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Primary Sources— New York State

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Product** (2 pages)
- Card Lesson Plan** (3 pages)
- Card** (2 pages)
- Document Lesson Plan** (3 pages)
- Document** (1 page)

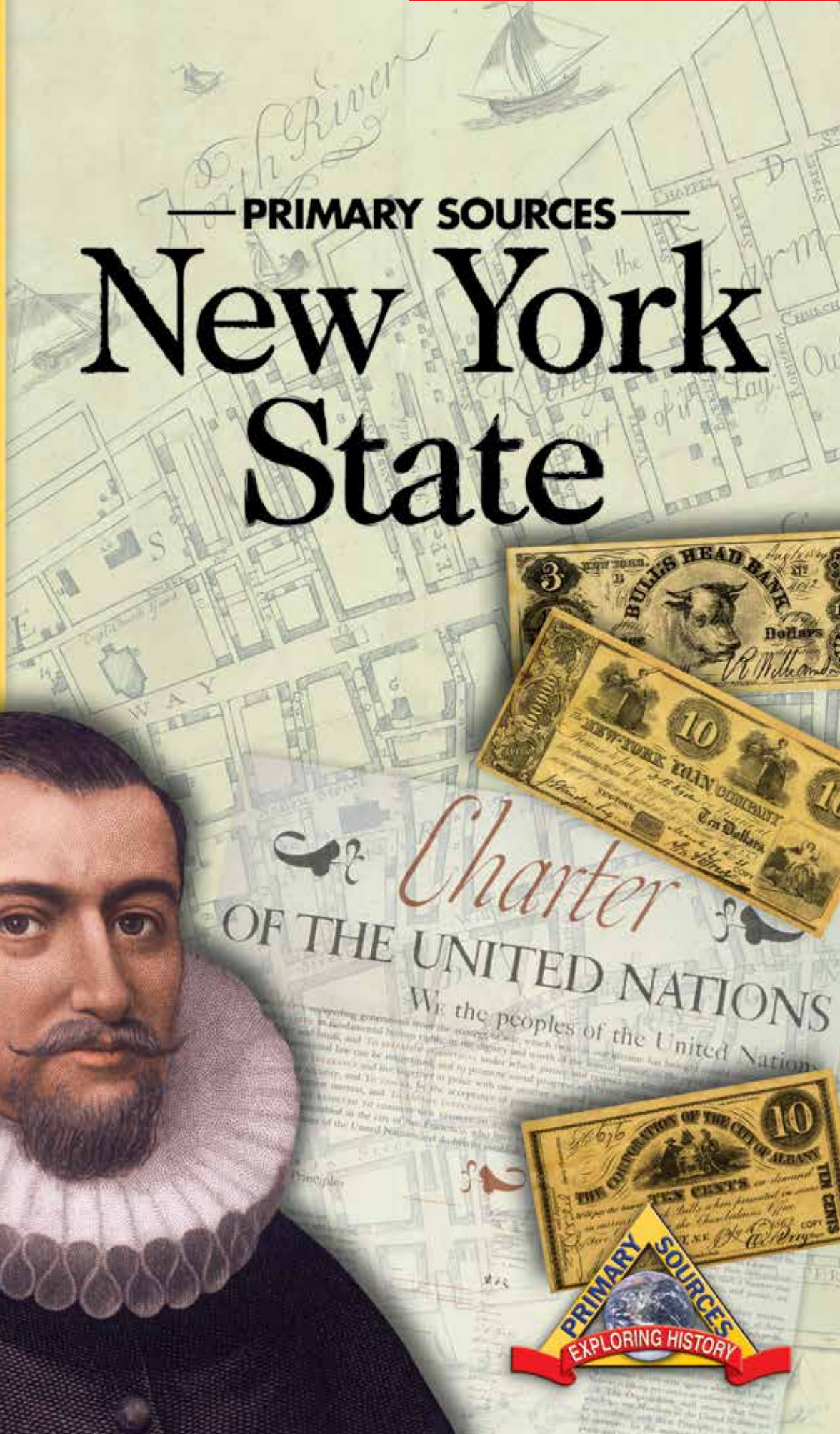
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— PRIMARY SOURCES —

New York State



Charter
OF THE UNITED NATIONS
We the peoples of the United Nations



Table of Contents

How to Use This Product	3
Introduction to Primary Sources	5
Using Primary Sources	15
Photographs	
<i>Henry Hudson Early Explorer</i>	15–16
Land Ho!	15
<i>The New York State Flag</i>	17–18
Ever Upward	17
<i>Federal Hall</i>	19–20
The Executive Branch Takes Shape	19
<i>The New York Stock Exchange</i>	21–22
The Wall Street Mogul	21
<i>New York, New York</i>	23–24
Historic New York	23
<i>Female Slaves of New York</i>	25–26
Necessity is the Mother of Invention	25
<i>Ellis Island</i>	27–28
Gateway to a New Home	27
<i>Towers of Steel</i>	29–30
September 11, 2001	29
Using Primary Sources	
<i>Map of the Five Nations</i>	31–34
The People of the Longhouse	31
Mapping Iroquois Country	33
Map of the Five Nations	34
<i>Champlain and the Huron Fight</i>	
<i>Against the Iroquois</i>	35–38
The Battle for Fur	35
Fur Trading Gazette	37
American Indian War	38
<i>Map of New York</i>	39–42
Plan for New York: 1755	39
A Plan is Developed	41
1755 Map of New York	42
<i>Battle Area Map</i>	43–46
Saratoga: Turning Point of the War	43
Persuading King Louis XVI	45
Battle Map of Saratoga	46
<i>Page from the New York State</i>	
<i>Constitution</i>	47–50
The Birth of a State	47
A State is Born!	49
Printed Pages of the Original State	
Constitution	50
<i>New York Currency</i>	51–54
Money, Money, Money	51
A Classroom Currency	53
About the Money in This Package	54
<i>Erie Canal Barges</i>	55–58
The Erie Canal	55
Low Bridge, Everybody Down!	57
Erie Canal Barges	58
<i>United Nations Charter</i>	59–62
United Nations	59
United We Stand	61
Text of the Preamble of the United Nations Charter	62
Document Based Assessments	63
Eleanor Roosevelt	63
Fort Ticonderoga	64
The Buttonwood Agreement	65
The Erie Canal	66
Transportation Changes	67
The Albany Northern Railroad	68
Completion of the Croton Aqueduct	69
Canal Lands For Sale	70
New York: A Home to Many Inventions	71
Battle for the Vote	72
Lady Liberty	73
America Bound: Immigration	
Figures from 1902–1903	74
Appendix	75
About Your CD-ROM	75
Suggested Websites	77
Document Based Assessment	
Rubric Example	78
Answer Key	79

How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

Objectives of This Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

Historic New York

Standards

- Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Learning Standard: NYS Standard 3.1)
- Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life. (Process Standard: NYS Standard 4.2)
- Industrial growth and expansion—Transportation, inventions, communication, and technology; Immigration and migration; Geographic influences of industrialization and expansion. (NYS Resource Guide: Grade 4—Content Understandings 6a, 6b, 6d)

Materials

Copies of both sides of *New York, New York* photo card; Copies of the historical background information (page 24); Copies of the *New York Geography* graphic organizer available on CD-ROM (filename: geo.pdf)

Discussion Questions

- How do you think people who lived in New York at the time of the sketch met their basic needs? Describe the kinds of jobs they would have had.
- Describe in detail the landscape of New York that you can see in the sketch.
- Generate a list of methods of transportation that you would expect to see in this location.
- Describe any monuments or other symbolic structures in this picture.

Using the Primary Source

Distribute individual copies of the photo card and provide students with opportunities to inspect it. Use the discussion questions above to help students understand that this is a picture of New York City as it looked in the mid-1800s. During the discussion, have students make inferences about the importance of the waterways to the growth of the city, and introduce them to the concept of immigration. Explain that New York City was the center of trade for the United States and have them draw conclusions about the importance of location to that growth. Use the *New York Geography* graphic organizer available on CD-ROM (filename: geo.pdf). This chart will help students describe the area in relation to the five themes of geography. Next, have students read the historical background information (page 24) and complete the activities on the back of the photo card.

Have students locate town records from the historical society or other organizations in their area. Then they can complete a second chart using the five themes of geography to describe their town as it was during this time. Have students create a list that compares the growth of their town to that of New York City. (If they live in New York City, have them choose a town that they or someone in their family has lived in to use in the comparison.) Tell students to include information about how the two are similar and how they are different.

Extension Idea

- Using the Internet or other resources, research the Croton Aqueduct and the circumstances surrounding its development.

Historic New York *(cont.)*

Historical Background Information

By the mid-nineteenth century, New York City had grown quite a bit. New immigrants coming to the country were one of the main reasons for this growth. They came to the United States to escape hunger, poverty, and religious persecution in their home countries. By 1855, the time of this painting, over 47% of Brooklyn's population and 51% of Manhattan's population were European-born immigrants. Once here, they settled mainly in lower Manhattan. The immigrants provided labor for the manufacturing plants of New York City. Because of the available supply of low-cost labor, New York City quickly expanded its manufacturing abilities, particularly in the area of textiles and clothing.

Early in the country's history, there was little control over who came to America. Also, immigrants new to the country were often exploited. Until the mid-1800s, ships just landed in ports in New York Harbor and immigrants left the ships. Unless they had family to meet them, they were left to take care of themselves. To deal with these problems, immigration centers were opened to process the incoming immigrants. The first center was established at Castle Garden in 1855. It is on the west side of Battery Park. This structure was originally constructed as a fort to protect the harbor from invasion during the War of 1812. At that time, it was called Castle Clinton in honor of De Witt Clinton, who was mayor of New York City. In the summer of 1824, the structure was given to the city and renamed Castle Garden. The structure became a concert hall and entertainment center. Then it was given to the State of New York to be renovated into an immigrant processing center in 1854.

The Hudson River and the East River were gateways to the Atlantic Ocean. In the mid-1800s, water was the main transportation for the traders importing and exporting their goods. Using the Erie Canal and Hudson River, businesses were able to receive goods from the West. Larger ships brought goods over the Atlantic Ocean. New York Harbor was the center of all of this activity. Local residents used the two rivers for transportation as well. There were no bridges between Brooklyn and Manhattan or New Jersey and Manhattan. So ferries were used to carry people back and forth between these locations. By the 1850s, ferries between New York City and Jersey City left every 10 to 15 minutes. Traffic across the East River, between Brooklyn and Manhattan, was even greater. Here, ferries left every 5 to 10 minutes.

Governor's Island was another important aspect of the river. This island was bought from the American Indians in 1637 following the purchase of Manhattan. As New York grew, Dutch and English governors used the island as a retreat. That is why the name Governor's Island was used. During the War of 1812, Castle William on Governor's Island served as a strategic outpost. It was positioned to protect the New York Harbor. By 1855, Governor's Island was used by the United States Army as an outpost.

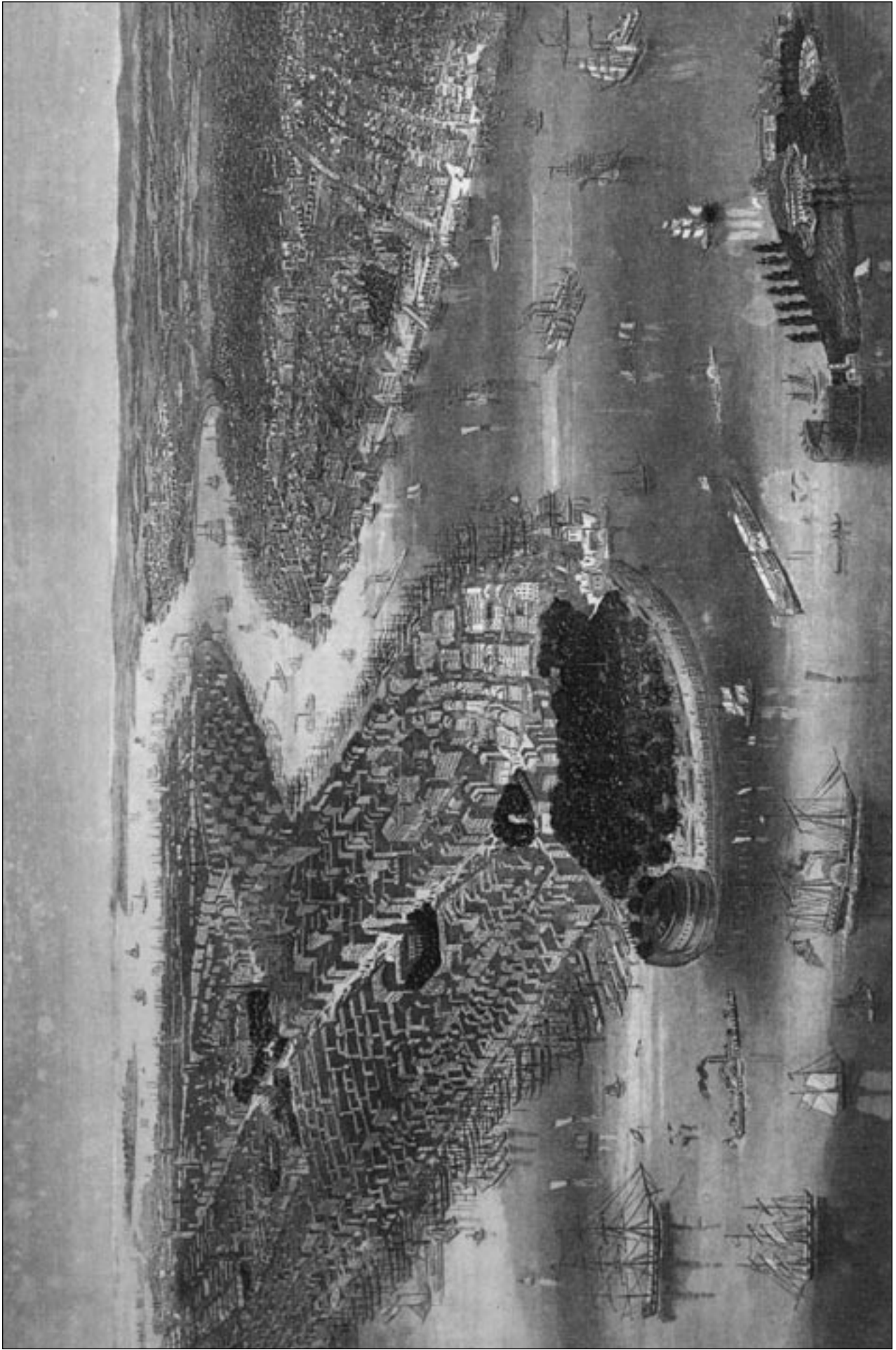
The enormous growth experienced by New York City brought many problems. Overcrowding was a problem, especially in the tenement houses where the immigrants lived. One of the main problems was the lack of clean drinking water for the people in the city. Water from wells was either limited or polluted. In 1837, the Croton Aqueduct was constructed to bring water from the Croton River to New York City. Another problem due to overcrowding was the loss of "green space" in the city. In 1851, the city planners selected a large area of land in the center of Manhattan for a park. The building of Central Park began in 1857 and was completed in 1876.

Name _____

New York Geography

Directions: Describe the picture using the five themes of geography.

Place	
Location	
Human-Environment Interaction	
Movement	
Region	



New York, New York

Historical Background Information

During the mid-1800s, New York City grew rapidly. Ships from Europe and boats from the western regions of the United States brought goods to the city to be traded and sold. Immigrants from Europe, mainly Ireland and Germany, came to America to work in the manufacturing plants. These people needed housing, so tenement houses were built to accommodate their needs. By 1850, over half of New York City was made up of people who hadn't been born in this country.



Analyzing History

Knowledge

From what countries did people immigrate to America?

Comprehension

What is a tenement house? Draw an example and label the parts of the building.

Application

Interview someone who works in a factory or produces goods. Find out about their job and the training they needed to perform that job. Describe what you discovered in a few paragraphs.

Analysis

Construct a chart and graph showing the number of immigrants that came to New York City in the time period between 1800 and 1850.

Synthesis

New York City was overcrowded and many new buildings were built to house these people. As a result, there were not very many parks for people to visit and relax. To address this problem, city officials set aside some land in the center of the city and built a park. Find out more information on the history of Central Park. Then, design a park for the town or city in which you live. Base your park design on the needs of your community.

Evaluation

When a city like New York becomes over-populated, some people think we should close the borders and turn back potential immigrants. Ask a few people their opinions on this issue and then describe your own personal view.

Historical Writing

Fiction

Pretend that you were a ship's captain who was responsible for delivering goods to a company in New York City. You were from Germany and you had never been to New York City before. Describe the day you sailed into New York Harbor. Use your senses to describe that day. (What did you see? What did you hear? What did you smell?)

Nonfiction

New York City established itself as the center of trade during the 1800s. Many items were imported and exported from the docks in New York Harbor. Using a variety of resources, research the types of goods that were imported and exported from the city during this time period. Next, find out what types of goods are exchanged today. Write a few paragraphs describing what you discovered.

History Challenge

One of the problems the rapid increase of people in the city led to was the lack of good drinking water. To address this problem, the city officials constructed an aqueduct from the Croton River to bring clean water to New York City. Working with a team of classmates, research a problem in your area. Propose a solution to that problem. Create a chart describing the problem as well as a possible solution. Hypothesize what would happen if the problem is not addressed soon.

Saratoga: Turning Point of the War

Standards

- Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Learning Standard: NYS Standard 3.1)
- The skills of historical analysis include the ability to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments. (Process Standard: NYS Standard 1.4)
- The Revolutionary War in New York State—Location of New York State; The significance of New York State's location and its relationship to the locations of other people and places; Geographic features that influenced the War; The war strategy: Saratoga and other local battles. (NYS Resource Guide: Grade 4—Content Understandings 4a-c, 4e)

Materials

Copy of the facsimile *Battle Area Map*; Copies of the historical background information (page 44); Copies of student activity sheet, *Persuading King Louis XVI* (page 45); Copies of *Battle Map of Saratoga* (page 46); Magnifying glasses; Reference materials on the Battles of Saratoga; Map of New York outlining Burgoyne's route to Albany

Discussion Questions

- Define the following words: *terrain*, *ravine*, and *vantage point*.
- Describe what kind of map this is. Describe some of the main geographical features that you see on this map. What is this map depicting?
- Locate the river on the map. For what reasons was the river important during the battle?

Using the Primary Source

Show students a map of Burgoyne's route to Albany (available in multiple places online). Discuss Britain's plan to control New York. Then review New York's location with respect to the other 12 colonies. Discuss the importance of New York, its cities, and access to the Atlantic Ocean.

Introduce the battles at Saratoga. Allow students time to study the map. Read the historical background information (page 44) as a class. Divide them into groups and if necessary, provide them with magnifying glasses to study the large map. Have them develop a list of features, both geographical and environmental, that may have been important in these battles. Geographic features include location, human-environmental interaction, region, movement, and place. Environmental features include land, plants, and animals. In small groups, discuss ways in which the geography and environment may have helped the colonial troops win the second battle. Then assign the student activity sheet (page 45), allowing time for small group or class discussion.

Extension Ideas

- Research other important battles of the Revolutionary War. Using a desktop publishing program, have students create a time line of important battles.
- Study the map from the perspective of the landowners that lived in the area. Have students write a recounting of the battles from the landowners' points of view.

Saratoga: Turning Point of the War *(cont.)*

Historical Background Information

New York was halfway between the New England colonies and the southern colonies. Because of its geographical location, both the British and the Americans wanted to control it during the Revolutionary War. The battles at Saratoga were key conflicts early in the war. It was the colonial victory here that convinced the French government to get involved. The French then helped the Patriots in the form of money, supplies, and troops.

British General John Burgoyne planned to gain control of the colony of New York. Burgoyne's plan was to march his troops south, from Canada to Albany. A second group of troops, led by Lieutenant Colonel Barry St. Leger, was to march east from Oswego. A third group, led by General Howe, was to march north up the Hudson River from New York City. He believed that when the three groups met in Albany, the New York colony would be entirely under British control. That would cut off all communication between the New England and southern colonies.

This is not what happened. Burgoyne's British troops were driven back from their march. Howe decided not to help Burgoyne in this battle. Instead, he marched his troops to Pennsylvania in an attempt to capture Philadelphia.

The first battle of this conflict took place on September 19, 1777, in an area known as Freeman's Farm. Although the Continental Army lost this battle, the road to Albany remained blocked by colonial troops. The second battle took place at Bemis Point on October 7, 1777. Burgoyne had supply shortages, winter approaching, and no help coming from Howe. So, Burgoyne decided to send out troops to survey the situation. The British suffered heavy casualties after the Continental Army attacked them. Burgoyne retreated to Saratoga. There, on October 9, he was surrounded and forced to surrender.

During both battles, the colonial troops took advantage of the landscape. They used the land to strategically locate themselves for battle. In preparation, they cut down trees to block the roads and created barriers to hide behind. The hilly terrain offered many vantage points. The swampy ground between the Hudson River and the road to Albany slowed the British troops' progress. The colonial militia were able to easily observe the British and make good decisions during the battle.

About the Map: Engraved by Faden and published in April of 1793, this map depicts the positions of General Burgoyne's army as well as those of the colonial troops on October 10, 1777. Note that the engraver misdated the map as September 10, rather than the actual date in October. Also shown is the location where Burgoyne's troops crossed the Hudson River from Fort Edward. The headquarters of colonial General Horatio Gates is shown on the western perimeter of the battleground.



Name _____

Persuading King Louis XVI

Background Information

The battles at Saratoga were extremely important to the eventual outcome of the Revolutionary War. Up until that time, the colonial militia had not won any decisive battles and many of the colonies' resources were being drained. After the battles, other countries, such as France and Spain, began to help the colonists by providing them with money, supplies, and more importantly, soldiers who could help fight against the British troops.

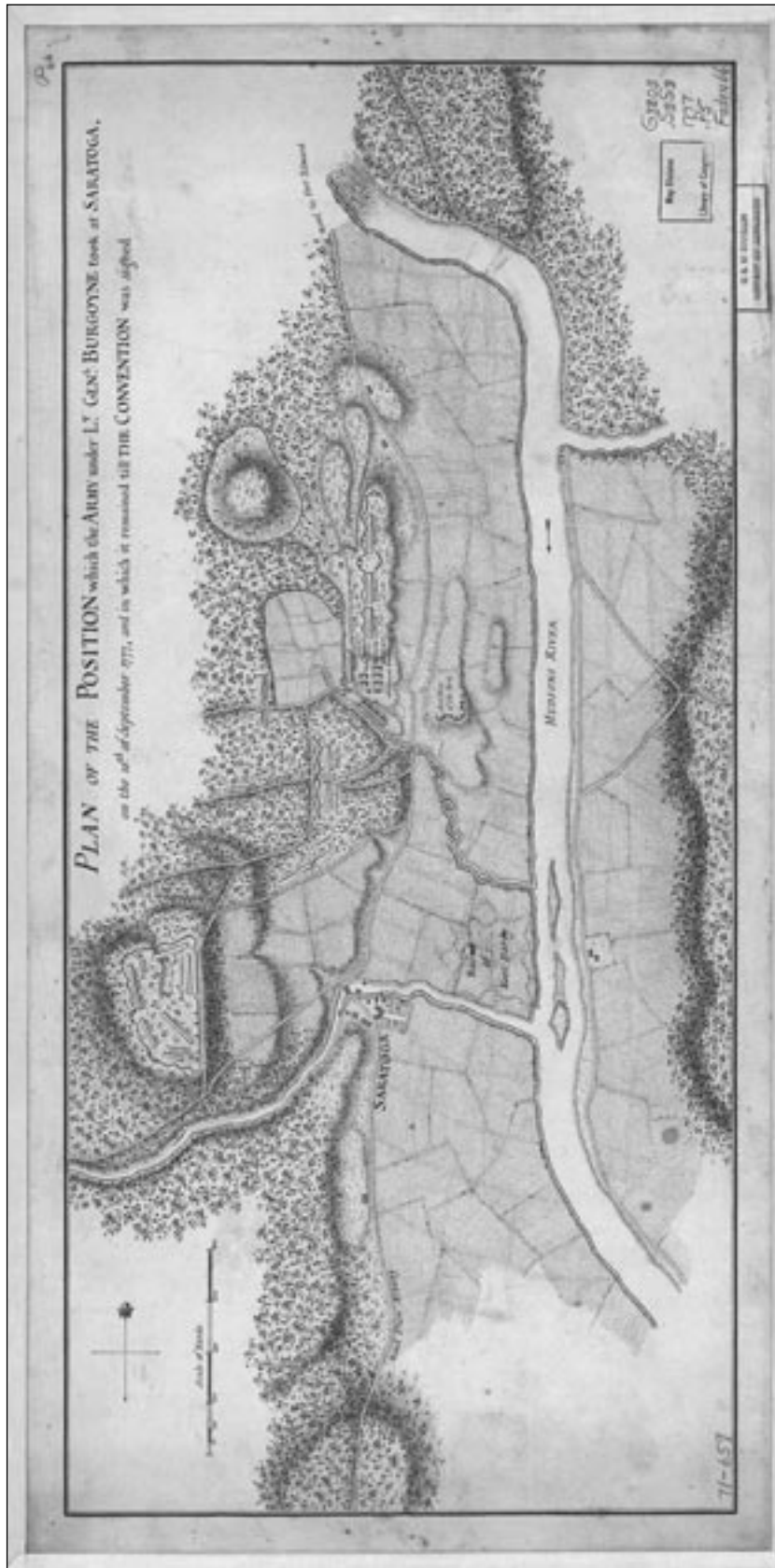
Activity

Directions: The general has chosen you to contact King Louis XVI for help because of your superb ability to persuade others. Write a letter to King Louis XVI of France describing the battles at Saratoga and their outcomes. In your letter, convince the king that he should help the colonists in their fight against British rule. Then, trade letters with someone else in the class. Based on the persuasiveness of the letter, write a response on a separate sheet of paper from the King of France to General George Washington, commander of the Continental Army.

Challenge

Research Lieutenant Colonel Barry St. Leger and the Battle of Oriskany. Write a report summarizing the role this battle played on the results of the battles of Saratoga. Hypothesize what might have happened if St. Leger had won the battle.

Battle Map of Saratoga



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