



Hudson-Fulton-Champlain Quadricentennial Newspaper In Education (NIE) Teacher's Guide and Student Worksheets



needs of each instructor's class. Feel free to modify these activities or to create your own.

This guide is designed as a tool to accompany the Hudson-Fulton-Champlain Quadricentennial features. It offers teachers a vocabulary list, fact and short answer thought questions on the content of each component. A fairly comprehensive list of Web sites with additional information on each topic is also included. Lastly, the guide includes one or two additional activities per component called "Newspaper Tie-ins." These lesson extensions are simply suggestions on how to bring the lessons of these historical people and places into the present and make them relevant to our lives today. Each activity can be narrowed or expanded to accommodate the



From top to bottom: A replica of Hudson's Half Moon, links from the Great Chain and New York State Capital Building.



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Celebrations: 1909 to Today

Vocabulary – define the following words:

momentum _____

commemoration _____

tricentennial _____

extravaganza _____

immigrant _____

illumination _____

Facts and Details: Literal Meaning

1. What anniversary was celebrated in Chicago that gave people the idea for a Hudson commemoration in 1909?
2. In which year should the actual anniversary of Robert Fulton's steamboat's historic trip up the Hudson taken place? Why was it delayed?
3. Name the two gifts from foreign governments to Americans as part of the Hudson-Fulton Celebration of 1909.
4. How did the floats that were part of the parades in the cities along the Hudson travel from city to city?
5. What decorative style came into fashion as a result of the Hudson-Fulton Celebration of 1909?

Thought Questions

6. Why do you think electric illumination of streets and bridges was such a big deal during the 1909 Hudson-Fulton Celebration?
7. Name at least two desired outcomes of the 1909 Hudson-Fulton Celebration. From what you know, do you think the organizers were successful? Explain your answer.
8. Do you think it was a good idea to combine the 100th anniversary celebration of Fulton's steamboat with the 300th commemoration of Hudson's discovery of the river? Why or why not?

Newspaper Tie-in

- As part of the Hudson-Fulton-Champlain Quadrcentennial Celebration museums and historical societies may have exhibits highlighting the 1909 celebration or one of the great explorers. Visit a local museum or historical society and then write a review of an exhibit you saw there. Try to write it in the same style as a newspaper review.

Celebrations: 1909 to Today

Additional Resources:

- **La Guardia and Wagner Archives – Hudson-Fulton Celebration: Celebrating, Exploration and Invention** - curriculum –
[www.laguardiawagnerarchive.lagcc.cuny.edu/Curriculums/hudson_fulton/](http://laguardiawagnerarchive.lagcc.cuny.edu/Curriculums/hudson_fulton/)
- **The Hudson River Valley Institute** – Digital reproductions of two volumes about the 1909 Celebration - <http://hudsonrivervalley.net/books/HF300/>
- **The Hudson River Maritime Museum** – documents from the 1909 Commemoration - www.hrmm.org/quad/1909hudsonfulton/contents.html
- **Smithsonian National Air and Space Museum** – mention of Wilbur Wright's participation in the 1909 Celebration -
www.nasm.si.edu/wrightbrothers/age/1909/hudson.cfm
- **New York Times Archive** – Hundreds of articles about the 1909 celebration, originally published in 1909 - <http://tinyurl.com/5umsxc>

Celebrations: 1909 to Today Answer Key:

Facts and Details:

1. The 400th anniversary of Columbus' discovery of America.*
2. 1907, because the Hudson Celebration committee convinced the planners to join forces and make one grand celebration.
3. Cherry blossom trees, Japan; *Halve Maen* (Half Moon) replica, Holland
4. By train
5. Dutch arts and crafts

* The World Columbian Exposition which was held one year later than originally planned.

Native People of New York

Vocabulary – define the following words:

confederacy _____

consensus _____

alliances _____

assimilated _____

plagues _____

depopulation _____

Facts and Details: Literal Meaning

1. When did the native populations first live in what is now New York State?
2. Name the three types of economic activities practiced by the early tribal people of New York.
3. Which of the major American Indian communities of New York was the strongest?
4. Which native community fought repeatedly against the Dutch settlers?
5. Name two ways contact with European settlers adversely effected the native populations.

Thought Questions

6. Why do you think the native people formed confederacies of different clans and tribes?
7. The elder women of the Iroquois elected their tribal representatives. Why do you think the women of this culture were so respected and given this responsibility?
8. Why do you think the Delaware fought repeatedly with the Dutch?
9. Trade with the European explorers and settlers was good for the native people because it improved trade opportunities. But, the spread of diseases including smallpox killed great numbers of the native population. If you were a native at that time, how would you feel about your interaction with the Europeans? If you were one of the explorers, how would you feel about your interaction with the natives?

Newspaper Tie-in

- Each recognized American Indian nation is its own nation within the United States. Look through the newspaper and other resources to find articles about the laws, rules and regulations that these tribes live by. How are they different from New York State law? How are they the same?

Native People of New York

Additional Resources:

- **New York State Department of Education Champlain/Hudson/Fulton Commemoration Online Resources:**
 - Commencement level – Two Worlds Collide in 1609: European Encounters with the Native Americans of the Northeast - www.emsc.nysesd.gov/ciai/chf/commtwoworlds/twoWorldCommIntro.html
 - Commencement level – Treaties and Land - <http://www.emsc.nysesd.gov/ciai/chf/commTreaties/treatiesCommIntro.html>
- **New York State Museum** – ongoing exhibit, *Native Peoples of New York* includes images and teachers guide - www.nysm.nysesd.gov/IroquoisVillage/
- **Iroquois Indian Museum** – located in Howes Cave, NY – www.iroquoismuseum.org
- **National Museum of the American Indian** – located in Washington, D.C. - www.nmai.si.edu
- **Delaware (Lenape) Tribe** – www.delawaretribeofindians.nsn.us/
- **Iroquois information links** – http://tuscaroras.com/pages/irlinks_ex.html
- **Huron history** – [www.tolatsga.org/hur.html](http://tolatsga.org/hur.html)

Interesting notes:

In some reference texts the Peacemaker is referred to by name as Deganawida. There are some Iroquois who feel that the actual name should not be used, but that he only be referred to as “the Peacemaker.”

Indian name and what they mean:

- Cayuga Nation – Guyohkohnyoh – People of the Great Swamp
- Mohawk Nation – Kanienkehaka – People of the Flint
- Oneida Nation – Onayotekaono – People of the Standing Stone
- Onondaga Nation – Onuñdagaono – People of the Hills
- Seneca Nation – Onodowahgah – People of Great Hill
- Tuscarora Nation – Ska-Ruh-Reh – Shirt Wearing People

Sources: Stephanie Shultes, Curator Iroquois Museum and www.iroquoismuseum.org

Native People of New York Answer Key:

Facts and Details:

1. 10,000 B.C.
2. Agriculture, hunting and trading
3. Iroquois
4. Delaware
5. Loss of native culture, suffering and death from foreign diseases

Henry Hudson and the Hudson River

Vocabulary – define the following words:

mariners _____

expedition _____

incursions _____

detained _____

seized _____

Facts and Details: Literal Meaning

1. Approximately how old was Henry Hudson when he set out on the *Half Maen* – the “Half Moon”?
2. Which organization sponsored the voyage on the Half Moon?
3. When did Captain Verrazano first see the mouth of the river later known as Hudson River?
4. In what year did the English take over New Netherland from the Dutch?

Thought Questions

5. What was the purpose of Hudson’s voyage? Do you think he and the crew achieved their goal? Explain your answer.
6. Why do you think the first encounters between the crew of the Half Moon and the natives were tense? How might tensions have been eased?
7. Why do you think the English government took Hudson’s charts and didn’t allow him to sail for foreign employers again? Do you agree with them? Why or why not?
8. The Hudson River has had many names, starting with Mahicanituk and including Mauritius, Nordt and North River. Are there other things or places that are commonly referred to by two or more names? As a class how many examples can you think of?

Newspaper Tie-ins

- Look through newspapers (either in-print or online) for information about celebrations along the Hudson River as part of the Hudson-Fulton-Champlain Quadricentennial (2009). Which event are you most interested in? Why?
- Look through newspapers to find articles mentioning the Hudson River. What issues concerning the river appear in the news most frequently? Why do you think these issues are so important?

Henry Hudson and the Hudson River

Additional Resources:

- **New York State Department of Education Champlain/Hudson/Fulton Commemoration Online Resources:**
 - Elementary level – Come Explore with Henry Hudson -
www.emsc.nysesd.gov/ciai/chf/elemhudson/hudsonelemintro.html
 - Commencement level – Hudson, Change Over Time -
www.emsc.nysesd.gov/ciai/chf/commhudson/hudsoncommintro.html
- **Times Union’s Half Moon Online Resource** - <http://timesunion.com/halfmoon/>
- **WNET – PBS New York, NY** – The Clearwater: The Hudson River -
www.thirteen.org/clearwater/lessonPlans1.html
- **The Hudson River Sloop Clearwater** – www.clearwater.org
- **The Hudson River Maritime Museum** - www.hrmm.org/index.html
- **The Hudson River Valley Institute** - www.hudsonrivervalley.net/
- **New York State Department of Environmental Conservation** – Hudson River Lesson Plans - www.dec.ny.gov/education/25386.html
- **The Journal News NIE supplement** – Learn to Love Your River -
www.lohud.com/legacy/nie/NIE5-08Beczak.pdf

Hudson River Facts:

- 306 miles long
- The Hudson's most distant source is Essex County
- Source of the Hudson River - Lake Tear of the Clouds in Essex County is the highest lake in the State - 4,320 feet above sea level
- The Mohawk River joins the Hudson at Troy, just north of Albany
- The Mahican name of the river, *Mahicanituk*, means "the river that flows both ways."
- Most of lower Hudson is a tidal estuary
- The Hudson connects with the Erie Canal at Waterford

Henry Hudson and Hudson River Answer Key:

Facts and Details:

1. 39
2. Dutch United East India Company
3. 1524
4. 1664

Samuel de Champlain and Lake Champlain

Vocabulary – define the following words:

commandeered _____

lucrative _____

befriended _____

fluctuating _____

besieged _____

Facts and Details: Literal Meaning

1. Approximately how old was Samuel de Champlain when he reached the large lake that would bear his name?
2. Why did Champlain sail the St. Lawrence River? Was he successful? Explain your answer.
3. What modern city is the location of Champlain's original French colony in the New World?
4. Which Native North American tribe did Champlain meet, befriend and fight with?
5. How long did the British control Quebec after Champlain surrendered?

Thought Questions

6. Champlain sailed for King Henri to find a Northwest passage to Asia. Instead he explored the New World. Do you think Champlain's voyages were successful? Why or why not?
7. Why do you think Samuel de Champlain fought with the Huron against the Iroquois?
8. The Company of One Hundred Associates was a group of private French investors who were given the responsibility to set up and populate French territories in the New World. How do you think these people persuaded fellow countrymen to leave their homes and go to the new French colony?

Newspaper Tie-in

- One of the reasons for early French settlement in the New World was the economic opportunities of the rich beaver trade. Look through the newspaper for new or growing industries. Where are they located? How far would you need to travel to work for this business or industry? Would you be willing to explore your own “new world?”

Samuel de Champlain and Lake Champlain

Additional Resources:

- **New York State Department of Education Champlain/Hudson/Fulton Commemoration Online Resources:**
 - Elementary level – Champlain’s Maps of New France - www.emsc.nysed.gov/ciai/chf/elemchamplain/champlainelemintro.html
 - The Significance of Samuel de Champlain for the History of New York State - www.emsc.nysed.gov/ciai/chf/scholar/champlainscholar.html
- **Vermont’s Lake Champlain Quadricentennial Curriculum -**
www.celebratechamplain.org/content/view/53/54/
- **The Lake Champlain Maritime Museum -**
www.lcmm.org/navigating.htm
- **Archives of Ontario – French Ontario in the 17th and 18th Centuries**
 - www.archives.gov.on.ca/english/exhibits/franco_ontarian/index.html
 - related lesson plans – www.archives.gov.on.ca/english/education/french-ontario/activity.htm

Samuel de Champlain fact:

He was an excellent geographer and cartographer (map maker). He mapped many parts of New France and the lower Great Lakes region.

Lake Champlain Facts:

- 120 miles long
- Greatest width – 12 miles
- Greatest Depth – 400 feet
- Average Depth – 64 feet
- Lake Area – 435 square miles of surface water
- Amount of Shoreline – 587 miles
- Over 70 islands on the lake

Source: Lake Champlain Basin Project

Interesting fact:

Lachine is French for China – which is ironic given that the Lachine Falls are not in China but in North America.

Samuel de Champlain and Lake Champlain Answer Key:

Facts and Details:

1. 42 years old
2. He and his men were looking for a Northwest passage to Asia.
3. Quebec, Canada
4. Hurons
5. About 4 years

West Point and the Great Chain

Vocabulary – define the following words:

imperial _____

provisioned _____

innovation _____

commissioned _____

rendezvous _____

impregnable _____

Facts and Details: Literal Meaning

1. Name three defenses the Americans tried to keep the British from controlling the Hudson River.
2. Where and when was the reinforced “Great Chain” made and installed?
3. What American General gave military secrets to the British?
4. Where can people go to see preserved links from the Great Chain?

Thought Questions

5. The British strategy in fighting the colonial forces was to “divide and conquer.” Do you agree with this approach? Why or why not?
6. Why do you think it was so important for the colonial army to control the Hudson River?
7. The British were given information about how to break the chain by General Benedict Arnold. Why do you think they never tried to break it using his information?
8. What do you think the foundries made from the iron that was once the Great Chain?

Newspaper Tie-ins

- The purpose of the Great Chain during the American Revolution was to protect the Hudson River from British control thus defending the colonists. Look through the newspaper for stories about how the nation, state or local government is currently protecting their citizens. Select one of these stories and write a sentence or two expressing how well you think they are doing.
- Some of the links of the Great Chain were preserved as a memorial at West Point. Look through newspapers (in-print or online) for articles or pictures of objects people save in remembrance of a specific event. How do the modern examples compare and contrast to the links of the Great Chain?

West Point and the Great Chain

Additional Resources:

- New York Times article entitled “Obstructed the Hudson” February 17, 1895 – (PDF file) –
<http://tinyurl.com/6o7fz4>
- The Hudson River Valley Institute:
 - Chain Across the Hudson lesson plan –
www.hudsonrivervalley.org/amerRevLesson/chainplanA.php
 - George Washington’s letter of July 1777 describing the importance of keeping control of the Hudson River -
www.hudsonrivervalley.org/presscenter/newsLetters/gw2nypc.php
 - Text of the contract ordering the creation of the Great Chain -
www.hudsonrivervalley.org/amerRevLesson/chainscript.php
- The Constitution Island Association - www.constitutionisland.org
- The National Archives – American Revolution -
www.archives.gov/research/american-revolution/
- United States Military Academy West Point - www.usma.edu/

Great Chain Facts:

- 65 tons – much heavier, by some accounts up to 300 tons, when including the logs used to float it across the Hudson
- 1600 feet long
- Each link was about 2 feet long and weighed approximately 120 lbs
- The links are made out of iron approximately 2 inches thick
- Connected West Point and Constitution Island
- Forged by Sterling Iron Works in approximately 6 weeks

West Point and the Great Chain Answer Key:

Facts and Details:

1. David Bushnell’s submarine, the *Turtle*, sunken bulwarks with iron-tipped spears called chevaux-de-frise or “Frisian horses” and the Great Chain
2. Forged at the Sterling Iron Works, assembled at Samuel Brewster’s foundry and installed in April 1778
3. General Benedict Arnold
4. United States Military Academy West Point

Fort Ticonderoga and the Battle of Plattsburgh

Vocabulary – define the following words:

exploiting _____

militia _____

privateer _____

seamanship _____

leeward _____

battery _____

maneuver _____

Facts and Details: Literal Meaning

1. During which war did the British fight the French for control of a fort at the southern tip of Lake Champlain? What was its French name? What was its British name?
2. Where did the Americans fight their first naval battle during the Revolution? In what year?
3. When did Britain recognize America as a separate nation?
4. In the Battle of Plattsburgh one American ship fought against the powerful British ship, *Confiance*. What was the name of the American ship and who was its captain?
5. What was constructed shortly after the War of 1812 ended?

Thought Questions

6. Why do you think British ships forced American merchant sailors into the British Navy?
7. During the War of 1812, Americans continued to do business with their Canadian neighbors despite the fact that it was illegal. Why do you think people were willing to break the law?
8. Do you think the mistreatment of merchant sailors and the blocking of trade with the French justified the Americans' attempt to conquer Canada?

Newspaper Tie-in

- hat factors determined whether a country prevailed in various conflicts that took place around Lake Champlain? Read about conflicts in the news. Are any of the same factors mentioned? What other factors are involved? W

Fort Ticonderoga and the Battle of Plattsburgh

Additional Resources:

- **Battle of Plattsburgh Association: War of 1812 – Battle of Plattsburgh – September 11, 1814 - <http://www.battleofplattsburgh.org/files/bopa-resources-and-activities.pdf>**

War of 1812 Timeline:

- **1792-1814** - France and Britain at war.
- **1803-1812** - British captains impress more than ten thousand American sailors to serve on British ships.
- **1806** - British goods excluded from “fortress Europe” by Napoleon. The British respond with a blockade, catching American ships in the middle.
- **1807** – June: Three Americans are killed and eighteen wounded when the *USS Chesapeake* refuses to be boarded and is fired upon by the British *Leopard*. December: Thomas Jefferson's attempt at “peaceful coercion”, the Embargo Act, leads to an economic disaster for American merchants.
- **1812** – June 18: President Madison asks Congress for declaration of war. With all Federalists opposing it, Congress declares “Mr. Madison’s War.”
 - July 17: Mackinac captured by British.
 - Three attempts are made by the Americans to invade Canada. They all end in failure.
- **1813** - January 22: Battle of Frenchtown – British and Indian allies repel Kentucky troops in bloody fighting. The American survivors are killed in Raisin River Massacre.
 - April 27 - Battle of York (Toronto) - US troops take control of Great Lakes and burn York.
 - September 10 - Battle of Lake Erie - US forces under Captain Perry defeat a British naval attack.
 - October 5 - Battle of the Thames.
- **1814** - British undertake a three-part invasion of the United States at Chesapeake Bay, Lake Champlain and the mouth of the Mississippi River. British troops are repulsed at Baltimore harbor after capturing Washington and burning the Capitol buildings.
 - March 27-28 - The Creek Indians are defeated by Andrew Jackson at the Battle of Horseshoe Bend
 - April 11 - Napoleon abdicates the throne of France.
 - August 8 - Peace negotiations begin in Ghent with the British outlining initial peace terms.
 - August 9 - The United States and Creek Indians sign the Treaty of Fort Jackson.
 - August 24 - Battle of Bladensburg.
 - August 24-25 - Washington, DC burned by British forces.
 - September 11 - Battle of Lake Champlain. - American victory over a larger British force at the Battle of Plattsburgh secures the U.S. northern border.
 - December 15-January 5 - A group of federalists meet at the Hartford Convention to discuss secession and propose seven amendments to protect the influence of the northeastern states.
 - December 24 - British & American diplomats sign the Treaty of Ghent
 - December 28 - Conscription proposal rejected in United States.
- **1815** - January 8 - Andrew Jackson defeats the British at the Battle of New Orleans. Seven hundred British are killed and fourteen hundred wounded as opposed to eight Americans killed and thirteen wounded, all after the war was officially over.
 - February 11 - Treaty of Ghent reached the United States.
 - February 16 - Treaty of Ghent is approved by the U.S. Senate and President Madison.
 - February 17 - War of 1812 ends as the United States and Britain exchange ratifications.

Battle of Plattsburgh Answer Key:

Facts and Details:

1. The Seven Years’ War, Fort Carillon, Fort Ticonderoga
2. On Lake Champlain off Valcour Island in 1776
3. 1783
4. U.S.S. Saratoga, Lt. Thomas McDonough
5. Champlain canal

Robert Fulton and the Steamboat

Vocabulary – define the following words:

commerce _____

dredging _____

propulsion _____

franchise _____

monopoly _____

emboldened _____

Facts and Details: Literal Meaning

1. About how old was Robert Fulton when he went to study in London? And, how old was he when his first successful steamboat traveled the Hudson?
2. What type of naval ship did Fulton attempt to sell to both the French and the British?
3. What did some people think when they first saw Fulton's steamboat?
4. What was the savings per person traveling from New York to Albany on Fulton's steamboat versus the stagecoach?

Thought Questions

5. What early invention by Fulton do you think might have proved useful in later developments in his steamboat design? Why?
6. Why did sloop captains blame Fulton and his steamboat for making them obsolete?
7. What do you think of the monopoly Fulton and Livingston had for steamboat travel in the early 1800s?
8. Robert R. Livingston believed the Hudson River would be a successful place for steamboat travel years before he was proven to be correct. What idea would you currently invest in if you had the money? Why?

Newspaper Tie-in

- *Gibbons v. Ogden* is the Supreme Court Case breaking down the Fulton/Livingston monopoly on steamboat transportation on interstate waters. Look through the newspaper for news about current Supreme Court decisions. How do you think the modern court decisions you've found will change our nation?

Robert Fulton and the Steamboat

Additional Resources:

- **New York State Department of Education Champlain/Hudson/Fulton Commemoration Online Resources:**
 - Elementary level – Robert Fulton’s Clermont -
www.emsc.nysesd.gov/ciai/chf/elemfulton/fultoneleintro.html
 - Middle level – Robert Fulton and the Steamboat -
www.emsc.nysesd.gov/ciai/chf/midfulton/fultonmidintro.html
 - Commencement level -
www.emsc.nysesd.gov/ciai/chf/commfulton/fultoncommintro.html
- **Thirteen Online – National Teacher Training Institute (PBS) – multimedia lesson plan – Rollin’ on the River – the Hudson River -**
www.thirteen.org/edonline/ntti/resources/lessons/h_hudson_river/index.html
- **New York Post article – August 20, 2007 – 200th anniversary of Fulton’s steamboat’s first voyage**
www.nypost.com/seven/08202007/news/columnists/fultons_steamboat_sensation_columnists_kirkpatrick_sale.htm?page=0
- **Hudson River Maritime Museum** - www.hrmm.org/steamboats/fulton.html

Historical Fact vs. Popular Legend

One definition of the word history is “a narrative of events.” A definition of legend is “an unverified story handed down from earlier times, especially one popularly believed to be historical.” At times popular legend is retold as historical fact. An example in the story of Fulton’s steamboat is that he named it “Clermont” when he in fact referred to it only as the *North River Steam Boat*.

Research some other popular historical legends in American History. Have the class create a bulletin board of rediscovered truths to display what they find.

Robert Fulton and the Steamboat Answer Key:

Facts and Details:

1. 21 years old, 41 years old
2. A submarine
3. That they’d seen a sea monster
4. Three dollars

Western Expansion and the Erie Canal

Vocabulary – define the following words:

legislature _____

bankrupt _____

authorized _____

aqueducts _____

culvert _____

chasm _____

Facts and Details: Literal Meaning

1. When was the first serious thought given to develop a canal between eastern and western New York? Who wrote about it?
2. Which President vetoed support for the Erie Canal project?
3. What did some critics of the Erie Canal call it? Why?
4. When did the construction of the Erie Canal begin and how long did it last?

Thought Questions

5. As use of the Erie Canal increased, villages, towns and cities along the canal's route either sprang up or grew. Why do you think that happened?
6. After the Erie Canal was opened the transportation costs between Albany and Buffalo for merchants were decreased by as much as 90%. If a new innovation or technology decreased transportation costs by 90% imagine how our world would change. Write a brief paragraph explaining what impact you think such a development would have.
7. Think about the different jobs people had associated with the canal. First during its construction and then its operation. First write down the jobs that come to mind, then do some research to find any you may have missed. Which job do you think you would like to have if you lived in the 1800s?

Newspaper Tie-in

- Skim articles and advertisements, and make a list of the New York cities that are mentioned. On a New York map, highlight in yellow those cities that are adjacent to the Erie Canal. Highlight in green those cities that are adjacent to a waterway that is attached to the Erie Canal. Discuss as a class the influence you think the Erie Canal may have had on all highlighted cities.

Western Expansion and the Erie Canal

Additional Resources:

- **New York State Archives** - Erie Canal Time Machine – A web resource that examines the Erie Canal from its opening in 1825 to the creation of the Barge Canal System in 1918.:
www.archives.nysed.gov/projects/eriecanal/ec_teachers.shtml
- **Erie Canal Museum** – www.eriecanalmuseum.org
- **Library of Congress** – teacher's lessons, *Marco Paul's Travels on the Erie Canal* -
<http://lcweb2.loc.gov/learn/lessons/00/canal/overview.html>
- **National Park Service** - www.nps.gov/erie/
- **Map of NYS and the Erie Canal** -
www.laguardiawagnerarchive.lagcc.cuny.edu/eriecanal/images/22.jpg

Erie Canal Facts

- 40 feet wide at water surface
- 28 feet wide at bottom
- 4 feet deep
- 363 miles long – Albany to Buffalo
- 83 locks
- 18 aqueducts
- Rise of 568 feet from the Hudson River to Lake Erie
- Locks: 90 feet long, 15 feet wide
- More than 300 bridges crossed it
- Rate of speed: 4 mph
- Boats pulled by horses and mules
- Reduced the cost to transport goods across the state by 80-90%
- Lineboat – carried freight and passengers
- Packet boat – carried only passengers
- Hoggee – mule driver, usually a young boy
- Canawler – person working the canal
- Nicknames: Clinton's Folly and Clinton's Ditch

Western Expansion and the Erie Canal:

Facts and Details:

1. 1791, Elkinah Watson
2. James Madison
3. “Clinton’s Ditch”, because DeWitt Clinton was a strong supporter of the canal and many people thought it was a waste of money.
4. July 4, 1817, about 8 years.

The Gilded Age

Vocabulary – define the following words:

Romanticism _____

refurbished _____

horticulture _____

reveries _____

preservationists _____

encroachment _____

Facts and Details: Literal Meaning

1. What school of art was influenced by the natural setting of the Hudson River? Name one of the most successful artists from this group.
2. What was the nickname for the series of lavish homes built along the banks of the Hudson River?
3. Name any four of the homes built by the wealthy along the Hudson mentioned in this feature.
4. What happened to many of the large estates after the Gilded Age was over?

Thought Questions

5. Why do you think so many wealthy New Yorkers chose to build their mansions along the Hudson River?
6. After many of the wealthy families moved out of their Hudson River estates they donated the property to federal and state governments to establish preserves and parks. Why do you think this was so important to so many people? Do you think people would turn over such large amounts of private property for public use today?
7. The Hudson River inspired many to live along its banks, Robert Fulton and his supporters to build a better steamboat and the Hudson River School of artists to paint beautiful landscapes. How does the Hudson River inspire people today? Does it inspire you?

Newspaper Tie-in

- Read through some of the classified listings of homes for sale. Research one of the homes listed in this feature then write a classified ad for it as though it were for sale. Be sure to list as many unique features and details as you can. Try to estimate what the current value of the property might be.

The Gilded Age

Additional Resources:

- **Historic Hudson Valley** – a network of historic sites in Sleepy Hollow Country including Kykuit and Sunnyside: www.hudsonvalley.org
- **Olana** – the Persian-style home and estate of Frederick Church - www.olana.org
- **National Park Service** – these sites will connect you with more information on:
 - Vanderbilt Mansion – www.nps.gov/vama/
 - FDR's Springwood – www.nps.gov/hofr/
 - Eleanor's Val-Kill – www.nps.gov/elro/
- **NYS Office of Park, Recreation and Historic Preservation** – Staatsburgh State Historic Site - <http://www.nysparks.com/sites/info.asp?siteID=2>

The Fate of J.P. Morgan's home Cragston:

At one point the home and the surrounding land were turned into a private golf course. The original main house was destroyed by fire in the 1940s. The carved mantel from the Morgan home survived the fire and is now included within a bed & breakfast that operates on the land of the former estate. That same bed & breakfast was for a time the private home of singer Billy Joel. It was there that he wrote the song, "New York State of Mind."

Some of the original out buildings still exist. In fact, Morgan's cow barns are now part of the United States Military Academy at West Point and are used as horse stables. Each spring thousands of daffodils planted by the Morgans still bloom on the property.

Information provided in a phone interview conducted on October 10, 2008 by Roxanne Donnery – owner of *Overlook on Hudson* bed & breakfast, Highland Falls.

The Gilded Age Answer Key:

Facts and Details:

1. Hudson River School, Frederick Church
2. Millionaire's Row
3. Sunnyside, Staatsburgh (Mill's Mansion), Cragston, Vanderbilt Mansion, Kykuit, Olana, Springwood, Val-Kill.
4. Many of them were donated to state and federal governments for historic parks.

Albany Leadership

Vocabulary – define the following words:

patroonship _____

prototype _____

non-partisan/partisanship _____

ideological _____

prestige _____

infrastructure _____

Facts and Details: Literal Meaning

1. Name the governors mentioned in this feature in order.
2. Other than Albany, what cities have served as the capital city?
3. Which two governors enacted transportation projects that greatly changed how we move across the state?
4. Name the former New York governors that went on to serve as President of the United States.
5. Which former governor served on the U.S. Supreme Court? And which one served as Vice President?

Thought Questions

6. Why do you think so many Presidents and other national leaders have emerged from New York State?
7. Thomas Dewey established the State University of New York. Do you think that was important? Why or why not?
8. Do you think Albany is the best place to serve as capital? If so, why? If not, what location would work better and why?

Newspaper Tie-in

- Look through several editions of the newspaper for a story about Albany or with an Albany dateline. What are the facts of the story – who, what, when, where, why and how? Is this a local, state or national issue? What, if any, impact will this story have on you in the short term? In the long term?

Albany Leadership

Additional Resources:

- **New York State Government** – official website of the state - www.state.ny.us,
- **Virtual tour** – for a virtual tour of the capital go to
<http://assembly.state.ny.us/Tour/>
- **List of all New York Governors** – for a complete list of all governors -
www.state.ny.us/governor/nygovs/index.html
- **CSPAN's Students & Leaders** – explore lessons on leadership and public service -
www.studentsandleaders.org/newyork/lessons/
- **New York State Symbols** – from state flower, bush and tree – to state animal and fresh water fish - www.dos.state.ny.us/kids_room/kids_symbols.html

Albany Leadership:

Facts and Details:

1. George Clinton (1777-1795, 1801-1804)
DeWitt Clinton (1817-1822, 1825-1828)
Martin Van Buren (1829)
Horatio Seymour (1853-1854, 1863-1864)
Samuel Tilden (1874-1875)
Grover Cleveland (1883-1884)
Theodore Roosevelt (1899-1900)
Charles Evans Hughes (1907-1910)
Alfred E. Smith (1919-1920, 1922-1928)
Franklin D. Roosevelt (1929-1932)
Averill Harriman (1955-1958)
Thomas E. Dewey (1943-1954)
Nelson Rockefeller (1959-1973)
2. Kingston, New York City and Poughkeepsie
3. DeWitt Clinton and Thomas E. Dewey
4. Martin Van Buren, Grover Cleveland, Theodore Roosevelt, Franklin D. Roosevelt
5. Charles Evans Hughes/George Clinton