



New York Metropolis Teachers' Guide

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Introduction

In less than four hundred years, people and their technology have transformed four hundred square miles into the most complex and culturally diverse city in the world, the City of New York.

Completed in 1980 and sporting a number of recent additions, the New York State Museum's New York Metropolitan exhibits portray the merger of New York City's exquisite natural resources with its diverse and dynamic human populations. This teachers' guide is designed to walk you and your students through these exhibits in ways that will make your visit scholastically useful and memorable while making optimum use of your time.

The first part of this guide provides a map of the New York Metropolitan exhibit stops, a neighborhood and landmark map of Manhattan, a subway map and an aerial photograph of the city. It is recommended that, for educational purposes, you begin your visit at the enlarged version of this photograph located at the far end of New York Metropolitan Hall. This photograph provides a large vista that best exemplifies the exhibits overriding theme: the interaction of human populations with their natural environment. From here simply follow the directions in the grid table. The "Where to Go" section of the table provides explicit directions on where to go, how to get there and what to look for. Major exhibit section titles, usually appearing in large white lettering throughout the exhibits, correspond to the large numbered and underlined headings in the guide. On your New York Metropolitan exhibit map, these major sections are numbered the same. Individual exhibit titles within the major exhibit sections are shown in bolded and quoted text within the grid table. Subtitles are simply quoted and indented under these. For educational information on exhibits of "The World Trade Center: Rescue Recovery and Response," refer to Jason Colavito's teachers' guide by that same name at <http://www.nysm.nysed.gov/education/teacher/guides.html>.

In the "What to See and Do" section of the grid table, students are asked to closely examine exhibit components and themes via brief activities and discussions. Through these they are encouraged to make comparisons and connections and envision themselves as part of what they see and hear around them. Supplemental background

information is included to facilitate this as needed. Supporting learning standards are listed and numbered in correspondence with those of the New York State learning standard booklets.

Near the end of the guide, activities are provided that students can work on either before, during or after their visit. The "Create a Timeline" activity is designed to encourage students to chronologically examine and piece together the most important accomplishments and advancements in New York's complex history. The goal in this is for students to discover the interdependency of New York's achievements and to step away from extraneous detail for a moment to view the city as a dynamic whole. On the other hand, "The 24 Dollar Question" activity asks older students to analyze and critique the methods and conclusions of history and historians.

The glossary for the New York Metropolitan exhibits and this teachers' guide is in the form of a large crossword puzzle at the end of this guide. The top half of the puzzle comes with relatively easy clues and answers while the bottom half of the puzzle gradually becomes more difficult. The objective, particularly for the youngest students, should not be to finish the entire puzzle but to see how far they can go both before and then after their visits. The vocabulary-building words can be emphasized during your visit. The answers are provided near the end of this guide.

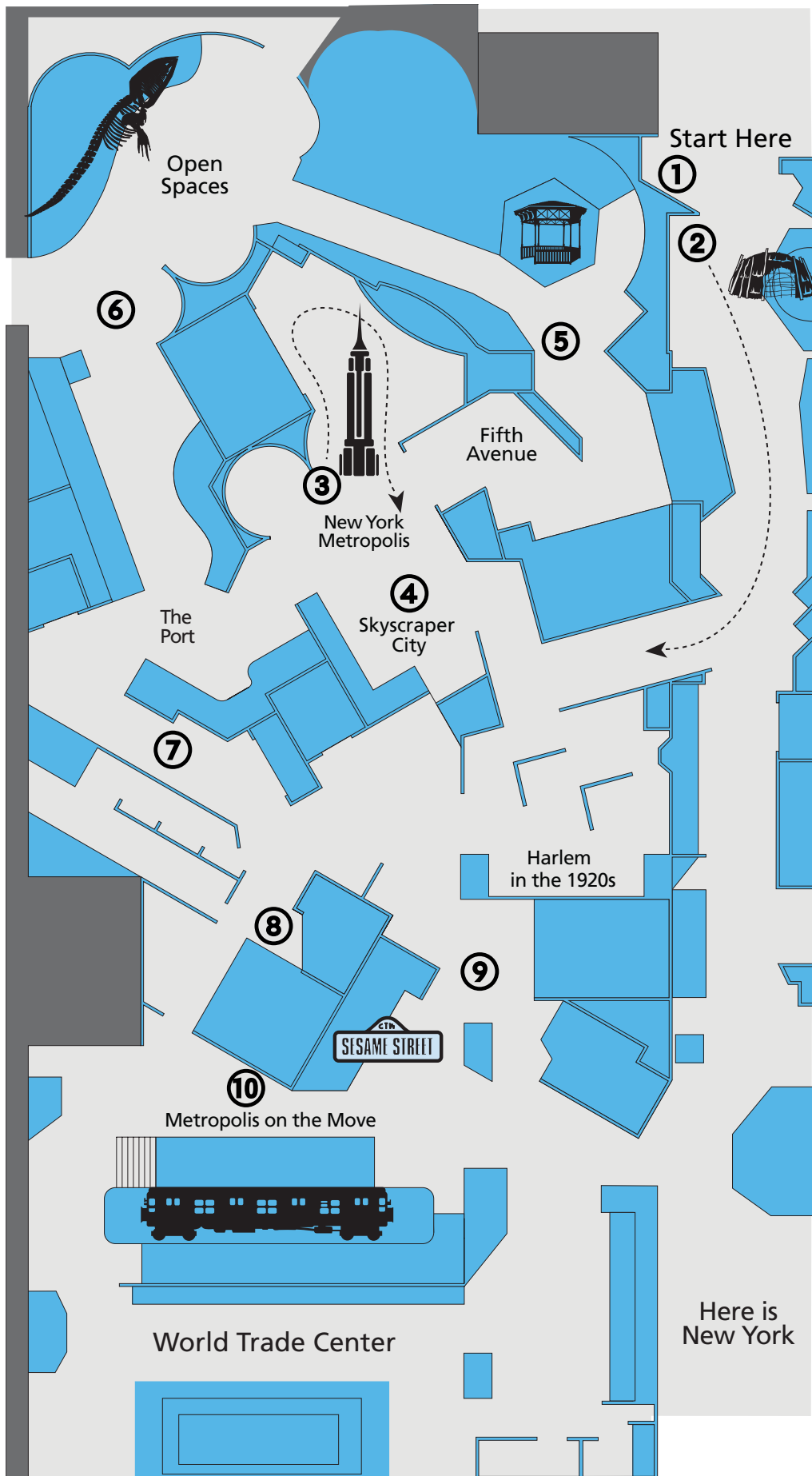
Exhibit Goal

Skyscrapers, subways, suburbs: in the New York region, human activities seem to obscure nature. The dynamic interaction between human activities and the natural environment has transformed the wilderness into a metropolis.

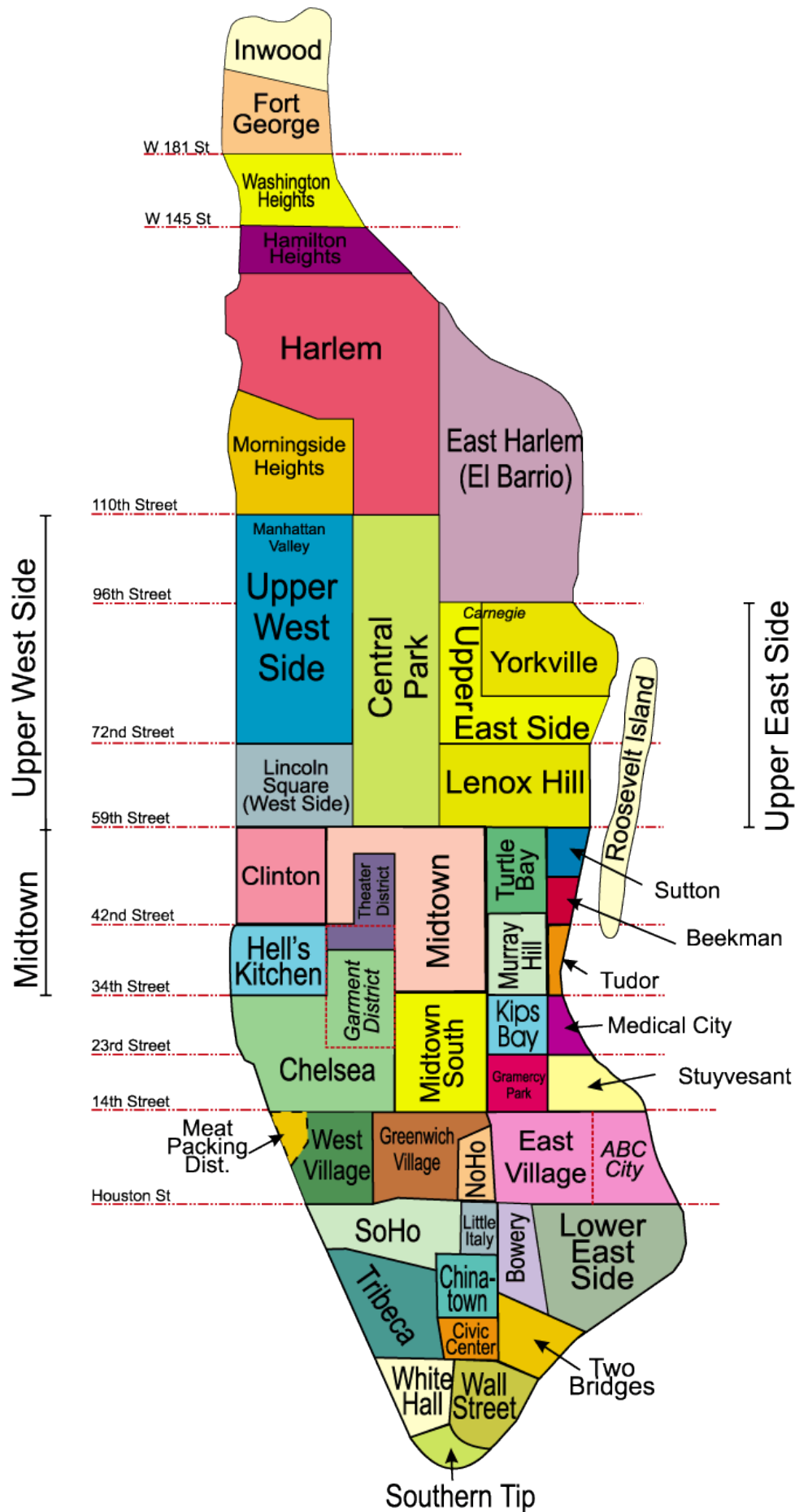
These exhibits show how New York City grew from the settlement of New Amsterdam to a World City. As the tempo of growth increased, so did the complexity and diversity of the New York Metropolitan.

--- introduction at the **entrance to the "New York Metropolitan Region" located at number ① on the accompanying map**

Map of NY Hall




Neighborhoods of Manhattan Island



New York City Subway Map





	WHERE TO GO	WHAT TO SEE & DO	NYS STANDARDS
<p>①</p>	<p><u>The Large Photograph of the New York Metropolis Region</u></p> <p>Find the location of number ① on the attached map.</p> <p>Enter the Cultural Education Center’s Main Lobby from Madison Avenue. Turn left in front of the large information desk and enter where the overhead sign reads, “GALLERIES / MUSEUM SHOP.” Turn right and walk straight back past the bright orange 1929 taxicab and past the Algonkian wigwam, “The Indian House.” Continue walking under the harbor porpoises above you. Stop when you come to a sign on your right that reads “The Indians and Their Worlds.” Look to your left to find the large color photograph of New York City and this is where you will begin.</p> <p>This location is also reachable from the opposite direction through Birds of New York and Crossroads Gallery: From the Main Lobby, you enter to the right of the large information desk where the overhead sign reads, “GALLERIES / MUSEUM THEATER.” From there you will turn left just before and as you are approaching the Museum Theater. From this point proceed to the back of Adirondack Hall as you bear left and follow the black wall on your left. Turn left into “Birds of New York,” then left again at the Crossroads Gallery. The large photograph of New York City will be in front of you to your right.</p> 	<p>For comparative purposes this is a great place to begin with your students. It provides not only a good visual overview of how the city looks today, but of how its components fit and function together. It is the best starting point for introducing the region’s special natural features that, when coupled with repeated influxes of diverse human populations, have culminated in the megalopolis that the students can see pictured before them.</p> <p>Introduce and discuss the natural resources necessary or preferable for the growth and success of a world city:</p> <p>Coastal Location</p> <ul style="list-style-type: none"> • Deep and protected harbor rivaled only by the harbors of Hong Kong and San Francisco <ul style="list-style-type: none"> ○ shipping/commerce/immigration • Perfect worldwide geographic positioning for the import and export of goods and labor from other countries and from the South and Midwest • Marine Life for food, commerce, etc. <ul style="list-style-type: none"> ○ whaling; Fulton Fish Market <p>Freshwater Resources for drinking water, industry</p> <ul style="list-style-type: none"> • Watersheds In Catskills and Adirondacks located conveniently at higher elevations <ul style="list-style-type: none"> ○ building of reservoirs to augment • The Hudson and East Rivers <ul style="list-style-type: none"> ○ inland transportation and commerce; ○ the Erie Canal, railroad connections <p>Bedrock of Manhattan schist and gneiss suitable for maintaining the weight of numerous skyscrapers</p> <p>Introduce and discuss important landmarks as they relate to immigration, population growth, economic growth, city planning, transportation and the city as a City of Neighborhoods:</p> <p>The Statue of Liberty and Ellis Island Skyscrapers: Empire State Building, Chrysler Building The Brooklyn and Manhattan Bridges Open Spaces: Central Park, Coney Island</p>	<p>Social Studies</p> <p>3.1—understand the characteristics, functions and applications of aerial photographs.</p> <p>3.2—acquire, organize, and analyze geographic information; formulating conclusions from maps, photographs.</p> <p>Mathematics, Science and Technology</p> <p>4.7—describe how living things, including humans, depend upon the living and nonliving environment for their survival.</p> <p>6.1—Interconnectedness: recognize how parts of a system interrelate and combine to perform specific functions; describe the [interdependencies] between engineering systems, natural systems and social systems.</p>

	WHERE TO GO	WHAT TO SEE & DO	NYS STANDARDS
②	<p>Before the Metropolis</p> <p>Find the location of number ② on the attached map by locating the following exhibit labels:</p> <p>“The Wonderful Animals and Plants of the New and Unknown World” / “The New World Beckons”</p>	<p>Imagine yourselves seeing these strange new plants and animals for the first time in your lives. How would you have reacted as an explorer? As a merchant? As a settler?</p> <hr/> <p>Discuss whether or not you believe the drawings portrayed of plants, animals and Indians were made by people who actually saw them and how you came to your conclusions. Compare, for example, the real opossums with the drawing next to them.</p>	<p>Social Studies 1.4—explore different experiences, beliefs, motives, and traditions of people.</p> <hr/> <p>The Arts 4.4—explore art to understand the social, cultural & environmental dimensions of human society.</p>
	<p>“The Indians and Their Worlds” (directly across from the photograph discussed above) and also, “The Indian House” (wigwam), “The Algonkians” (“Indian Foods”)</p>	<p>Make a list of the plants and animals that the coastal Indians depended upon for their survival. Discuss which of these would help an archaeologist to determine that these people were dependent on at least some marine resources. Which food and cultural items would preserve the best or poorest through time?</p>	<p>Science 4.7—Humans depend upon the living and nonliving environment for their survival.</p> <p>6.3—Interconnectedness: things belong to the same category and yet are different.</p>
	<p>“The Algonkians”</p> <p>-“The Same for All”</p>	<p>Discuss the meaning of Algonkian. How many different Algonkian peoples can you find on the map? How do you think the lives of each might have been similar or different? What about after contact with non-native populations?</p> <p>Compare how the Indians and Europeans, such as the Dutch, valued land and possessions.</p>	<p>English Language Arts 1.2—developing vocabulary.</p> <p>Social Studies 1.4—analyzing different viewpoints and/or frames of reference.</p> <p>1.1—evaluate the validity and credibility of historical interpretations of important events in New York State history.</p>
	<p>“A Century of Expansion” -“A Heritage of Slavery” -“A Paucity of People”</p>	<p>Very unlike later periods in New York City’s history, New Amsterdam, a city of 18 different languages, experienced an ongoing labor shortage. Discuss what caused this as described under “A Paucity of People.” Discuss the existence of slavery, as an accepted institution at this time, and how, without the contributions of slaves, the early colony might not have survived.</p>	<p>1.3—learning about the important accomplishments of individuals and groups.</p>
	<p>Turn into the hallway at the black arrow and the sign that reads, “New York Metropolis Hall.” Find “The Map that Made Modern Manhattan” and</p> <p>-The Gridiron Plan” almost immediately on your right.</p>	<p>In 1811 a gridiron system of roadways was planned for the replacement of the old narrow and winding colonial streets. Discuss if and how this would benefit the future growth, economic and transportation needs of the city. What disadvantages might you foresee?</p>	<p>Science 7.1—design solutions to real-world problems of general social interest related to the community via applying mathematical concepts.</p>

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<p>③</p>	<p>Image of the City On your map find number ③. Bear to your right as you enter “Skyscraper City.” Look for “Image of the City” located up high and ahead of you and just past the high steel worker. On the Manhattan gridiron map, point out the center of the lower left bulge, the Lower East Side, so that the students will know what area of Manhattan is being discussed.</p>	<p>Ask your students to see if they can discover an enlarged version of the gridiron map of Manhattan that was just discussed above.</p> <p>Locate the Lower East Side, the lower left area on that map. In this neighborhood, huge influxes of 19th and early 20th century immigrants resulted in overcrowding that sometimes rivaled that of Bombay, India</p>	<p>Social Studies 3.1—investigate the distribution and migration of human populations.</p>
	<p>Directly in front of this large overhead map turn right, walk forward and directly on your left locate the various drawings at “The First Slums.”</p>	<p>Especially focus on the backlit drawings numbers 5,6,13 and 16. Closely examine them for details. Discuss striking details. For example, what activities would be illegal today?</p> <p>Discuss your overall impressions of what everyday life was like and why for <u>this majority</u> of Manhattan’s population in the mid-to-late 1800s. Hypothesize what other conditions and experiences these people might have faced though not directly shown.</p>	<p>4.1—discover and explore some ways individuals and groups attempt to satisfy basic needs and wants by utilizing scarce resources; understand the nature of scarcity and how governing and city planning decisions may have economic and social consequences.</p>
	<p>Continue walking on until you reach “People of the Lower East Side,” also on your left. You’ve just jumped ahead in time to the end of the 19th century. With the exception of the dresses on the two little girls, all the clothing is authentic from around this time period. The people in this scene were cast from real people, a number of who were or are still employed by the New York State Museum. The photographer represents Jacob Riis and other photojournalist reformers of their day who were concerned with improving the living conditions of New York City’s poor. On average an immigrant would live about ten years in the Lower East Side before moving on to better areas and opportunities.</p> <p>Have the students file by this exhibit in a single-file line so that everyone has a chance to see everything. Encourage children who cannot see over the exhibit text to take turns standing on the box.</p>	<p>Take a moment to observe all that is going on in this life group and compare this with what is going on in the photographs that are accompanied with text. List all the jobs you can find.</p> <p>Summarize your perceptions of these peoples’ daily lives based on their surroundings, their clothing and the artifacts around them.</p> <p>Discuss what defines an artifact and how a museum would go about classifying many of the objects you are looking at as artifacts? As non-artifacts?</p> <p>Compare the way people are portrayed in this diorama to the people in the surrounding foreground and background photographs.</p> <p>Predict what one or more of these people may do next i.e. where they will go, what they will do. What led you to your conclusion?</p> <p>Imagine yourself in this scene. What would you have liked best? Least?</p>	<p>1.4—explore different experiences and traditions of people; weigh the importance, reliability, and validity of evidence; view historic events through the eyes of those who were there, as shown through artifacts and photography.</p> <p>English Language Arts 1.2—developing vocabulary.</p> <p>Social Studies 1.4—explain the significance of historical evidence.</p> <p>English Language Arts 2.2—Speaking and writing for literary expression involves producing imaginative text.</p>

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4	<p>Skyscraper City Return to “The Skyscraper Rises” where you’ll find a high-steel worker walking above you.</p> <p><i>Interesting Related Tidbits</i></p> <p><i>Zoning laws did not exist in NYC — or any US city — prior to 1916. However, in 1915 the Equitable Life Insurance Company headquarters sprung straight up from the sidewalk on lower Broadway, shadowing everything around it and reducing adjacent property values. Zoning laws resulted.</i></p> <p><i>The high-steel worker was cast from Phil Tarbell, a Mohawk Indian who worked for The New York State Museum in the 1980s. A high percentage of Native Peoples are typically found in this work.</i></p>	<p>Find and examine clues that help trace some of the technological, construction and/or manufacturing advances that enabled such a large city to accommodate ever-increasing human populations and economic growth. List and discuss technological components and how they work together to create an entire technological system e.g. electricity, steel I-beams and elevators to build skyscrapers.</p> <p>List and discuss other contributing inventions, advances or methods you may spot or think of as you proceed through the remaining exhibit halls and discuss their usefulness within the context of a metropolis e.g. subway, steam ships, standard garment sizing, etc. Compare and discuss the advantages and disadvantages of each new innovation.</p>	<p>Science and Technology 5.2—explore a variety of materials and energy sources to design and construct devices and structures that were technological advancements.</p> <p>5.4—understand that larger technological systems are made up of smaller component subsystems; identify examples of technological systems that are used to satisfy human needs and wants, and select them on the basis of safety, cost, and function.</p> <p>5.6—describe how technology can have positive and negative effects on the environment and on the way people live and work.</p>
	<p>“Changing 5th Avenue”</p> <p>Have the students locate the large Washington Square Park Arch photograph. As you are looking up at the high steel worker, the arch is located directly behind you. Proceed through the arch.</p>	<p>Ask the students to locate the same Washington Square Park Arch in its Greenwich Village context and as it appears in a photograph from recent times. Have the students also locate a model of what — since the terrorist destruction of the World Trade Center — is NYC’s tallest building, the Empire State Building. (All are on your left.)</p>	
	<p>“Millionaire’s Row”</p> <p><i>Walking north up Fifth Avenue, you are headed in the same direction that many of NYC’s 19th century wealthy moved as they continued to contribute to their fortunes in, for example, the construction and buyouts of railroad and steamship companies. Others who became rich through inventions or commodities elsewhere in the United States, were attracted to New York City to foster new business partnerships and to 5th Avenue in particular for its sheer opulence and high society.</i></p>	<p>Today many of us take going out to eat for granted. But before World War II eating out was nearly unheard of for most people in the United States. In taverns and restaurants of the 1800s there was a set meal such that everyone had to order the same thing. Discover and discuss what Delmonico’s Restaurant did to break this tradition. Discuss which class of people was best able to take advantage of this new trend. (Notice that, during this time period, all the women in Delmonico’s had to have male escorts.)</p> <p>Compare the homes, clothing and lifestyle of these wealthy New Yorkers with those you viewed at the tenements of The Lower East Side. What would have been the advantages and disadvantages of each lifestyle? Which lifestyle would you have preferred and why?</p>	<p>Social Studies 1.1—explain how ideas, values, beliefs and traditions have changed over time and how they unite all Americans.</p> <p>4.1—define basic economic concepts such as scarcity, opportunity, supply and demand and economic growth.</p> <p>1.2—compare and contrast the experiences of different groups in the United States.</p>

	WHERE TO GO	WHAT TO SEE & DO	NYS STANDARDS
5	<p>Open Spaces Proceed left around the corner from “Millionaire’s Row” to enter “Open Spaces.” Explore the exhibits before and on either side of the boardwalk.</p> <p><i>The boardwalk you walk across is designed to suggest the boardwalk along the Lower New York Bay at Coney Island. Located at the foot of Brooklyn, Coney Island dates back before the Civil War when it was a secluded retreat. After the turn of the 20th Century, it would become the best known and, until Disneyland opened in 1955, the most heavily visited amusement park in the world.</i></p>	<p>List and discuss the needs for preserving and maintaining open spaces within a metropolis. It is preferable that the students discover these reasons on their own if time permits. Discuss the need for</p> <ol style="list-style-type: none"> 1) preservation of natural resources such as water, wetlands, wildlife and unique or rare ecological niches 2) recreation 3) entertainment 4) mental and physical relaxation from the stresses of urban life. <p>Discuss the disadvantages (or advantages) of large urban areas lacking open spaces.</p>	<p>Science and Technology 4.7— explain how societal actions can contribute to improving the environment.</p>
	<p>Just beyond the boardwalk and on your right locate “Life in the Salt Marsh.”</p>	<p>Despite their desert-like appearances, salt marshes teem with wildlife, much of which is dependent upon the relatively rare eco-niches that these unique habitats provide. See how many different plants and animals you can find. Name and discuss several important reasons for the preservation of NYC’s salt marshes, such as those located in the 9000 acres of the Jamaica Bay Wildlife Refuge on Long Island.</p> <p>Include shelter, food and breeding territory for wildlife, storm buffers, groundwater reservoirs in your discussions.</p>	<p>4.6 — explain the importance of preserving diversity of species and habitats.</p>
	<p>Walk on to where you will have the students investigate “At Work in the Salt Marshes.” (on your right just before the whale) and “Market Hunting Around Long Island.” (on your left)</p>	<p>Discover and discuss the advantages of draining some portions of salt marsh habitats (e.g. mosquito and disease control, reclaimed land for residential and commercial growth).</p> <p>Compare and contrast advantages and disadvantages of preserving versus the draining/filling of salt marsh habitats.</p>	<p>6.6 — Optimization: to arrive at the best solution, it is often necessary to make trade-offs.</p>

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	<p>As you walk on to “Whales” you can’t miss the 38- foot skeleton of a Right Whale, so-called because, in the 17 and 1800s, these whales were considered the best or “right” whales to hunt for their blubber and baleen. When killed they were also said to “right” themselves on account of their tremendous blubber content. Because of over hunting, their numbers eventually dwindled into the hundreds.</p> <p>Like other baleen whales, such as blue and gray whales, right whales feed by simply swimming with their mouths open through ocean waters rich with tiny fish and small shrimp-like organisms called krill. When these whales shut their mouths water is expelled but their tiny prey are trapped behind the giant comb-like baleen and baleen hairs.</p>	<p>Examine this right whale’s mouth and compare what is inside with what is inside your own mouth and the mouths of most other mammals, including other whales, such as dolphins. Discover and discuss what baleen is i.e. keratin, the fingernail-like material that composes the baleen plates that hang like curtains in this whale’s mouth. Imagine masses of “baleen hair” that would have been attached to these plates for trapping tiny food particles when this whale was alive. Locate and discuss items made from the tough but elastic-like baleen in past centuries.</p> <p>What manmade resources would eventually become substitutes for flexible baleen? For whale oil candles and lamps? Discuss the advantages and disadvantages of synthetic substitutes.</p> <p><i>On Manhattan gaslights began to replace oil lamps in the 1820s. This more reliable lighting allowed shops to stay open late like those in London and Paris. The gas light era begins to come to an end in the 1880s with the introduction of electric lighting</i></p>	<p>4.1 — Living things are both similar and different from each other.</p> <p>4.7—describe how living things, including humans, depend upon the living and nonliving environment for their survival; human decisions and activities have had a profound impact on the physical and living environment.</p>
	<p>In the last hundred years millions of whales have been killed for fertilizer, margarine, pet food and whale meat. Today right, gray and blue whales, all of which are baleen whales, are protected from hunting.</p>	<p>Another baleen whale, the blue whale — the world’s largest creature ever known — is in life about ten feet longer than twice as long as this right whale skeleton displayed here. Calculate how many feet long a blue whale would be. Then using a tape measure or by holding hands with outstretched arms, create a “blue whale” to compare side by side with the right whale skeleton.</p>	<p>Mathematics 3.2 & 3.3— multiply with whole numbers to determine distances.</p> <p>3.4—Use concrete materials to model spatial relationships.</p>

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6	<p>Port Walk on from the whale to enter the “Port” exhibits. These exhibits extend from “The Fulton Fish Market” and “South Street Seaport” of the 1800s to the 20th century S.S. Satsuma, the steam-powered ocean liner located at “Challenge and Decline 1900-1955.” As you go along notice that the exhibits are not in strict chronological order. Ask the students to stay within but to disperse and search throughout these “Port” exhibits to create a brief timeline of significant events. To begin you may wish to direct them to (or to find) a “Dutch Merchant Ship” model with accompanying background information for those times.</p>	<p>Trace New York City’s history as a port. Create a brief timeline of particularly significant events that influenced the development of NYC as a world port. Include one or two important events for each time period. A sample timeline might look like:</p> <ul style="list-style-type: none"> ❖ 1600s and 1700s <ul style="list-style-type: none"> ○ The export of fur pelts is New York’s major source of wealth. Early on the Dutch profit by being the “Middle Persons” in this trade. ❖ 1800s <ul style="list-style-type: none"> ○ Centrally situated, the port of NYC becomes a crossroads of world commerce” and becomes larger than any other U.S. port. ❖ 1900s <ul style="list-style-type: none"> ○ Other U.S. ports develop and New York’s dominance as a world port is replaced by its dominance as a business headquarters. 	<p>Social Studies 2.2—develop timelines by placing important events and developments in world history in their correct chronological order.</p>
	<p>Locate “A Culture of Commerce 1625-1700” and note the hilly terrain fronted by Dutch Colonial homes on the large wall drawings as well as the ships in the harbor.</p>	<p>Discuss the clues that the drawings provide for determining what county was in control of New York City’s Port at this time i.e. 5 union jacks are visible on the ships.</p>	<p>The Arts 4.4—analyze works of art and place them within a cultural and historical context.</p>
	<p>Directly across from the drawings view the also giant Greek Revival building fronts. These were actual warehouse façades that stood on Front Street in the 1800s i.e. they are real artifacts brought here from NYC’s South Street Seaport area. On a cargo box at “The First Warehouse District” find a small map that shows their location.</p>	<p>Compare the real Front Street warehouse façades — real artifacts brought here from NYC — with how they appear in the photograph to the left and below the small map. Pinpoint their location on the map. Imagine you were a merchant working there in the 1800s. Which direction would a sea captain need to walk to find you if he and his ship were docked at Pier 16 along the East River? (NW)</p> <p>Locate Pearl Street on the map. In Dutch Colonial times Pearl Street abutted the East River.</p>	<p>4.4—analyze artifacts and place them within a cultural and historical context.</p> <p>1.1—imitate various experiences through role playing.</p> <p>Social Studies/Geography 3.2 —analyzing geographic information: use maps to discover how locations are related to other people and places.</p>
	<p>Walk on to the corner of the warehouse façades to discover a picture of “The Great Fire of 1835,” which destroyed not only all of the South Street Seaport but a quarter of the financial district and all of the remaining old Dutch homes. The glow in the sky could be seen in Philadelphia, 110 miles away.</p>	<p>Discover and discuss setbacks in New York City’s development as a major port city.</p>	

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	Proceed right around the corner to find “South Street Seaport, 1840” and “ A Counting room c. 1845”	Examine the interior of “A Counting room c. 1845.” Hypothesize what the “merchant from the South,” i.e. the man with the cane, might be shipping here from the South. For one clue, look at what his clothes appear to be made of. Also, read the accompanying text to identify the ship captain, importing merchant and clerk.	English Language Arts 1.1—Discovering facts and relationships requires reading to acquire information and understanding.
	Go to “Making Land from Water” located beneath “Isle of Ships.”	Examine and discuss how the colonists created land to enlarge Manhattan and create much of the South Street Seaport district.	Science and Technology 5.1—investigate prior technological solutions and ideas.
	Locate the ocean liner, “S. S. Satsuma,” at “Challenge and Decline 1900-1955.” Regular steamship service between NYC and England began in the 1830s and cut the time it took to cross the Atlantic from 3 weeks (in good weather) to 10 days. However, steamships do not immediately replace all the fast Clippers, with bows that cut rather than butted the waves. In the 1850s the East River Yards were still well known for their great Clippers.	In 1807 Robert Fulton launched the world’s first practical steamboat off the west side of Manhattan. Technological advancements in steam power inevitably result in the replacement of the great wind-powered sailing ships of the 17 and 1800s with ocean liners. Compare advantages and disadvantages of coal-fired steam as a new energy source. Discuss another mode of transportation that almost simultaneously comes to rely on steam power and becomes important in linking New York City with other parts of the country. (railroads; see later <u>Metropolis on the Move</u>)	5.4—identify familiar examples of technological systems that are used to satisfy human needs and wants, and select them on the basis of safety, cost, and function. 5.5—describe how the evolution of technology led to the shift in society from an agricultural base to an industrial base.
7	<u>The Immigrants</u> Photograph of the Statue of Liberty surrounded by immigrant faces located above and to the left of the S.S. Satsuma ocean liner.	Examine the faces of immigrants from days gone by. Discuss reasons why these people were willing to emigrate from their far-away homelands, leaving friends and families behind. Why might they immigrate to the United States and not to somewhere else?	Social Studies 1.3—understand interrelationships between world events and developments in NYS (e.g. causes for immigration.). 4.1—understand how scarcity requires people to make choices, which involve costs and future considerations.
	“Isle of Ships” Turn around to find “Isle of Ships” directly behind you and to the right of the S.S. Satsuma.	In the 17 and 1800s great sailing ships similar to those portrayed would each transport hundreds of immigrants to New York City from ports all over the world. An Atlantic crossing might take a month or more depending on the weather. Discuss how immigrants might have spent their time during their month or more at sea.	English Language Arts 2.2—use standard English skillfully, imaginatively and with an individual style.

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<p>“Isle of Ships” cont.</p>	<p>In 1856 more people were dying in NYC than were being born and yet New York City’s population was rapidly increasing. Discuss how this would have been possible. What would this have to do with the fact that immigrant ships were often referred to as “coffin ships” during this period? Discuss then incurable contagious diseases, such as tuberculosis, cholera, pneumonia and typhoid fever, that were prevalent worldwide during this time.</p>	<p>Science 4.6—explain factors that limit the growth of populations and how these populations respond to disturbances.</p>
<p>“Challenge and Decline 1900-1955” “S.S. Satsuma”</p>	<p>Examine the “S.S. Satsuma” model. Deduct where the poorest or “steerage” passengers would travel given that the “steering” mechanisms were located in the bottom of the ship.</p>	<p>English Language Arts 1.1—use structural and context clues, and an understanding of letter-sound relationships to decode difficult words.</p>
<p>“The Immigrants” beneath the large photograph of the Statue of Liberty.</p>	<p>Examine the faces of the immigrants aboard the three different ships. Why do so many look so sad considering they were going to a “land of opportunity” where the streets were said to be “paved in gold”? Consider that in bad storms immigrants might be tossed from double (as shown) and triple-decker bunks that were crowded into dank cargo holds. What might this result in? (Discuss seasickness, injuries, overcrowding.)</p>	
<p>“Destination for the World”</p>	<p>Based on the actual immigrant artifacts you can examine at this particular exhibit, discuss what immigrants would leave behind and what they would be sure to take and why.</p>	<p>Social Studies 1.4—View historic events through the eyes of those who were there as shown in their art, writings, music and artifacts.</p>

	WHERE TO GO	WHAT TO SEE & DO	NYS STANDARDS
<p>8</p>	<p>Ellis Island Walk under the immigrant faces above “The Golden Door” until you arrive at “Ellis Island” c. 1910 on your left. The photograph that you see behind the life groups shows the Registry Room located on the 2nd floor of the main building at Ellis Island. Immigrants were herded up to this floor via a steep stairway upon which medical inspectors would already be observing them for any signs of sickness or other infirmities.</p> <p><i>Interesting Related Tidbits</i></p> <p><i>At this time, about 1910, if children immigrants 16 and under were medically rejected they then had to be accompanied by an adult on their return voyage. But only 4 years earlier children 12 and over could be sent back alone.</i></p> <p><i>Notice the white corral-like pipes. These will be removed one year later in 1911.</i></p> <p><i>In another seven years (1917) all immigrants will be required to be literate in a language.</i></p> <p><i>Usually associated with poor hygiene, trachoma remains a problem eye disease in parts of the world today.</i></p>	<p>Notice the white nametag-like cards on the immigrants. Information on these identification or “manifest” tags would correspond to information in the ship’s manifest records.</p>	<p>Social Studies 1.3—research and analyze the major developments in NYS and U.S. history including “immigration.”</p>
		<p>Locate the medical inspectors, i.e. one in a photograph and the other, a “doctor” in the life group. The clothing that you see on the life group doctor is a genuine uniform from this time period.</p>	<p>1.4—explore different experiences and traditions of people; weigh the importance, reliability, and validity of evidence; view historic events through the eyes of those who were there, as shown through artifacts and photography.</p>
		<p>Imagine that in 1910 you are on your way to “America” as a poor immigrant. After passing by the Statue of Liberty, which is larger than you could ever dream of, you watch as your ship docks and the 1st and 2nd class passengers disembark. You finally get off but must wait again; this time for a barge that will take you back to Ellis Island for your inspections. Once you reach Ellis Island, you are asked if you would like to forward your bags to your final destination. Your family is split up by gender for medical examinations. How would you have reacted to all this and what would you have done next? What if, like many immigrants, you couldn’t speak English?</p> <p>During this busy period, “c. 1910,” your initial medical inspector would have had on average a total of about 6 seconds to examine each immigrant. About one in five immigrants would be chalk-marked on their shoulders for further evaluation. Discuss the infirmities or illnesses that would have been most feared to be discovered and why. From the exhibit text, identify the contagious eye disease that would cause blindness, was common in southern and eastern Europe, and, if detected by a medical doctor like the one shown, would be a sure reason for rejection.</p>	<p>English Language Arts 2.2—use standard English skillfully, imaginatively and with an individual style.</p> <p>1.1—Discovering facts and relationships requires reading to acquire information and understanding.</p>

WHERE TO GO	WHAT TO SEE & DO	NYS STANDARDS
<p>“Standard list of questions asked of immigrants by United States Immigration Officers c. 1910”</p>	<p>An immigrant’s medical inspection would be followed by a legal inspection in which any or all of these 29 questions might be asked. Discuss the purpose of this questioning and the meanings of “polygamist” and “anarchist.” Would an immigrant who did not speak English have understood these words? Who could help them? Why would “no” have been the best answer to question 22, “Have you come here under any offer, promise, agreement or solicitation to labor in the U.S.?” For clues to this last answer, circle around to the opposite side of the classroom (to your right as you are facing Ellis Island) and read the text under “An American Curriculum.” How were immigrants generally perceived at this time?</p>	<p>English Language Arts 1.2—developing vocabulary</p> <p>Social Studies—Civics 5.1—analyze how the values of a nation affect the guarantee of human rights and make [or do not make] provisions for human needs.</p>
<p>“An American Curriculum” located on the opposite side of the adjacent classroom</p> <p><i>Interesting Related Tidbit</i></p> <p><i>Today the majority of immigrants come to the U.S. from Latin American and Asian countries.</i></p>	<p>Should immigration to the U.S. be permitted today? Why or why not? Compare the pros and cons of having a quota system where the immigration of certain groups into the U.S. is either restricted or disallowed.</p>	<p>Social Studies—Civics 5.3—explore how citizens influence public policy in a representative democracy.</p>
<p><i>“A Neighborhood Schoolroom, c. 1920,”</i> P.S. 52 from the Bushwick section of Brooklyn</p>	<p>List and discuss the means by which immigrants learned to adapt, and in a number of instances thrive, in their new nation. Return to this discussion once you reach the next section, “City of Neighborhoods.”</p>	<p>Social Studies—History 1.1—explain those values, practices, and traditions that unite all Americans.</p>
<p>Photograph of “Hester Street c. 1900” above and to your left as you are facing “Ellis Island”</p>	<p>Return to “Ellis Island” and view the photograph overhead and to your left to get a glimpse of the world that many poor immigrants would be walking into if they remained in NYC. Many would have had friends or family awaiting them in neighborhoods such as this one at “Hester Street c. 1900.”</p>	
<p>Walk under the photograph until you come to....</p> <p>“New York, The Garment Maker” “Many Nationalities” “Visit to a Sweatshop” “Sweated Labor”</p>	<p>Observe and discuss sweatshops and the garment industry, the primary occupation for poor immigrants around the turn of the 20th century. How were immigrant workers taken advantage of in these situations?</p>	<p>1.3—explain the contributions of different ethnic groups to American society.</p>

	WHERE TO GO	WHAT TO SEE & DO	NYS STANDARDS
	<p>“Fire”</p> <p>“The Workers Organize”</p>	<p>Examine the old newspaper article relating the Triangle Waist Co. fire and disaster that took the lives of 146 primarily Italian and Jewish immigrants. (A shirtwaist was a tailored woman’s blouse.) Discuss ways this many deaths might have been prevented in those times. What organizations saw their growth stimulated by catastrophes like this and why?</p>	<p>1.3—research and analyze the major themes and developments in New York State history (e.g., The American labor movement).</p>
9	<p>City of Neighborhoods Ask the students to see if they can find “City of Neighborhoods,” for which there is an overhead sign and then the...</p>	<p>From New York City’s earliest days, immigrants and migrants tended to gravitate to neighborhoods where they shared a common language, culture and worldview with others from their homelands. Discuss advantages and disadvantages for such immigrants and for a city at large that is composed of different ethnic enclaves.</p>	<p>Social Studies 1.3—compare and contrast the experiences of different ethnic, national, and religious groups in the United States.</p>
	<p>“Tuck High Co.” Import and Export Store</p> <p>Most of the storefront, fixtures, furnishings and goods seen within are genuine artifacts dating from the 1930s and come from several different stores.</p> <p>At the time this store was operational, Chinese were banned from entering the United States. This ban was not lifted until 1943.</p>	<p>Carefully examine the merchandise on the shelves, countertops, floor and storefront of this Chinatown import and export store. Based on all your observations, identify 3 different services that this store provided its section of New York City’s Chinatown. (e.g. general store, pharmacy, post office) Which of these services would you not typically find in most stores across New York State today? Read the exhibit text under “Tuck High Company 24 Mott Street” to compare with your conclusions.</p>	<p>English Language Arts 1.1—select information appropriate to the purpose of their investigation and relate ideas from text to support inferences.</p>
	<p>“Peluqueria Espanballa”</p> <p>Though exhibited right next door to the Tuck High Co., the Spanish Barber Shop, “Peluqueria Espanballa” was actually brought to the New York State Museum from Manhattans’ West Side located about 4 miles to the northwest of Chinatown. It represents yet another of the numerous and ever-changing neighborhoods of New York City.</p>	<p>How would the activities that went on in the Spanish barbershop, “Peluqueria Espanola,” have compared with what went on in the “Tuck High Co” store? Read the text and especially the last paragraph under “A West Side Barbershop c. 1930” to discover similarities.</p> <p>Discuss what types of information would have been shared in meeting places such as these. How would immigrants have benefited from interactions and conversations with other immigrants from their same country of origin?</p>	<p>Social Studies 1.2—compare and contrast the experiences of different groups in the United States.</p>

WHERE TO GO	WHAT TO SEE & DO	NYS STANDARDS
<p>“Black Capital: Harlem in the 1920s”</p> <p>Retrace your steps to “Black Capital: Harlem in the 1920s.” Located north of Central Park and originally a Dutch farming village that had long ago melted away under subsequent waves of German and then Italian and Jewish immigrants from the Lower East Side, Harlem attracted thousands of African Americans beginning just after the turn of the 20th century.</p> <p>“Enduring Institutions” and “The New Negro” located on either sides of “Renaissance”</p>	<p>Search this exhibit to discover, list and discuss at least 5 reasons why thousands of African Americans migrated to Harlem from other parts of the United States. Preferably on their own, students should look for discussions of the following:</p> <ol style="list-style-type: none"> 1) violence against blacks with lynchings, especially in the South 2) better economic opportunities in Harlem with greater discrimination against blacks elsewhere in the U.S. and NYC with regards to employment and housing, etc. 3) freedom of speech via black owned and operated publications; i.e. white media not touching upon black achievements, discrimination issues, etc. 4) Harlem’s growing prominence as a dynamic social and political stronghold for black causes 5) artistic creativity and camaraderie resulting in new art forms in dance, music, literature. 	<p>Social Studies 1.3—understand the interrelationships between developments in NYS and the U.S. e.g. causes for migrations, human rights abuses.</p>
<p>Locate the following:</p> <p>“The Black Church”</p> <p>“Community Organizations”</p> <p>“The Universal Negro Improvement Association”</p> <p>“The National Association for the Advancement of Colored People”</p>	<p>In Harlem a number of established institutions and arising organizations worked diligently to foster better living conditions and opportunities for Harlemites. Divide your students into four groups and have each group research one of these to discover its contributions to Harlem’s growing community in the early 20th century. Classify endeavors by type of activity: e.g. social, political, economic, cultural or religious. Organizations you may particularly want to consider are subtitled in the exhibit as “The Black Church,” “Community Organizations” such as the YMCA and YWCA, “The Universal Negro Improvement Association,” and “The National Association for the Advancement of Colored People” (NAACP).</p> <p>In addition to African Americans, what other ethnic groups were attracted to Harlem from outside the United States?</p>	<p>Social Studies 1.3—Gather and organize information about the important accomplishments of individuals and groups living in their neighborhoods and communities; classify information by type of activity: social, political, economic, cultural or religious.</p>
<p>“Business”</p>	<p>Trace the employment history of Madame C.J. Walker, America’s first woman millionaire. Discuss ways that minority entrepreneurs like her were able to find success in the business world of Manhattan where — even in Harlem — blacks were often barred from working even as salespeople.</p>	

	WHERE TO GO	WHAT TO SEE & DO	NYS STANDARDS
	<p>“Renaissance”</p> <p>“Jazz Club”</p> <p>Harlem became a highly popular nightclub and entertainment mecca for residents outside, as well as inside, Harlem. Many would take the subway, especially the A Train, to this dazzling nighttime destination. Explore the “A Train at your next stop, Metropolis on the Move.</p>	<p>Examine the musical instruments and the 1930 “Cab Calloway and his Orchestra” photograph behind the instruments. Identify at least 3 of the musical instruments in the photo by matching them with those labeled in the foreground.</p> <p>Via literature, poetry, music and musicals, African American culture spread into the mainstream. Despite much poverty in the lives of many Harlemites, dozens found steady work in various professions in the arts. For example, some were “dance coaches,” who taught new dance steps to those outside their community. Identify and discuss the types of music and dance that were popularized in Harlem and then spread throughout the U.S.</p>	<p>The Arts</p> <p>4.4-4.5—understand the cultural dimensions and contributions of the arts and artists; recognize specific contributions of musicians and dancers to their own lives and to people in other times and places.</p>
<p>⑩</p>	<p><u>Metropolis on the Move</u></p> <p>“New York City Subway Map”</p> <p>Exit the Harlem exhibits the same way you entered them. Then turn left and walk back past the “Tuck Hi Co.” and “Sesame Street” until you reach the “New York City Subway Map” at “Metropolis on the Move.”</p> <p>To catch or, “do the subway” as old-time NYC residents would say, it’s a good idea to know how to read a subway map.</p> <p>Now that you have some idea of how to get around the City via the subway system, pass by the red turnstile where it reads “in” and take the stairs up to the platform. Originally your ride would have cost a nickel. As this is being written in 2005, you would need to purchase a Metrocard for \$1.50.</p>	<p>Use the “New York City Subway Map” to find the answers to the following questions:</p> <p>What does the “A” refer to in “A Train”? (the route) How is the A Train’s route identified on this map? (A in a blue circle) According to this map, what is the furthest point you could travel north on the A Train? (207 Street / Washington Heights) South? (116 St. / Rockaway Park) What large well-known park on 5th Avenue could you go to explore by taking the A Train from Penn Station? (Central Park) Identify the river that your “A Train” would need to travel under if you then wanted to visit a friend in Brooklyn. (East River) If you chose to take the “A Train” to get to your flight at John F. Kennedy International Airport, what other form of transportation would you need to rely on beside the subway? (shuttle bus)</p> <p>As soon as you reach the platform at the top of the stairs, examine the wording on the train. What do the two locations of “WASH. HTS – 207th ST.” and “ROCKAWAY PARK” have in common with locations you found on the map down below? If you can’t remember, examine the subway map under “Take the A Train” on the wall next to where you are now standing.</p>	<p>Social Studies</p> <p>3.1—understand the characteristics, functions and applications of maps.</p>

WHERE TO GO	WHAT TO SEE & DO	NYS STANDARDS
<p>Have the students hurry into the A Train at its open door nearest you. Then have them turn right to crowd as much as possible into that 4-seat section.</p> <p>“Riding the ‘A’ Train”</p>	<p>Simulate the hurried and crowded atmosphere of a subway car, past and present, by walking quickly onto the train and then filing into the small 4-seat area to the right as much as possible. Imagine that the rest of the train is filled and there is no other space for you to sit or stand. Discuss advantages and disadvantages of riding a subway train to work or school on a daily basis.</p> <p>For a view back in time to about 1950, examine the life group, the 4 passengers in the exhibit next to you. Based on the way these people are dressed and the items they have with them, deduce where they may be going and what time of day it is.</p> <p>Examine the old advertisements. What are they promoting and how do they compare with the 1970’s advertisements in the section where you are. What is commonly seen written on the insides and outsides of subway trains today that is not shown here? (graffiti)</p>	<p>Science and Technology 5.6—describe how technology can have positive and negative effects on the environment and on the way people live and work.</p>
<p>“Outside front of the “A 8th Ave” Subway Train</p> <p>This view is reachable by simply walking back down the stairs and turning left to view the front outside of the “A 8th Ave.” train.</p>	<p>List and discuss what made subway trains unique from the regular trains of the 1800s: What could subway trains do that the older trains could not and what things made this possible. For one clue, examine what is referred to as the “3rd rail,” the rail that runs the train even though the wheels do not ride upon it. You can touch this rail in the exhibit. Why would you never ever want to touch the 3rd rail next to a real operating subway train?!!!</p>	<p>Mathematics, Science and Technology 5.5—identify technological developments that have significantly accelerated human progress; explore the history and evolution of technology.</p>
<p>View the nearby scale model of “Grand Central Terminal, c. 1950”</p> <p><i>Interesting Related Tidbits</i></p> <p><i>As highway vehicles and airplanes replaced more and more trains in the 1950s and 1960s and as Manhattan’s real estate values continued to soar, Grand Central Terminal seemed destined for the wrecking ball. As a national landmark it was spared from this fate by a 1978 Supreme Court decision. As of the end of 2005 there are currently plans to expand the terminal by connecting it with the MTA Long Island Rail Road, the busiest commuter railroad in North America.</i></p>	<p>Using the scale “1/8 inch = 1 foot,” as provided, calculate how many feet would be represented by 1 inch in this model.</p> <p>Consider the period 1903-1913 when this “new Grand Central Terminal” was constructed and became operational. Its construction gradually replaced the Grand Central Depot, which in 1871 had already represented the largest interior space on the North American continent. List and discuss the uses of electricity that were relatively new for this time period and why they were essential in the creation and use of such a huge new multileveled train station.</p>	<p>3.3—use mathematical operations and relationships to apply concepts of ratio and proportion to solve problems.</p> <p>3.5—use measurement to provide a major link between the abstraction of mathematics and the real world in order to describe and compare objects and data.</p> <p>5.5—identify technological developments that have significantly accelerated human progress; explore the history and evolution of technology.</p>

Activity: Create a Timeline

(Suggested for grades 2-8)

Skills Goals:

- Interpret simple timelines by recognizing correct chronological order of major events.
- Create timelines to distinguish between near and distant past.
- Produce brief summaries, clearly indicating the most significant information.

Content Goals:

- Distinguish between near and distant past and interpret timelines.
- Distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place.
- Include relevant information and exclude extraneous material.

Learning Standards:

- Social Studies 1.2, 1.3, 2.2
- English Language Arts 1.1, 1.2

Below is a timeline of particularly significant events that occurred in New York City's early history. You can assign or have the students select a portion of this timeline to expand on in more detail or they can continue it into the 20th and 21st centuries. Portions may also be incorporated into worldwide, United States or worldwide event timelines, thereby encouraging students to make connections and comparisons with where they live to other places and times and to make connections between social history and technological advances.

Early and middle elementary students could be asked to create their own personal timelines for a day or a week and, as they go along, to incorporate any New York City (or other) events or changes that they hear about on the news i.e. create a diary in the form of a timeline.

Prior to 1624: A variety of Algonkian Native Peoples occupy the vicinity of what will one day become New York City.

1624-1654: The Dutch West India Co. oversees the government of New Amsterdam's diverse residents as well the city's fur trade.

1664: New Amsterdam is taken over by the British and renamed New York in honor of the Duke of York.

1720: One out of every 5 New Yorkers is owned by a free New Yorker.

1740: New York is now the 3rd largest port having surpassed London.

1741: Slave uprising after which 31 slaves are executed, 150 imprisoned.

1756: New York surpasses Boston in size; only Philadelphia is still larger.

1775: New York's population of approximately 25,000 drops to 5000 as many people leave the city in anticipation of war with the British. Buildings are boarded up.

1776: Fire destroys a quarter to a third of the entire city and everything west of Broadway.

1783: British surrender to George Washington inside the old fort at the foot of Manhattan.

1785: Population doubles from 12,000 to 24,000 in just 2 years.

1786: New York becomes the first capital of the U.S., but, for safety reasons, the capital is soon moved to Philadelphia for 10 years; Washington D.C. thereafter.

1804: NYC's population of 80,000 now surpasses that of Philadelphia.

1810: Robert Fulton's First steamboat, launched in 1807, carries passengers between NYC and Albany.

1811: DeWitt Clinton and his associates design a grid system of streets for NYC.

1812-1814: British blockade New York Harbor during the War of 1812.

1817: The Black Ball Line offers the first predictable overseas shipping schedule.

1825: The Erie Canal is completed and connects the Hudson River with the Great Lakes. It allows a ton of wheat to travel from Buffalo to NYC in 8 days for \$6 instead of 3 weeks over land for \$100; the economic importance of NYC greatly increases.

1827: New York State abolishes slavery.

1831: Delmonico's Restaurant, where people can now order different meals from a menu, opens on William Street. It will eventually be located on 5th Ave and 14th St. as shown in our exhibits.

1832: Cholera epidemic kills over 3000 New Yorkers.

1835: A great fire breaks out in the South Street Seaport Warehouse District and destroys a quarter of the financial district and all the remaining original Dutch homes.

1838: Regular steamship service between NYC and England cuts down the time it takes merchants and immigrants to cross the Atlantic from 3 weeks to 10 days in good weather.

1842: Croton Water Works now supplying NYC with freshwater from the upstate Croton River. Many slum landlords refusing to connect their tenants' shabby shacks to the new water mains.

1844: *Rainbow* launched, the first of the true China clipper ships, the fastest sailing ships ever built.

1846: First department store in the U.S., Stewarts, a huge 5-story emporium on Broadway.

1849: Half of the nation's imports and nearly a third of its exports coming through NYC.

1840s & 1850s: Many class, race, religious and anti-immigrant riots throughout the city.

1850: First NYC photograph portrays street work on Broadway.

1851: Telegraph and NY and Erie Railroads now connect NYC to distant parts of the U.S.

1856: More New Yorkers are dying every year than are being born yet the city's population is increasing rapidly because of immigration.

1858: Central Park designed by Vaux and Olmsted; too expensive for many to get there from places such as the Lower East Side; roundtrip omnibus or horse car ride costing 10¢ for a person making \$1 per day.

1861: Civil War. Industrial output of NYC is nearly that of the entire Confederacy. Standard garment sizes result from standard uniform sizes for Union soldiers.

1863: First Draft (Conscription Law); infuriates poorer working class people; \$300 could pay a wealthier person's way out. Draft Riots: Hostilities taken out on blacks in particular; many hung or tortured.

1865: End of the Civil War. New York is now the 2nd largest financial center in the world after London. Terrible pollution and congestion throughout the city.

1866: Atlantic telegraph cable goes into service, directly linking NY and London for the first time.

1867: Brooklyn now the United States' third largest city.

1868: First elevated railroad built on Greenwich Street.

1869: The seven-story Equitable Life Insurance Co. is the first office building with an elevator. First middle/upper class apartment house, The Stuyvesant, built in Manhattan; growing acceptance and respectability of apartment house life among the wealthy and since the Civil War.

1870s: Estimated 100,000 children between the ages of 5-14 work in factories making cigars, artificial flowers, boxes, envelopes, twine, etc.

1870s—1890s: Overcrowding leading to cholera, diphtheria, influenza, typhoid fever, pneumonia and

tuberculosis; 8000 New Yorkers dying every year from these diseases.

1871: Completion of Grand Central Depot, at this time the largest interior space on the North American continent.

1873: First depression in the history of modern global economy.

1878: One of the world's first telephone exchanges begins providing service to lower Manhattan.

1879: Thomas Edison invents the light bulb at his home in New Jersey.

1879 —1889: 20,000 tenements built according to the "Dumbbell" plan; this floor plan style did little to improve living conditions for the poor.

1880: First canned fruits and meats appear in stores.

1882: A half-square-mile area of lower Manhattan sees the 1st glow of electric lights; the era of the gas light now coming to an end. First federal immigration law "excludes all Chinese immigrants, lunatics, idiots, or any person who might become a public charge."

1883: Brooklyn Bridge, the first bridge to connect the Island of Manhattan to any land or communities outside of itself, is completed. Metropolitan Opera opens on Broadway.

1886: Statue of Liberty completed and unveiled on Liberty Island.

1888: Giant blizzard brings the city to a standstill; 30 foot drifts with some people stranded on overhead railways for more than 2 days.

1889: The Tower Building, 11 stories high, is one of NYC's earliest skyscrapers of steel frame construction.

1890: More than two thirds of NYC's population, over a million out of 1.5 million residents, are poor and live in tenements.

1892: Ellis Island replaces Castle Garden as the new inspection station and point of entry for immigrants.

1898: Brooklyn, at this time the third largest city in America, plus 38 towns and villages in Queens, Staten Island and the Bronx merge with Manhattan to create a five-borough metropolis called Greater New York.

1900: Steel-hulled ocean liners have virtually replaced

all sailing ships. 1000 trains per day rolling into Manhattan from outside the city.

1902: The Flatiron Building is completed.

1904: The first efficient subway is completed and composed initially of 20 miles of track. (Interborough Rapid Transit Company) Subways suddenly make undeveloped land in the boroughs very valuable. People can now travel the length of Manhattan in less than half an hour and no longer must live so close to their jobs. The fare is 5¢.

1907: First metered taxicabs. Peek immigration year seeing over one million immigrants.

1908: The phrase "melting pot" enters the English language. It comes from the play of Israel Zangwill, "The Melting Pot."

1909: Many contagious diseases, such as cholera, diphtheria, typhoid fever and yellow fever are nearly wiped out thanks to the efforts of the City's Health Department and women such as Lillian Wald and Dr. Josephine Baker.

1911: Triangle Shirtwaist Factory fire kills 146 sweatshop workers, most of who were Jewish and Italian immigrants. Unions begin to grow in number and strength.

1913: Grand Central Terminal replaces Commodore Vanderbilt's shed, Grand Central Depot, built back in 1871.

1917: Immigrants who are illiterate in a language are excluded.

1921: Congress passes an emergency quota act to curtail immigration from southern and eastern Europe; much anti-immigrant sentiment following World War I. Harlem, located just north of Central Park, becomes the undisputed capital of Black America.

1929: Stock market crash on Wall Street and the beginning of The Great Depression.

1931: Empire State Building becomes the world's tallest building.

Activity: The \$24 Question

(Suggested for grades 9-12)

According to the Discovery Channel's *Insight Guides New York City* published in 2002, in 1626 "[t]he provincial director general of the New Amsterdam settlement, Peter Minuit, purchases Manhattan from the local Indians for 60 guilders' worth of trinkets – the equivalent of \$24." Similar accounts to this one can be found in many elementary school textbooks. The city guide, *Time Out New York* published in 2005 calls this account a "legend." *New York An Illustrated History* published in 1999 calls it "a bewildering tangle of fact, fantasy, wishful thinking and legend."

What source, if any, is telling the truth? What primary source(s) of information would be reliable for determining the answer to this question and why? Do any exist? What defines a reliable primary or secondary source of information and what qualifications should a person have to make this determination. What can be the consequences, if any, when historians get things wrong?

Have your students write a research paper or hold a class discussion that addresses the above questions.

Skills Goals:

- Prepare extended research papers on an important issue, problem or theme from New York State or United States history, including an analysis of the differing or competing interpretations of the issue or problem
- Develop hypotheses about important events, eras, or issues; use information collected from primary and secondary sources to produce cogently written reports and document-based essays; apply the skills of historiography by comparing, contrasting, and evaluating the interpretations of different historians of an event, era, or issue
- Interpret and analyze information from nonfiction books and reference materials
- Develop arguments with effective use of details and evidence

Content Goals:

- Consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations
- Evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed
- Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers and issues analyses
- Distinguish between relevant and irrelevant information and between fact and opinion
- Make effective use of details, evidence and arguments and of presentational strategies to influence an audience to adopt their position

Learning Standards:

- Social Studies 1.2, 1.4
- English Language Arts 1.1, 3.1, 3.2

New York Metropolis Pre and Post Visit Puzzle

This puzzle is designed to encourage students to develop their vocabulary, spelling and writing skills from upper elementary grades on up. The top of the puzzle on down gradually goes from easier clues and answers to more difficult ones. With little background information, upper elementary and secondary students should be able to figure out many of the answers at the top of the puzzle. Clues are additionally designed to provide additional interesting and informative information regarding New York City's past and present. Many of the answers can be found among the exhibits and some are in the grid table or in other parts of this teaching guide.

You may wish to have elementary students only work on the top half of the puzzle, although some may be able to go beyond this if given time. After their visit to the New York Metropolis exhibit halls, students should be encouraged to return to the puzzle to work on the words they didn't know before but discovered during their visit.

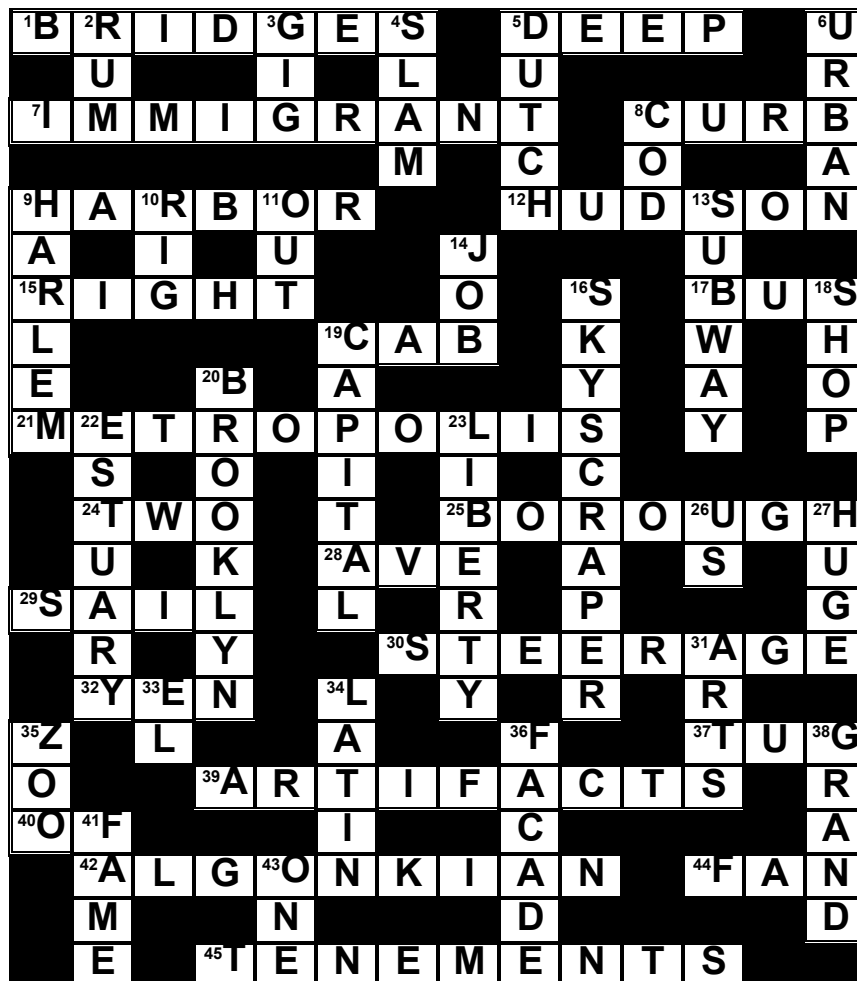
Skills Goals: Use the vocabulary from their content area appropriately and with correct spelling

Content Goals: Develop and use a wide range of vocabulary

Learning Standards: English Language Arts 1.1, 1.2

New York Metropolis

Pre and Post Visit Puzzle



New York Metropolis Crossword Puzzle Clues

Across

1. In New York City these cross over rivers and connect communities. One of these named Brooklyn crosses the East River and links Manhattan Island with the borough of Brooklyn.
5. Three of the best harbors in the world are at Hong Kong, San Francisco and New York City. Sea captains love them because they are very _____. Rhymes with steep
7. Person coming into a country from a foreign land.
8. Yellow paint on this tells drivers they can't park their cars next to it; found between a sidewalk and street.
9. Body of water where ships park or dock.
12. If you traveled about 150 miles north from New York City on this river, you would end up at Albany. When Henry _____ and his crew got this far in 1609, they began to realize that this river was not deep enough to lead them to all the spices and goodies of India.
15. One type of whale was named this because it was considered one of the best to hunt for oodles of blubber used in whale oil lamps, soap and other products. Opposite of left
17. Large land vehicle used for transporting people around the city. Students often ride to school on one.
19. Car that carries passengers for a fare that depends on the distance traveled
21. A large important city, often the one seen as largest and most important within its country, state, or region
24. Number of objects held in the hands of Lady Liberty
25. One of the 5 regional divisions of New York City. These did not combine to form New York City until 1898. Queens is one. Rhymes with thorough
28. Abbreviation for one of the 8 major streets that run north and south on Manhattan
29. Today immigrants can fly into the United States. In 1805 they needed to _____ by ship to get here from overseas.
30. Section in a passenger ship for immigrant passengers paying the lowest fares. This section had the poorest and most crowded conditions and was named for the ship's steering mechanisms, which also occupied this section.

32. Type of Japanese currency.
37. _____ boats are the powerfully built boats that pull and push larger boats. For example, they _____ or tow barges up the Hudson River.
39. Characteristic products of human activity such as handmade tools or ornaments or mass-produced items that represent a particular culture or stage of human technological development. A Native American spear point is one example. Museums display these.
40. Statue _____ Liberty.
42. A Native American cultural and language group. Many _____ Native American peoples lived along the east coast before New York City or the United States existed. These peoples have languages and customs that are less related to the Iroquois Peoples who did not live along the east coast at this time.
44. This propelled the first underground subway car 312 feet, just over the length of a football field, beneath lower Broadway on Manhattan. When it was reversed it blew the people in the car back the other way.
45. Rented apartments of Manhattan's Lower East Side. Plural for the type of apartment that many poor were crowded into in the 1800s.

Down

2. To make money the earliest colonists sold and transported beaver furs and this alcoholic beverage.
3. An entertainer's job or performance given at a set time. Rhymes with the name of the porky animal who helped clean up, and sometimes mess up, the streets of old New Amsterdam.
4. Four runs batted in would be called a grand _____ in Yankee Stadium located in the Bronx.
5. They were not the first immigrants but in the 1600s were first to give the name New Amsterdam and establish the _____ West India Co. at what today is the southern tip of Manhattan.
6. City. Rhymes with turban
8. Type of ocean fish that could and can be found for sale at The Fulton Fish Market near the docks of Manhattan's Lower East Side. Also, the abbreviation for "cash on delivery"
9. Type of community just above Central Park that, for social,

political and artistic reasons, attracted many African Americans to live and work beginning at the turn of the 20th century

10. A carriage with its horse. Also, the distinctive shape, number and arrangement of sails and masts on a ship

11. Emigrants are people who come _____ of their country of origin to come to a new land.

13. An underground passage way. This word usually refers to an electric underground railway.

14. What a newly-arrived immigrant would need to find in order to pay for food and lodging. Another word for employment

16. A very tall building that's name goes back to the year 1883. This word was originally used to describe the highest sail of the big three-masted ships that sailed on the Atlantic Ocean between New York City and London, England.

18. People like to do this in New York City, especially on 5th Avenue and especially around the holidays.

19. New York City was the _____ of the newly-formed United States from 1788 to 1790. City at the center of government

20. Name of the New York City borough across the East River from Manhattan and where Coney Island is located.

22. The name for a water passage where ocean tides meet a river current. The lower part of the Hudson River is one example of this. Rhymes with sanctuary

23. Many immigrants came to "America" looking for this, another name for freedom. An island in NYC's harbor bears this name and a giant statue.

26. Shortened abbreviation for the country that NYC is part of.

27. NYC and its population of over 8 million could be described as this.

31. NYC is known as a center for the _____, such as vaudeville, Broadway plays and musicals, jazz, operetta and ballet.

33. "The _____" is the nickname that New Yorkers used for the Metropolitan Elevated Railway built in the 1860s and 70s. Trestles 30 feet high carried trains above the streets and into undeveloped Manhattan areas that, because of these railroads, soon saw a construction frenzy.

34. Today many Spanish speaking immigrants come to the U.S. from _____ American countries. Rhymes with satin

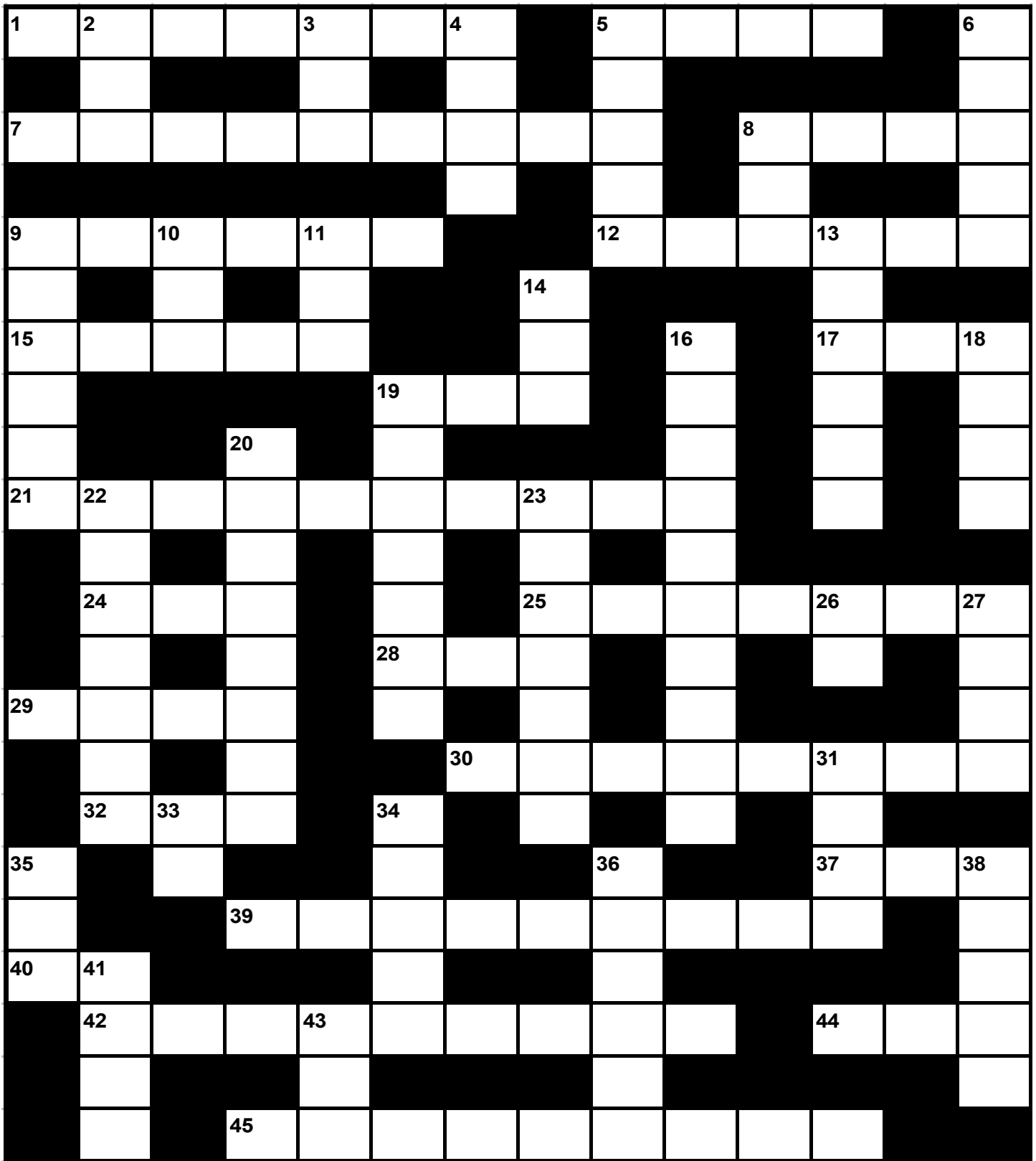
35. The Bronx _____ is where people can view an assortment of living wild animals from all over the world.

36. The front of a building. Clue: Within this 6-letter word you can find 4 letters to form the word "face."

38. Completed in 1913, _____ Central Terminal would often see 200 trains pass through it in a single day.

41. Babe Ruth, Derek Jeter, Duke Ellington, Fiorello LaGuardia, Irving Berlin and Madonna found this in New York City because of their achievements and popularity.

43. In the late 1800s NYC's number _____ industry was garment making.



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