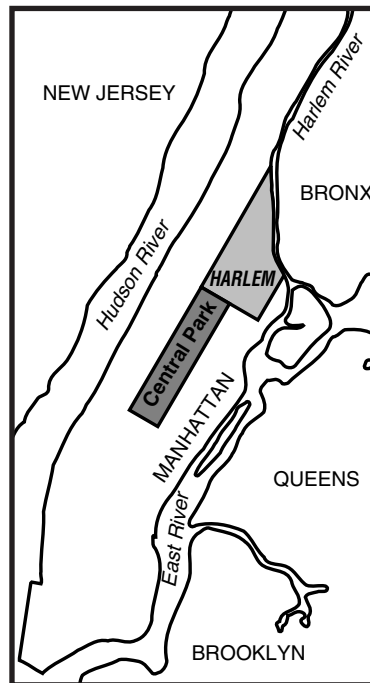
Businesses, restaurants, night clubs, and theaters sprang up to serve the wave of people who came to visit and live in Harlem. In the evenings the streets were filled with the sounds of jazz and blues. Music lovers came to night clubs called the “Cotton Club,” “Small’s Paradise,” and “Mexico’s” to hear the music of performers like Duke Ellington, Cab Calloway, and Billie Holiday.

Optimism, Pride, and Hope

The Harlem Renaissance was not only a time of creativity, but also a time of optimism, pride, and hope for African Americans. African Americans were at last gaining national attention for their accomplishments. For the first time African American writers were getting attention from white publishers and readers. African American authors

published more books during the 1920s than during any previous period. Much of their writing focused on what it was like to be black in a white society. An African American newspaper in 1925 reported that “Our poets have now stopped speaking for the Negro—they speak as Negroes.”

Poets and fiction writers such as Langston Hughes, Countee Cullen, and Claude McKay delved into issues such as discrimination. Novelists Zora Neale Hurston and Jean Toomer wrote about the African American past and compared the lives of southern and northern African Americans. Painter Aaron Douglas and sculptor Meta Warrick Fuller tried to capture the African American spirit in their art. Musicians such as Bessie Smith and Jelly Roll Morton relied on jazz and blues to convey their messages.



Harlem is located in uptown Manhattan.

Cultural Expression

David Levering Lewis, who looked closely at the spirit of Harlem in his book *When Harlem Was in Vogue*, said, “Almost everything seemed possible above 125th Street in the early twenties. . . . You could be black and proud, politically assertive and economically independent, creative, and disciplined—or so it seemed. . . . under certain conditions, it was ‘fun’ to be a Negro.”

Despite their accomplishments during this time, African Americans still faced discrimination in their day-to-day lives. However, the Harlem Renaissance did help to strengthen the African American community, which now had its own identity and its own voice. African Americans had their own culture to express.

READING BETWEEN THE LINES

The poems and artwork on this page are by writers and artists of the Harlem Renaissance. Choose one of the poems or the piece of artwork. Then explain its message in your own words.



The Harman and Harriet Kelly Collection

Study for God's Trombones by Aaron Douglas

I, Too by Langston Hughes

I, too, sing America.
 I am the darker brother.
 They send me to eat in the kitchen
 When company comes.
 But I laugh,
 And eat well,
 And grow strong.
 To-morrow
 I'll sit at the table
 When company comes
 Nobody'll dare
 Say to me,
 "Eat in the kitchen"
 Then.
 Besides, they'll see how beautiful I am
 And be ashamed, —
 I, too, am America.

From *Selected Poems of Langston Hughes* (New York: Vintage Books Edition, 1974).

Tableau by Countee Cullen

Locked arm in arm they cross the way,
 The black boy and the white,
 The golden splendor of the day,
 The sable pride of night.
 From lowered blinds the dark folk stare,
 And here the fair folk talk,
 Indignant that these two should dare
 In unison to walk.
 Oblivious to look and word
 They pass, and see no wonder
 That lightning brilliant as a sword
 Should blaze the path of thunder.

From *The Poetry of Black America, Anthology of the 20th Century* edited by Arnold Adoff (New York: Harper & Row, 1973).

EXTENSION

Linking Past and Present Review the work of a modern African American writer or artist. Compare his or her work to the work of a writer or artist of the Harlem Renaissance.



ACTIVITY 34 The Movie Industry

OBJECTIVE: Identify some of the effects of the motion picture industry on the people of New York.

For many New Yorkers the 1920s was a time of prosperity. People had time for entertainment and fun. Live stage performances called “vaudeville” acts were very popular, especially in New York City. Vaudeville’s popularity faded with the introduction of the moving picture. Motion pictures drew thousands of New Yorkers to the big screen in the early 1900s. Before 1927, when the first “talkies” came to the theaters, all movies were silent. Words on the screen told the audience what was happening. A piano or organ player sat close to the stage and provided music.

New York was the center of the motion picture industry in the early 1900s. Movie makers took advantage of the pool of talent they found in New York City’s Broadway theaters and vaudeville acts. The popularity of actors such as Rudolph Valentino, Douglas Fairbanks, Clara Bow, and Mary Pickford helped to create the first “movie stars.”

New York’s first movie theaters were very different from modern theaters. Some “dream palaces” were very elaborate. The Roxy at 7th Avenue and 50th Street in New York City had seating for 6,200 people and an orchestra pit to accommodate more than 100 musicians. It offered live stage shows and movies.

In the following paragraphs, residents of New York City in the 1920s describe the thrill of spending a day at the movies.

Tony Arrigo

There were four theaters in the neighborhood, the Arch, the Regent, the Superior, and the 34th Street. It was the cheapest, a penny. The Regent was three cents. The Superior was a nickel. The Arch was all benches and the guy played the piano.

The serials were great. We had *The Lone Ranger*, *Dick Tracy*, *Zorro*, and a lotta Westerns. They always left you hangin’. You better believe you wanted to come back next week. Like the guy was fallin’ off the cliff. You knew he was goin’ down. The next week you come back, and there was a branch comin’ out of the mountain and he lands on it.

Marty Cohen

There was a firehouse on Clinton Street which they turned into a movie [theater]. That was the silent movies. Not only did they have the man playing the piano, but because people couldn’t read, they had a man and woman with megaphones who would read the titles. When the actor spoke, the man read to the audience. When the actress spoke, then the woman read.

Olga Marx

I saw my first moving picture after we moved uptown in 1901. Of course, the movies were black and white and they were silent. But somebody sat at a piano in the pit and adapted the music to what was happening on the screen.

Lee Silver

I went to a movie house on 102nd Street between Amsterdam and Columbus called the Rose. I’d go in at ten o’clock in the morning and stay there until four or five in the afternoon. . . . The theater was loaded with kids on Saturday afternoon. They had giveaways to get the kids in there, like a small statue of George Washington or a dime-store soldier.

From Jeff Kisseloff, You Must Remember This: An Oral History of Manhattan from the 1890s to World War II, (San Diego: Harcourt Brace Jovanovich, 1989).

DRAWING COMPARISONS

Early movies and movie theaters were quite different than modern ones. Using information from the quotations and your own experiences, construct a chart on a separate piece of paper that compares movies and movie theaters of the early 1900s to those of today.

EXTENSION

Making a Silent Movie Work in groups to create your own silent movie. Use a video camera to record your movie, and then share it with the class.

ACTIVITY 35 The New York Yankees

OBJECTIVE: *Examine the New York Yankees' history.*

The National Baseball Hall of Fame in Cooperstown is filled with memories of Yankee greats like Babe Ruth, Joe DiMaggio, and Mickey Mantle. The team is more than 100 years old and has an impressive history of victory which includes more than 7,000 wins as well as 39 American League pennants and 26 World Series championships.

A ragtag team called the Highlanders played their first games in 1903 at Hilltop Park. In 1913 the team changed its name to the "Yankees," hoping to change their luck.

It wasn't a new name, but a new player named George Herman "Babe" Ruth, that brought them luck. Ruth was a left-handed pitcher for the Boston Red Sox, with a batting record that earned him the nickname "Sultan of Swat." Ruth joined the Yankees, and attendance doubled at Yankees' games.

In 1920, the first year Babe Ruth played for the Yankees, the team had a 95–59 win-loss record—its best ever. The Yankees snatched their first league championship in 1921 and topped the league again in 1922.

PLAYING THE NUMBERS GAME

The chart below shows batting statistics for four players from three twentieth-century teams. Complete the chart by calculating the number of hits (H), the batting average (BA), and the slugging average (SA) for each player.

$$H = 1B + 2B + 3B + HR$$

$$BA = H/AB$$

$$SA = [1B + (2 \times 2B) + (3 \times 3B) + (4 \times HR)]/AB$$

Year	Player	AB	1B	2B	3B	HR	H	BA	SA
1903	Willie Keeler	515	144	13	7	0	164	.318	.371
1921	Babe Ruth	540	85	44	16	59			
1995	Wade Boggs	460	118	22	4	5			
1995	Paul O'Neill	460	82	30	4	22			

AB=at bat, 1B=singles, 2B=doubles, 3B=triples, HR=home run, H=hits, BA=batting average, SA=slugging average

CRITICAL THINKING

Answer the following questions on a separate sheet of paper.

- Analyzing Information** In 1995 Wade Boggs and Paul O'Neill were each at bat 460 times. Explain why Boggs had a higher batting average but O'Neill had a higher slugging average.
- Making Inferences** What do baseball fans learn from a batting average? What additional information does a slugging average give?

EXTENSION

New York's Pros Make a list of New York State's professional sports teams. Do research to find the date each team began playing in New York. Make a time line showing the history of sports teams in New York.



ACTIVITY 36 The Great Depression

OBJECTIVE: Analyze some of the effects of the Great Depression on the people of New York.

Our country's Great Depression began in New York State. By the 1920s New York City's Wall Street had become the financial center of the United States. Wall Street was the home of the New York Stock Exchange, where thousands of stocks and bonds were bought and sold each day. On Tuesday, October 29, 1929, the New York stock market crashed. Thousands of people sold their stock, and stock prices plummeted. By the end of that fateful day, called Black Tuesday, stock had dropped an average of 40 points a share. Stock worth \$10 a share on Monday was worth only \$6 a share on Tuesday. Thousands of people gathered outside the stock exchange on Wall Street as news of the crash spread. They waited anxiously, knowing that they could lose all the money they had invested in stocks.

Banks Fail and Unemployment Soars

Why was the stock market crash so devastating to the economy? In the 1920s many Americans, not just the wealthy, were buying stock in hopes of getting rich. Some invested their life savings. When the stock market crashed, many were left penniless. People who had money in banks scrambled to withdraw their savings. Many banks closed because they also had lost money on investments and did not have money to cover all the withdrawals. When the Bank of the United States in New York City closed two months after the crash, almost one-half million people lost their savings. This happened at many banks around the state and country. At the time there was no government insurance on bank deposits.

During the Great Depression, the country's economy came to a screeching halt. Thousands of companies went out of business in New York and across the country. People lost their jobs; many lost their homes. Many New

Yorkers did not have enough money to buy anything but necessities. In the early 1930s there was no aid available from the federal government for food, housing, and medical care. People stood in long lines for handouts of soup and bread. Some built shacks from cardboard and other scraps. Shantytowns sprang up in places like Central Park and along the East River in Manhattan.



Shantytown along the East River in New York City

Roosevelt Offers a New Deal

Franklin Delano Roosevelt was governor of New York when the Great Depression started. Many desperate New Yorkers turned to him for help. He firmly believed that the government had a responsibility to help people in need, and he established programs to help people get food, jobs, and medical care. When Roosevelt was elected President of our country in 1932, he continued these types of programs as part of his "New Deal." His efforts to get people back to work and provide for the needy helped New Yorkers and the rest of the country endure the 10-year depression. Many of the country's current policies and programs—such as the Social Security system, federal insurance on bank deposits, and agricultural price supports—have their roots in the Roosevelt administration.

WRITING A LETTER

During the Great Depression President Roosevelt and his wife, Eleanor, received more than 200,000 requests for help. The letter below was written in 1935 by a New Yorker to the First Lady. Read the letter, and then answer it as if you were speaking for Mrs. Roosevelt.

*Bronx New York
February 25, 1935*

*Mrs. Franklin D. Roosevelt
White House
Washington D.C.*

Dear Mrs. Roosevelt,

Please do not take this letter as too great a presumption on my part. I assure you it is not intended as such.

I am addressing you in the hope that you will look upon it simply as an appeal from one mother to another.

I am the mother of four children, three of whom have had the misfortune to be born with an affliction which left them deaf mutes. For years we have tried every means at our disposal in an attempt to cure or alleviate this condition, so that they might have their speech and hearing restored, but without success. My husband has exhausted all his means, so that I am powerless to do anything more for them.

Lately I have learned of a new instrument for the deaf, known as the "Fortiphone." We have had experiments made on the children with this instrument, and while it proved highly successful with one of them, it did not help the others. This instrument seems to be the only one on the market which will help the one child on whom it was tried, but unfortunately the cost of same, \$125.00 is far beyond our present means. I believe that the Wanamaker Company in New York is selling them, and they are asking the price mentioned.

I know that you must receive a great many appeals similar to mine, and that it must seem a great presumption on my part to address an appeal of this kind to you, but as a mother you can no doubt appreciate the heartaches that are occasioned when one knows that there is something that can be done to help an afflicted child, and one has not the necessary means wherewith to do it.

It is for this reason that I am writing you, in the hope that you may be able to suggest some way in which this device could be made available to my child.

In the hope that you will be able to do something for a heartbroken mother, and again asking your pardon for troubling you, I am,

Very Respectfully Yours

Courtesy of the Franklin D. Roosevelt Library, Hyde Park, New York.

EXTENSION

Link to Economics Try your hand at investing in stocks. Select two stocks from the financial pages of your local newspaper, and monitor their activity for 10 days. As a class, construct a chart to record how the price per share of each stock changes over the 10 days. To determine who made the best investments, compare the total 10-day gain or loss of your two stocks to that of the stocks chosen by your classmates.





ACTIVITY 37 Brother, Can You Spare a Dime?

OBJECTIVE: Analyze the effects of the Depression on unemployment.

Rube Kadish lived in Greenwich Village in New York City when the Depression hit. He and thousands of other jobless people struggled to find work to support themselves and their families:

“After the '29 crash, there was a tremendous amount of unemployment in New York. There were a lot of people who were willing to do anything for a quarter. There were the usual apple sellers, and there were the guys shoveling snow for the twenty-five cents or whatever it was they could get as a hand-out. There were people working in restaurants for just the room

and board. . . . I got by through friends mostly, that and by occasional jobs. Every now and then you'd hear about somebody painting an apartment or working for somebody for a while or helping somebody move. ”

From You Must Remember This by Jeff Kisselhoff, Harcourt Brace Jovanovich, 1989

By 1933, 1.5 million New Yorkers were unemployed. This was about one quarter of New York's labor force. Another third of male wage earners worked only part time.

ANALYZING DATA WITH LINE GRAPHS

The data charted here were gathered by the State of New York Department of Labor. They show the changes in the number of factory jobs in New York between 1919 and 1937. The numbers in the *Employment Index* column are called index numbers. In this case the index number 100 indicates the number of factory workers in New York State in 1927. An index number above or below 100 shows there were more or fewer factory workers in that year than in 1927. For the purposes of this activity, you will need to refer only to these numbers to compare rises and falls of employment in New York State.

**New York Factory
Employment,
1919–1937**

Year	Employment Index
1919	113.5
1921	93.3
1923	107.3
1925	99.4
1927	100.0
1929	103.1
1931	79.1
1933	68.5
1935	83.6
1937	94.7

Use the data given in the chart to construct a line graph on a sheet of graph paper. Then consult your graph to answer these questions on a separate sheet of paper.

1. In general, how does the factory employment in New York between 1919 and 1929 compare with the employment in 1927? Between 1929 and 1937?
2. Between what years did the greatest decrease in factory employment occur? To what can this be attributed?
3. In what year was factory employment in New York State the lowest? Why do you think this happened?

EXTENSION

Citizenship Link Since the Great Depression, federal and state governments have established programs to help people who lose their jobs. Find out what aid programs are now available to unemployed New Yorkers.

ACTIVITY 38

Who Was Who in the 1920s and 1930s



OBJECTIVE: Recognize prominent New Yorkers in the 1920s and 1930s.

In 1920 there were 10 million people living in New York. By 1930 the population of New York had increased to 12.5 million. New York was establishing its reputation as a center of finance, culture, and politics. The people listed below all lived or worked in New York in the 1920s and 1930s.

CREATING AN EVALUATION TOOL

Do research to find why each person became well known. Use your research to create a matching test. Select 10 of the names listed below, and list them in a vertical column on a separate sheet of paper. Number each name. Write a single fact about each person on your list. Mix the clues, arrange them in a second vertical column, and letter them. Create a key with the correct answers.

- | | |
|---------------------------|---------------------|
| George Gershwin | Louis Armstrong |
| Charles Evans Hughes | Benny Goodman |
| Eugene O'Neill | Father Divine |
| John D. Rockefeller | Henry Miller |
| Anna Eleanor Roosevelt | Marian Anderson |
| Franklin Delano Roosevelt | Thomas E. Dewey |
| Dorothy Parker | Henry R. Luce |
| Alfred E. Smith | Gertrude Ederle |
| James "Jimmy" Walker | Norman Rockwell |
| Margaret Bourke-White | Fiorello La Guardia |
| Robert Moses | Grandma Moses |

Exchange matching tests with a partner. Try to complete your partner's test. Then exchange answer keys, and find the correct answers. Discuss why the test was easy or difficult to complete.

John D. Rockefeller



Eleanor Roosevelt



Norman Rockwell



Louis Armstrong

EXTENSION

Literature Link Consider again the list of New Yorkers and what you have learned about each one. Choose one that interests you and read a biography of him or her.



ACTIVITY 39 World War II

OBJECTIVE: *Understand the value of interviews in gathering historical information.*

When Japan bombed Pearl Harbor in Hawaii on December 7, 1941, our country plunged into World War II. Once again, New York was an important center of war production, communication, and transportation. Our state sent more people into war than any other state. At

least 1.5 million New Yorkers were in the armed forces. More than 30,000 lost their lives.

On the home front, people did what they could to help the war effort. When the war came to an end in 1945, at least one-half million people crowded into New York City's Times Square to celebrate.

CONDUCTING AN INTERVIEW

Interview someone who lived during that period. With other members of your class, create a collection of the interviews, entitled "I Was There." Follow the steps below to complete your interview and create your finished book.

- 1. Identify your interviewee.** With help from family and friends, identify a man or woman who was at least 16 years old during World War II. Your goal is to find out what life was like during that period, either on the home front or on the battlefield.
- 2. Making contact.** Call or meet with the person you plan to interview to explain what you would like to do. Ask if he or she would be willing to be interviewed. Set up a time for your interview. Arrive on time with a list of prepared questions.
- 3. Preparing interview questions.** Copy the questions below on a separate sheet of paper, and use them in your initial contact to gather background information or in your interview. Add at least 10 specific questions about what it was like to live during World War II. Ask permission if you want to tape your interview.

What is your name?

When and where were you born?

How old were you in December 1941?

Where were you when you heard that the war had begun?

What did you do during the war?

Where were you when you heard that the war had ended?

Who was your closest relative in the military during the war?

- 4. Conducting your interview.** Ask your questions distinctly and politely. Making eye contact with your interviewee will show that you are interested in the responses. Allow the interviewee an opportunity to tell you stories that do not answer your prepared questions.
- 5. Creating a final draft.** After your interview, rewrite your questions and answers in the form that they will be presented in your class book. Consider including photographs or illustrations.
- 6. Producing the book.** As a class, decide how many copies of the book to produce. Consider giving a copy to each person interviewed.

EXTENSION

Learning from Others Invite one or more of the people interviewed to class to participate in a panel discussion.



ACTIVITY 40 New York's POW Camps

OBJECTIVE: Evaluate the treatment of prisoners in New York's POW camps.

In World War II thousands of American soldiers were held in prison camps in Germany, Italy, and Japan. The United States also had prison camps for prisoners of war (POWs). At least 425,000 POWs from Germany, Italy, and Japan were detained in U.S. camps until the war was over. More than 80 percent of the prisoners were German.

Two-thirds of the camps were in the southern and southwestern states in rural, isolated areas. New York had 18 German POW camps. In addition, Camp Shanks on New York Harbor was one of two points of embarkation in the United States, where POWs from Europe entered and left the country. New York's major POW camps were

Halloran General Hospital on Staten Island, Fort Niagara near Buffalo, and Camp Popolopen in Orange County.

Compared to American soldiers imprisoned in countries like Japan, the POWs in U.S. camps were treated quite well. Prisoners helped meet the need for laborers by planting and harvesting crops on farms and working in factories. Many worked on military bases doing non-war-related work, such as waiting on tables in mess halls and tending camp gardens. The prisoners were paid a wage comparable to pay in their own country. When the war ended in 1945, the prisoners were released and gradually transported back to their countries in Europe and Asia.

LOCATING POW CAMPS

The chart below lists the names and locations of New York's German POW camps. Refer to the county map on page 86 in the Appendix to answer the questions on a separate sheet of paper.

Answer the following questions on a separate sheet of paper.

Name of Camp	County	Name of Camp	County
Attica	Wyoming	Medina	Orleans
Clyde	Wayne	Mitchell Field	Nassau
Dunkirk	Chautauqua	Newark	Wayne
Fair Haven	Cayuga	Niagara	Niagara
Geneva	Ontario	Pine Camp	Jefferson
Halloran General Hospital	Richmond	Popolopen	Orange
Hamlin Beach	Monroe	Port Byron	Cayuga
Harrisville	Lewis	Sodus Point	Wayne
Letchworth Park	Wyoming	Upton	Suffolk

From Dr. John Sherwood, U.S. Army Center of Military History

1. How many New York counties had World War II POW camps?
2. Describe the distribution of POW camps. How many were within 140 miles of New York City? Of Rochester?

CRITICAL THINKING

3. **Drawing Conclusions** Look again at the map on page 83. Locate New York's most populous cities—New York, Buffalo, Rochester, Yonkers, Syracuse, and Albany. Also refer to the New York physical map on page 82. List some of the factors that might have been considered in choosing the location of POW camps.

EXTENSION

Compare and Contrast Do research to compare the treatment of American soldiers in European and Japanese POW camps to the treatment of POWs in this country during World War II.



ACTIVITY 41


Oswego Refugee Camp: A Safe Haven

OBJECTIVE: Recognize the plight of refugees in World War II.

During World War II New York served as a safe haven for a small number of Europeans, most of whom were Jewish. In 1944 the federal government transported 982 people to New York from war-torn Italy. They were interred, or quartered, at Fort Ontario, a former army camp in Oswego. During their two-year stay, the refugees lived in army barracks that were surrounded by a tall chain-link fence topped by barbed wire. As refugees, all had promised to return to their home countries as soon as the war ended.

The refugees were fleeing the Holocaust in Europe. The Holocaust is the name given to the mass killing of Jews by Adolf Hitler during the war. The Germans, under Hitler's command, murdered an estimated 10 to 12 million civilians. Of those, at least 6 million were Jews. Jews and other people the Germans determined to be "undesirable" were sent to concentration camps. Many were worked to death, starved to death, subjected to inhumane medical experiments, or killed in gas chambers.

Strict Quotas Limit Number of Immigrants

To escape the horror, thousands of refugees tried to get into the United States. At the time our country's immigration quotas were very strict. The American government thought the first reports of the atrocities in Germany were exaggerated. By 1943, however, there was no doubt that the murders were taking place. President Roosevelt agreed to give the Oswego refugees a haven in the United States, but he was criticized for not doing more.

Although few in number, the refugees who came to Oswego were grateful to be alive. The Oswego group was made up of 874 Jews, 73 Roman Catholics, 28 Greek Orthodox, and 7 Protestants from 18 different countries. The group included doctors, dentists, tailors, lawyers, artists, engineers, and rabbis. The U.S. Secretary of the Interior appointed one of his assistants, Ruth Gruber, to accompany the refugees to New York. She flew to Italy and traveled with the refugees aboard ship to New York. As a friend, confidante, and crusader for the refugees, she soon earned the nickname

"Mother Ruth." Her notebooks provide much of what we know today about the Oswego refugees.

Refugees Settle at Oswego

Once the refugees landed in New York City, they traveled by train to the army camp at Oswego on Lake Ontario. Many were shocked when they saw that the camp was surrounded by a tall fence. Once inside, each family was given its own "apartment" in the former army barracks. The government provided furniture, food, and other supplies to make the refugees comfortable.

At the time the city of Oswego had a population of about 20,000. Townspeople gathered at the fence to talk to the new refugees. It was common to see the residents of Oswego tossing clothing, food, and other items over the fence to their newfound friends. One Oswego resident even lifted her bicycle over the fence for the children of the camp.



A fence encircled the camp.

Most refugees felt safe and secure at Oswego, even though their freedom was limited. By the end of the war, most were hoping that they could stay in the United States permanently. Ruth Gruber and others worked hard to devise a plan to get around the United States quota system. Their plan was unusual, but it worked. When the war ended, the refugees were taken by bus into Canada. They were given visas in

Canada, put back on the bus, driven back to the United States, and then allowed to enter the United States as immigrants.

The story of Oswego is one of hope but also one of sadness. Oswego was a “safe haven” for the 982 refugees who lived there. However, there were millions of Europeans who were not able to escape the horrors of war.

ANALYZING PRIMARY SOURCES

The passage below was written by an Oswego refugee and presented to Ruth Gruber during a bitterly cold winter in the camp.

“Night. I am lying in bed, and outside the storm is howling—no, it isn’t howling; it’s racing—at forty-three miles an hour. It pipes in a hellish concert through all the seams in my lightly built quarters. I thank the Lord for the noble American nation and its wonderful President. Yes, I thank them with all my being—but. It is a “but” even after I am offered humanity, radio, underwear, clothes, shoes, food, quarters for living and recreation and so forth. Despite all this, “but”? Yes, *But*. Because none offers me that for which my heart is languishing and to the sanctuary of which every last creature on God’s earth is entitled: FREEDOM! . . .

I am told we refugees are prisoners (we were told we would be guests—what irony!) because we have not status under the law: So we exist in a legal vacuum, under a sentence more cruel than that of a common criminal—the sentence of uncertainty. . . . For what have we cried blood from our eyes and mankind beaten its breast in lamentation over us? That we should be prisoners in the Land of Promise? For what freedom is America fighting a war abroad only to lose it in shame in Fort Ontario?

I will not be supported any further: I will be a free man again. ”

From Ruth Gruber, *Haven: The Story of 1,000 World War II Refugees* (New York: Coward-McCann, Inc., 1983).

Use the information from the reading to answer the following questions on a separate sheet of paper.

1. What material goods did the United States provide for the refugees?
2. Despite his gratitude toward the United States, for what was this man pleading?

CRITICAL THINKING

3. **Making Inferences** The passage states that the “sentence” of “uncertainty” is harsher than any sentence given to a “common criminal.” Why would “uncertainty” be so difficult?
4. **Synthesizing Information** What is the “irony” the refugee refers to?
5. **Demonstrating Reasoned Judgment** Compare the number of people saved at Oswego to the total number of civilians killed in Germany and German-occupied territory. It may help to express the two numbers as a fraction—982/10,000,000. Do you think the United States should have done more to help European refugees? Write a paragraph explaining your stand on this issue.

EXTENSION

Comparing Circumstances Write a letter that an Oswego refugee might have written to a relative or friend in Europe during the war.





ACTIVITY 42 The Products of War

OBJECTIVE: *Examine New York's role in producing war goods.*

Even before the United States entered World War II, it was supplying Allied countries such as Great Britain with war goods. Millions of dollars worth of war supplies were manufactured in New York and shipped out of New York Harbor. When the United States entered the war, the production increased.

Though many of New York's workers went off to combat, there were plenty of people to work in factories. After the Depression, people were anxious to get back in the workforce. Older men and boys took over many of the jobs. Some workers migrated from southern states. Many women worked in factories. By 1945 more than 19 million women were employed in industries throughout the country.

Many of New York's factories were converted to wartime production. Auto factories turned out airplanes, tanks, and trucks. Manufacturers of scientific instruments made surveillance equipment and periscopes for submarines. Food processing companies packaged foods for the soldiers overseas, and clothing factories turned out uniforms, blankets, and fatigues. Even small companies joined the war effort. For example, the Gladding Company in South Otselic produced braided parachute cords instead of fish line.

Just as in World War I, during World War II New York produced more goods than any other state. Buffalo and New York City produced at least two-thirds of all the war goods made in the state.

War Goods Produced in New York

New York City	Buffalo	Syracuse	Rochester	Binghamton	Schenectady
ships	ammunition	jeep parts	cameras	tents	tanks
airplanes	machine guns	ammunition	periscopes for submarines	shoes	cannons
ammunition	iron and steel	aircraft parts	electric machinery	chemicals	locomotives
machine guns	radio equipment	machine guns	scientific instruments	photo supplies	electric machinery
iron and steel	airplanes and airplane engines				
electric machinery					
scientific instruments					

MAKING A PRODUCT MAP

Use a map to show some of the war products manufactured in New York's cities. On a separate sheet of paper, trace the outline of New York State on page 86 of the Appendix. Mark the six cities listed in their proper locations. Create symbols for each product made. Prepare a legend for your map and give your map a title. You may want to create your map symbols, legend, and title on a computer and then add them to your map.

EXTENSION

Bringing the War Home Do research in your community to find the name of one company that manufactured products for World War II. Find out where the company was located, what it produced, and if it is still in business.



ACTIVITY 43 The United Nations

OBJECTIVE: *Recognize the international importance of the United Nations.*

When the war ended in 1945, the world was tired of fighting. The major Allied countries in the war—the United States, the Soviet Union, Great Britain, China, and France—wanted to find a way to solve future conflicts without resorting to war. Leaders from these countries, including President Franklin Roosevelt, worked together to create an organization called the United Nations (UN). The goal of the new organization would be to keep peace in the world. The organization vowed to use negotiation and compromise instead of tanks and bombs to solve conflict.

The Security Council and the General Assembly

On October 24, 1945, the United Nations was born. Its two main bodies are the Security Council and the General Assembly. The Security Council is made up of representatives of the five world powers after the war—the United States, the Soviet Union, Great Britain, China, and France. Only these five nations were granted permanent membership to the Security Council and have the right to veto decisions made by the organization. The Security Council has seven additional seats that rotate among other member countries. The General Assembly consists of representatives from all other countries eligible to be members. Each country has one vote to cast in deciding UN policy. Four other UN departments handle human rights issues, hear court cases, and deal with the day-to-day business of the organization.

After the UN was formed, a search to locate a site for its headquarters began. The Rockefeller family bought 20 acres of land on Manhattan's East Side for \$8.5 million and donated it to New York City. Five years later the three-building United Nations complex built on this land opened its doors. New York City was now a world capital.

A Plan for Peace

When the United Nations was created, representatives from 50 different countries signed its charter. An excerpt from the charter follows.

“We the peoples of the United Nations determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom, and for these ends to practice tolerance and live together in peace with one another as good neighbors, and to unite our strength to maintain international peace and security, and to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and to employ intentional machinery for the promotion of the economic and social advancement of all peoples, have resolved to combine our efforts to accomplish these aims. ”

RECALLING FACTS

On a separate sheet of paper, answer the following questions about the excerpt above.

1. According to the charter, from what did the UN want to save future generations?
2. Name three things besides avoiding war that the UN wanted international cooperation to accomplish.
3. In a single sentence summarize the above excerpt.

EXTENSION

Art Link Compare the designs of the Empire State Building, constructed in 1931, and the UN complex, constructed in 1951. The UN buildings with their walls of glass are considered some of the first modern skyscrapers.



ACTIVITY 44 Dream House in the Suburbs

OBJECTIVE: Identify the changes in lifestyle that led to the growth of the suburbs.

When World War II ended in 1945, returning soldiers were ready to settle down. Because there had been so little construction during the Depression years, there was a housing shortage. Many families shared houses with relatives or friends.

When small, affordable homes were built in rural areas in the late 1940s and 1950s, people jumped at the chance to buy them. Abraham Levitt and his sons, William and Alfred, took advantage of the new housing demand in New York. Levitt & Sons bought 4,000 acres of farmland just east of Manhattan, where they built 17,400 houses for the middle class. His new suburb, called “Levittown,” was home to 82,000 residents.

Levitt made his houses affordable by mass-producing them. He built each house using the same 27-step plan and made as many as 30 houses a day. They all were built on the same size lot on a concrete slab with

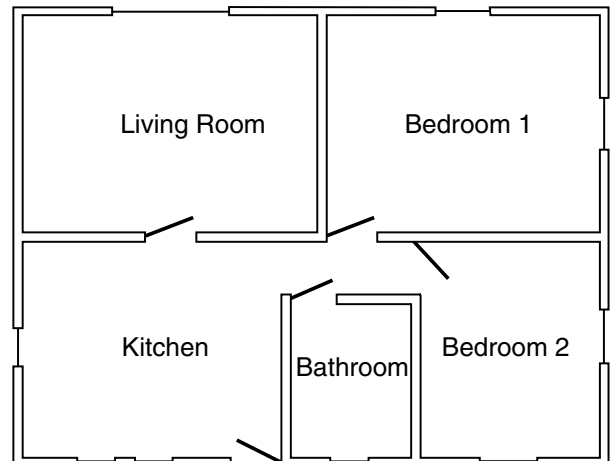
no basement. Many of the walls and roofs were pre-made and then brought to the site. New power tools made the work go quickly.

Almost all of the Levittown houses were the same, with a living room, a kitchen, two bedrooms, and a bathroom. Levitt designed the houses to appeal to young families and sold them for about \$7,000 to \$9,500. Owning a home could be cheaper than renting.

The suburbs reflected changes in people’s lifestyles during the 1950s. Many families had cars; they were no longer restricted to apartment life in the crowded cities. People could work in the city and raise their families in the suburbs. New highways made travel easier and faster. With shorter workdays and labor-saving appliances, both men and women had more leisure time. The home became the center of family activity and recreation. Television was now affordable; by 1950 at least 3.2 million American homes had television sets.

CREATING YOUR DREAM HOUSE

The floor plan to the right is for a 750-square-foot house that is similar to those first built in Levittown. Rooms are labeled, and doors, doorways, and windows are marked. On a sheet of graph paper, create a floor plan for your own dream house. Label each room, and show doorways, windows, fireplaces, and any other architectural features that you include. If you design a two-story or split-level house, draw a separate floor plan for each floor. If you have a special yard in mind, include a sketch.



EXTENSION

Linking Past and Present Watch a television show that was popular in the 1950s. With your class, discuss whether this show would be popular with young viewers today. Explain your reasons.

ACTIVITY 45 The St. Lawrence Seaway

OBJECTIVE: Recognize the importance of the St. Lawrence Seaway.

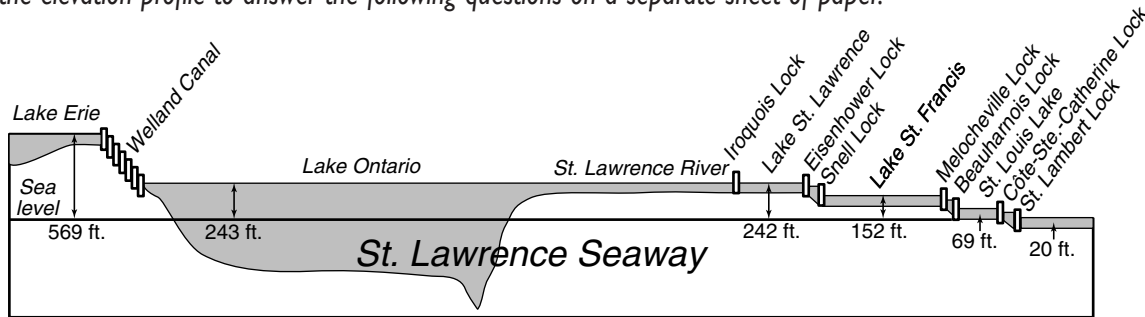
When the St. Lawrence Seaway opened in 1959, it became a major shipping channel for western New York and much of the Midwest. The Seaway, which extends 450 miles from the eastern end of Lake Erie to Montreal, links all the Great Lakes to the Atlantic Ocean. Ships from around the world pass from Lake Erie through the Welland Canal to Lake Ontario, enter the St. Lawrence River at the eastern end of Lake Ontario, and sail through the Gulf of St. Lawrence to the

Atlantic Ocean. Many of the ships transport goods to Europe using this route. The Seaway has transformed Great Lake cities, such as Buffalo, Rochester, and Oswego, into international ports.

Building the Seaway was no small task. The 186-mile stretch of the St. Lawrence River from Lake Ontario to Montreal was filled with rapids, which prevented ship travel. In 1954 Ontario and New York agreed to make the St. Lawrence navigable, and construction began that year. The Seaway was opened for shipping in 1959.

INTERPRETING AN ELEVATION PROFILE

Use the elevation profile to answer the following questions on a separate sheet of paper.

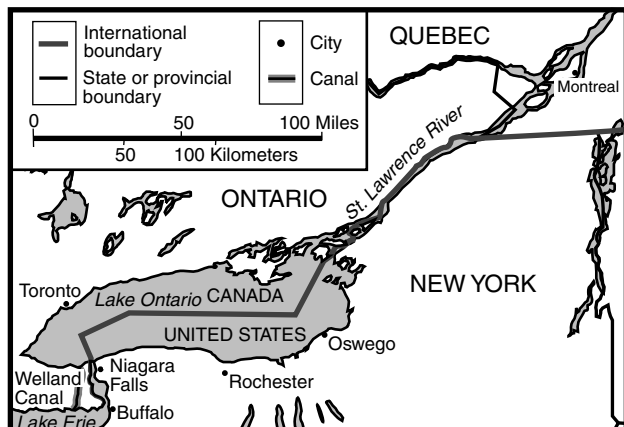


Elevation profile of St. Lawrence Seaway

1. What is the name of the canal that links Lake Erie and Lake Ontario?
2. Which two locks allow ships to enter and exit Lake St. Lawrence?
3. What is the difference in elevation between Lake St. Lawrence and Lake St. Francis? Between Lake Erie and St. Lambert Lock?

EXTENSION

Understanding Treaties The Niagara Falls Power Project also involves agreements between the United States and Canada. Do research to find out what these agreements are.



ACTIVITY 46 Acid Rain

OBJECTIVE: Define some of the effects of pollution on our state's natural resources.

Although New York is famous for its big city, it has many areas of natural beauty and sparse population. More than half of New York is covered with forests. The state has 40,000 lakes and 70,000 miles of rivers and streams.

The large number of people in New York has taken a toll on its environment. Pollution from industry has threatened many of our rivers and lakes, our landfills are close to overflowing, and hazardous wastes have seeped into the state's groundwater. Dangerous medical wastes, illegally disposed of at sea, have washed up on New York beaches. The federal and state governments are working together to solve some of these problems, but they must rely on New Yorkers for help.

Acid rain, which is affecting New York's soil, lakes, streams, and wetlands, is formed from sulfur and nitrogen gases emitted by factories and automobiles. These gases rise into the air and mix with moisture to form acids. The acids then fall to the ground with rain, snow, fog, and dew, making this precipitation acidic. Acid rain has properties that can damage the

ecosystem of lakes and streams, can kill fish and plants, and in high concentrations can kill all the life in a lake or pond. Too much acid in soil can damage plants and trees.

The six-million acre Adirondack State Park has been affected by acid rain. Snow accumulates in the mountains over winter, creating a stockpile of acid snow. With the spring thaw, the snow melts and flows into the mountain streams and lakes. Acid rain has reduced the fish populations in many of the Adirondacks' lakes, particularly in the kettle lakes which have no inlets or outlets. When microscopic animals, insects, and smaller fish at the bottom of the food chain die from the high acid concentrations, the larger marine animals that feed on them have nothing to eat and they die, too. Many of the brook trout that once filled these lakes are gone.

Ironically, New York is not causing its own acid rain problem. The acid rain that makes its way to New York is caused by pollution that is carried here by the wind from mid-western factories. Most of the sulfur and nitrogen gases from New York drift east over the Atlantic Ocean.



Trees damaged by acid rain

GETTING THE MESSAGE ACROSS

Design a poster to educate people to the dangers of acid rain to the New York environment. Do further research to help explain how acid rain affects plants, animals, buildings, and even our health.

EXTENSION

Citizenship Link What environmental problems does your community have? Select one example, and find out what residents and your local government are doing about it. Prepare a written analysis that describes the problem, the efforts made to deal with the problem, and your suggestions for what could be done to solve the problem.

ACTIVITY 47



New York's Industries Change Direction

OBJECTIVE: Understand New York's transition from a manufacturing-based to a service-based economy.

After World War II and throughout the 1950s, New York ranked first in the nation in almost every industry. In 1949 more than half of the state's workers were employed in factories that produced cars, appliances, clothing, shoes, and machinery.

New York's economy began to shift in the 1960s. Many New York manufacturers could not compete with low-priced goods made in other countries. Many of the factories in the state were aging and deteriorating. Outdated machinery and buildings needed to be replaced or rebuilt. Some company owners decided to move to areas with low energy costs and cheap labor. The loss of thousands of jobs resulted. Many workers left the state in search of jobs elsewhere.

Today New York's economy is no longer as dependent on manufacturing as it was in the 1950s. More than 90 percent of the total value of goods and services that

New York produces in one year is from the service sector. People who work in the service industry do not produce a product; they provide a service. New York's biggest service industries are banking and finance, insurance, and real estate. Other important service industries are communications, transportation, tourism, and government.

Manufacturing remains a very important part of New York's economy. New York is second only to California in the amount of goods it produces. New York is first in the manufacture of clothing and printed materials. Eastman Kodak in Rochester produces photographic equipment. Companies in Syracuse manufacture electronic equipment, air conditioners, and auto parts. Buffalo's mills produce more flour than any other place in the world. The General Electric plant in Schenectady produces high-tech electronics, and Corning, Inc., in Corning manufactures all types of ceramic products.

CREATING A BAR GRAPH

On a sheet of graph paper, create a bar graph that compares the percentage of people employed in manufacturing and service industries in 1940 and 2001. Use the following statistics for your graph. Then answer the questions on a separate sheet of paper.

	% in Manufacturing	% in Service
1940	54	46
2001	10	90

CRITICAL THINKING

- Analyzing Information** What does the graph say about the *percentage of workers* employed in the service industry in 1940 and in 2001? About the *number of people* working in the service industry?
- Understanding Limitations** What does the graph say about the *amount of goods* produced?

EXTENSION

On the Job Create a list of jobs or careers in the service industry that you would like to have. Do research to find out what type of training or education you would need to qualify for three of these jobs or careers.





ACTIVITY 48 Population Trends

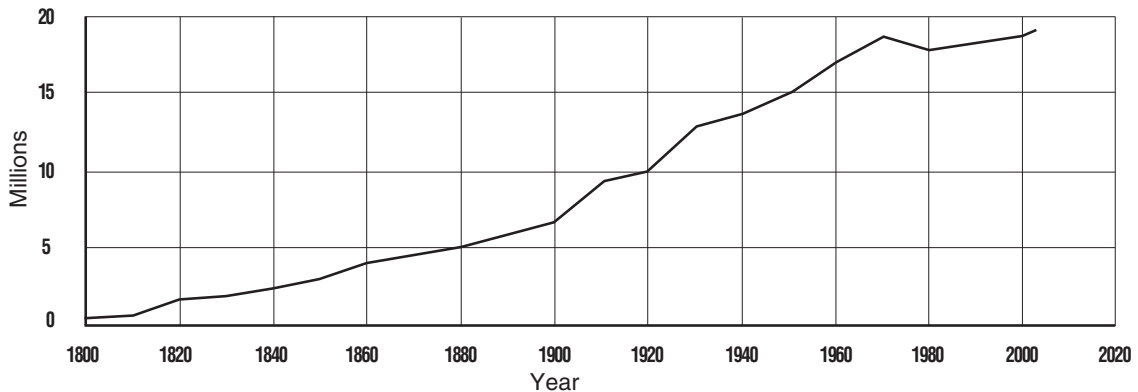
OBJECTIVE: Trace the state's population growth over the past 200 years.

With a population of more than 19 million people, New York is the third-largest state in the nation. The only states with more people are California and Texas. Most New Yorkers—85 percent—live in cities. Our state's six

largest cities are New York City, Buffalo, Rochester, Yonkers, Syracuse, and Albany. Nearly half of all New Yorkers live in New York City. New York City is the largest city in the United States, with a population of 8 million people.

READING A POPULATION GRAPH

The graph below shows the population growth in New York from 1800 to 2003. Use the graph to answer the following questions on a separate sheet of paper.



From U.S. Bureau of the Census

1. What was the only 10-year period during which New York's population declined? What two 10-year periods show the greatest increase in population?
2. The population in 1990 was more than 18,000,000; in 2000 it was approximately 19,000,000. Use these figures to calculate the percentage of increase in population between the 1990 and 2000 census. Use this percentage to estimate what the population of New York will be in the year 2010.

CRITICAL THINKING

3. **Synthesizing Information** Why do you think New York's population declined in the 1970s?

EXTENSION

Geography Link Do research to find a country that has a population similar in size to New York's population. Prepare a report that compares and contrasts the life of a citizen of that country to a resident of New York.





ACTIVITY 49 The New Immigrants

OBJECTIVE: *Examine the change in immigration patterns.*

Today about one out of every six people in New York was born in another country. Twenty percent have at least one parent who was born in another country.

Before 1950 most immigrants came from Europe. Then the pattern of immigration began to change; many people migrated to New York from Spanish-speaking countries in the Caribbean and from Asia. More than 15 percent of New Yorkers are Hispanic. Almost 6 percent are Asian. The eight largest immigrant groups in our state today are from the following countries: the Dominican Republic, Italy, Jamaica, China, the former Soviet Union, Germany, Poland, and Haiti.

There are many reasons why people come to the United States. Puerto Ricans, who are American citizens, began moving to New York in large numbers in search of jobs and opportunities after World War II. After the war in Vietnam, many Vietnamese sought refuge in our country. The state is seeing an increase in

people from the Middle East because of political unrest in that area.

Because the number of jobs and the amount of government aid to support people who cannot work are limited, the number of people who can immigrate to our country must be controlled. In the past, immigrants who had family members in the United States were favored. However, the Immigration Act of 1990 uses the criteria of job skills, education, and other qualifications more than that of family connections.

Most immigrants who come to the United States seek citizenship. An immigrant must live in the United States as a permanent resident before applying for citizenship. The process involves an application, an interview, and a citizenship examination. Those who are accepted as citizens attend a swearing-in ceremony where they take an oath of allegiance to the United States, promise to uphold the Constitution, and renounce citizenship of all other countries.

CAN YOU PASS THE TEST?

Below is a list of questions that often appear on citizenship tests. How many can you answer correctly?

1. Name the U.S. senators from your state.
2. How long is the President's term of office?
3. What do the stripes on the flag represent?
4. In what year did the United States declare its independence from Great Britain?
5. What are the three branches of the federal government?
6. What is the national anthem and who wrote it?
7. How many justices are on the Supreme Court?
8. What is the name given to the first 10 amendments to the Constitution?
9. What type of government does the United States have?
10. Who is the governor of your state?

EXTENSION

Citizenship Link With members of your class, compose a letter to send to officials at the Immigration & Naturalization Service office in your area. Explain that your class or school would like to host a swearing-in ceremony for people in your area who have applied to become U.S. citizens. Devise a plan to host the ceremony.





Comparing Local, State, and Federal Governments

OBJECTIVE: *Understand how our local, state, and federal governments are structured similarly.*

In the United States there are three basic levels of government—local, state, and federal. Your local government is the government of the community in which you live. Your state government is the government of New York State. Federal government is the government of our country. Each level of government has specific duties and responsibilities.

The structures of our local, state, and federal governments are similar. Each has three branches of government—legislative, executive, and judicial. The legislative branch of government is responsible for making the laws. The executive branch administers the laws. The judicial branch determines whether the laws passed by the legislature are constitutional and whether laws have been broken.

The Legislative Branch

Because the legislative branch of government is responsible for making laws, it consists of a law-making, or legislative, body. On the local level, this body may be a city council, a county board of supervisors, or a town board. On the state level, the legislative body usually consists of two parts. In New York the two parts of the legislature are the State Senate and the State Assembly. On the federal level, the legislative body consists of the U.S. Senate and the U.S. House of Representatives. Members of the legislature are elected.

The Executive Branch

The executive branch of government is headed by one person, who is almost always elected. The head of the executive branch of a local government may be a mayor,

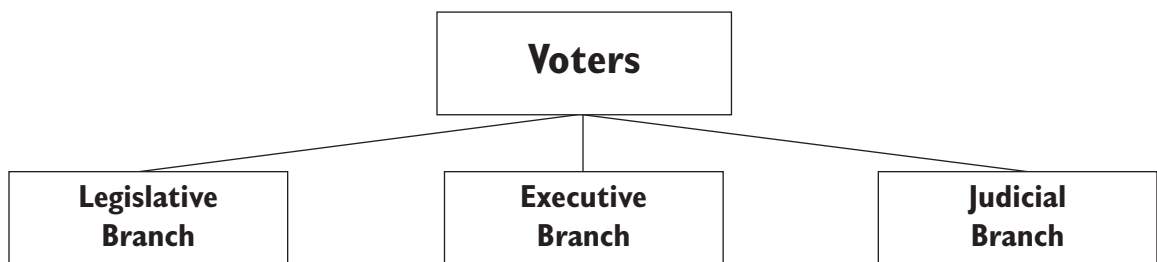
a county judge or commissioner, or a town supervisor. The head of the executive branch of the state government is the governor. The head of the executive branch of the federal government is the President of the United States.

The Judicial Branch

The judicial branch of government consists of several levels of courts. The system of courts includes, for example, city or village courts, district, and county courts on the local level; state Supreme Courts and a Court of Appeals on the state level; and Federal District Courts, U.S. Circuit Courts, and the U.S. Supreme Court on the federal level. The highest court in the state of New York is the state’s Court of Appeals. The highest court in the United States is the U.S. Supreme Court. These higher courts deal almost exclusively with whether laws are constitutional and settle arguments about what laws mean and how laws are to be implemented. Most judges are elected. Some are appointed by the executive branch and approved by the legislative branch.

Checks and Balances

Executive, legislative, and judicial branches are found in all levels of government. Although each branch has separate duties, each has powers to “check” the powers of the other two branches. In this way, a balance of power is maintained, and no one person or group can assume too much power. This system is referred to as “checks and balances.” The ultimate power resides in the voters, who elect the major office holders in each branch of government or the people empowered to appoint them.



COMPARING GOVERNMENT IN THE UNITED STATES

The organizational chart below compares the three branches of government for the local, state, and federal governments. Complete the chart with the appropriate offices or bodies of government.

	Federal Government	State Government	Local Government
Executive	1.	2.	3.
Legislative	4.	5.	6.
Judicial	7.	8.	9.

EXTENSION

Citizenship Link Do research to find who currently holds each of the following offices:

- U.S. senators from New York _____
- U.S. representative from your district _____
- U.S. Supreme Court justices _____

- governor of New York _____
- state senator from your district _____
- member of the State Assembly from your district _____
- chief judge of the Court of Appeals _____
- your mayor, town supervisor, or borough president _____
- your county commissioner _____





ACTIVITY 51 Participation in Government

OBJECTIVE: Identify state government responsibilities and participate in the law-making process.

The state government is responsible for serving the needs of New Yorkers. Everyday, when you pay sales tax at the grocery store, picnic in a state park, or travel on a state highway, you come into contact with state government.

The state's legislature can make laws concerning the public health and safety, commerce within the state, the environment, education, the state's natural resources, state parks, and state highways—just to name a few.

Many people think the senators and members of the Assembly in New York's state legislature are beyond their reach. The truth is that members of the legislature are elected to represent their constituents and value input from them. You can communicate with assembly members or senators through their state offices in Albany or through their local district offices. Contact the reference desk of your local library or access the Internet to find the name and address of your representative.

CONTACTING YOUR STATE LAWMAKER

With a group of classmates, brainstorm a list of issues that you think deserve the state government's attention. Make sure they are issues for state—not local or federal—government's attention. Write your ideas here.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

As a group, decide which of these issues you feel most strongly about. Then draft a letter to your state representative about this matter. Explain your concern or problem clearly and concisely. In offering your opinion, do so respectfully. Your letter can suggest a solution to the problem and ask the lawmaker to consider proposing a law that would help to correct the problem.

The salutation of your letter should be *Dear Senator* _____ or *Dear Assemblyman* or *Assemblywoman* _____. Address your envelope to *The Honorable* _____.

EXTENSION

Communications Link Create a scrapbook of newspaper articles that deal with actions of the state government's executive, legislative, and judicial branches.



ACTIVITY 52 Local Governments in New York

OBJECTIVE: *Examine the role of local governments.*

The state government provides many important services and pays for them with taxes collected from New Yorkers. Other important services such as police and fire protection are the responsibility of

the local governments in New York's counties, cities, towns, villages, and school districts. Because responsibilities of the different governments often overlap, all levels of government must cooperate in making decisions.

Type of Local Government	Number in State	Main Functions
County	62	Law enforcement, building highways, holding elections
City Town Village	62 932 555	Police protection, fire protection, streets, sewer systems, zoning, passing local ordinances
School District	733	Building, maintaining, and operating elementary and secondary schools

UNDERSTANDING THE ROLE OF LOCAL GOVERNMENT

Use the information in the chart to answer the following questions on a separate sheet of paper.

- Which local government is responsible for building highways?
- What type of local government is most numerous?
- Which local government has the responsibility for operating schools?
- Name two areas in which the authorities of the county government and the city, town, and village government overlap.

CRITICAL THINKING

Answer the following question on a separate sheet of paper.

- Making Inferences** Why do you think it is necessary to have the various local governments in addition to the state government?

EXTENSION

Citizenship Link There are three forms of city governments in our state: Mayor-Council, Council-Manager, and Commission. Research the three forms, and create an informational chart that explains how each form of city government works. For each form of government, name some cities in New York that operate under that form.





ACTIVITY 53 Revenues and Expenditures

OBJECTIVE: Identify ways that New York's government raises and spends money.

Schools, highways, public services, making laws—all of these things have a price tag. In 1993 New York's state government spent more than \$74 billion serving the needs of its residents. Where does the money come from to pay for these services? About 40 percent comes from the various state taxes New York collects. The other 60 percent includes intergovernmental revenue from the federal government and local governments and non-tax

money that the state collects, such as retirement and insurance funds.

Taxes collected by the state come from a variety of sources. Table 1 shows how much money came from the various types of taxes in 2003.

The decision about how to spend the state's money is a difficult one, usually made after much debate and often with difficult choices. Table 2 shows how New York spent its money in 2003.

Table 1. State Taxes Collected in 2003 (in millions of dollars)

Type of Tax	Amount Collected	Percent
Personal Income Tax	23,698	59.5
Business Taxes	4,400	11.1
Sales Tax	8,471	21.3
Excise and Use Taxes	2,031	5.1
Property Transfer Taxes	1,160	2.9
Other Taxes*	39	0.1
Total	39,800	100.0

* Includes bank, unincorporated business, insurance, pari-mutuel, real estate transfer, and property gains taxes.

Table 2. General State Expenditures in 2003 (in millions of dollars)

Type of Expenditure	Amount Spent	Percent
Education	27,209	26.7
Public Welfare	38,894	38.2
Health and Hospitals	8,674	8.5
Highways	3,881	3.8
Corrections and Police Protection	3,123	3.1
Other**	20,005	19.6
Total	101,825	100.0

** Includes natural resources, general control, financial administration, employment security, housing and community development, utility, and other expenditures.

UNDERSTANDING TABLES AND GRAPHS

Use the tables and graphs to answer the following questions.

1. Explain how to translate the numbers in the *Amount Collected* and *Amount Spent* columns of the tables on page 77 to dollar figures.

2. How much money did New York State collect in taxes in 2003? How much did it spend?

3. Which New York tax yields the most revenue? What percent of tax revenue does it supply?

4. What percent of tax revenue comes from the sales tax? How much money comes from the sales tax?

5. Does New York collect more money from personal or business income taxes? What percent comes from each of these taxes?

6. Not including the “Other” category, where does New York spend most of its money? What expenditure ranks second?

CRITICAL THINKING

Answer the following questions on a separate sheet of paper.

7. **Drawing Conclusions** New York’s population is more than 19 million people. Use a calculator to compute
 - a. how much taxes are collected per person if the total collected is \$31 billion.
 - b. how much money the state receives from sources other than taxes if the state revenue is \$78 billion.
 - c. how much money the state receives per person from sources other than taxes.
 - d. how much money the state spends per person if the state spends \$74 billion.
8. **Predicting Consequences** If the state government wanted to spend an extra \$10 million on crime prevention but could not raise any additional taxes, how would you suggest that the state reduce its spending? Explain the reasons for your suggestion and tell who would be helped and who would be hurt by your cutbacks.

EXTENSION

Citizenship Link Research the roles of the governor and the legislature in New York State’s budgeting process. Then write a paragraph that explains this process.





ACTIVITY 54 September 11, 2001

OBJECTIVE: Examine the events of September 11, 2001.

On September 11, 2001, four airplanes were hijacked while in the air by members of a terrorist group called al-Qaeda. The hijackers crashed two planes into the World Trade Center in New York City. One plane hit the North tower and one plane hit the South tower. Both towers collapsed soon after. A third plane crashed into the Pentagon in Washington, D.C. A fourth plane crashed in a rural area of Pennsylvania. Almost 3,000 people were killed in the attacks.

The United States responded within days by declaring a “War on Terror.” This meant that the government put pressure on groups and nations believed to have ties to terrorists. In some cases, the United States used military pressure. That was true in Afghanistan. The United States believed that the Taliban government was hiding Osama bin Laden, the leader of al-Qaeda. In October 2001, the United States invaded Afghanistan and overthrew the Taliban, but Osama bin Laden avoided capture.

The following article, published in the *New York Times* on September 12, 2001, reports the attacks on the World Trade Center. As you read, think about the reaction in New York City and the nation to the attacks. Then answer the questions that follow.

Hijacked Jets Destroy Twin Towers and Hit Pentagon

Hijackers rammed jetliners into each of New York's World Trade Center towers yesterday, toppling both in a hellish storm of ash, glass, smoke and leaping victims. A third jetliner crashed into the Pentagon in Virginia. . . .

“I have a sense it's a horrendous number of lives lost,” said Mayor Rudolph W. Giuliani. “Right now we have to focus on saving as many lives as possible.”

The Mayor warned that “the numbers are going to be very, very high. . . .”

Within an hour, the United States was on a war footing. The military was put on the highest state of alert. National Guard units were called out in Washington and New York. Two aircraft carriers were dispatched to New York harbor. President Bush remained aloft in Air Force One, following a secretive route. His wife and daughters were evacuated to a secure, unidentified location. The White House, the Pentagon and the Capitol were evacuated. . . .

Nobody immediately claimed responsibility for the attacks. But the scale of the operation, the planning required for hijackings by terrorists who had to be familiar with modern jetliners, and the history of major attacks on American targets in recent years led many officials and experts to point to Osama bin Laden, the Islamic militant believed to operate out of Afghanistan. Afghanistan's hard-line Taliban rulers rejected such suggestions, but officials took that as a defensive measure. . . . It was in New York that the calamity achieved levels of horror and destruction known only in war.

The largest city in the United States was closed down. Transportation into Manhattan was halted. Parts of Lower Manhattan were without power. Major stock exchanges closed. Primary elections for mayor and other city offices were cancelled. Thousands of workers with no way to get home except by foot, set off in vast streams, down the avenues and across the bridges. Schools prepared to let students stay overnight if they could not get home, or if there was no one to go home to. . . .

For all the questions, what was clear was that the World Trade Center would take its place among the great calamities of American history, a day of infamy like Pearl Harbor, Oklahoma City, Lockerbie. . . .

Serge Schmemman, *New York Times*, September 12, 2001

RECALLING FACTS

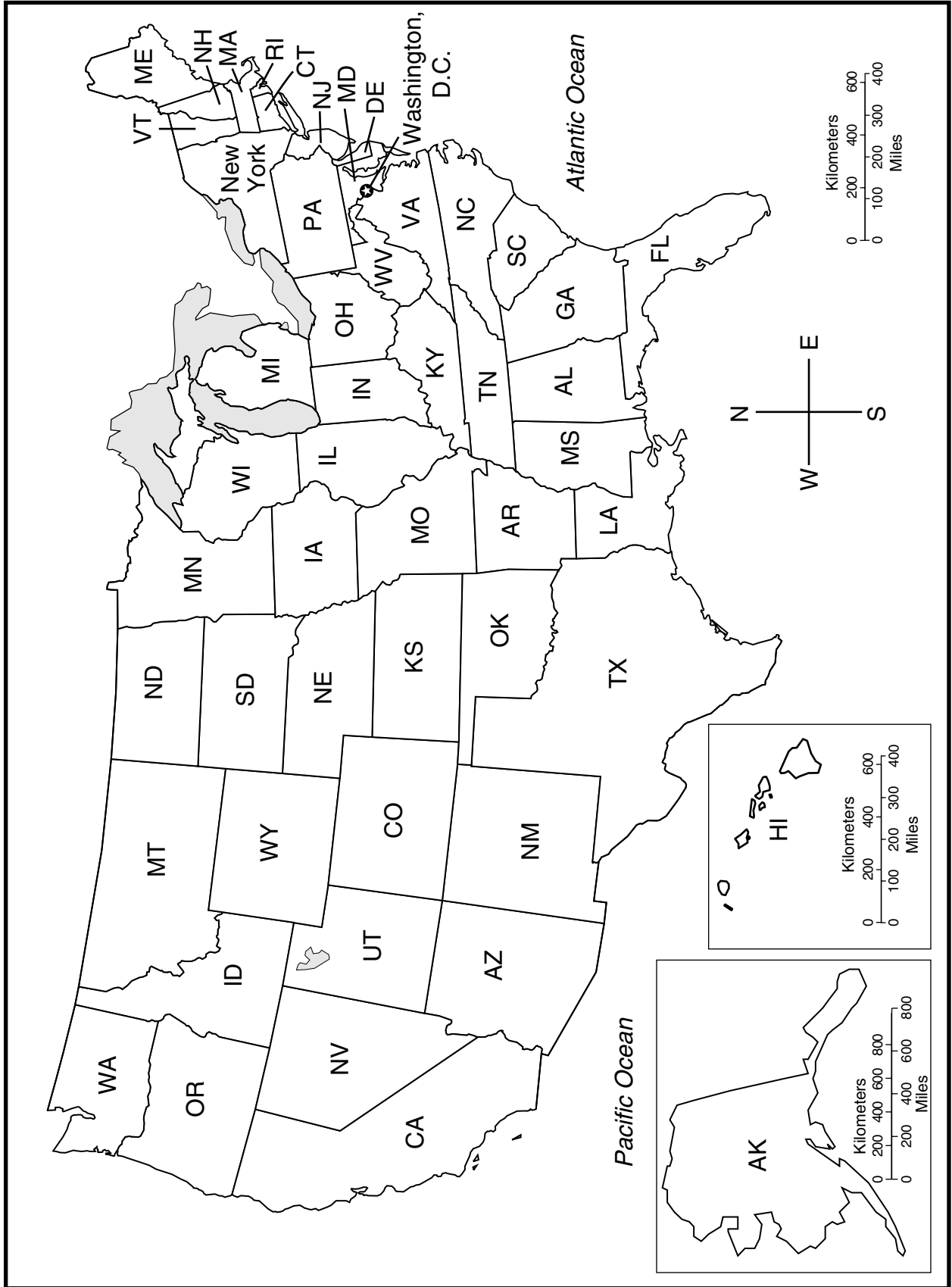
Use information from the reading to answer the following questions on a separate sheet of paper.

1. How did the national government respond in the hours following the attacks?
2. Why was it suspected immediately that al-Qaeda was responsible for the terrorist attacks?
3. Describe New York City in the hours after the attack.

CRITICAL THINKING

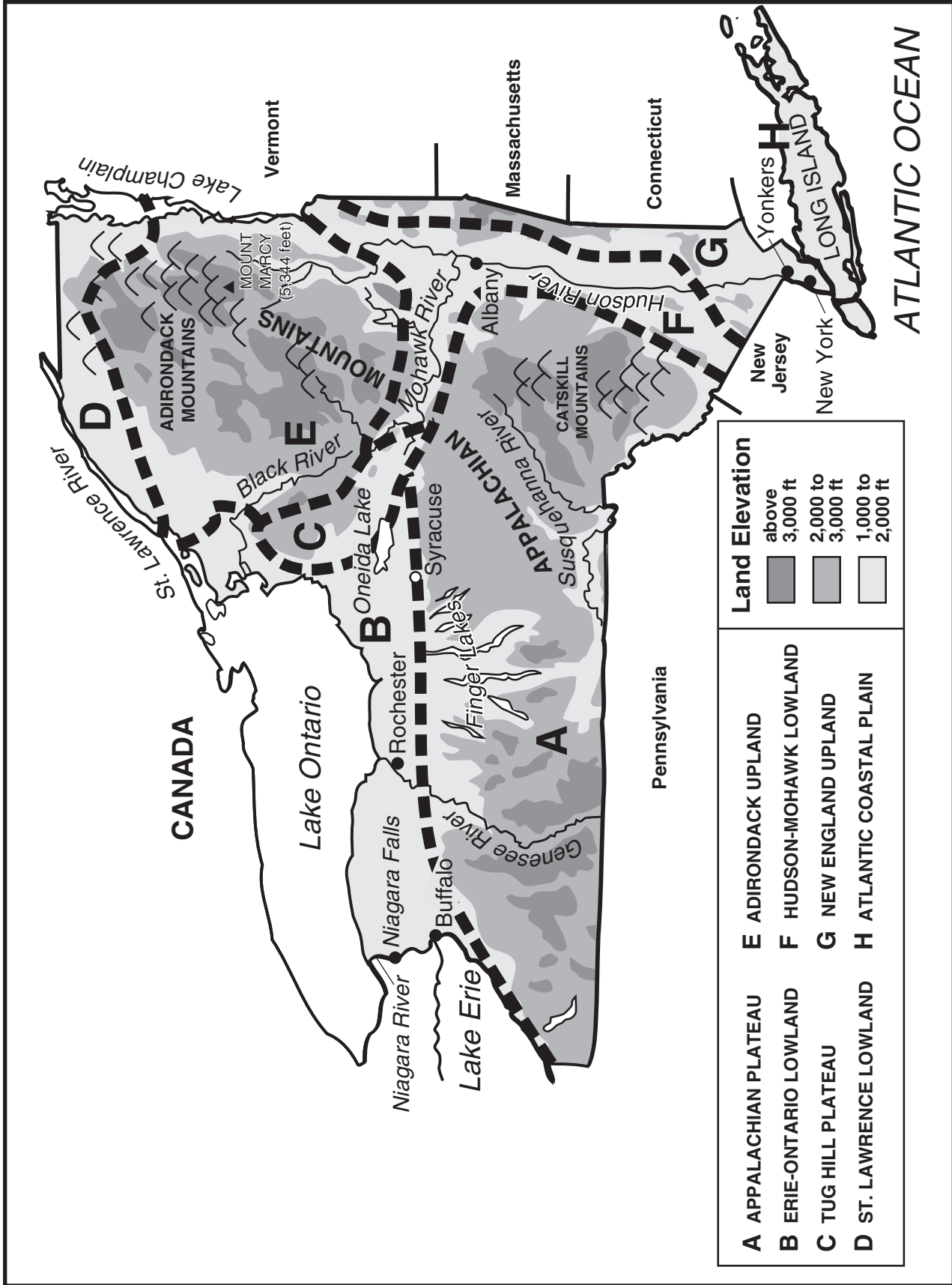
4. **Writing Activity** How must people in New York have felt in the hours and days after the attacks?

United States Political Map



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New York Physical Map



Important Events and People in New York History

- 1400 Iroquois Confederacy is formed
- 1524 Giovanni da Verrazano, sailing for France, discovers New York Bay
- 1609 Henry Hudson, sailing for Holland, explores river that now has his name
- 1625 Dutch found New Amsterdam, which will later become New York City and State
- 1626 Dutch leader Peter Minuit “buys” the island of Manhattan from Manhattan Indians
- 1664 Duke of York sends British forces to take back New Amsterdam from Dutch
- 1735 Libel case of John Peter Zenger establishes the principle of freedom of the press
- 1775 American Revolution begins
- 1776 British troops occupy New York City
- 1777 American victory at Battle of Saratoga is turning point of the Revolution
- 1783 General George Washington announces end of war at Newburgh
- 1785 New York City designated as the nation’s capital
- 1788 New York becomes the eleventh state
- 1789 George Washington, the first President, is sworn in at Federal Hall in New York City
- 1791 New York Governor Clinton urges adoption of Bill of Rights to the U.S. Constitution
- 1797 Albany designated permanent capital of the state
- 1807 Robert Fulton’s first practical steamboat, the *Clermont*, is launched in New York City
- 1825 Erie Canal connects Buffalo and Albany, linking New York City to the Great Lakes
- 1827 Slavery abolished in New York
- 1830 Joseph Smith founds Mormon Church
- 1837 New Yorker Martin Van Buren elected as eighth President
- 1848 First women’s rights convention held in Seneca Falls
- 1849 Elizabeth Blackwell, first woman to earn medical degree, graduates from Geneva Medical School
- 1850 New Yorker Millard Fillmore becomes thirteenth President
- 1853 First world’s fair in U.S. opens at Crystal Palace in New York City
- 1861–1865 Nearly a half million New Yorkers fight for the Union in the Civil War
- 1863 Antidraft riot breaks out in New York City
- 1874 Political boss William Marcy “Boss” Tweed is convicted of fraud in New York City and sent to jail
- 1879 F. W. Woolworth opens the country’s first “five and dime” store in Utica
- 1881 New Yorker Chester A. Arthur becomes twenty-first President
- 1886 Statue of Liberty in New York Harbor is dedicated to the American people
- 1888 George Eastman patents the first simple and inexpensive camera
- 1892 Immigrant processing center opens on Ellis Island in New York Harbor
- 1901 President William McKinley assassinated at exposition in Buffalo, and Vice President Theodore Roosevelt from New York becomes twenty-sixth President

Important Events and People in New York History (continued)

- 1911 Fire sweeps through Triangle Shirt-Waist Factory in New York City, killing 145
- 1915 First telephone conversation held between Alexander Graham Bell in New York City and Thomas Watson in San Francisco
- 1917–1918 More than 500,000 New Yorkers serve when United States enters World War I
- 1929 Stock market crashes in New York City and Great Depression begins
- 1932 Lake Placid hosts first winter Olympics
- 1933 Former New York governor Franklin D. Roosevelt becomes thirty-second President
- 1939 Baseball Hall of Fame opens in Cooperstown
- 1941–1945 More than 1.5 million New Yorkers serve their country in World War II
- 1946 New York City is chosen as headquarters for the United Nations
- 1951 First color TV program is broadcast from New York City
- 1959 St. Lawrence Seaway opens
- 1961 Current Niagara Falls hydroelectric plant begins producing power
- 1964 Beatles make their first United States appearance on Ed Sullivan Show in New York City
- 1965 Power failure plunges 30 million New Yorkers into darkness for 12 hours
- 1968 New York Senator Robert F. Kennedy is assassinated in Los Angeles; Shirley Chisholm is first African American woman to serve in Congress
- 1969 Woodstock Music and Art Fair in Sullivan County attracts 400,000 young people
- 1974 110-story twin towers of World Trade Center are completed
- 1978 Toxic waste pollutes the Love Canal area of Niagara Falls
- 1984 New Yorker Geraldine Ferraro is first woman to run for vice president for a major party
- 1989 David Dinkins elected as New York City's first African American mayor
- 1994 World Trade Center bombing kills six people and injures more than 1,000
- 1995 Pope John Paul II addresses United Nations General Assembly as part of the UN's 50th anniversary celebration
- 1996 "Blizzard of '96" is New York City's third-worst storm on record
- 1998 New York Yankees beat the San Diego Padres for their 24th World Series win
- 1999 New York Yankees beat the Atlanta Braves for their 25th World Series win
- 2000 New York Yankees beat the New York Mets for their 26th World Series win
- 2000 Hilary Rodham Clinton of New York becomes the only First Lady to be elected to the United States Senate
- 2001 September 11, 2001: Terrorist Attack on the World Trade Center in New York City resulted in 2,752 deaths
- 2002 *The New York Times* won several Pulitzer Prizes for its coverage of the September 11, 2001 terrorist attacks
- 2003 Massive electrical power failure hit the Northeast, Midwest, and Canada, including most of New York State and New York City.
- 2004 Statue of Liberty reopens for the first time since September 11, 2001

New York Governors

Name	Residence	Occupation Besides Politics	Political Party	Years as Governor
George Clinton	Ulster County	military officer	None; Dem.-Rep.*	1777–1795; 1801–1804
John Jay	New York City	attorney	Federalist	1795–1801
Morgan Lewis	Dutchess County	attorney	Dem.-Rep.*	1804–1807
Daniel D. Tompkins	Richmond County	attorney	Dem.-Rep.*	1807–1817
John Taylor	Albany	attorney	Dem.-Rep.*	1817
DeWitt Clinton	New York City	attorney, author	Dem.-Rep.*	1817–1822; 1825–1828
Joseph C. Yates	Schenectady	attorney	Dem.-Rep.*	1823–1824
Nathaniel Pitcher	Sandy Hill	attorney	Independent	1828
Martin Van Buren	Kinderhook	attorney	Dem.-Rep.*	1829
Enos T. Throop	Auburn	attorney	Democratic	1829–1832
William L. Marcy	Troy	attorney	Democratic	1833–1838
William H. Seward	Auburn	attorney	Whig	1839–1842
William C. Bouck	Fultonham	sheriff	Democratic	1843–1844
Silas Wright	Canton	attorney	Democratic	1845–1846
John Young	Geneseo	attorney	Whig	1847–1848
Hamilton Fish	New York City	attorney	Whig	1849–1850
Washington Hunt	Lockport	attorney	Whig	1851–1852
Horatio Seymour	Deerfield	attorney	Democratic	1853–1854; 1863–1864
Myron H. Clark	Canandaigua	sheriff	Whig	1855–1856
John Alsop King	Queens County	attorney	Republican	1857–1858
Edwin D. Morgan	New York City	business person	Republican	1859–1862
Reuben E. Fenton	Frewsburg	business person	Republican	1865–1868
John T. Hoffman	New York City	attorney	Democratic	1869–1872
John Adams Dix	New York City	attorney	Republican	1873–1874
Samuel J. Tilden	New York City	corporate attorney	Democratic	1875–1876
Lucius Robinson	Elmira	attorney	Democratic	1877–1879

* Dem.-Rep. refers to Democratic-Republican Party

New York Governors (continued)

Name	Residence	Occupation Besides Politics	Political Party	Years as Governor
Alonzo B. Cornell	New York City	business person	Republican	1880–1882
Grover Cleveland	Buffalo	attorney	Democratic	1883–1885
David B. Hill	Elmira	attorney	Democratic	1885–1891
Roswell P. Flower	New York City	postmaster, broker	Democratic	1892–1894
Levi P. Morton	Rhinecliff	banker	Republican	1895–1896
Frank S. Black	Troy	attorney, reporter	Republican	1897–1898
Theodore Roosevelt	Oyster Bay	military officer, author	Republican	1899–1900
Benjamin B. Odell, Jr.	Newburgh	banker, business person	Republican	1901–1904
Frank W. Higgins	Olean	business person	Republican	1905–1906
Charles E. Hughes	New York City	attorney	Republican	1907–1910
Horace White	Syracuse	attorney	Republican	1910
John A. Dix	Thompson	attorney	Democratic	1911–1912
William Sulzer	New York City	attorney	Democratic	1913
Martin H. Glynn	Albany	attorney, publisher	Democratic	1913–1914
Charles S. Whitman	New York City	attorney, sheriff	Republican	1915–1918
Alfred E. Smith	New York City	attorney, sheriff, business person	Democratic	1919–1920; 1923–1928
Nathan L. Miller	Syracuse	educator, attorney	Republican	1921–1922
Franklin D. Roosevelt	Hyde Park	attorney, author	Democratic	1929–1932
Herbert H. Lehman	New York City	business person, philanthropist	Democratic	1933–1942
Charles Poletti	New York City	attorney	Democratic	1942
Thomas E. Dewey	New York City	attorney	Republican	1943–1954
W. Averell Harriman	Harriman	business person, diplomat	Democratic	1955–1958
Nelson A. Rockefeller	Tarrytown	business person, philanthropist	Republican	1959–1973
Malcolm Wilson	Yonkers	attorney	Republican	1973–1974
Hugh L. Carey	Brooklyn	attorney	Democratic	1975–1982
Mario M. Cuomo	Queens	attorney	Democratic	1983–1994
George E. Pataki	Peekskill	attorney	Republican	1995–

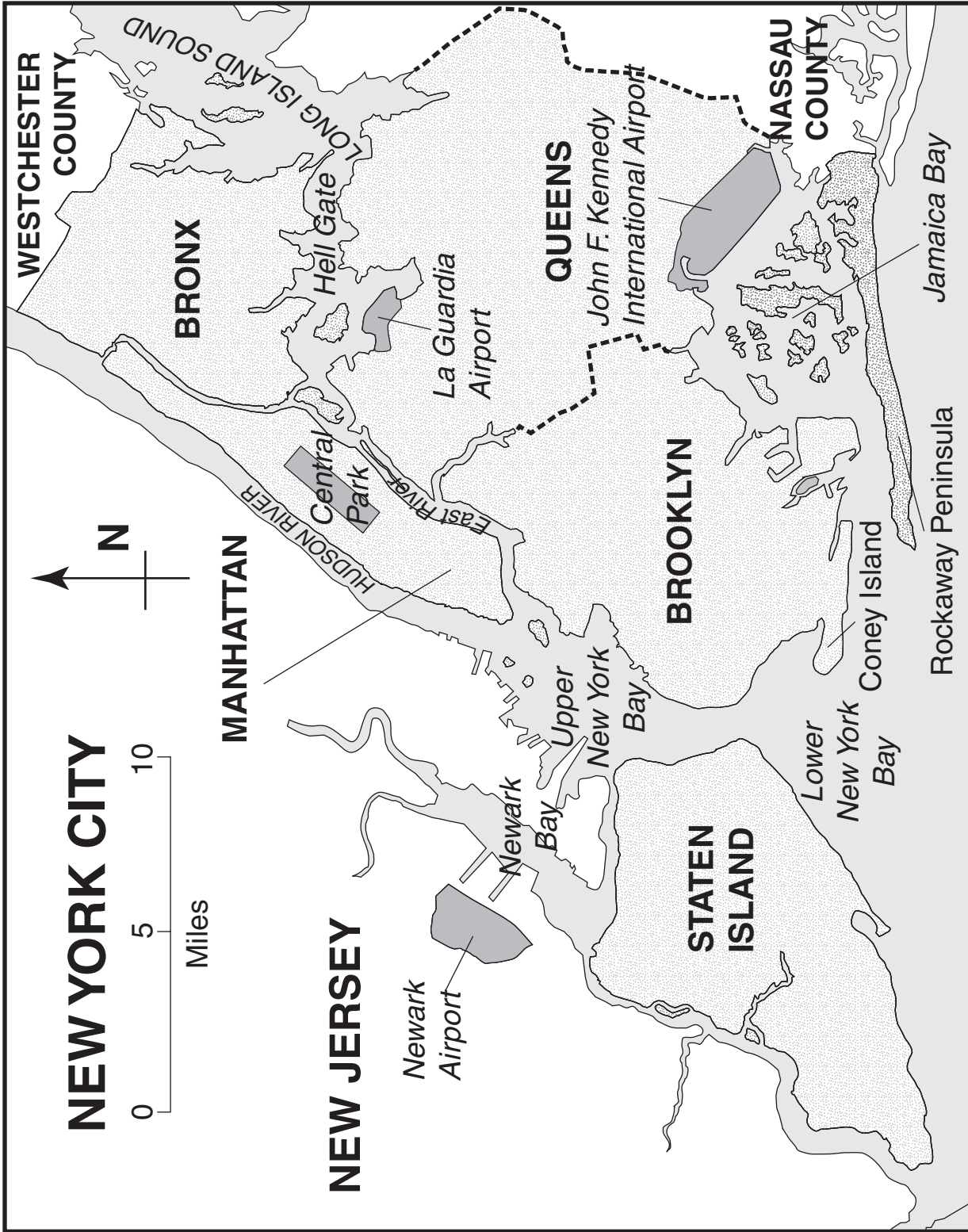
Origins of County Names

This is a complete list of the 62 New York counties, showing the date each county was formed and the origin of its name.

1. ALBANY: 1683. English Duke of York and Albany
2. DUTCHESS: 1683. Dutchess of York, Anne
3. KINGS: 1683. King Charles II of England
4. NEW YORK: 1683. English Duke of York and Albany
5. ORANGE: 1683. William IV Prince of Orange
6. QUEENS: 1683. Queen Catherine of Braganza, wife of Charles II of England
7. RICHMOND: 1683. Charles Lennox, Duke of Richmond
8. SUFFOLK: 1683. Suffolk County in England
9. ULSTER: 1683. Ulster (Ireland) Earldom of the Duke of York
10. WESTCHESTER: 1683. Chester County in England
11. MONTGOMERY: 1772. Richard Montgomery, general in Continental Army
12. WASHINGTON: 1772. First President George Washington
13. COLUMBIA: 1786. Christopher Columbus
14. CLINTON: 1788. George Clinton, first governor of state
15. ONTARIO: 1789. Iroquois word meaning either “beautiful lake,” “rocks standing high,” or “near the water”
16. RENSSELAER: 1791. Kiliaen Van Rensselaer, organizer of the Dutch West India Co.
17. SARATOGA: 1791. Indian word meaning “the hill slope”
18. HERKIMER: 1791. Nicholas Herkimer, general who was hero in American Revolution
19. OTSEGO: 1791. Indian word meaning “site of the rock”
20. TIOGA: 1791. Indian group whose name means “at the junction”
21. ONONDAGA: 1794. Onondaga Indians
22. SCHOHARIE: 1795. Mohawk word meaning “floating driftwood”
23. STEUBEN: 1796. German General Friedrich von Steuben, who trained American troops for Revolution
24. DELAWARE: 1797. Thomas West, third baron of De La Warr
25. ROCKLAND: 1798. Describes rockiness of area
26. CHENANGO: 1798. Onondaga word meaning “large bull-thistle”
27. ONEIDA: 1798. Oneida Indians
28. ESSEX: 1799. Essex County in England
29. CAYUGA: 1799. Cayuga Indians
30. GREENE: 1800. Nathaniel Greene, general in Continental Army

31. ST. LAWRENCE: 1802. St. Lawrence River, which was named after Saint Laurent
32. GENESEE: 1802. Indian word for “beautiful valley”
33. SENECA: 1804. Seneca Indians
34. JEFFERSON: 1805. Thomas Jefferson, author of Declaration of Independence and third President
35. LEWIS: 1805. Morgan Lewis, governor of state
36. MADISON: 1806. James Madison, fourth President
37. BROOME: 1806. John Broome, lieutenant governor of state
38. ALLEGANY: 1806. Allegani Indians
39. CATTARAUGUS: 1808. Seneca word for “stinking banks”
40. CHAUTAUQUA: 1808. Seneca word for “place where the fish was caught”
41. FRANKLIN: 1808. Benjamin Franklin
42. NIAGARA: 1808. Indian word meaning “bottom lands cut in two”
43. CORTLAND: 1808. Pierre Van Cortland, Jr., state representative
44. SCHENECTADY: 1809. Mohawk word meaning “on the other side of the pine lands”
45. SULLIVAN: 1809. John Sullivan, general and member of Continental Congress
46. PUTNAM: 1812. Israel Putnam, general in Continental Army
47. WARREN: 1813. Joseph Warren, general in Continental Army
48. OSWEGO: 1816. Iroquois word meaning “overflow” or “river mouth”
49. HAMILTON: 1816. Alexander Hamilton
50. TOMPKINS: 1817. Daniel D. Tompkins, governor of state and U.S. Vice President
51. LIVINGSTON: 1821. Robert R. Livingston, member of Continental Congress and U.S. Minister to France
52. MONROE: 1821. James Monroe, U.S. President
53. ERIE: 1821. Lake Erie
54. YATES: 1823. Joseph Christopher Yates, governor of state
55. WAYNE: 1823. Anthony Wayne, American general
56. ORLEANS: 1824. Orleans, France
57. CHEMUNG: 1836. Indian word meaning “bighorn”
58. FULTON: 1838. Robert Fulton, inventor of first practical steamboat
59. WYOMING: 1841. Wyoming Indians
60. SCHUYLER: 1854. Philip J. Schuyler, soldier and statesman
61. NASSAU: 1899. William of Nassau, first king of the Netherlands
62. BRONX: 1914. Jonas Bronck, early settler of area

New York City Map



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New York City Mayors

NAME	YEARS AS MAYOR	NAME	YEARS AS MAYOR
Thomas Willett	1665	Philip Hone	1826–1827
Thomas Delavall	1666	William Paulding	1827–1829
Thomas Willett	1667	Walter Browne	1829–1833
Cornelius Van Steenwyck	1668–1670	Gideon Lee	1833–1834
Thomas Delavall	1671	Cornelius W. Lawrence	1834–1837
Matthias Nicolls	1672	Aaron Clark	1837–1839
John Lawrence	1673–1674	Isaac L. Varian	1839–1841
William Dervall	1675	Robert H. Morris	1841–1844
Nicholas De Meyer	1676	James Harper	1844–1845
Stephanus Van Cortlandt	1677	William F. Havemeyer	1845–1846
Thomas Delavall	1678	Andrew F. Mickle	1846–1847
Francis Rombouts	1679	William V. Brady	1847–1848
William Dyre	1680–1681	William F. Havemeyer	1848–1849
Cornelius Van Steenwyck	1682–1683	Caleb S. Woodhull	1849–1851
Gabriel Minvielle	1684	Ambrose C. Kingsland	1851–1853
Nicolas Bayard	1685	Jacob A. Westervelt	1853–1855
Stephans Van Cortlandt	1686–1688	Fernando Wood	1855–1858
Peter Delanoy	1689–1690	Daniel F. Tiemann	1858–1860
John Lawrence	1691	Fernando Wood	1860–1862
Abraham De Peyster	1692–1694	George Opdyke	1862–1864
Charles Lodwik	1694–1695	C. Godfrey Gunther	1864–1866
William Merrett	1695–1698	John T. Hoffman	1866–1868
Johannes De Peyster	1698–1699	T. Coman	1868 (acting)
David Provost	1699–1700	A. Oakey Hall	1869–1872
Issac De Reimer	1700–1701	William F. Havemeyer	1873–1874
Thomas Noell	1701–1702	S. B. H. Vance	1874 (acting)
Philip French	1702–1703	William H. Wickham	1875–1876
William Peartree	1703–1707	Smith Ely	1877–1878
Ebenezer Wilson	1707–1710	Edward Cooper	1879–1880
Jacobus Van Cortlandt	1710–1711	William R. Grace	1881–1882
Caleb Heathcote	1711–1714	Franklin Edson	1883–1884
John Johnson	1714–1719	William R. Grace	1885–1886
Jacobus Van Cortlandt	1719–1720	Abram S. Hewitt	1887–1888
Robert Walters	1720–1725	Hugh J. Grant	1889–1892
Johannes Jansen	1725–1726	Thomas F. Gilroy	1893–1894
Robert Lurting	1726–1735	William L. Strong	1895–1897
Paul Richard	1735–1739	Robert A. Van Wyck	1898–1901
John Cruger	1739–1744	Seth Low	1902–1903
Stephen Bayard	1744–1747	George B. McClellan	1904–1909
Edward Holland	1747–1757	William J. Gaynor	1910–1913
John Cruger Jr.	1757–1766	Ardolph L. Kline	1913 (acting)
Whitehead Hicks	1766–1776	John Purroy Mitchel	1914–1917
David Matthews	1776–1784	John F. Hylan	1918–1925
James Duane	1784–1789	James J. Walker	1926–1932
Richard Varick	1789–1801	Joseph V. McKee	1932 (acting)
Edward Livingston	1801–1803	John P. O'Brien	1933
De Witt Clinton	1803–1807	Fiorello H. La Guardia	1934–1945
Marinus Willett	1807–1808	William O'Dwyer	1946–1950
De Witt Clinton	1808–1810	Vincent R. Impellitteri	1950–1953
Jacob Radcliff	1810–1811	Robert F. Wagner	1954–1965
De Witt Clinton	1811–1815	John V. Lindsay	1966–1973
John Ferguson	1815	Abraham D. Beame	1974–1977
Jacob Radcliff	1815–1818	Edward I. Koch	1978–1989
Cadwallar D. Colden	1818–1821	David N. Dinkins	1990–1993
Stephen Allen	1821–1824	Rudolph W. Giuliani	1994–2001
William Paulding	1825–1826	Michael R. Bloomberg	2002–

The Statue of Liberty

Since 1886 the Statue of Liberty Enlightening the World has stood as a symbol of freedom. Designed by Auguste Bartholdi, the statue was a gift from the people of France. The statue's interior framework was the work of Gustave Eiffel, who constructed the Eiffel Tower in Paris. The statue was completed on May 21, 1884, and formally presented to the United States minister to France on July 4, 1884.

An American committee had raised \$125,000 for the building of the statue's pedestal, but this amount was not enough money. Joseph Pulitzer, owner of the *New York World*, appealed in May 1885 for donations from the public. By August 1885, he had raised \$100,000.

The statue arrived dismantled, in 214 packing cases, in June 1885. The assembly of the statue was completed on October 28, 1886, when the last rivet was put in place. President Grover Cleveland then dedicated the statue.

In 1984, two years before the statue's centennial, a multi-million dollar restoration of the statue began. Repairs and improvements included replacing the 1,600 wrought iron bands that hold the statue's copper skin to the frame, replacing the torch, and installing an elevator. Beginning on July 4, 1986, four days of concerts, tall ships, ethnic festivals, and fireworks celebrated the statue's 100th anniversary. More celebrations followed on October 28, 1986, the statue's 100th birthday.

FACTS ABOUT THE STATUE

Total Weight	450,000 lbs. or 225 tons
Weight of copper skin	200,000 lbs.
Height (base to torch)	151 feet, 1 inch
Height (bottom of pedestal to torch)	305 feet, 1 inch
Number of steps (land level to the top of pedestal)	167
Number of steps (inside the statue to the head)	168
Ladder rungs (leading to the arm that holds the torch)	54

EMMA LAZARUS' POEM

Emma Lazarus, a poet and native of New York City, wrote *The New Colossus*, which is engraved on the pedestal on which the Statue of Liberty stands. Lazarus also worked to end the oppression of Jews in Russia and later organized relief work for immigrants.

The New Colossus

*Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridges harbor that twin cities frame.
"Keep ancient lands, your storied pomp!" cries she
With silent lip. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"*



FACTS ABOUT NEW YORK

State capital	Albany
Largest city	New York City
Area	47,224 square miles of land (30th largest state)
Counties	62
Joined the Union	July 26, 1788 (the eleventh state)
Highest point	Mount Marcy in the Adirondacks
Lowest point	Sea level
Average elevation	1,000 feet
Geographic center	Madison (12 miles south of Oneida, 26 miles southwest of Utica)
Largest lake	Lake Erie
Coastline	1,850 miles of Atlantic Ocean shoreline
Longest point	310 miles north to south
Widest point	330 miles east to west, excluding Long Island
State bird	Bluebird
State tree	Sugar maple
State animal	Beaver
State fish	Trout
State motto	<i>Excelsior!</i> (Latin for "Ever upward!")
State colors	Blue and orange
State nickname	The Empire State
State seal	The Hudson River with the sun, mountains, and two sailing ships. To the left stands Liberty, to the right stands Justice; above, a bald eagle on a globe.
State flag	The state seal on a dark blue field

FACTS ABOUT NEW YORK CITY

Founded	By the Dutch as New Amsterdam in 1625
Incorporated	1653
Five boroughs	Manhattan, Bronx, Brooklyn, Queens, and Staten Island
City flag	Blue, white, and orange vertical stripes with the New York City seal in the center field
City seal	An American eagle, an English sailor, and a Manhattan Indian with the date 1664, the year England took the city from the Dutch
City song	"New York, New York"

United States Presidents from New York

MARTIN VAN BUREN (1837–1841)

Martin Van Buren was born in Kinderhook, New York, in 1782. He was taught by private tutors and became a lawyer at the age of 20. He began his political career in the New York state senate and then served as state attorney general. In 1821 he was elected to the United States Senate. In 1832 he was elected vice president, and in 1836 he was elected president. Unfortunately, he took office just as the Panic of 1837 took hold of the nation, and Van Buren was blamed for the economic depression. He was defeated in his reelection bid in 1840. He died in Kinderhook in 1862.

MILLARD FILLMORE (1850–1853)

Millard Fillmore was born in Cayuga County, New York in 1800. Fillmore had little schooling, but he became a law clerk at the age of 22 and a lawyer a year later. He served several terms in the United States House of Representatives, but in 1844, he lost his bid to become governor of New York. In 1848 he was elected vice president and he became president after Zachary Taylor's death in 1850. Fillmore favored the Compromise of 1850, an attempt to hold the Union together. He died in Buffalo in 1874.

CHESTER A. ARTHUR (1881–1885)

Born in Vermont in 1830, Chester A. Arthur moved to New York as a young man and opened a law practice. In 1871 he was appointed collector for the Port of New York. In 1880 Arthur was nominated for vice president with presidential nominee James A. Garfield. After Garfield's assassination in 1881, Arthur became president. He is best known for supporting civil service reform. He died in New York City in 1886.

GROVER CLEVELAND (1885–1889; 1893–1897)

Grover Cleveland is the only United States president to serve two non-consecutive terms. He was born in New Jersey, but his family moved to New York when he was a small boy. His family could not afford to send him to college, so he studied on his own and became a lawyer in 1859. He held several local and state offices and was elected governor of New York in 1882. A Democrat, he was first elected president in 1884. In 1888, he lost his second presidential bid to Republican Benjamin Harrison, although Cleveland's popular vote was larger. Cleveland was then reelected over Harrison in 1892. During his first term he successfully enlarged the civil service. His second term, however, was plagued by economic crises. Cleveland died in New Jersey in 1908.

THEODORE ROOSEVELT (1901–1909)

Theodore Roosevelt was born in New York City in 1858. After graduating from Harvard University, he studied law and then entered politics. He was elected to the New York Assembly in 1881 and served until 1884. He spent the next two years ranching in the Dakota Territory. He returned to politics in 1886 and held several state positions. When the Spanish-American War broke out in 1898, Roosevelt resigned his position as assistant secretary of the navy to organize the 1st US Volunteer Cavalry—the Rough Riders. As lieutenant colonel, he led the charge up San Juan Hill in Cuba and became a national hero. After the war he was elected governor of New York in 1898. He was nominated for vice president in 1900 and, upon William McKinley's assassination in 1901, became the nation's youngest president. He was reelected in 1904. Roosevelt pushed many social reforms through Congress and recognized Panamanian independence, thus securing the rights for the Panama Canal. In 1912 he unsuccessfully ran again for the presidency on the Progressive, or “Bull Moose” ticket. He died in 1919 at Sagamore Hill, Oyster Bay, New York.

FRANKLIN D. ROOSEVELT (1933–1945)

Franklin D. Roosevelt is the only United States president to be elected to four terms. Roosevelt was born near Hyde Park, New York in 1882. He became a lawyer in 1907 and entered politics when he was elected to the New York senate in 1910. In 1913 President Wilson appointed Roosevelt assistant secretary of the navy. In 1920 he unsuccessfully ran for vice president. Tragedy struck when, in 1921, Roosevelt was stricken with polio, which left his legs paralyzed. He learned to walk with a cane and leg braces.

Roosevelt served two terms as governor of New York (1929–1933). He secured the Democratic nomination for president in 1932 and won by a landslide. Roosevelt took swift action to ease the pain of the Great Depression, working with Congress to pass New Deal legislation. He easily won reelection in 1936 and continued his New Deal policies. As World War II loomed in 1940, Roosevelt was elected to an unprecedented third term. He played a key role in planning war strategies with the other Allied leaders. In 1944, despite failing health, Roosevelt was elected to a fourth term. He died on April 12, 1945, in Warm Springs, Georgia.



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ANSWER KEY

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UNIT 1

ACTIVITY 1

1. in the Iroquois spirit world
2. The tree held sacred gifts—tobacco, vegetables, and other things—that the Iroquois would later need.
3. She could hear them arguing.
4. Saplin did positive things like creating the sun, moon, and stars. Flint created things that were harmful and caused destruction.
5. Answers will vary, but students should refer to one of the following: the cooperation of the animals with the young girl in breaking her fall; the repeated use of the number two—two villages, twins, Saplin’s positive approach and Flint’s negative approach; the promise of crops if the Iroquois adhered to the “manner that would be set for them.”

ACTIVITY 2

Students should use information from this description of the confederation to complete the outline and prepare their speeches.

ACTIVITY 3

1. Oneida Lake
2. Niagara Falls
3. Hudson River
4. Finger Lakes
5. Catskill Mountains; Appalachian Mountains
6. Long Island
7. Lake Ontario
8. Adirondack Mountains
9. Lake Champlain
10. St. Lawrence River

Extension: The state’s geographic center is in Madison County, 12 miles south of Oneida, 26 miles southwest of Utica.

ACTIVITY 4

1. Adirondack Mountains
2. southwestern New York
3. iron ore, talc, garnet, and wallastonite

ACTIVITY 5

1. northeast
2. Adirondack Mountains
3. Answers will vary but should indicate that higher elevations are less desirable because of climate, accessibility, and potential for farming or other means of making a living.
4. Answers will vary, but students should cite at least two reasons people settled near rivers—water to drink, fishing, transportation and trade, fertile soil.

UNIT 2

ACTIVITY 6

1. England, France and the Netherlands
2. Jamestown 1607; England
3. England
4. Students should list several effects that European settlement would have on the Native Americans in the area—loss of land and customs, warfare, disease, and similar answers.

ACTIVITY 7

1. Albany—5.0 %
Queens—15.2%
Columbia—5.9%
Richmond—20.3%
Dutchess—4.4%
Suffolk—7.0%
Kings—33.2%
Ulster—10.8%
Montgomery—2.1%
Washington—0.3%
New-York—7.5%
Westchester—6.1%
Orange—5.4%
Total—6.5%
2. Kings (33.2%); Washington (0.3%)
3. Albany, Dutchess, and New-York
4. Answers will vary, but students should recognize that many people thought that slavery was an acceptable solution to the labor shortage problem.
5. Inaccurate and/or incomplete record keeping, numbers computed by hand (no calculators or computers), and so on.

Extension: about 4,800 miles; tropical heat, storms, and diseases in addition to crowded, unsanitary conditions and limited food.

ACTIVITY 8

1. John Peter Zenger
2. seditious libel
3. Zenger could be found guilty of libel only if his articles were not true.
4. Zenger was found not guilty.
5. freedom of the press
6. Front pages should include at least five articles that deal with issues related to state or local government. Students should select a lead story and place it near the top of the page with a new headline written in their own words. Have them underline any details that might not be allowed if freedom of the press were not guaranteed by the Constitution. Have students share their front pages with the class.

UNIT 3

ACTIVITY 9

Students’ diary entries should clearly express the different points of view held by each of these people. Entries should indicate that students understand the difference between Patriots and Loyalists and the roles that each played.

ACTIVITY 10

1. black stars
2. advances are solid lines; retreats are dashed lines
3. Burgoyne
4. American; American
5. British
6. Answers will vary but should note that the river valleys of the Hudson and Mohawk rivers form a confluence near Albany.

ACTIVITY 11

Time line events should be in chronological order. Students may choose to combine more than one event if it falls in the same year. Each event should be summarized in a short phrase.

ACTIVITY 12

1. 6:30 A.M. to 7:10 A.M.; 12:30 P.M.
2. in class or studying; in class or studying, athletics, parades, extracurricular activities, or time to themselves



Answers

UNIT 3 (continued)

ACTIVITY 12

- Each student should prepare a schedule of his or her activities for one day using military time.

ACTIVITY 13

- They sold their land little by little and very cheaply. Now they are left with only a small amount of land to use for hunting and growing food.
- the Great Spirit
- They will be looked down upon by Indians as well as whites, and it will only be a matter of time before white men start taking their land again.
- They are not being honest with the Seneca and are not following the guidelines set up by the government.
- the Americans; the British
- Students should list three phrases that demonstrate Red Jacket's effort to be respectful. Phrases might include: "Brother!"; "We know that great men, as well as great nations, have different interests and different minds, and do not see the same light—but we hope our answer will be agreeable to you and your employers"; "your great Father, the President"; "the great Council of your nation"; "We hope you clearly understand the ideas we have offered."

UNIT 4

ACTIVITY 14

Students should summarize each excerpt in their own words. Summaries should demonstrate that the students clearly understand the excerpt. They may need to rely on dictionaries to define some of the terms.

Answers for Columns 4 and 5 of the chart are:

- agree
- agree on two-house legislature; names are different
- disagree
- disagree
- disagree

- agree
- agree
- disagree
- disagree

ACTIVITY 15

- The ninth state had ratified the United States Constitution.
- names of the ratifying states
- Answers will vary. Students may say that the pillars represent strength or strength in unity, "supports," or a foundation that will hold the Constitution in place. Accept any reasonable response.
- Answers should indicate that students understand the importance of having all the states ratify the Constitution.
- Students should provide one example of an appropriate symbol along with an explanation to justify their choice.

UNIT 5

ACTIVITY 16

- Cayuga Reservation and Onondago Reservation; there is also a Public Reservation.
- Onondaga, Cayuga, Seneca, Cortland, and parts of Oswego, Wayne, Schuyler, and Tompkins

ACTIVITY 17

- Mohawk Turnpike
- Lake Erie, Hudson River, Atlantic Ocean
- Pennsylvania and Ohio
- New York City
- road and railroad
- Transportation routes avoid the Adirondack Mountains in the northeast and the Catskill Mountains in the southeast.

Extension: 75 hours; 30 hours

ACTIVITY 18

Students' comparisons should include that the Declaration of Sentiments discusses women's suffering caused by men, while the Declaration of Independence discusses the colonies' suffering caused by the King.

ACTIVITY 19

Museum "walls" should indicate that students have gathered new information in addition to that provided in the reading. Students should present information in a variety of ways to make their museum walls interesting as well as attractive.

UNIT 6

ACTIVITY 20

- 69th Regiment of the New York State Militia
- Essex Market, corner of Grand and Essex streets.
- healthy young men
- Ireland
- A later poster would rely on more tangible rewards such as money, promotions, better living conditions, and fancy uniforms.

ACTIVITY 21

- New York City; 24 years old
- two months
- New Orleans
- he was promoted to corporal and demoted again in the same month
- Answers will vary but students might indicate that African Americans would not fight if they were thought of as property and not as people.

ACTIVITY 22

Bar graph: students should accurately graph the following numbers

Died while prisoner—4
Killed in battle—3
Died of sickness—11

- sickness
- 50; 16
- 1864
- Answers will vary but students should mention at least one of the following: a limited supply of food and clothing, unsanitary living conditions, or poor medical care.
- Privates; Officers lived under better living conditions and usually did not fight on the front lines. Also, the majority of soldiers were privates.



UNIT 6 (continued)

ACTIVITY 23

- 1. C 4. A
- 2. E 5. D
- 3. B

UNIT 7

ACTIVITY 24

1. the committee investigating the Tweed machine
2. The committee's members closed their eyes to the corruption and abuses of the Tweed Ring. They were obviously paid off.
3. Each of their tails is labeled with the word "prestige," so it indicates that the editorials destroyed their prestige in the community.
4. Answers will vary but students might say that Nast saw them as "small" or "weak" men.

ACTIVITY 25

1. making artificial flowers or wreaths
2. the youngest girl is about 3 years old and the oldest is a young teenager
3. going to school; playing

Captions: Students should use descriptive and persuasive vocabulary in their captions to draw attention to the plight of child laborers.

ACTIVITY 26

Students' graphs should be based on the following figures.

Line or bar graph figures:

- Total number of people injured: 20
- Number of types of injuries:
 - Arms, hands, and fingers: 10
 - Legs and feet: 2
 - Eyes: 3
 - Other: 3
 - Death: 2

Circle graph figures:

- Arms, hands, and fingers: 50%
- Legs and feet: 10%
- Eyes: 15%
- Other: 15%
- Death: 10%

ACTIVITY 27

Students should complete the chart as indicated.

ACTIVITY 28

1. They did not want infectious diseases brought into the country.
2. Students should conclude that the trip was very difficult and refer to Morelli's description of lice, lack of water, and generally unhealthy conditions on the ship.
3. famine
4. Answers will vary but students should recognize the sense of awe and fear that Morelli felt when he arrived at Ellis Island. Backman, on the other hand, felt that her experience at Ellis Island was easy compared to what she had already been through.
5. Answers will vary but students might say that risks included discomfort or even death aboard the ship, the possibility of never seeing their home country or members of their family again, not knowing what jobs or living quarters were available in the United States, or the risk of being turned away at Ellis Island.

UNIT 8

ACTIVITY 29

1. The assassin was Leon Czolgosz of Cleveland, who claimed to be an anarchist. An anarchist is a person who rebels against any laws or government.
2. He joined a crowd of people who were surrounding the President to greet him at the Exposition; in a bandage or handkerchief covering his hand
3. Answers will vary but students should suggest two ways that citizens can make changes in the government, such as voting, introducing a new law, petitioning, writing letters to government officials, and any other acceptable response.

ACTIVITY 30

1. Many whites were against African American participation in the country's defense. There were only a few regiments, and usually African Americans were prohibited from joining the National Guard and even the Boy Scouts.
2. Students should cite at least three examples of discrimination. Examples might include inadequate training as compared to whites, segregated camps, officers' clubs were off limits, blacks were not promoted beyond a certain rank, the Red Cross and YMCAs treated black soldiers differently from white soldiers.
3. The French army welcomed the 369th. The troops were fully integrated.
4. Answers will vary but students should refer to the use of the word "orphan" in their answers. Little chose this word to imply that the soldiers were unwanted and, therefore, given away to the French.

ACTIVITY 31

Students' posters should play on a single emotion or feeling expressed in the two posters shown in the activity. Discussion should focus on intent of the message rather than artistic value.

ACTIVITY 32

Paragraphs will vary but should include some of these observations: Later fashions are looser, shorter, and more comfortable and are worn without corsets; they allow more freedom of movement. Later hairstyles are shorter and easier to style.

Extension: most executive and professional positions and many others; any reference to sex, age or religion, including "young," "Protestant," and "female"

UNIT 9

ACTIVITY 33

Students should select a poem or piece of artwork and explain what they think the writer or artists tried to convey in his or her work.

Answers

UNIT 9 (continued)

ACTIVITY 34

Students' charts should compare and contrast movies and movie theaters of the early 1900s to today's movies and theaters. Categories can include cost, size of theater, sound, color, quality of picture, and so on.

ACTIVITY 35

Player	H	BA	SA
Keeler	164	.318	.371
Ruth	204	.378	.846
Boggs	149	.324	.422
O'Neill	138	.300	.526

In the calculation of the slugging average, multiply before adding, and then divide.

1. Boggs had more hits so his batting average is higher than O'Neill's. O'Neill had more home runs which made his slugging average higher than Boggs.
2. A batting average is the ratio of the number of hits to the number of times at bat. It treats all hits the same. A slugging average distinguishes power hitters with many extra-base hits from singles hitters with few extra-base hits. The slugging average weights the extra-base hits, treating a home run as if it were four singles.

ACTIVITY 36

Letters will vary but should be written in a tone appropriate to the position of First Lady. The letters should show empathy and make suggestions on ways to deal with this issue. Accept any reasonable suggestions.

ACTIVITY 37

1. Factory employment in 1919, 1921, and 1929 was higher than in 1927; in 1921 and 1925, employment was close to that in 1927. Factory employment for every year 1929 and 1937 was lower than it was in 1927.

2. 1929 and 1931; after the stock market failed in 1929 people had little extra money to make purchases, manufacturers could not sell their products, and therefore they needed fewer employees.
3. 1933; after 1933 the effects of some New Deal programs resulted in more demand for manufactured goods.

Extension: Programs include Unemployment Insurance, Aid to Families with Dependent Children, Food Stamps, subsidized housing, Medicaid, and Home Relief.

ACTIVITY 38

Matching tests should include clues for the 10 names selected and an answer key. Clues should be researched and based on actual fact.

UNIT 10

ACTIVITY 39

Students should work individually to prepare and conduct their interviews and then work as a class to create their book of interviews. Each student must contact the interviewee and create a list of at least 10 interview questions before the interview. Answers to the provided questions must be included. Students must prepare a final draft of their interview questions and answers for the classroom book.

ACTIVITY 40

1. 14
2. Most of the camps were located in western New York; 4; 11
3. Answers should include a reference to the population density of the surrounding area.

ACTIVITY 41

1. radio, underwear, clothes, shoes, food, quarters for living
2. freedom
3. Answers will vary, but students should refer to the fact that the refugees had no idea what to expect when they returned to their home countries after the war.

4. Answers will vary. Students should refer to the differences between expectations and reality or to the fight for freedom overseas while refugees were interned in America.
5. Answers will vary, but students should support their statements.

ACTIVITY 42

Maps should show the cities of New York, Buffalo, Syracuse, Rochester, Binghamton, and Schenectady in the correct locations. Students should create their own symbols to represent each of the war products. They may create their symbols or logos on a computer and then place them on the map. Each map should have a title and a legend.

ACTIVITY 43

1. "the scourge of war"
2. Answers should include any three of the following: foster human rights, promote equal rights among sexes and countries, promote social progress and better standards of life, practice tolerance, promote economic and social advancement of all people.
3. Summaries will vary but should include references to avoiding war, human rights, and cooperation among nations.

UNIT 11

ACTIVITY 44

Students should create a floor plan that includes room names, sizes, doors, doorways, windows, and other architectural features of their choosing.

ACTIVITY 45

1. Welland Canal
2. Iroquois and Eisenhower
3. 90 feet; 549 feet

ACTIVITY 46

Students should incorporate illustrations and text to make an environmental poster that addresses the effects of acid rain on our state.



UNIT 11 (continued)

ACTIVITY 47

Students' bar graphs should accurately incorporate the statistics to compare the shift from manufacturing to service industries between 1940 and 1990.

1. A much smaller percentage of workers was employed in the service industry in 1940 than in 1990. The graph does not include data on the number of people employed; however, since the population increased and the percentage of workers increased, one can infer that the number of workers increased.
2. nothing

ACTIVITY 48

1. 1970 to 1980; from 1900 to 1910 and from 1920 to 1930
2. approximately 5.6%; 20,055,556
3. The number of jobs declined, and people left the state in search of new jobs.

ACTIVITY 49

Have students evaluate their own performance on this test. Then, as a class, create a rubric to evaluate scores.

UNIT 12

ACTIVITY 50

1. President of the United States
2. Governor
3. Answers may be mayor, county judge or commissioner, town supervisor
4. U.S. Senate and U.S. House of Representatives
5. State Legislature—Senate and Assembly
6. Answers may be city council, county board of supervisors, town board
7. Answers may be U.S. Supreme Court, U.S. Circuit Courts, Federal District Courts
8. Answers may be State Supreme Courts, Court of Appeals
9. Answers may be city or village courts, district courts, county courts

ACTIVITY 51

In groups, students should compile a list of issues that they think the state government should address. Each group should then compose a letter to a state legislator, offering their opinions or asking the legislator to consider proposing legislation on the issue. Student letters should show consideration of the issue and reasoned arguments. The letters should be respectful in tone.

ACTIVITY 52

1. county
2. town
3. school district
4. police protection or law enforcement; roads
5. Answers will vary, but students should conclude that every level of government has different functions and serves different needs. Some believe there is too much overlap.

ACTIVITY 53

1. The figures in the table are in millions of dollars so six zeroes should be added.
2. \$39,800,000,000;
\$101,825,000,000
3. Personal income tax; 59.5%
4. 21.3%; \$8,471,000,000
5. personal; personal—59.5%;
business—11.1%
6. public welfare; education
7. a. about \$1,632
b. \$38 billion
c. about \$2000
d. about \$3900
8. Answers will vary but students should show an understanding of the set total amount and the need to decrease funding to other categories if one type of funding is increased.

ACTIVITY 54

1. The federal government was put on a war footing. The whereabouts of the president and his family were kept secret. Government buildings were evacuated.

2. The level of planning needed for such large scale attacks and the history of al-Qaeda's terrorist actions against the United States led officials to suspect the group immediately.
3. There was no transportation in and out of Manhattan, so thousands of people walked home. Power was out. The stock exchange shut down. Primary elections were cancelled. Schools planned to shelter students as long as they needed it.
4. Answers will vary, but could include the effects of confusion, fear, disruption, and lack of communication.