

# Hidden Voices: Eliza Jennings Graham

## Objective

Consider how a member of a community can change an unfair rule or law through the story of Eliza Jennings Graham.

## Resources/Materials

- *Old Storehouses Corner of Pearl & Chatham St., 1861*
- *A 19th-Century Rosa Parks*

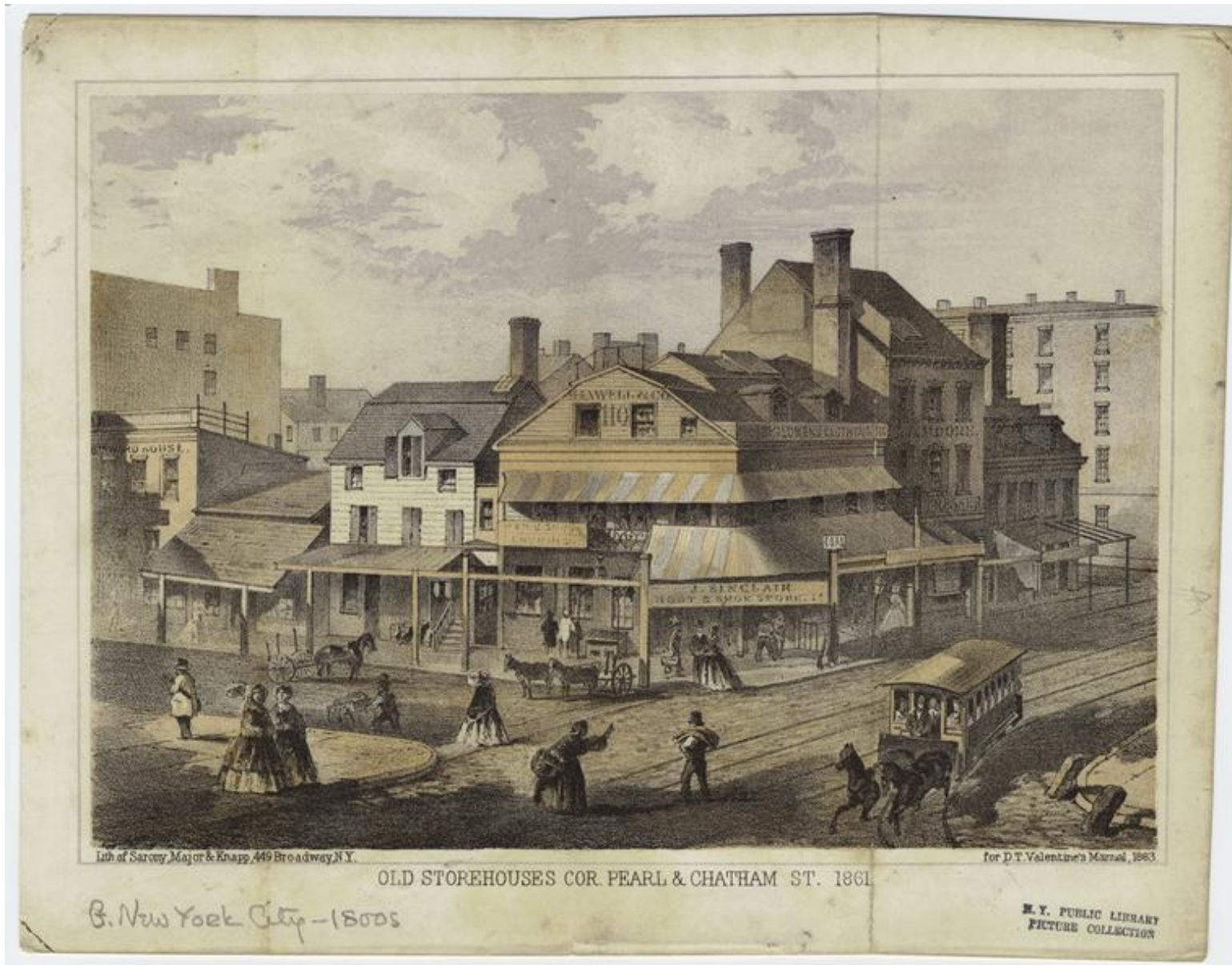
## Activity

- Brainstorm what you know about the history transportation in New York City in the 1800s.
- Look at the image the *Old Storehouses Corner of Pearl & Chatham St., 1861*. Answer the question:
  - What clues tell us the time period of this image?
  - What were the transportation options available to people at this time?
  - What similarities and differences might you find if you visited this street corner today?
- Read *A 19th-Century Rosa Parks* and think about the following questions as you read:
  - What challenges did Elizabeth Jennings face growing up during the 1800s?
  - How did the Jennings v. Third Avenue Railroad Company (1854) NYS Supreme Court case change the policies of the company?
  - Did the rules and laws of 1800s New York City protect all of its citizens?
- Write a paragraph that answers the following question considering the history of Eliza Jennings Graham:
  - What are a citizen's responsibilities when rules and laws are not in the best interest of all?

## Extension

- Investigate a person in New York City history who you feel should have a street renamed for them. Write a letter to a city council person about why that person deserves to be recognized with a street renaming ceremony.

## Old Storehouses Corner of Pearl & Chatham St., 1861



**Citation:** Sarony, Major & Knap. Old storehouses cor. Pearl & Chatham St., 1861. c. 1863. Print. The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Print Collection, The New York Public Library. The New York Public Library Digital Collections, 420870.

## A 19<sup>th</sup>-Century Rosa Parks

*by Museum of the City of New York*

1850s New York was full of contradictions for its black citizens—a place of growing community and opportunity, but also of discrimination. Elizabeth Jennings (1827–1901) attacked this problem head-on. In 1854, Jennings, a young schoolteacher, refused to be removed from a streetcar on the basis of her race. What happened next revealed the dilemmas of race and segregation in antebellum New York.

On July 16<sup>th</sup>, 1854 Jennings was traveling to church with her friend Sarah E. Adams. The women decided to catch the horse-drawn trolley car on Third Avenue. Although they were initially permitted on the streetcar, the conductor eventually grew confrontational. Jennings was removed forcibly from the streetcar. She took the streetcar company to court!

The jury ruled in Jennings's favor, declaring that "colored persons, if sober, well-behaved, and free from disease, had the same rights as others." Though Elizabeth Jennings had sued for \$500, she only received \$225.

Jennings won her day in court, but the battle for racial equality was still not won. In 1856, another black woman was thrown from the Eighth Avenue Railroad.

Jennings's ejection from a streetcar is remembered as revealing the racial inequality of New York City before the Civil War. In 2007, a group of third and fourth grade students from Lower Manhattan's P.S. 361 successfully gathered petition signatures and pressured local politicians to get a street named after Elizabeth Jennings.

# Hidden Voices: Emily Warren Roebling

## Objective

Consider how migration has been a significant enduring issue through the history of one individual, Emily Roebling.

## Resources/Materials

- *Great East River Bridge*
- *Unsung Hero of the Brooklyn Bridge*
- *Plaque on the Brooklyn Bridge*
- *Brooklyn Bridge Under Construction*
- *How Should This Historical Event Be Remembered?*

## Activity

- Brainstorm what you know about the history transportation in New York City.
- Look at the image the *Great East River Bridge*. Answer the question:
  - Based on the image, why was the Brooklyn Bridge an important addition to New York City?
- Read *Unsung Hero of the Brooklyn Bridge* think about the following questions as you read:
  - How did Emily Warren Roebling challenge the standard roles of women in New York City during the late 1800s?
  - What challenges and opportunities did Emily Roebling face by pursuing the completion of the Brooklyn Bridge?
  - How did Emily Roebling's commitment to the completion of the Brooklyn Bridge improve the lives of people?
- Read *Plaque on the Brooklyn Bridge* and think about the following questions as you read:
  - How did the community respond to Emily Roebling's accomplishments?
  - What is missing from the plaque?
- Analyze *Brooklyn Bridge Under Construction* and answer the following questions:
  - What safety measures can you find in this picture of the Brooklyn Bridge construction site?
  - What can you infer about the men in this picture? Why do you think Emily Roebling was not included in the group in the picture?
  - How might this picture look different if it were taken today?

# Hidden Voices: Emily Warren Roebling

- Redesign a historical plaque for Emily Roebling. Revise the text on the plaques and follow the directions to create a new commemoration of this important person from history.
  - Using the space provided, write a brief text for a historical marker to commemorate Emily Roebling's work on the Brooklyn Bridge. Remember that you have limited space and that passersby will probably only spend a minute reading it. You will want to include the key details of the event, but also a statement of its significance. You will also want to have a banner headline. In every case, consider carefully the interpretation of the event you wish to present, whose perspective you will take, and the words you choose.

## Extension

- Identify and research another scientist or engineer who were women. Create a historical plaque for that person.

## Additional Resources

- New York Times: Overlooked <https://www.nytimes.com/interactive/2018/obituaries/overlooked-emily-warren-roebbling.html>
- Emily Warren Roebling eBook: <https://www.storyjumper.com/book/index/19031218/Emily-Warren-Roebling#>

## The Great East River Bridge



## Unsung Hero of the Brooklyn Bridge

*by Museum of the City of New York*

Emily Roebling (1843–1903) helped oversee one of the most important technological feats of her time—the creation of the Brooklyn Bridge. When tragedy struck her family, Emily stepped up, taking over from her sick husband to manage the bridge’s construction. Defying the limitations placed on women of her time, Roebling secured her family’s legacy as the builders of New York’s first great bridge. Emily Warren was born in Cold Spring, New York. Although her family was not wealthy, Emily was well-educated for a girl of her time. In 1865 Emily married Washington Roebling, the son of German-born engineer John Roebling. They relocated to Cincinnati, where Washington worked with his father on the Ohio River Bridge— at the time, the longest suspension bridge ever constructed.

## Plaque on the Brooklyn Bridge

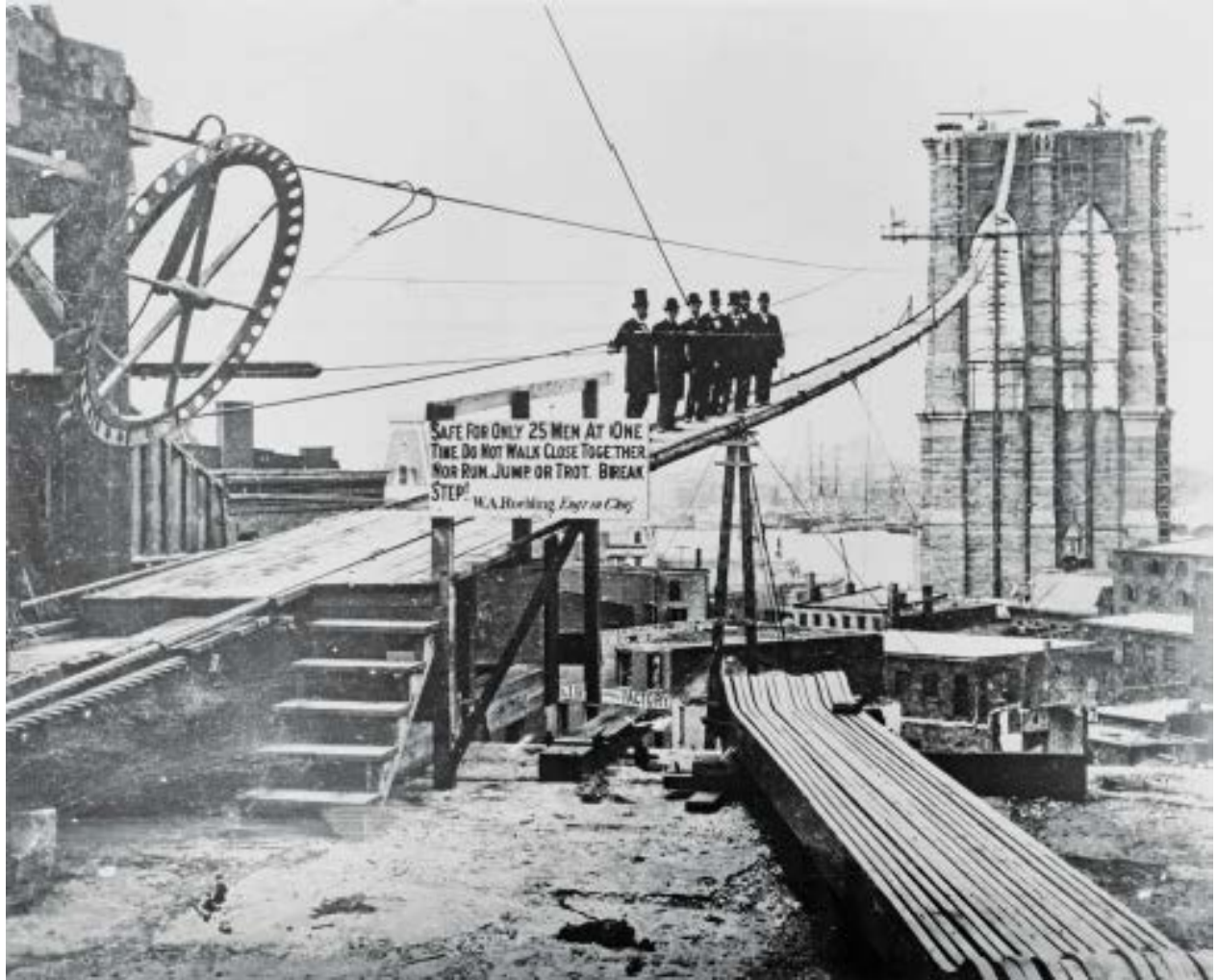
In 1951 a plaque was placed on the Brooklyn Bridge it reads:

“to the memory of Emily Warren Roebling, whose faith and courage helped her stricken husband... Back of every great work we can find the self-sacrificing devotion of a woman.”



## Brooklyn Bridge Under Construction

The Brooklyn Bridge under construction c. 1880 under the supervision of Roebling and his wife, Emily.



# How Should This Historical Event Be Remembered?

**Directions:** Using the space provided, write a brief text for a historical marker to commemorate the event you have been learning about in class. Remember that you have limited space and that passersby will probably only spend a minute reading it. You will want to include the *key details* of the event, but also a statement of its *significance*. You will also want to have a banner headline. In every case, consider carefully the *interpretation* of the event you wish to present, whose *perspective* you will take, and the *words* you choose.



How we decided upon this interpretation:

# American Ideals

## Objective

Analyze primary sources to understand how Americans symbolize their ideals.

## Resources/Materials

- *The Great Bartholdi Statue, Liberty Enlightening the World C4A part 1 page 62*
- *The New Colossus p. 63*
- *Statue of Liberty Tablet p. 64*
- *The Statue's Shackles and Feet p. 65*
- *Statue of Liberty Torch American Ideals p. 66*
- *Symbols Analysis Organizer p. 67*

## Activity

### Day 1

- Look at *The Great Bartholdi Statue, Liberty Enlightening the World*, record what aspects of American beliefs you think the image best represents.
- The Statue of Liberty includes many symbols that represent America's ideals, or things that are important and valued by Americans, and that the statue itself has become a symbol over time. The Statue of Liberty faces southeast in New York Harbor, which meant that for many people immigrating to New York between the years 1892 and 1954, the Statue of Liberty was one of the first things they saw in America.

Many statues, monuments, and buildings symbolize, or represent, the ideals of a society or government. Monuments are built to reflect the point of view or values of the people who lived at the time the monument was built. In other cases, the way that a statue or monument has been used over time may lead to its becoming a symbol for different people. The Statue of Liberty is an example of a National Monument that reflects the American Ideals or what the American people value.

- Consider the following American ideals:
  - **Freedom:** We can believe what we want, choose our own friends, have our own ideas and opinions, express our ideas in public, meet people in groups, and have any lawful job or business.

## American Ideals

- **Justice:** All people should be treated fairly. No one person or group should be favored, being given advantages that are not given to all groups. No one group should be disadvantaged either.
- **Equality:** We should all get the same treatment regardless of where our parents or grandparents were born, our race, religion, gender, sexuality, or how much money we have.
- **Opportunity:** Everyone should have the chance to succeed, be who they want to be, and to pursue happiness.
- Read *The New Colossus* (excerpt) by Emma Lazarus. As you read, identify clues about what you think is important, or valued, by American people based on the poet's words.
- Record what each line in the poems means to you. Then write two sentences about how the poem relates to American ideals.

### Day 2

- Record observations of *Statue of Liberty Tablet*, *The Statue's Shackles and Feet*, and the *Statue of Liberty Torch* in the *American Ideals and Symbols Analysis Organizer*.
- Based on your observations of each symbol, explain how it represents America's ideals or values.
- Record your observations in the *American Ideals and Symbols Analysis Organizer*.
- Write a paragraph about how the Statue of Liberty represents American ideas.

### Extension

- Research another important monument in the United States. Identify what important symbols are a part of the monument and how the monument represents American ideals.
- Design and draw your own monument.

### Additional Resources

- History Channel: Statue of Liberty <https://www.history.com/topics/landmarks/statue-of-liberty>
- UNESCO World Heritage Site: Statue of Liberty <https://whc.unesco.org/en/list/307/>

# The Great Bartholdi Statue, Liberty Enlightening the World



**Citation:** "The great Bartholdi statue, Liberty enlightening the world—The gift of France to the American people,"  
Library of Congress, accessed May 31, 2019, <http://loc.gov/pictures/resource/cph.3b50383/>

# *The New Colossus* (excerpt) by Emma Lazarus

- 1 A mighty woman with a torch...
- 2 From her beacon-hand
- 3 Glows world-wide welcome...
- 4 Give me your tired, your poor,
- 5 Your huddled masses yearning to breathe free...
- 6 Send these, the homeless, tempest-tost to me...
- 7 I lift my lamp beside the golden door!

# Statue of Liberty Tablet



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**Citation:** Ad Meskens, "Statue of Liberty 17," Wikimedia Commons, accessed May 31, 2019, [https://commons.wikimedia.org/wiki/File:Statue\\_of\\_Liberty\\_17.jpg](https://commons.wikimedia.org/wiki/File:Statue_of_Liberty_17.jpg)

# The Statue's Shackles and Feet



**Citation:** "Abolition," National Park Service, accessed May 31, 2019,  
<https://www.nps.gov/stli/learn/historyculture/abolition.htm>

# Statue of Liberty Torch



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**Citation:** rypson, "Statue of Liberty torch," iStock by Getty Images. Accessed May 31, 2019.  
<https://www.istockphoto.com/photo/statue-of-liberty-torch-gm476963948-66424827>

# American Ideals and Symbols Analysis Organizer

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Symbol	Explain how the symbol represents America's ideals or values

# Robber Barons or Captains of Industry

## Objective

Examine various texts to form opinions about whether a tycoon was a captain of industry or a robber baron.

## Resources/Materials

- *Gilded Age Definitions*
- *Profile One: John D. Rockefeller*
- *Tycoon Graphic Organizer*
- *Profile Two: Andrew Carnegie*
- *Profile Three: John Pierpont Morgan*

## Activity

- Review the *Gilded Age Definitions*
  - These vocabulary words will come in handy as you explore today's readings
- These readings are about some well-known successful businessmen of the late 1800's. These men were called industrialists, whom some viewed as **robbers** while others viewed as **captains**. We call these industrialists either **captains of industry or robber barons**. A captain of industry is someone who is powerful and influential in leading an industry and whose charitable work contributes to the community. A robber baron, by definition, was 'an American capitalist at the turn of the 19th century who enriched himself upon the sweat of others, exploited natural resources, or possessed unfair government influence.'
- You will be reading the profiles of three of these industrialists and deciding whether or not they are robber barons or captains of industry.
- Read all three profiles and complete the *Tycoon Graphic organizer*
  - Be sure to complete the graphic organizer by providing details from the readings
- Use the *Gilded Age Definitions* to help with any new vocabulary
- Which tycoon had the greatest influence on the American economy, business, and history? Why do you think this?

## Gilded Age Definitions

**monopoly:** when one business or company has complete control or ownership of a particular product or service

**industry:** a group of businesses that provide a particular product or service

**free markets:** economic markets operating by free competition

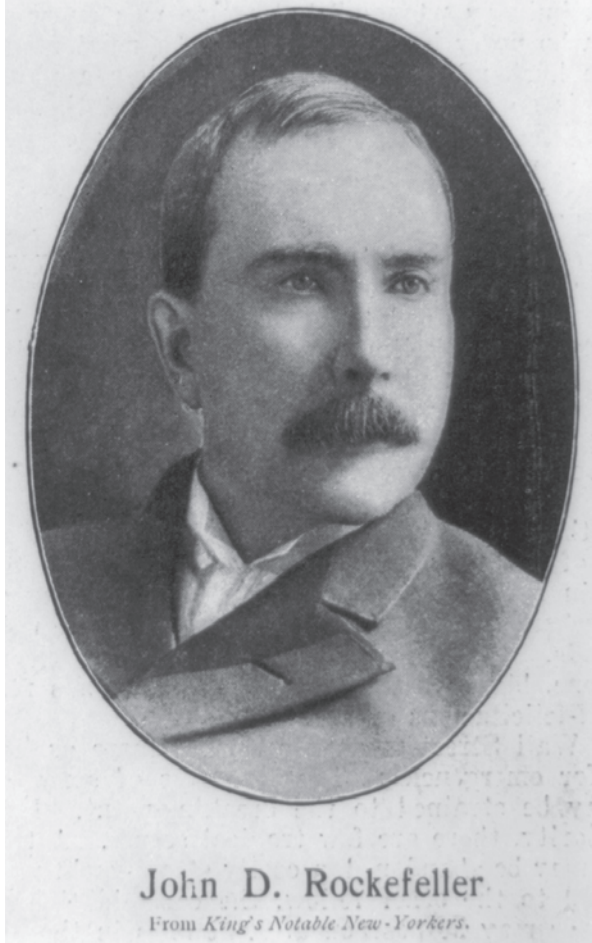
**supply and demand:** Supply is how much of something you have, and demand is how much of something people want. Put the two together, and you have supply and demand.

**trust:** A group of people who have the legal authority to manage the business affairs of companies, including lowering costs, controlling prices, and eliminating competition.

**capitalist:** a person who invests money in a business

# Profile One: John D. Rockefeller

John D. Rockefeller (1839-1937)



He was America's first billionaire. In a pure sense, the goal of any capitalist is to make money. And **John D. Rockefeller** could serve as the poster child for capitalism.

Always thrifty, he saved enough money to start his own business in produce (vegetables and fruit) sales. When the Civil War came, the demand for his goods increased dramatically, and Rockefeller found himself amassing a small fortune. He slowly sold off his other interests and became convinced that refining oil would bring him great wealth.

In the mid-19th century, there was a great demand for kerosene, a type of fuel. In manufacturing oil, there are many byproducts when crude oil is converted to kerosene. What others saw as waste, Rockefeller saw as gold. He sold one byproduct, paraffin, to candle makers and another byproduct, petroleum jelly, to medical supply companies.

Rockefeller demanded discounted rates from the railroads if they were going to have his business. He used all these methods to reduce the price of oil to his consumers. His profits soared and his competitors were crushed one by one. Rockefeller forced smaller companies to surrender to his control.

As a result of Rockefeller's shrewd business practices, his large corporation, the Standard Oil Company, became the largest business in the land.

Rockefeller was a billionaire. Critics charged that his labor practices were unfair. Employees pointed out that he could have paid his workers a fairer wage and settled for being a half-billionaire.

Before his death in 1937, Rockefeller gave away nearly half of his fortune. Churches, medical foundations, universities, and centers for the arts received hefty sums of oil money.

## Profile Two: Andrew Carnegie

Andrew Carnegie



Oil was not the only commodity in great demand during the Gilded Age. Every factory in America needed steel for its physical plant and machinery. Soon iron and steel caught **Andrew Carnegie's** attention, and he was on his way to creating the largest steel company in the world. At one point he was accused of selling defective rifles to soldiers.

Carnegie became a tycoon because of shrewd business tactics. He bought railroad companies and iron mines. If he owned the rails and the mines, he could reduce his costs and produce cheaper steel.

Carnegie also wanted productive workers. He wanted them to feel that they had a **vested interest** (stake or benefit) in company success, so he initiated a **profit-sharing** (workers receive a share of the company's profits) plan. All these tactics made the Carnegie Steel Company a multimillion-dollar corporation.

Before his death, he donated more than \$350 million dollars to public foundations.

Remembering the difficulty of finding suitable books as a youth, he helped build three thousand libraries. He built schools such as Carnegie-Mellon University and gave his money to artistic pursuits such as Carnegie Hall, a concert hall in New York.

Andrew Carnegie was also dedicated to peace initiatives throughout the world because of his passionate hatred for war. Like Rockefeller, critics labeled him as someone who could have used his vast fortunes to increase the wages of his employees. Carnegie believed that such spending was wasteful and temporary, but foundations would last forever. Regardless, he helped build an empire that led the United States to becoming a world power.

## Profile Three: John Pierpont Morgan

John Pierpont Morgan



**John Pierpont Morgan** was born into a family of great wealth. His father arranged for a high-level job at one of New York's finest banks. Regardless of his family's advantages, Morgan had a great mind of his own. He set out to conquer the financial world, and conquer it he did.

During the Civil War, he got out of serving in the military by paying for a soldier to take his place. Morgan made handsome profits by providing war materials. After the war, he set out to corner the nation's financial markets.

Morgan felt his investments benefited America. His railroad dealings helped combine many smaller, mismanaged firms, resulting in shorter trips and more dependable service. Two times during financial panics, he allowed the federal government to purchase his vast gold supplies to stop the spiral of deflation. (This means when the U.S. was facing problems, he helped the government by making the economy more stable.)

His most renowned purchase was in 1901, when he bought the Carnegie Steel Company for \$500 million to create U.S. Steel. Within ten years, U.S. Steel was worth over a billion dollars.

For all his accomplishments, he was harshly criticized. The first decade of the 20th century brought challenges to Morgan from the government. His Northern Securities Railroad Company was deemed illegal, the first such action taken by the national government. Congress investigated him for his control of the financial markets. Even U.S. Steel was forced to **relinquish** (give up) its domination.

Carnegie was a hero to enterprising financiers across the land that dreamed of following his example. That is, of course, unless they were destroyed by his shrewd, fierce tactics.

# Tycoon Graphic Organizer

	Captain of Industry (positive) Please include text evidence	Robber Baron (negative) Please include text evidence	Final Decision (check one)
John D. Rockefeller			<input type="checkbox"/> Captain of Industry <input type="checkbox"/> Robber Baron
Andrew Carnegie			<input type="checkbox"/> Captain of Industry <input type="checkbox"/> Robber Baron
J. P. Morgan			<input type="checkbox"/> Captain of Industry <input type="checkbox"/> Robber Baron
Which tycoon had the greatest influence on the American economy, business, and history? Why do you think this?			

# Passport to Social Studies: Early Inventions in a Changing America

## Objective

**Explore the purpose of our government and why it is important.**

## Resources/Materials

- *Invention: The First Factory in America*
- *Sample Cause-and-Effect Graphic Organizer*
- *The First Factory in America*
- *Cause-and-Effect Graphic Organizer*
- Two different colored pens

## Activity

- In the 1800s our young nation was like a young person, a teenager. The nation in the year 1800 is just 13 years old, and, and as with all 13-year-olds, it faced some challenges, or growing pains, and made decisions that shaped the nation for years to come. From the 1800s to the 1830s America saw a large increase in the total amount of land that was settled, in the construction of canals for trade, manufacturing centers, and farming and ranching. Today we are going to practice writing about cause and effect.
- Read *Invention: The First Factory in America* and *Sample Cause-and-Effect Graphic Organizer* filled out by a person.
- Use one of your two different colored pencils to underline or mark the places that the person answering the question, “How did this event affect America in the 1830s?” on the *Sample Cause-and-Effect Graphic Organizer* found the information to support their answer in the following documents:
  - *Invention: The First Factory in America*
  - *America in the 1800s and the 1830s maps*
- Use the other of your two different colored pencils to underline or mark the places that the person answering the question, “Do you think this event was helpful or harmful for a young nation?” on the *Sample Cause-and-Effect Graphic Organizer* found the information to support their answer in the same documents.

## Passport to Social Studies: Early Inventions in a Changing America

- Choose one of *The First Factory in America* readings.
- Read it and use your two colored pens to underline or mark parts of the reading that help you to answer the two cause-and-effect questions:
  - How did this event affect America in the 1830s?
  - Do you think this event was helpful or harmful for a young nation?
- Complete the *Cause-and-Effect Graphic Organizer*.
- Reflect on the following questions:
  - Were there any patterns to how the person used information to support their answers?
  - How can new technology and inventions change our lives?
  - Are the changes always good? What do they represent?

# Invention: The First Factory in America

Slater's Mill in Rhode Island



Samuel Slater



Samuel Slater worked in a **textile** (cloth or woven fabric) mill in England as a boy. In 1789, he immigrated to the United States and brought with him secret details about England's **innovative** (creative) machinery, which he had memorized.

## Rhode Island Mill

Slater built America's first water-powered cotton spinning mill in Pawtucket, Rhode Island. By the end of 1790, it was up and running, with workers walking a treadmill to generate power. By 1791, a waterwheel drove the machinery that carded (combed) cotton and spun it into thread.

## America's Industrial Revolution

Slater employed families, including children, to live and work at the mill site. He quickly attracted workers. In 1803, Slater and his brother built a mill village they called Slatersville, also in Rhode Island. It was soon imitated and improved upon throughout New England.

# Sample Cause-and-Effect Graphic Organizer



## **How did this event affect America in the 1830s?**

Think about the people, places, and resources when answering the question.

Samuel Slater brought over the design for the first American textile mill from England. Others began to open up mills and factories like his in the Northern states by the 1830s. More and more people worked in these mills, including entire families with children. He created a place called Slatersville, a town built around the mill. America was no longer a bunch of farms all over the country; there were more people working away from farms and in factories. More cotton in the South was probably being grown to provide material for the Northern mills and factories.

## **Do you think this event was helpful or harmful for a young nation?**

Explain why using evidence from the documents and map.

I believe the opening of the first mill was helpful for the nation because it allowed more people to work. The mills also brought more money, most likely helping the young economy. The products created in the mills could provide more goods for Americans and/or be exported to Europe for money.

# The First Factory in America

## Invention 1: Lowell's Mill

During the early 1800s, Lowell, Massachusetts, quickly transformed itself from a farm town to a busy industrial city. Women, immigrant families, and European tourists all flocked to Lowell to find work at one of the many textile mills or to visit the industrious (busy, productive) city that was becoming a popular tourist destination. Over six miles of canals powered the waterwheels of Lowell's mills, whose massive five- and six-story brick buildings **dominated** (took over) the city's landscape.

The city's female workforce was significant in the history of Lowell. From the early to mid-1800s, women gave up the farming lifestyle of small rural towns and areas to live more independent lives in industrial cities. Most were young single girls, usually 13 to 18 years old, who were tired of the limited opportunities offered by their domestic work on farms or in small towns. The mill boardinghouse keepers constantly supervised the girls' social activities, for which they hardly had any time, considering their daily 12- to 14-hour work schedules. The girls were expected to follow the strict code of conduct, respecting **curfew** (assigned time to be home) and attending church.

A young woman named Mary S. Paul worked at Lowell Mill and wrote letters to her father about her time there.

21 Dec. 1845

Dear Father

I received your letter on Thursday the 14th with much pleasure...My life and health are spared while others are cut off. Last Thursday one girl fell down and broke her neck, which caused instant death. She was going in or coming out of the mill and fell down it being very icy. Last Tuesday we were paid. In all I had six dollars and sixty cents and paid \$4.68 for board. With the rest I got me a pair of rubbers and a pair of 50.cts shoes...At half past six [the bell] rings for the girls to get up and at seven they are called to the mill. At half past 12 we have dinner are called back again at one and stay till half past seven. I get along very well with my work...If any girl wants employment I advise them to come to Lowell.

This from Mary S. Paul

*Courtesy of the Vermont Historical Society*

# The First Factory in America

## Invention 2: Eli Whitney Invents the Cotton Gin

The cotton gin was created by an American inventor, Eli Whitney, in 1794. Until then, cotton had been picked using simple handheld roller **gins** (machines for separating cotton from its seeds) that required a great deal of effort and time. Whitney's cotton gin revolutionized the cotton industry by making the process of separating cotton seeds from the soft fiber much easier and faster. As a result, cotton farmers were able to produce more cotton, which earned them much greater profits. Cotton production created fortunes for many Southern plantation owners.

However, one of the effects of this huge growth in the cotton industry was that slavery became even stronger in the South than it had been before. The growing profitability of cotton actually increased the demand for slave labor, which is not likely something Whitney ever foresaw. Some people even say that the cotton gin was a major cause of the Civil War.

The First Cotton-Gin



THE FIRST COTTON-GIN.—DRAWN BY WILLIAM L. SHEPPARD.—[SEE PAGE 814.]

# The First Factory in America

## **Invention 3: The Invention of the Steamboat: Robert Livingston and Robert Fulton**

In the 1790s, a wealthy judge in New York named Robert R. Livingston wanted to find a faster way to travel between Manhattan and his country estate, 110 miles up the Hudson River. At that time, transportation on the river was limited to sailboats. Livingston dreamed of inventing a boat powered by steam. Unfortunately, he wasn't much of an inventor, and all his steamboat attempts failed.

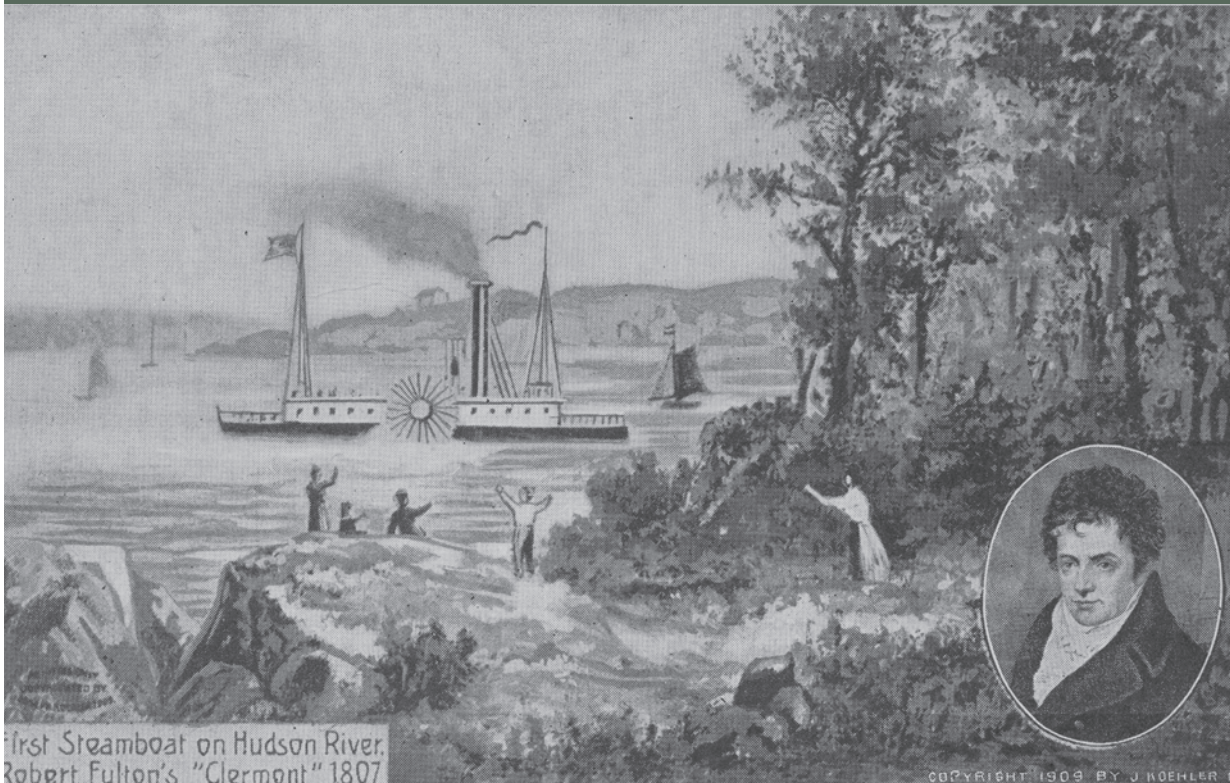
A few years later President Jefferson sent Livingston to France. While there, Livingston met Robert Fulton, a talented engineer, and hired him to invent a steamboat. Fulton's first experimental steamboat sailed down the Seine River in France in 1803. After this success, Livingston and Fulton started to construct a steamboat in New York.

In 1807, Fulton's steamboat was completed. Crowds cheered as his ship hissed its way up the Hudson, traveling at an average speed of 4.5 miles per hour. A few weeks later, Fulton's North River Steam Boat offered regular trips on the Hudson.

Within a year, the newly established Fulton-Livingston Line conveyed hundreds of passengers and tons of freight between New York City and Albany. The success of Hudson River steamboats led to the use of the steam engine in newer steamship models, as well as in mills, factories, and trains. Steam-powered transportation secured American economic stability and influenced everyday life for over a century.

*Courtesy of the New York State Education Department*

**First Steamboat on Hudson River, Robert Fulton's "Clermont" 1807**



*Courtesy of the Museum of the City of New York*

# Cause-and-Effect Graphic Organizer

**Cause:**

A large, hollow arrow pointing downwards, centered on the page. The arrow is composed of a rectangular box at the top with a triangular point at the bottom. The word "Cause:" is written inside the rectangular part of the arrow.

**How did this affect America in the 1830s?**

**Do you think this event was helpful or harmful for a young nation?**

Explain why using evidence from the documents and map.

# The Constitution

## Objective

**Analyze why the U.S. Constitution is important and interpret the Preamble and Articles**

## Resources/Materials

- *The Preamble (U.S. Constitution)*
- *Article Cards*
- *Articles Interpretation Worksheet*

## Activity

### Day 1

- After the Articles of Confederation failed, the Founders wrote the Constitution in 1787, more than 200 years ago, which clearly spells out the powers of government and its limitations to those powers so that people in the government cannot make new laws that are unfair.
- Think about the following questions:
  - What is an instruction manual and what is its purpose?
  - What can happen if you do not read the instruction manual that comes with a toy car, an unassembled piece of furniture, or a video game?
- The United States has two “owner’s manuals”: the Constitution and the Bill of Rights. As Americans, we are the owners and are able to adapt and make changes to the Constitution. It is our job and privilege to know and understand what each “manual” says and its purpose.
- The U.S. Constitution is divided into several sections. The first part is the Preamble, which explains who is writing the Constitution and why. The second part is composed of seven articles that explain how our government works. The third part is the Bill of Rights, which is a list of amendments (additions) that names the rights and freedoms that Americans have. The Bill of Rights was added several years after the Constitution was written.
- *The Preamble to the US Constitution* is important because it outlines several purposes or functions of government. It explains why the framers (writers of the Constitution) created the government.
- Read *The Preamble to the US Constitution* and answer the following questions:
  - Why are these words important and what do they really mean?
- In a T Chart, record phrases from *The Preamble to the US Constitution* and what you think each phrase means.

Example:

Phrase from the Preamble	What it means...
We the People of the United States all the citizens of the United States of America	We the People of the United States all the citizens of the United States of America

# The Constitution

## Day 2

- Read each of the *Article Cards*. For each card, paraphrase the article in your own words.
- Complete the *Articles Interpretation Worksheet*.

## Extension

- Pretend that you have just returned from the Constitutional Convention of 1787. Persuade their state representatives and citizens on whether they should vote in favor of ratification. Students write a persuasive essay in which they state whether the new Constitution should be ratified or not. Provide supporting details from the Preamble and the articles to support their decision.

## Additional Resources

- School House Rock: The Preamble <https://vimeo.com/29159978>
- The Constitution—What it Says and What it Means: <http://www.courts.ca.gov/documents/CVCS-Lesson-Kramer-all.pdf>

## The Preamble

### U.S. Constitution

We the People of the United States,  
in Order to form a more perfect Union,  
establish Justice, insure domestic  
Tranquility, provide for the common  
defense, promote the general Welfare,  
and secure the Blessings of Liberty to  
ourselves and our Posterity, do ordain  
and establish this Constitution for the  
United States of America.

# Article Cards

## Article 1

- All legislative (power to make laws) powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.
- The framers of the Constitution separated the powers of government into three branches:
- Congress – has legislative power (power to pass laws)
- The President – has executive power (power to administer the laws)
- The Courts – has judicial power (power to interpret laws and decide legal disputes)
- This separation of powers ensures that no one person or group could create, administer, and interpret the laws at the same time, and that each branch would serve as a check on the power of the other two branches. **(Checks and Balances)**
- The Congress of the United States shall be divided into two houses, the Senate and the House of Representatives.

## Article 2

- The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four years, and, together with the Vice-President, be chosen for the same Term.
- The President, Vice-President, Cabinet, and Departments carry out the laws made by Congress.

## Article 3

- The judicial power of the United States shall be vested in one Supreme Court, which is the federal system's highest court.
- The Supreme Court has 9 members appointed by the President with the consent of the majority of the Senate.



# Article Cards

## Article 4

- States have the power to make and carry out their own laws because states create certain laws that are related to the people and problems of their area. States must respect other states' laws and work together to fix regional problems.
- Congress can create general laws that tell states how they must act.
- Each state must respect and honor the state laws and court orders of the other states, even when its own laws are different.

## Article 5

- The framers of the Constitution realized that over time the nation would want to make changes to the Constitution and Article 5 simply establishes a process to allow this to happen.
- The Constitution can be changed. New amendments can be added to the U.S. Constitution with the approval by a two-thirds vote in each house of Congress and three-fourth vote by the states.
- Congress can call a convention to propose amendments that they deem necessary to be ratified.

## Article 6

- The Constitution and federal laws supersede state and local laws.
- All laws must agree with the U.S. Constitution.
- If a state law is in conflict with a federal law, federal law must prevail and becomes the law over the state law.



# US Constitution Interpretation Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Summarize the Articles:

[illegible]

Why are these articles important to the well-being of our country and its people?

[illegible]

# The Erie Canal: Symbol of Economic Progress

## Objective

**Analyze text and images to learn about the problems, solutions, and benefits in building and maintaining the Erie Canal.**

## Resources/Materials

- *“The Erie Canal” Song Lyrics*
- *Map of the Erie Canal*
- *A National Treasure handout*
- *Erie Canal Graphic Organizer*

## Activity

- Read *“The Erie Canal” Song Lyrics* and answer the following questions:
  - What is a canal?
  - What is the purpose of a canal?
  - What can you infer and learn about the Erie Canal just from reading the lyrics and/or listening to the song?
  - What places in New York State are mentioned in the Erie Canal song?
- Look at the *Map of the Erie Canal* and answer the following questions:
  - What places located on the map are mentioned in the song?
  - Why do you think the Hudson River is important to the Canal?
  - What are some cities located along the Canal?
  - Why would the Canal be important to NYC?
- Read the *National Treasure* handout while using the *Erie Canal Graphic Organizer*
  - Use the graphic organizer to record information in the three categories listed:
    - Challenges of the building the Erie Canal
    - Benefits of the Erie Canal
    - Important Information about the Canal

# The Erie Canal: Symbol of Economic Progress

- Answer the following questions:
  - How did the Erie Canal change New York State (mostly positive or negative change)?
  - Why was the Erie Canal so important for the economy of New York State?
  - Why is the Erie Canal no longer used as a major shipping network?

## Additional Resources

- Bruce Springsteen version of Erie Canal Song <https://www.youtube.com/watch?v=SDvYBCZwMIk>

# “The Erie Canal” Song Lyrics

I've got an old mule and her name is Sal  
Fifteen years on the Erie Canal  
She's a good old worker and a good old pal  
Fifteen years on the Erie Canal  
We've hauled some barges in our day  
Filed with lumber, coal, and hay  
And every inch of the way we know  
From Albany to Buffalo

Chorus:

Low bridge, everybody down  
Low bridge for we're coming to a town  
And you'll always know your neighbor  
And you'll always know your pal  
If you've ever navigated on the Erie Canal  
We'd better look 'round for a job old gal  
Fifteen miles on the Erie Canal  
'Cause you bet your life I'd never part with Sal  
Fifteen miles on the Erie Canal  
Git up there mule, here comes a lock  
We'll make Rome 'bout six o'clock  
One more trip and back we'll go  
Right back home to Buffalo

Chorus

Oh, where would I be if I lost my pal?  
Fifteen miles on the Erie Canal  
Oh, I'd like to see a mule as good as Sal  
Fifteen miles on the Erie Canal  
A friend of mine once got her sore  
Now he's got a busted jaw,  
'Cause she let fly with her iron toe,  
And kicked him in to Buffalo.

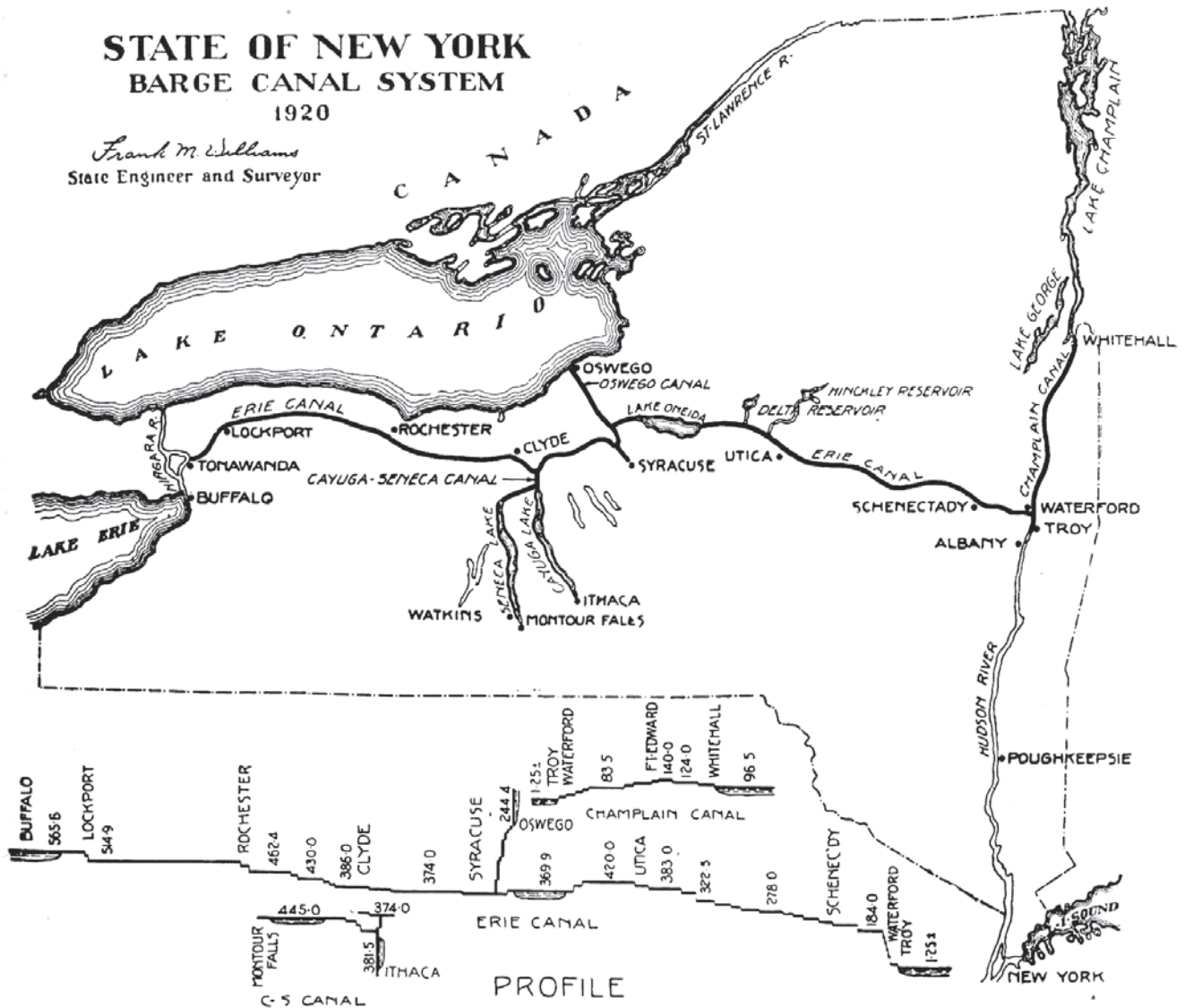
Chorus

Don't have to call when I want my Sal  
Fifteen miles on the Erie Canal  
She trots from her stall like a good old gal  
Fifteen miles on the Erie Canal  
I eat my meals with Sal each day  
I eat beef and she eats hay  
And she ain't so slow if you want to know  
She put the "Buff" in Buffalo

Chorus

– By Thomas S. Allen

# Map of the Erie Canal



Courtesy of the Schenectady Digital History Archive

## A National Treasure

New York has long been a state of big ideas and the kind of can-do spirit that turns them into reality. Credit for this entrepreneurial attitude is due, in part, to a nationally significant treasure: the Erie Canal.

Built between 1817 and 1825, the original Erie Canal spanned 363 miles from Albany to Buffalo. It was the longest artificial waterway and the greatest public works project in North America.

The canal put New York on the map as the Empire State—the leader in population, industry, and economic strength. It transformed New York City into the nation's principal seaport and opened the interior of North America to settlement.

Equally important, the Erie Canal became a central element forging our national identity. Built with a combination of vision, determination, ingenuity, and hard work, the Erie Canal solidified these central elements of our American character.



*Courtesy of L. F. Tantiello*

## An Engineering Marvel

Originally four feet deep and forty feet wide, the Erie Canal cut through fields, forests, rocky cliffs, and swamps; crossed rivers on aqueducts; and overcame hills with 83 lift locks. The project engineers and contractors had little experience building canals, so this massive project served as the nation's first practical school of civil engineering.

Some laborers were Irish immigrants, but most were U.S.-born. For eight years of wet, heat, and cold, they felled trees and excavated, mostly by hand and animal power, mile after mile. They devised equipment to uproot trees and pull stumps and developed hydraulic cement that hardened under water. With hand drills and black powder, they blasted rocks.

Their ingenuity and labor made the Erie Canal the engineering and construction triumph of its day.



*Courtesy of the New-York Historical Society*

*Text courtesy of the Erie Canalway National Heritage Corridor; [www.eriecanalway.org](http://www.eriecanalway.org)*

## Faster, Cheaper

Canal packet boat passengers traveled in relative comfort from Albany to Buffalo in five days—not two weeks in crowded stagecoaches, which is what the journey was like in 1825. Freight rates fell 90 percent compared to shipping by ox-drawn wagon. Freight boats carried Midwestern produce from Buffalo to Albany. Most continued on to New York City's seaport, towed down the Hudson River in fleets behind steam tugboats. Midwestern farmers, loggers, miners, and manufacturers found new access to lucrative far-flung markets.



*Courtesy of the New-York Historical Society*

## A Flow of People and Ideas

The Erie Canal and a system of connecting waterways fulfilled DeWitt Clinton's prophecy that New York would be America's **preeminent** (most important) state, populated from border to border and generating wealth for itself and the nation. Soon New York City was the nation's busiest port, its most populous city, and the foremost seat of commerce and finance. Immigrants knew they could find work there, and many new cities sprouted along the canal.

As it opened the American interior to settlement, the canal brought a flow of people and new ideas. Social reform movements like abolitionism and women's suffrage, **utopian communities** (groups of people living together in ideal or perfect contexts), and various religious movements thrived in the canal corridor. The Erie Canal carried more westbound immigrants than any other trans-Appalachian canal. These newcomers infused the nation with different languages, customs, practices, and religions.

*Text courtesy of the Erie Canalway National Heritage Corridor; [www.eriecanalway.org](http://www.eriecanalway.org)*

# Erie Canal Graphic Organizer

Challenges of building the Erie Canal	Benefits of the Erie Canal
Important information about the canal:	

# The Growth of NYC

## Objective

**Students examine the growth of New York City**

## Resources/Materials

- *New Amsterdam, 1648 and New York City, 1873*
- *New Amsterdam, 1664 and New York City, 1900*
- *Growth of NYC* text

## Activity

- Look at the four images of NYC in history, *New Amsterdam, 1648 and New York City, 1873* and *New Amsterdam, 1664 and New York City, 1900*.
- Answer the following questions:
  - What do you notice about the changes in the images?
  - What has stayed the same?
  - What inferences can you make about NYC history based on these images?
  - How might the geographic growth of the city affect daily life?
- Read the *Growth of NYC* text.
- Answer the following questions:
  - According to the text how did NYC change over time?
  - What is the meaning of the song lyrics? Explain.
  - Look back at the images.
  - What changes in technology can identify.
  - How do the images and text support each other.

## Extension

- For an overview of 19th-century inventions and accompanying lessons, visit <http://teachinghistory.org/history-content/ask-a-historian/24470>

# The Growth of NYC

The 19th century saw a great convergence in the growth of technology and population. In the 1800s, the population of New York City grew from 60,000 to over 3 million people, 80 percent of the population were immigrants and their children. The city's area expanded more than threefold in that same time. The inventions of standardization through machinery brought the growth of huge factories.

The development of steel—a substance both more malleable and stronger than anything in nature—allowed people to make bridges, buildings, and railroads in ways unimaginable before. Steam and electricity fundamentally altered daily life and commerce. And the discovery of oil powered the entire Industrial Revolution.

The following is from a song from the 1850's called "Uncle Sam's Farm"

Our fathers gave us liberty, but little did they dream  
The grand results that pour along this mighty age of steam;  
For our mountains, lakes, and rivers are all a blaze of fire  
And we send our news by lightning on the telegraphic wires.

# New Amsterdam, 1648 and New York City, 1873

New Amsterdam, 1648



*Courtesy of the Museum of the City of New York*

New York City, 1873



# New Amsterdam, 1664 and New York City, 1900

Peter Stuyvesant and residents in New Amsterdam, 1664



Bowling Green, New York City, 1900

