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By- Cooper, Minna; And Others

DEVELOPMENTAL READING IN SOCIAL STUDIES; THE LOCAL COMMUNITY: LONG ISLAND AND NEW YORK CITY.
A GUIDE FOR TEACHERS, GRADE 7, REVISED.

Sewannaka Central High School District Number 2, Nassau County, N.Y.

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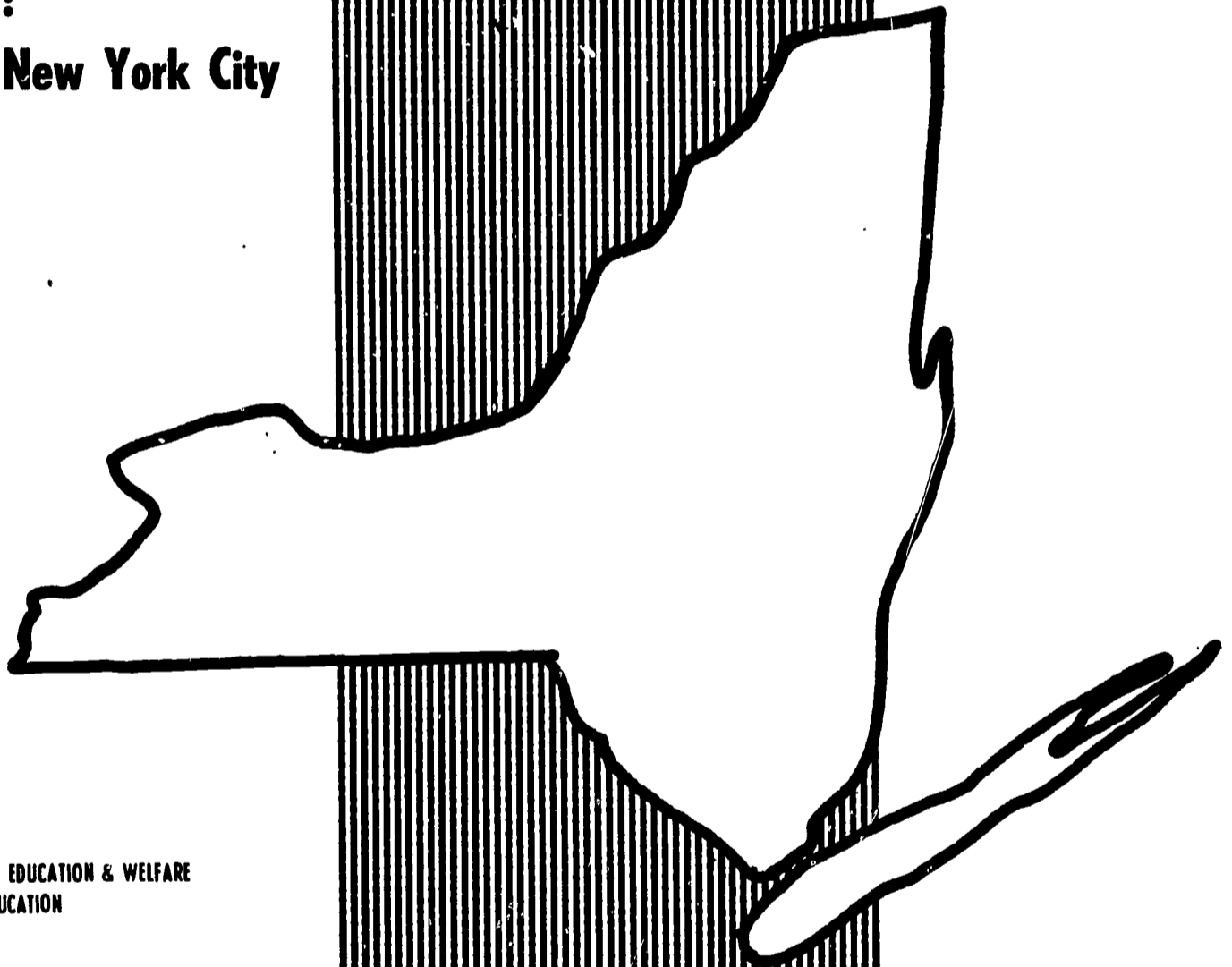
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Descriptors-COMPREHENSION, CONTENT READING, CRITICAL THINKING, *CURRICULUM GUIDES,
*DEVELOPMENTAL READING, DIRECTED READING ACTIVITY, *GRADE 7, *SOCIAL STUDIES, STUDY SKILLS,
VOCABULARY DEVELOPMENT

This guide is designed to provide seventh-grade social studies teachers with materials needed to present instruction in reading skills and to teach those facts, concepts, and attitudes which are the aim of social studies education. Entries on the subject of Long Island and New York City are arranged by topic, and material within each topic is arranged according to two texts: "Living in New York" by Flierl and Urell, to be used with modified classes, and "New York: The Empire State" by Ellis, Frost, and Fink, to be used with honors and average classes. To promote the development of comprehension, vocabulary, critical thinking, and study skills, the guide presents exercises in categorizing, reading for main ideas and supporting details, organization, and map-reading. Questions are designed to evaluate the students's mastery of these skills and of content subject matter. Some questions are designed to cover collateral chapters in the two books. (RT)

Developmental Reading in Social Studies

**The Local Community:
Long Island and New York City**



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a guide for teachers **GRADE 7** **REVISED**

**Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK**

#6

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Developmental Reading in Social Studies

REVISED

**The Local Community:
Long Island and New York City**

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a guide for teachers **GRADE 7**

**Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK**

Summer 1964

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A C K N O W L E D G M E N T S

This revised edition extends to our newly-adopted seventh grade social studies texts the district's well-known program of developmental reading in the content areas. In publishing this guide, the district reaffirms its belief in the value of developmental reading for secondary school pupils.

This volume represents the cooperative efforts of many participants with special talents whose contributions I acknowledge with appreciation.

Mrs. Minna Cooper

Mr. Donald Laux

Miss Marilyn Macchia

Mrs. Diana Oestreicher

Miss Catherine Sinagra

Mr. Jerome Smiley

For their authorship of the guide
in the summer of 1964

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Mrs. Julia Kanarek

Mrs. Joan L. Kramer

Mrs. Esther Levine

Mrs. Diana Oestreicher

Miss Jo-Ann Surber

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and its first revision.

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Reading and Language Arts

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developmental stages.

Mr. Ira Wilder, District
Social Studies Coordinator

For suggestions on dividing the
content into study units.

Dr. Harold L. Herber, Project
English Demonstration
Center, Syracuse
University

For organizing, during his tenure
as District Reading Coordinator,
the district's developmental
reading program and its original
study guides, and later, for
consulting with the authors of
this revised edition.

Mrs. Anne Cosse

For voluntarily analyzing and
criticizing our trial units, and
for sharing her experience in
writing and using these guides.

Dr. James A. DeSonne, Assistant
District Principal, Curriculum
and Instruction

For general supervision of the
summer workshop.

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Mr. Robert Vincent, Director,
Instructional Materials
Center

For supervision of the production
of this guide

Mrs. Madeline Hendrix

For editing final copy and for
assisting in the supervision of
the production of this guide.

Mr. Donald Pross

For creation of the cover design
and other art work.

Miss Patricia Massey and the
typing and production staff

For technical production of the
guide.

It is expected that the reading departments and junior high social studies departments of the several schools will plan for the inclusion of this material in the social studies program. Teachers using the guide are urged to keep notes on their critical analysis of it. After a suitable period of time, the guide will be evaluated and appropriate action will be taken.

John W. Nicoll
Principal of the District

September 1, 1964

GUIDE TOPICS CORRELATED WITH TEXTS

FLIERL AND URELL
Living in New York

Chapter No.

Unit I. New York State Geography:
Regions, Resources, and
Communities.

1. INTRODUCTION and Regions of the Empire State
22. Manufacturing regions in Modern New York
23. Farms and Farming in the Empire State
19. Cities of the Empire State Today
2. Communities in New York Yesterday and Today

Unit II. Early New York History:
Settlement to State-
hood (Indians; Dutch;
English; Revolutionary
War)

5. The Algonkian and Iroquois Indians
6. New York in the Days of the Dutch
7. New York as an English Colony
8. New York in the War for Independence
9. The Rough Road to Victory

Unit III. New York State Govern-
ment and Local Govern-
ment; Social and Cul-
tural Progress

10. A New State in a New Nation
15. Democratic Growth 1800 to the Present
16. New York Pioneers in Social Progress

ELLIS, FROST AND FINK

New York: The Empire State

Chapter No.

1. Nature Molds New York
2. New York is the Most Important Business State
3. Rural New York Provides Wealth and Recreation
4. Urban New York Offers Jobs and Recreation

5. The Indians Rule New York
6. Dutch Traders and Farmers Penetrate the Wilderness
7. Farmers and Merchants Develop Colonial New York
8. Settlers Bring Variety to New York
9. New Yorkers Learn Self-Government
10. New York Becomes Important in the British Empire
11. New York Helps Fight the Revolutionary War

12. New York Helps Shape the Government
13. New York Leads in Population
17. Democracy Spreads (1789-1825)

18. Political Issues Divide New Yorkers (1825-1865)
19. New Yorkers Make Social Progress

GUIDE TOPICS CORRELATED WITH TEXTS

Unit III. (Continued)

- 25. Local Government in the Empire State
- 24. The State Government of New York
- 21. Reform Triumphs in New York
- 22. Able Governors in New York
- 26. Local Governments Serve Local Needs
- 27. The State Government Works for everyone
- 28. Political Parties Serve New Yorkers
- 29. New York Conserves Human and Natural Resources

Unit IV
Westward Expansion and Transportation in New York State

- 11. Settling Western New York
- 12. Roads and Waterways in Early New York

Unit V.
Agriculture and Industry Develop in New York State. Problems of the Industrial Age

- 13. New York in the Railroad Age
- 21. Transportation and Commerce in 20th Century
- 14. The Growth of Commerce and Industry
- 16. New Yorkers Expand Their Business Empire
- 23. Transportation, Agriculture, and Trade Improve
- 24. Industry Expands Rapidly in New York
- 14. Frontiersmen Become Farmers
- 15. New Yorkers Improve the Transportation System

Unit VI.
The Local Community: Long Island and New York City

- 18. The People of New York
- 17. New York: Cultural Center of the Nation
- 20. New York City: World Metropolis
- 20. The Population of New York Increases
- 25. New York Becomes the Nation's Cultural Center
- 32. New York City Has Its Own Government
- 30. New York Becomes the Empire City
- 31. New York Becomes a World Capital

TO THE TEACHER

This volume is one of a six-unit series designed to correlate with the two seventh grade social studies textbooks we use in Central High School District No. Two. The textbooks were examined by social studies teachers and organized into the following topical units:

- Unit I - New York State Geography: Regions, Resources, and Communities.
- Unit II - Early New York History: Settlement to Statehood (Indians; Dutch; English; Revolutionary War)
- Unit III - New York State Government and Local Government; Social and Cultural Progress
- Unit IV - Westward Expansion and Transportation in New York State
- Unit V - Agriculture and Industry Development in New York State. Problems of the Industrial Age
- Unit VI - The Local Community: Long Island and New York City

Each of these six units embraces several chapters of each of our two texts. The chart which precedes this page gives the details of this break down into units.

This series is based on three assumptions:

1. Teachers can not take for granted that pupils enter junior high school fully trained for the reading tasks they will encounter.
2. Secondary school pupils need continuing developmental reading instruction which will enable them to cope with the textbooks of constantly increasing difficulty which they will encounter as they progress through school.
3. The person best equipped to teach the special reading skills needed in as specialized a course as social studies is the social studies teacher.

The purpose of this volume and its collateral material is to provide the teacher of seventh grade social studies with the aids he needs to instruct his students in the skills they require for reading their texts and supplementary books. This volume is designed to accomplish the dual objectives of providing instruction in reading skills, and, at the same time, teaching those facts and concepts, and developing those attitudes which are the aim of social studies instruction.

The following information will help you to use this material more effectively.

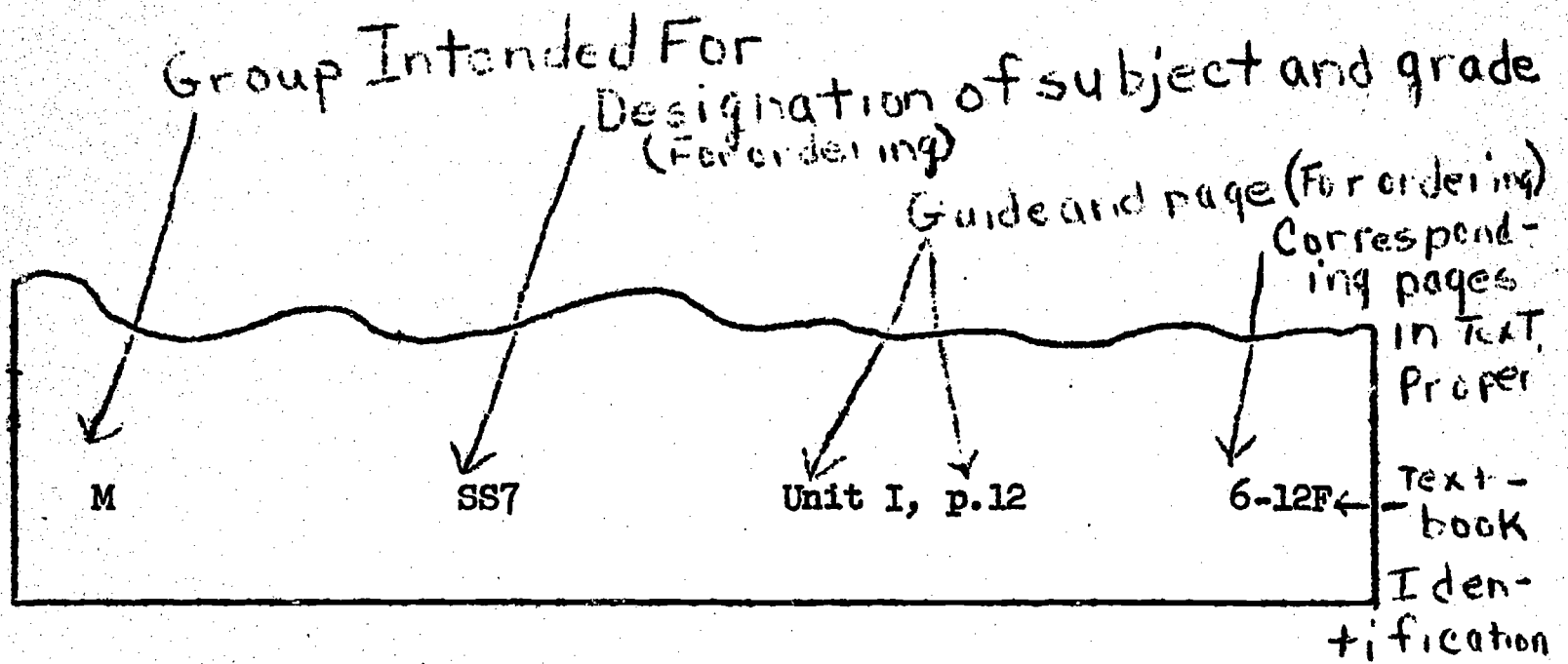
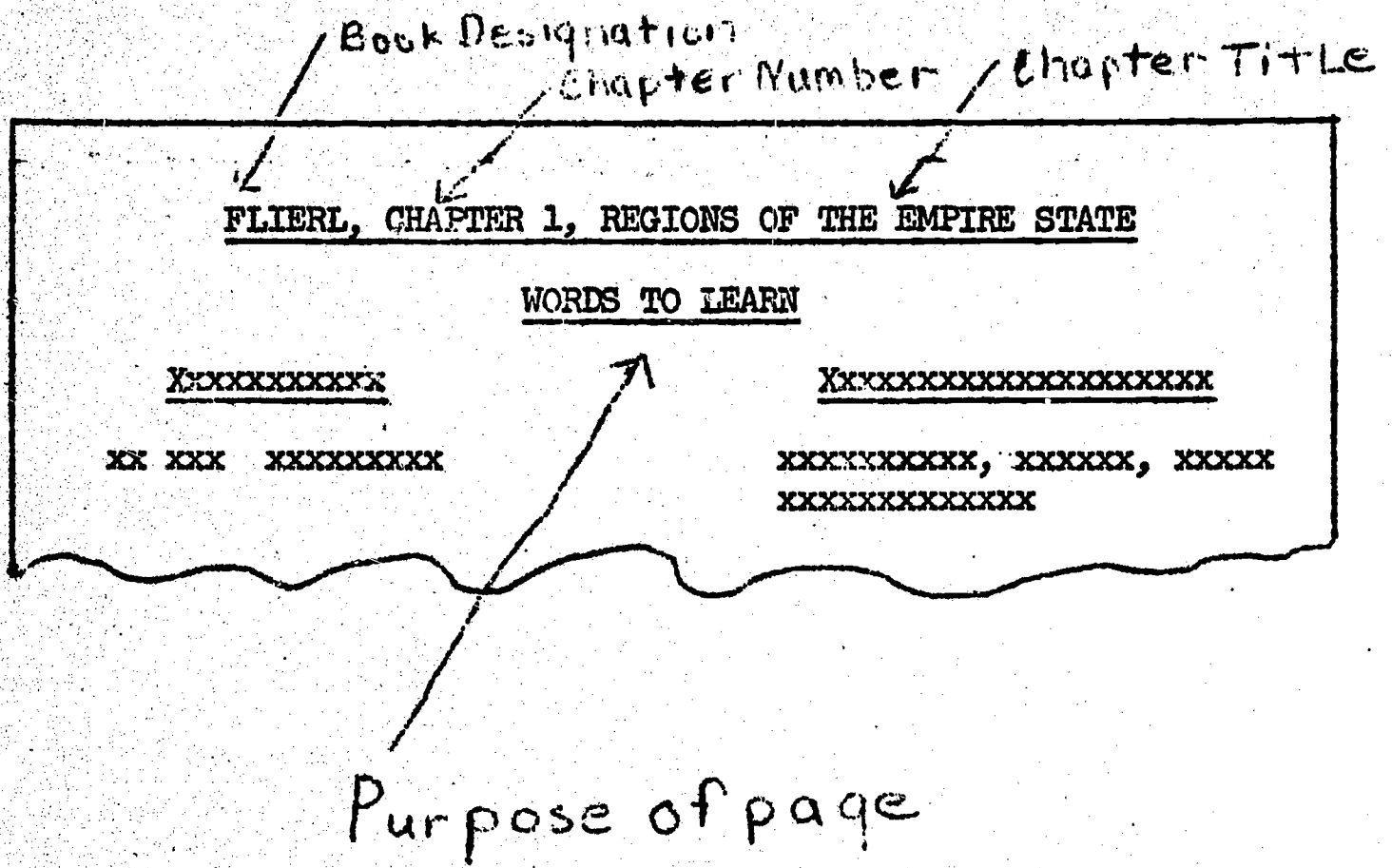
1. Nature of the material: All of the pages in this volume are addressed directly to the pupil (except, of course, for these few prefatory remarks), and all can be requisitioned in any quantity desired.
2. Ordering material: Material should be requisitioned through your department chairman, who, in turn, will order it from the I.M.C. Order all the material for an entire chapter at one time. Allow two weeks for delivery.
3. Format: This material follows a consistent format. It is arranged by topics, and within each topic arranged according to the two texts; the Ellis book for honors and average classes, and the Flierl book for modified classes. (If you are teaching only modified classes, for example, you may want to fold under the pages of Ellis material until next year, and vice versa.) The material corresponding to a chapter in either text consists of the following:
 - A. A list of new vocabulary words and a separate list of the proper nouns in the chapter. Asterisks mark words which the authors of the textbooks themselves indicate need explanation. Some of the words have been underscored to show they appear in context immediately below. This provision of a context in which the word's real meaning is revealed is an important part of the guide.
 - B. A test of the new vocabulary words.

- C. A reading guide which, by directing the student's reading to the salient features given under each bold-faced sub-heading of the text, provides purpose and direction.
- D. An exercise designed to develop a specific reading skill.
- E. Questions designed to evaluate the pupil's mastery of the chapter's reading, critical thinking skills and the subject matter content of the chapter. NOTE: SOME QUESTIONS ARE DESIGNED TO COVER COLLATERAL CHAPTERS IN THE TWO BOOKS (ELLIS AND FLIERL) AND ARE SO IDENTIFIED.

4. Page identification Each page is marked to indicate:

- A. The book on which it is based (whether Ellis or Flierl).
- B. The chapter number and title of the text to which it corresponds.
- C. The function (reading skills taught, etc.) of the material presented on the page.
- D. The type of class (honors, average or modified) for which the exercise is intended.
- E. The page numbers in the text to which it corresponds.

A specimen page showing the labeling and coding of each page follows.



SPECIMEN PAGE SHOWING LABELING AND CODING

The letter in the lower left hand corner of each page designates the type of class for which the exercise is geared: A - average class; H - honors; M - modified.

Sometimes when some of the questions on a sheet are intended for the average group and others for the honors group, only, they will be so coded. The lower left hand corner designation $\begin{cases} A: 1-6 \\ H: 1-10 \end{cases}$, for example, indicates that in the opinion of the person who composed the exercise, average pupils should be able to handle only the first six questions, but honor pupils should be able to handle all ten.

This material, if made a vital part of the daily structure of your teaching, should be a valuable aid in improving reading skills generally and social studies skills particularly.

UNIT VI. THE LOCAL COMMUNITY: LONG ISLAND AND NEW YORK CITY

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FLIERL AND URELL
Living in New York

ELLIS, FROST AND FINK
New York: The Empire State

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XVIII	The People of New York	1	XX	The Population of New York Increases	8
XVII	New York: Cultural Center of the Nation	14	XXV	New York Becomes the Nation's Cultural Center	21
			XXXII	New York City Has Its Own Government	27
XX	New York City: World Metropolis	34	XXX	New York Becomes the Empire City	40
XXXI	New York Becomes the World Capital	45			

FLIERL, CHAPTER 18, THE PEOPLE OF NEW YORK

WORDS TO LEARN

<u>Vocabulary</u>	<u>People, Places, Events, et cetera</u>
p. 276 <u>nationalities</u> , <u>immigrants</u>	French Huguenots, Reformed Church, Church of England
p. 277 *descent	
p. 278 *quotas, * <u>displaced persons</u>	
p. 279	Charles Steinmetz
p. 280	Irish, Germans, Italians, John Jacob Bausch, Henry Lomb, Frank Ritter, Thomas Dongan, Sir William Johnson, General Richard Montgomery
p. 281 migrated	Jews, Poles, Czech, Slovak
p. 282 prejudice, <u>discriminated</u> , *sweatshops	"Know-Nothing Party", Ku Klux Klan
p. 283 *alien, * <u>naturalization</u> , *applicant	
p. 284 *integration	Negro, Puerto Ricans
p. 285 *urbanization	
p. 286 * <u>population density</u>	
p. 287	Michael Pupin, Mary Antin, Anzia Yeziarska, Jacob Riis

Words Used in Context

nationalities People from England, France, Italy and Germany represent different nationalities. New York City's population consists of people of many nationalities, races and faiths.

immigrants Immigrants come to the United States from many different lands. There are many reasons why these immigrants settle in a new country.

displaced persons Following WW. II many displaced persons sought refuge in America. These displaced persons were forced to leave their homes because of the war.

discriminated Some native born Americans looked down upon the immigrants and discriminated against them. The Ku Klux Klan not only stirred up hatred against the immigrant but discriminated against some native-born Americans as well, especially Negroes, Catholics and Jews.

Words Used in Context (Continued)

alien Until a person acquires citizenship, he is an alien. An alien must meet certain requirements before he obtains citizenship.

naturalization Before an alien can become a citizen, he must declare his desire for naturalization. Naturalization is the process through which the alien becomes a citizen.

population density A large number of people crowded into a small area creates high population density. On the other hand a small number of people in a large area makes for a low population density.

FLIERL, CHAPTER 18, THE PEOPLE OF NEW YORK

VOCABULARY TEST

1. Population density refers to
 - a. average weight of people in an area
 - b. concentration of people in an area
 - c. low mental ability of people
 - d. immigration quotas1. _____

2. An alien is
 - a. anyone who is chinese
 - b. anyone who is sick
 - c. someone who plans to overthrow the government
 - d. non-citizen living in country2. _____

3. The process through which an alien becomes a citizen is called:
 - a. emigration.
 - b. discrimination
 - c. naturalization
 - d. nationalization3. _____

4. When we say that people have different nationalities, we mean that
 - a. they eat different foods
 - b. they were born in different lands
 - c. they are immigrants
 - d. they have different faiths4. _____

5. Immigrants are people who
 - a. come into a country
 - b. are displaced persons
 - c. know less than other people
 - d. are poor and seek money5. _____

6. If a person is discriminated against, he
 - a. is accused of a crime
 - b. is a Negro
 - c. is set apart as different and inferior
 - d. is an immigrant6. _____

7. A displaced person is a
 - a. refugee
 - b. confused individual
 - c. person who likes to travel
 - d. person who settles in one area7. _____

FLIERL, CHAPTER 18, THE PEOPLE OF NEW YORK

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

1. Why is New York's greatest resource its people?
p. 276, New York's Greatest Resource
2. Who were our first immigrants?
p. 276, The first immigrants
3. What is meant by the "new immigration?"
p. 277, Patterns of Immigration
4. Why did Congress set quotas for emigration to the U. S.?
p. 278, Immigration is slowed down
5. For what reasons have people come to America?
p. 278, Reasons for immigration
6. What were some of our country's attractions for immigrants?
p. 279, America's appeal to immigrants
7. Why did the Irish come in large numbers after 1846?
p. 280, Waves of Immigrants
8. Why did the greatest German immigration wave begin around 1848?
p. 280, The Irish
9. Where did most Italian immigrants settle?
p. 280, The Germans
10. What was the major reason for Jewish migration to this country?
p. 280, The Italians
11. What was the chief occupation of many of the Polish immigrants?
p. 281, The Jews
12. Where did most Chinese and Japanese immigrants settle?
p. 281, The Poles
13. How were the "Know-Nothing Party" and the Ku Klux Klan agents of discrimination?
p. 281, Immigrants from other countries
14. Why did many immigrant groups often settle together in one area?
p. 282, Prejudice against immigrants
15. What were some of the hardships immigrants faced?
p. 282, Helping the immigrant adjust to American life
16. How did local, state and federal governments help immigrants?
p. 283, Citizenship
17. What requirements must an alien fulfill before he can become a citizen?
p. 284, Recent Immigration into New York
18. How does integration help the Negro?
p. 284, New York's Negro population
19. What is the most serious hardship faced by the Puerto Ricans?
p. 284, Puerto Ricans come to New York
20. What is the meaning of population density?
p. 284, Immigration and the growth of New York's population
21. Why did so many immigrants settle in New York City?
p. 285, How New York's population is distributed
22. How have many nationalities contributed to the American way of life?
p. 286, Contribution of Immigrants to the Life of our State
23. Why did so many immigrants settle in New York City?
p. 287, The Blending of Nationalities

DIRECTED READING (Continued)

- p. 287, Immigrants look at America
23. What are some opinions made by immigrant writers about life in America?
- p. 287, Our debt to the immigrants
24. What qualities often possessed by immigrants contributed to the growth of our country?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 288

FLIERL, CHAPTER 18, THE PEOPLE OF NEW YORK

READING A BAR GRAPH (Rereading)

On page 286 of your text, you will find a chart entitled "The Population of New York State." This chart is called a bar graph because the areas which are shaded form bars. On the bottom of the chart running horizontally and represented in 10-year periods are the dates during which New York's population grew. On the left side running vertically and represented in millions is the number of people. For example, if you will look at the year 1830, you will notice that the bar almost goes up to the line which stretches from the number 2. In reading this bar graph, you would say that in the year 1830, there were almost 2 million people in New York State.

Using this graph, answer the following questions:

1. What was New York States' population in the years:
a. 1810 _____ c. 1910 _____
b. 1860 _____ d. 1940 _____
2. By how many millions of people did the population increase in the ten year period between 1920 and 1930? _____
3. By how many millions of people did the population increase in the ten year period between 1950 and 1960? _____
4. By what year was New York's population approximately 4 million? _____
5. In which ten year period did New York's population grow most? _____

FLIERL, CHAPTER 18, THE PEOPLE OF NEW YORK

QUESTIONS FOR REVIEW

Write the letter of the item in Column II in the blank space in front of each item in Column I:

- | <u>Column I</u> | <u>Column II</u> |
|-------------------------|---|
| <u> </u> 1. Irish | a. took up farming in the Hudson and Mohawk valleys |
| <u> </u> 2. Germans | b. settled in New York City and its suburbs |
| <u> </u> 3. Italians | c. settled on the west coast |
| <u> </u> 4. Jews | d. became farmers in vicinity of Rome, New York |
| <u> </u> 5. Chinese | e. came to N.Y. in large numbers in 1820 |

- | <u>Column I</u>
<u>Problems</u> | <u>Column II</u>
<u>Solutions</u> |
|--|--|
| <u> </u> 1. An immigrant did not have the right to vote and elect people to represent him. | a. Classes in Americanization and English were organized in many communities. |
| <u> </u> 2. An immigrant away from his home and friends grew lonely. | b. Certain laws were passed to protect workers from unfair labor practices. |
| <u> </u> 3. Employers seeking workers often refused to hire an immigrant. | c. A number of building codes to improve housing conditions were passed. |
| <u> </u> 4. Because of their low incomes, many immigrants could afford to live only in the poorest slums of the large cities. | d. People of similar nationalities banded together in certain areas within the large cities. |
| <u> </u> 5. Not knowing the language, immigrants found it difficult to communicate with and understand Americans. | e. Within five years an immigrant can acquire U.S. citizenship. |

ELLIS, CHAPTER 20, THE POPULATION OF NEW YORK INCREASES

WORDS TO LEARN

<u>Vocabulary</u>	<u>People, Places, Events, et cetera</u>
p. 270 <u>population</u>	
p. 271 depression, immigration, * <u>suburbs</u> , * <u>techniques</u> , region, slackened	"Population Belt"
p. 272 immigrants	
p. 273 opportunities, <u>mother coun- tries</u> , <u>industries</u>	Jews, Roman Catholics, Austria-Hungary, Poles, Czechs, Rumanians, Slovaks, Irish, Germans, Italians, Russians, Greeks
p. 274 cultural, <u>poverty-stricken</u> , <u>descent</u>	Fiorello H. La Guardia, Joe Di Maggio, Slav, Slovaks, Serbs, Ukranians
p. 275 patriotic	Lithuanians, Finns
p. 276 * <u>tenements</u>	Esthonians, Scandinavians, Joseph Pulitzer, Benjamin Cardozza, Herbert Lehman, Norwegians, Danes, Swedes
p. 277 mother tongue, natives, <u>customs</u> , <u>distinct culture</u>	
p. 278 standard of living, * <u>dis- crimination</u> , compete	Puerto Ricans, Negroes
p p. 279 <u>devoted</u> , magnetic, * <u>research assistants</u> , migrant	Harlem, Sugar Ray Robinson, Willie Mays, Louis Armstrong, Duke Ellington, Dr. Ralph Bunche

Words Used in Context

population The population of New York State is large and varied. One reason population has risen is due to the decline in the death rate.

suburbs Increase in the number of automobiles has enabled more people to live on the outskirts of the city in the suburbs. Great Neck and Lynbrook are suburbs.

mother countries The country in which one is born is his mother country. In World War I, many men returned to the lands of their birth to defend their mother countries.

poverty-stricken There was little to eat in the poverty-stricken island of Sicily. Poverty-stricken people from all over Europe came to America.

Words Used In Context (Continued)

descent The children of parents coming from Italy are of Italian descent.
Fiorello La Guardia, famous mayor of New York, was of Italian descent.

tenement An apartment house in a poor section of town is called a
tenement house. Tenements were dirty and overcrowded.

customs Traditional ways of doing things are known as customs. Immigrants
from all countries enriched American life with their varied customs.

distinct culture Each national group brought its separate, special skills
and arts to America. Puerto Rico has a distinct culture different
from that of other Spanish-speaking countries.

discrimination Negroes have suffered from much discrimination, or unfair
bias, in their search for housing and jobs. Fortunately, this dis-
crimination is declining.

devoted The "Amsterdam News," a Harlem paper, applies itself to the
purpose of printing news of particular concern to Negroes. It is
devoted to furthering the interests of its Negro readers.

ELLIS, CHAPTER 20, THE POPULATION OF NEW YORK INCREASES

VOCABULARY TEST

Write the letter of the meanings of the words in Column II in the space in front of the word in Column I....

Column I

Column II

- | | |
|----------------------------|--------------------------------------|
| _____ 1. migrant | a. skills, arts, and institutions |
| _____ 2. devote | b. unfair treatment |
| _____ 3. population | c. favorable openings |
| _____ 4. descent | d. to apply (oneself) |
| _____ 5. suburb | e. strongly attractive |
| _____ 6. tenements | f. all the people |
| _____ 7. culture | g. one who moves from place to place |
| _____ 8. discrimination | h. methods of procedure |
| _____ 9. magnetic | i. outlying area |
| _____ 10. opportunities | j. hopelessly poor |
| _____ 11. techniques | k. national origin |
| _____ 12. poverty-stricken | l. crowded apartments |

ELLIS, CHAPTER 20, THE POPULATION OF NEW YORK INCREASES

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 270, The Growing Cities Keep New York in the Lead

1. What part of the nation's population has lived in New York?
2. What are three reasons that account for the growth in population since 1940?
3. What is the "Population Belt?"
4. What happened to the population increase after New York City became crowded?

p. 272, Immigrants Settle in the Empire State

5. Why did Europeans leave their native countries?
6. Why did few immigrants come during the Civil War?
7. How had the newcomers heard about the opportunities in America?
8. Why were fewer people admitted to this country after World War I?
9. What kinds of people came to New York after World War II?

p. 274, Italians and Slavs Contribute to Business and Cultural Life

10. What occupations did the Italians enter?
11. Who are three outstanding Italians?
What did they do?
12. From what countries did the Slavs come?
13. What were the two principal occupations of the Poles?
What different nationalities were included under the category "Russian?"

p. 276, Jews, Greeks, Scandinavians, and Spanish-speaking People Settle in New York

14. From which countries did the Jews come?
15. What occupations did they enter?
16. Who were four famous Jews?
What did they do?
17. What business did many Greeks enter?
18. Where did most Scandinavians settle?
19. Why are so many Puerto Ricans coming to New York?
20. What kinds of work are they doing?

p. 278, Negroes Help Build New York

21. In what ways have Negroes met with discrimination?
22. What caused them to come north after World War I?
23. What are living conditions in Harlem like?
24. Who are four outstanding Negroes in the fields of either sports, music, or politics?

p. 279, Young People and Famous People Come to New York

25. What kinds of work attract capable young people from other states to N.Y.?
26. Who are six people who fit into this group and what did they do?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS IN YOUR TEXT ON PAGE 280.

ELLIS, CHAPTER 20, THE POPULATION OF NEW YORK INCREASES

ORGANIZATION (Rereading)

Below is a partially completed chart showing the different people who have come to live and work in New York. Part of this information was obtained from Chapter 13. Complete the chart by filling in the missing information as indicated.

PEOPLE COMING INTO NEW YORK STATE

<u>APPROXIMATE TIME OF ARRIVAL</u>	<u>PLACE OF ORIGIN</u>	<u>OCCUPATIONS</u>
After 1815	Ireland	lawyers, journalists, policemen, firemen, construction workers
During the 1800's	Germany	skilled craftsmen, mechanics, brewers
After 1890	Italy, especially Sicily	
After 1880	Poland	
Colonial Period Before Civil War After 1880	Portugal & Spain Germany Russia } Jews	
After 1880	Greece	
In the 1880's	Scandinavians	
During World War I and after	Puerto Rico	
During World War II and after	Southern States- Negroes	

ELLIS, CHAPTER 20, THE POPULATION OF NEW YORK INCREASES

QUESTIONS FOR REVIEW

- A. Give the names of three cities located in the "Population Belt" of N.Y. 1. _____
2. _____
3. _____
- B. Give four reasons why Europeans left their mother countries. 4. _____
5. _____
6. _____
7. _____
- C. N.Y.'s population has increased since 1940 for all of the following reasons EXCEPT: (a) rise in birth rate, (b) immigration from Europe, (c) an excellent harbor, (d) decline in death rate. 8. _____
- D. After 1890 there was a change in immigration. The new immigrants came from (a) northern and eastern Europe, (b) southern and eastern Europe, (c) southern and western Europe, (d) northern and western Europe. 9. _____
- E. Give two reasons why many people wanted to restrict immigration after World War II. 10. _____
11. _____
- F. Write in the blanks the chief occupations engaged in by the following peoples:
- a. Italians 12. _____
13. _____
14. _____
15. _____
- b. Jews 16. _____
17. _____
18. _____
19. _____
- c. Greeks 20. _____
- d. Scandinavians 21. _____
22. _____
- e. Negroes 23. _____
24. _____
25. _____
- G. Write in the blanks the kinds of job opportunities which attract young people from other states to New York. 26. _____
27. _____

FLIERL, CHAPTER 17, NEW YORK: CULTURAL CENTER OF THE NATION

WORDS TO LEARN

	<u>Vocabulary</u>	<u>People, Places, Events, et cetera</u>
p. 258	gifted, <u>legends</u> , <u>generations</u> , <u>frontier</u>	Washington Irving, "The Legend of Sleepy-Hollow"; "Rip Van Winkle", <u>The Sketch Book</u> , "Sunnyside", Tarrytown, James Fenimore Cooper, Cooperstown, <u>Leather Stocking Tales</u> , William Cullen Bryant
p. 259		"Thanatopsis"; "To a Waterfowl", <u>Leaves of Grass</u> , Walt Whitman, "O Captain, My Captain!", Abraham Lincoln, Harold Thompson, "Body, Boots, and Britches", <u>Dietrich Knickerbocker's History of New York</u>
p. 260	dramatized, <u>literary</u> , foremost, colonial, publishing, well-to-do	Carl Carmer, Mark Twain, <u>Adventures of Tom Sawyer</u> , Elmira College, Walter Edmonds, <u>Drums Along the Mohawk</u> , <u>Wilderness Clearing</u> , Betty Smith, <u>A Tree Grows in Brooklyn</u> , Edgar Allen Poe, "The Raven", O. Henry, <u>The Sun</u>
p. 261	<u>foreign</u> , <u>domestic</u> , *libraries, circulating	William Sidney Porter, Madison Square, <u>Cabbages and Kings</u>
p. 262	developed, professional	Melvil Dewey
p. 263	*troupe, *stage properties, upstate	Bowery Theatre, Syracuse, Rochester, Buffalo, Troy
p. 264	* <u>legitimate stage</u> , make-shift	<u>The Indian Princess</u> , <u>Uncle Tom's Cabin</u> , Joseph Jefferson, Broadway, Manhattan
p. 265	native	Eugene O'Neill, <u>Strange Interlude</u>
p. 266	*vaudeville, resorts, mass <u>communication industries</u>	Chautauqua Institution
p. 267	<u>port of entry</u>	Metropolitan Opera House
p. 268		Edward MacDowell, George Gershwin, <u>Rhapsody in Blue</u> , <u>Porgy and Bess</u> , Aaron Copland, Paul Creston, Norman Dello Joio, Virgil Thompson
p. 269		John Trumbull, Currier and Ives, Jackson Pollock
p. 270		"Grandma" Moses, Augustus Saint-Gaudens
p. 272		Cadwallader Colden, Benjamin Franklin, DeWitt Clinton, Rensselaer Institute

WORDS TO LEARN (Continued)

Vocabulary

People, Places, Events, et cetera

P. 273 resources, *specialist

State Museum, American Association of Geologists

Words Used in Context

legends Some of the legends of the Dutch settlers, stories of wonderful events that were told by fathers to sons each generation, were used by Washington Irving in his stories. Legends are part of the folk lore of a people.

generation The average time of a generation is about thirty years. All the people born at about the same time are considered in the same generation. A father and a son represent two different generations.

literary Literary men are engaged in writing stories, poems, essays, and other such literature. New York has many poets, and authors whose literary works have brought them fame.

foreign A foreign language comes from a country other than your own. The United States imports many articles made in foreign countries.

domestic A dog is a domestic animal because it is usually kept around the home or farm. Similarly, domestic trade or domestic news refers to business or happenings in the home country.

legitimate stage The legitimate stage features live actors in serious plays and musical comedies. Many actors who became famous on the legitimate stage also act in vaudeville, movies and T.V.

communication The way in which we let others know what we think is communication. There can be communication by speaking, writing, using the radio, telephone, newspapers and T.V.

port of entry New York City is a port of entry for many people and goods from foreign lands. Its excellent harbor and good docking arrangements make it a choice port of entry through which people and goods come into our country.

resources New York has many natural resources which have been used to make it a great state. Among its resources are its location, its minerals and its population.

specialist A doctor who is a specialist concentrates on one kind of sickness, or field of medicine. By constantly working in one area he becomes a specialist in his field.

VOCABULARY TEST

The blanks in each sentence are to be filled with words from the list below. Read each sentence, find the words that fit the blanks and write them in the correct blanks. REREAD THE COMPLETED SENTENCE TO BE SURE IT MAKES SENSE.

- | | | |
|------------------|---------------------|------------------|
| A. communication | B. generation | C. port of entry |
| D. domestic | E. legends | F. resources |
| G. foreign | H. legitimate stage | I. specialist |
| | J. literary | |

1. Each _____ of people tells the _____ of the area to its children. Sometimes these tales are of _____ origin, coming to the new country with its immigrants.
2. The stories often form part of the _____ works of the authors and poets of the country.
3. Some of the works of one of our _____ authors, Washington Irving, who was born in N.Y., were made into plays and performed on the _____.
4. Irving was a _____ in the folklore of the Catskill Mountains area, using that background in many of his stories.
5. New York leads in the mass _____ industries with its many newspapers, radio and television stations.
6. Among New York's natural _____ is the harbor of New York City that makes New York the major _____ for immigrants and raw materials into this country.

FLIERL, CHAPTER 17, NEW YORK: CULTURAL CENTER OF THE NATION

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

- p. 258, Early Writers
1. What two strange and ghostly stories were written by Washington Irving?
 2. Who was the author of the novels known as the Leatherstocking Tales?
p. 258, Two Great Poets of New York
 3. Who was the nature poet who wrote "Thanatopsis" and "To a Waterfowl"?
 4. Who wrote the poem of mourning, "O Captain, My Captain!"
p. 259-260, Modern Novelists
 5. Who are four novelists whose works are based on events in New York State history?
p. 260, New York Attracts Literary Men
 6. Who are three authors who lived in New York at one time or another?
p. 260, The Publishing Capital
 7. Why did publishers locate in New York City?
 8. Why is it necessary that citizens be educated?
p. 260, "Penny Papers" and "Penny Dreadfuls"
 9. Why were the inexpensive papers and magazines called "Penny Dreadfuls"?
p. 261, Books and Magazines
 10. What is a circulating library?
 11. Why could publishers reduce the price of books?
p. 261, Newspapers in New York Today
 12. How many foreign-language papers are published in New York State?
p. 261, O. Henry (Biographical Sketch)
 13. What was O. Henry's real name?
p. 262, Public Libraries
 14. How did Melvil Dewey make it easier for people to find books in a library?
p. 262, The Beginnings of the Theater in New York
 15. What caused many early theatres to burn down?
 16. When did N.Y. City become the leading theatrical city?
p. 263, The Theater Upstate
 17. What were traveling troupes?
p. 263-264, Plays on American Subjects
 18. What are the names of two early plays based on life in the United States?
p. 264, The Theater Center Comes of Age
 19. Why did the number of legitimate theaters in New York decrease?
p. 264, Off-Broadway Theaters
 20. How has the "Little Theatre" Movement contributed to the fact that most plays today are presented "Off Broadway"?
p. 264, Experimental Plays
 21. What is an experimental play?
p. 265, Eugene O'Neill
 22. Who is Eugene O'Neill?
p. 265, Stock Companies
 23. What is a stock company?
p. 266, Vaudeville
 24. What does vaudeville include?
p. 266, Tent Shows
 25. What kind of an organization is the Chautauqua Institution?

DIRECTED READING (Continued)

- p. 266, The Movies
26. What part did N.Y. State play in the growth of motion-picture production?
p. 266, Radio and Television
27. What has strengthened N.Y. City's position as the entertainment capital of the nation?
p. 267-268, Musical Organizations
28. Name two outstanding conductors of the New York City Philharmonic Orchestra.
29. What kinds of musical organizations are found in our state?
p. 268, Composers
30. Who was the first New York composer to win fame?
p. 268, George Gershwin
31. What two musical compositions of George Gershwin are very popular?
p. 268, Today's Composers
32. Who are four current composers of native American music?
p. 269, Painting
33. Who was the first great painter in New York?
34. What were Currier and Ives known for?
p. 270, Our Great Artists
35. Why were a group of New York artists called the "Ash Can School"?
36. What different approach did Jackson Pollock take in painting?
p. 270, Sculpture
37. Who is the outstanding sculptor of New York?
p. 271, Museums
38. Where did New York's museums get much of their works of art?
p. 272, Architecture
39. What can a study of old buildings tell you about the past?
p. 273, Science in the New State
40. What was the modern teaching method used by Rensselaer Institute back in the 1820's?
p. 274, The First Survey of New York's Resources
41. What did the first survey study?
p. 274, Results of the Survey
42. What were two results of the scientific survey of N.Y. State?
p. 275, Our State Continues to Encourage Artists and Scientists
43. In what six ways has the state helped the growth of culture?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGES 262, 266, 272, and 275.

ORGANIZATION THROUGH CATEGORIZING (Rereading)

Use your book to determine into which category each of the following people would fit. Place each name in one of the categories indicated below.

- A. Leonard Bernstein
- B. James Fenimore Cooper
- C. Arturo Toscanini
- D. John Trumbull
- E. Walter Edmonds
- F. Aaron Copland
- G. Currier and Ives

- H. Eugene O'Neill
- I. O. Henry
- J. George Gershwin
- K. Jackson Pollock
- L. Edward MacDowell
- M. Augustus Saint-Gaudens
- N. Washington Irving
- O. "Grandma" Moses

<u>LITERATURE</u>	<u>MUSIC</u>	<u>ART</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

FLIERL, CHAPTER 17, NEW YORK: CULTURAL CENTER OF THE NATION

QUESTIONS FOR REVIEW

- A.1. The great writer from Cooperstown who wrote about Indians and the frontier was (a) Washington Irving, (b) O. Henry, (c) James Madison, (d) James Fenimore Cooper. 1. _____
2. All of the following were New York writers EXCEPT (a) Washington Irving, (b) Carl Carmer, (c) Calvin Coolidge, (d) Walt Whitman. 2. _____
3. All of the following were causes of the closing of many Broadway theatres in the 1930's EXCEPT (a) the cost of producing shows was high, (b) many theatres burned down, (c) talking pictures were invented, (d) actors left Broadway for bigger salaries in Hollywood. 3. _____
4. The term "legitimate stage" refers to (a) a folklore play, (b) a play with live actors, (c) a pioneer wagon, (d) a political platform. 4. _____
5. "Tin-Pan Alley" is a (a) musical district, (b) a restaurant, (c) disc jockey, (d) aluminum factory 5. _____
6. O. Henry's real name was 6. _____
7. Eugene O'Neill is regarded as America's greatest _____
8. Two outstanding conductors of New York City's Philharmonic Orchestra are: 8. _____
9. Augustus Saint Gaudens was an outstanding _____
10. The first school of scientific engineering in the U.S. was _____

B. Match the author or composer in Column II with the title in Column I. Place the number of the creator's name next to the title.

Column I

Column II

- _____ a. Legend of Sleepy Hollow
_____ b. Rhapsody in Blue
_____ c. Drums Along the Mohawk
_____ d. The Raven
_____ e. Strange Interlude

1. George Gershwin
2. Walter D. Edmonds
3. Eugene O'Neill
4. Washington Irving
5. Edgar Allan Poe

ELLIS, CHAPTER 25, NEW YORK BECOMES THE NATION'S CULTURAL CENTER

WORDS TO LEARN

Vocabulary

People, Places, Events, et cetera

- p. 337 intellectual
cultural
- p. 338 metropolis Boston, O. Henry, John Burroughs, Walt Whitman, Theodore Roosevelt
- p. 339 *tabloid David Harum, Samuel Hopkins Adams, The Erie Canal, Grandfather Stories, In the Valley, Kenneth Roberts, Rabble at Arms, Drums Along the Mohawk, Walter Edmonds, Henry James, Washington Square, Edith Wharton, F. Scott Fitzgerald, Theodore Dreiser, John Dos Passos, Thomas Wolfe, Norman Mailer, Herman Wouk, J.P. Marquand, Ben Hecht, Sloan Wilson, Truman Capote, James Baldwin, Joseph Pulitzer, World, William Randolph Hearst, Adolph Ochs, The New York Times, News, Mirror
- p. 340 Frank Gannett, Harper's Weekly, Thomas Nast, Boss Tweed, Edwin L. Godkin, The Nation, Samuel McClure, Theodore Roosevelt, Pure Food and Drug Act, Henry Luce, Time, Life, Fortune, Sports Illustrated, De Witt Wallace, Nellie Bly
- p. 341 *cameo, impression-
ism Reader's Digest, Harold Ross, The New Yorker, James Thurber, Dorothy Parker, Robert Benchley, E.B. White, J.D. Salinger, John O'Hara, Mary McCarthy, John La Farge, Augustus Saint-Gaudens, Albert P. Ryder, The Hudson River School, Thomas Cole, In the Catskills, Ashcan School, George Bellows
- p. 342 abstract ex-
pressionism,
cubists,
suprealists,
futurists Dempsey Through the Ropes, Arthur Davies, Inter-
national Exhibition of Modern Art, Jackson Pollock,
Willem de Kooning, Grandma Moses, Metropolitan
Museum of Art, Museum of Modern Art
- p. 343 * skyline Guggenheim Museum, Whitney Museum of American Art,
St. Patrick's Cathedral, Trinity Church, Henry
Richardson, Mackim, Mead, and White, Rockefeller
Center
- p. 344 Museum of Modern Art, Secretariat, United Nations,
Frank Lloyd Wright
- p. 345 Eero Saarinen, Metropolitan Opera Association, En-
rico Caruso, Arturo Toscanini, N.Y. Philharmonic,
Leonard Bernstein, Juilliard School of Music,
Eastman School of Music

WORDS TO LEARN (Continued)

Vocabulary

People, Places, Events, et cetera

- p. 347 *symphonic interpretation, bebop, *folk opera
Tin-pan Alley, Richard Rodgers, Oklahoma, The King and I, South Pacific, George Gershwin, Porgy and Bess, Dizzy Gillespie, Charlie Parker, Bud Powell, Thelonious Monk, Gerry Mulligan, Miles Davis, Sarah Vaughan, Dave Brubeck, Count Basie, Ella Fitzgerald, Shubert brothers, Tennessee Williams, Arthur Miller, Eugene O'Neill, Columbia Broadcasting System, National Broadcasting System, Mutual Broadcasting System
- p. 348 cultivate
extension courses
congregations
persecution
Franklin D. Roosevelt, Roman Catholic Church,,,,
Protestants, Protestant Episcopal, Presbyterian, Baptist, Lutheran, Methodist
- p. 349 *federations
*"social gospel"
Christian Scientists, Jehovah's Witnesses, Federal Council of Churches of Christ in America

Words Used in Context

cultural New York City with its many fine libraries and museums, is the cultural center of the state. Ballet companies, operas, and theaters are some of its other cultural attractions.

metropolis New York City, the main city of our state, is a metropolis. Another metropolis with a large population and cultural center is San Francisco.

tabloid A tabloid is a small-sized newspaper with many pictures and short news stories. The Daily News is a popular tabloid published in New York City.

cameo Cutting a cameo is one of the skills of a sculptor who works with gems. This cameo, with its profile of a face cut into it, is a popular form of jewelry.

ELLIS, CHAPTER 25, NEW YORK BECOMES THE NATION'S CULTURAL CENTER

VOCABULARY TEST

1. cultural
a. relating to museums and theaters
b. relating to soil and plants
c. relating to scientific fields
d. relating to climate
1. _____
2. metropolis
a. Troy
b. Hoboken
c. New York City
d. Long Island City
2. _____
3. tabloid
a. a large table
b. a small table
c. New York Times
d. Daily News
3. _____
4. cameo
a. a food
b. an animal
c. a gem
d. a means of transportation
4. _____

ELLIS, CHAPTER 25, NEW YORK BECOMES THE NATION'S CULTURAL CENTER

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 338, New York's Role in Literature and Journalism

1. What are the names of five New York writers?
What is the title of one work of each author?

2. What are three N.Y. City newspapers?

p. 341, Art Flourishes in New York

3. Describe the paintings of (a) the Hudson River School, (b) the Ashcan School, (c) Abstract-expressionist School.

4. What are three famous N.Y. City museums?

5. Why was the Armory Show of 1913 important?

6. Who are two famous N.Y. Philharmonic conductors?

7. Who are two famous modern writers of plays?

p. 348, New Yorkers Cultivate the Mind and the Spirit

8. What problems did church leaders face after the Civil War?

9. What are five gains in education New York has made in the last century?

ELLIS, CHAPTER 25, NEW YORK BECOMES THE NATION'S CULTURAL CENTER

ORGANIZATION THROUGH CATEGORIZING (Rereading)

Place the names of the following people under the profession to which each one contributed:

- | | | |
|------------------------|----------------------|-----------------------------|
| 1. Kenneth Roberts, | 2. Arturo Toscanini, | 3. William Randolph Hearst, |
| 4. Grandma Moses, | 5. Enrico Caruso, | 6. Jackson Pollock, |
| 7. Richard Rodgers, | 8. Edith Wharton, | 9. Ella Fitzgerald, |
| 10. Joseph Pulitzer, | 11. Eugene O'Neill, | 12. Frank Lloyd Wright, |
| 13. Leonard Bernstein, | 14. Dizzy Gillespie, | 15. James Baldwin |

<u>Writing and Journalism</u>	<u>Music</u>	<u>Painting and Architecture</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



ELLIS, CHAPTER 25, NEW YORK BECOMES THE NATION'S CULTURAL CENTER

QUESTIONS FOR REVIEW

Matching Column

Write the letter of the item in Column II which most closely matches the name in Column I.

Column I

Column II

- _____ 1. O. Henry
- _____ 2. Grandma Moses
- _____ 3. Arthur Davies
- _____ 4. Frank Lloyd Wright
- _____ 5. Arturo Toscanini
- _____ 6. Samuel Hopkins Adams
- _____ 7. Richard Rodgers
- _____ 8. Joseph Pulitzer
- _____ 9. Enrico Caruso
- _____ 10. Schubert brothers
- _____ 11. Walter Edmonds
- _____ 12. John La Farge
- _____ 13. Adolph Ochs
- _____ 14. George Gershwin
- _____ 15. Henry James

- a. chain of theaters
- b. Grandfather Stories
- c. Fortune
- d. Washington Square
- e. stained glass windows
- f. New York Philharmonic
- g. short stories
- h. Metropolitan Opera singer
- i. World
- j. The King and I
- k. paintings of farm life
- l. Drums Along the Mohawk
- m. International Exhibition of Modern Art
- n. Porgy and Bess
- o. Reader's Digest
- p. Guggenheim Museum
- q. The New York Times

ELLIS, CHAPTER 32, NEW YORK CITY HAS ITS OWN GOVERNMENT

WORDS TO LEARN

<u>Vocabulary</u>	<u>People, Places, Events, et cetera</u>
p. 450 *employees	
p. 451 <u>charter</u> , *amended "at large", councilmen	Board of Estimate, Local Improvement Board, Advisory Planning Board
p. 453 <u>comptroller</u> , * <u>administrative officer</u>	City Council
p. 455 * <u>prosecute</u>	Thomas E. Dewey, Frank S. Hogan, Fire Department, Police Department, Health Department, Park Department
p. 456 * <u>zoning regulations</u> , * <u>facilities</u>	Department of Investigation, City Planning Commission
p. 457	Richmond, Charter of 1938
p. 458 * <u>public hearing</u>	Department of Traffic
p. 459 *adopted	Expense Budget, Capital Budget, City Budget Director
p. 461	Lincoln Center
p. 462 * <u>pollution</u>	New York City Housing Authority, Department of Air Pollution Control, Department of Water, Gas, and Electricity, Department of Sanitation, Department of Housing and Building
p. 463 radiological, muck, pontoon	Fire Commissioner, Marine Division, Harbor Precinct
p. 464	Police Athletic League, New York City Transit Authority

Words Used in Context

charter Before the boroughs could be organized into Greater New York City, it was necessary to draw up a charter. This charter gave written permission for the organization of Greater New York City.

comptroller When crooks left the city treasury empty, Andrew Green was made comptroller and put in charge of the city's expenses. Within a few years as comptroller he had straightened out this financial problem.

administrative officer The mayor is the chief administrative officer of New York City. As administrative officer he oversees all parts of the operation of the city government.

Words Used in Context (Continued)

prosecute It is the job of the district attorney to prosecute people who break the law. When the district attorney wishes to prosecute a criminal, he must bring him to court and try to prove him guilty.

zoning regulations Zoning regulations keep neighborhoods of homes from being overrun by stores and factories. It is wise to check zoning regulations before buying a house to be sure the regulations do not permit factories to be built in your neighborhood.

public hearing The mayor of New York is required to hold a public hearing on a proposed law before he signs it. At this public hearing interested persons may make suggestions and ask questions.

pollution Automobile exhaust, smoke, and dust, cause air pollution. The N.Y. City Department of Air Pollution Control has the job of keeping the city's air pure by checking on chimneys that smoke too much, etc.

ELLIS, CHAPTER 32, NEW YORK CITY HAS ITS OWN GOVERNMENT

VOCABULARY TEST

1. A charter is a
a. boat
b. written grant
c. small chart
d. lively dance
1. _____
2. A comptroller is in charge of the city's
a. finances
b. housing
c. recreation
d. transportation
2. _____
3. The chief administrative officer of N.Y. City is the
a. City Council
b. Board of Estimate
c. Mayor
d. Planning Commission
3. _____
4. In order to prosecute a criminal, the district attorney must
a. defend him
b. sentence him
c. convict him
d. bring him to court
4. _____
5. The prupose of zoning regulations is to
a. separate farmers from city dwellers
b. separate residential and business areas
c. determine the fare on buses
d. draw up parcel post rates
5. _____
6. A public hearing is a
a. hospital clinic for the hard of hearing
b. public opinion poll
c. meeting at which people make suggestions and ask questions
d. meeting of the City Council to decide on issues which affect the public
6. _____
7. Pollution means
a. impurities
b. cleanliness
c. pollen from plants
d. air control
7. _____

ELLIS, CHAPTER 32, NEW YORK HAS ITS OWN GOVERNMENT

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 451, The City Government Serves the People

1. How does the city charter provide for the protection of local interests?
2. What are the responsibilities of each of the following officials?
(a) Mayor, (b) Comptroller, (c) President of the Council, (d) Borough President
3. What is the function of the Board of Estimate?

p. 455, The City Government Manages the City's Affairs

4. What is the function of each of the following?
(a) Department of Investigation, (b) City Planning Commission, (c) Board of Education

p. 457, The City Government Makes Laws and Handles Finances

5. How are local laws passed in N.Y. City?
6. Explain the differences between Expense Budget and Capital Budget?

p. 460, The City Government Offers Many Services

7. What educational and recreational services does N.Y. City offer?
8. What is the function of each of the following?
(a) Department of Health, (b) Department of Air Pollution Control,
(c) Department of Water, Gas, and Electricity, (d) Department of Sanitation,
(e) Fire Department, (f) Police Department, (g) Transit Authority.

REVIEW THIS CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 465

ELLIS, CHAPTER 32, NEW YORK CITY HAS ITS OWN GOVERNMENT

ORGANIZATION THROUGH CATEGORIZING (Rereading)

I Place the kinds of trials or cases listed below under the correct city or county courts. (Some items may be listed under more than one heading)

1. Tries civil cases involving large claims
2. Handles cases concerning children under sixteen
3. Handles minor law violations
4. Handles only criminal cases
5. Tries civil cases involving small claims
6. Listens only to appeals from Magistrates Court
7. Hears cases involving family matters
8. Handles the settling of estates

CITY COURTS

Magistrates Court

Court of Special Sessions

City Court

Domestic Relations Court

Municipal Court

COUNTY COURTS

County Court

Surrogate's Court

ELLIS, CHAPTER 32, NEW YORK CITY HAS ITS OWN GOVERNMENT

ORGANIZATION THROUGH CATEGORIZING (Recell)

II Place each of the duties or jobs listed below under the city department which has charge of it:

1. Watches over the city's food
2. Keeps the city's air pure
3. Cleans the streets
4. Inspects all structures for fire hazards
5. Fights fires
6. Runs the New York subway system
7. Provides protection against crime
8. Tests milk and inspects restaurants
9. Hauls away garbage and rubbish
10. Inspects structures to insure reasonable living conditions
11. Enforces traffic regulations

CITY DEPARTMENTS

Dept. of Health

Dept. of Sanitation

Fire Dept.

Dept. of Air Pollution Control

Police Department

Transit Authority

Dept. of Housing and Building

ELLIS, CHAPTER 32, NEW YORK CITY HAS ITS OWN GOVERNMENT

QUESTIONS FOR REVIEW

Write in the blanks before Column I the letter of the responsibilities in Column II which correctly match the city offices listed in Column I:

Column I
City Offices

Column II
Responsibilities

- _____ 1. Mayor
- _____ 2. President of the City Council
- _____ 3. Comptroller
- _____ 4. Borough President
- _____ 5. District Attorney
- _____ 6. County Clerk
- _____ 7. County Court Judge
- _____ 8. Surrogate's Court Judge
- _____ 9. City Planning Commission
- _____ 10. Transit Authority

- a. Prosecutes criminals
- b. Handles the settling of estates
- c. official representative of the city
- d. draws up the Expense Budget
- e. watches over the city's money
- f. runs the public schools
- g. handles only criminal cases
- h. presides over meetings of the Council
- i. draws up the Capital Budget
- j. keeps county court records
- k. runs subways, buses and elevated lines
- l. looks after the interests of his home borough

FLIERL, CHAPTER 20, NEW YORK CITY: WORLD METROPOLIS

WORDS TO LEARN

	<u>Vocabulary</u>	<u>People, Places, Events, et cetera</u>
p. 310	<u>dynamic</u> , intent, <u>metropolis</u>	East R., Harlem R., Long Island Sound
p. 311	* <u>commute</u>	Columbia University, New York Stock Exchange
p. 312	<u>site</u> , <u>navigable</u> * <u>borough</u>	Hudson R., Erie Canal, Manhattan, Long Island, Brooklyn, Queens, New Jersey, Staten Island, Richmond, Bronx, Westchester County, Nassau County, Rockland County
p. 313	*carfloats	Boston, Philadelphia
p. 314	*heliport	Brooklyn Bridge, Holland Tunnel, La Guardia Field, N.Y. International Airport, Civil War
p. 316	nudging	St. Lawrence Seaway
p. 317	*curios, *knishes	
p. 318	* <u>congested</u>	George Washington Bridge
p. 319	bottlenecks, trestles	
p. 320	* <u>processed</u>	
p. 321	* <u>reservoirs</u> , *leis	Statue of Liberty, Empire State Building
p. 322	* <u>cloisters</u> , planetarium	Metropolitan Museum of Art, Cloisters, American Museum of Natural History, Hayden Planetarium, Museum of the American Indian, Museum of Modern Art, Bartholdi
p. 323	"zipper"	Guggenheim Museum, New York Times, "Times Square"
p. 324	medieval, monastery gilt	Metropolitan Opera, Lincoln Center, Juilliard School of Music, Yankees, Mets, Madison Square Garden, Forest Hills
p. 325		World Trade Fair
p. 326	*conventioneers, synagogues	St. Paul's Chapel, Marble Collegiate Church, Trinity Church, Alexander Hamilton, Robert Fulton, St. Patrick's Cathedral, Temple Emanu-El, Cathedral of St. John the Divine, Riverside Church, Little Church Around the Corner, Columbia University, New York University

WORDS TO LEARN (Continued)

p. 328

United Nations

Words Used in Context

metropolis New York City, the main city of our state, is a metropolis. Another metropolis with a large population and cultural center is San Francisco.

dynamic Someone who returns to N.Y. City after a few years absence is impressed with the many new buildings and new groups of immigrants that have become part of this dynamic metropolis. Other dynamic features which impress visitors are the hustle and bustle of daily living and working in this large city.

commute Many people who live on Long Island commute to work in New York City. Some commute by bus and subway, and others by railroad or car.

site Manhattan is the site of the United Nations. Flushing Meadows has been the site of two World's Fairs.

navigable Since the Hudson River is so deep and wide it is easily navigable. It is navigable even by a large ocean liner as far north as Albany.

borough Manhattan is a borough, or division, of New York City. Queens is the New York City borough closest to Nassau County.

congested The subways are congested during rush hour. Passengers find it difficult to push through the congested subway cars in order to get off.

processed Supermarkets sell large quantities of processed foods. There are many varieties of canned, dried, and frozen foods to choose from on the processed food counters.

reservoirs New York City depends on upstate lakes and streams to fill its reservoirs. The billions of gallons of water which New Yorkers use daily come from the large reservoirs.

cloisters In medieval times monks and nuns often lived in cloisters which were shut off from the rest of the world. The New York City Cloisters, with its quiet surroundings resembles the medieval monasteries.

FLIERL, CHAPTER 20, NEW YORK CITY: WORLD METROPOLIS

VOCABULARY TEST

Place one of the following vocabulary words in each of the blanks in the paragraph below:

dynamic
metropolis
commute
site
navigable

borough
congested
processed
reservoirs
cloisters

Many people who live on Long Island _____ to Manhattan, the leading business _____ of New York City. They travel to this great _____ on _____ roads and trains. Visitors to this _____ city are impressed with busy 42nd Street, which is the _____ of the United Nations, and with the freighters and barges sailing on the easily _____ Hudson River. They are delighted with the many varieties of _____ foods offered to them in huge supermarkets.

Sometimes visitors will seek relaxation walking in the quiet gardens of the _____.

New York's water which is stored in upstate _____ is among the purest in the world.

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

1. In what ways is New York City a leading city?
p. 310, A Dynamic Grant of a City
2. How has New York City's location contributed to its greatness?
p. 312, The Site of a Great City
3. What is meant by "Greater New York"?
p. 312, Greater New York
4. What are the names of the five boroughs?
p. 312, The boroughs
5. What communities are around New York City?
p. 312, The Metropolitan Area of New York
6. What fact originally prevented New York City from becoming a great port?
p. 313, New York Becomes a Center of Transportation and Commerce
7. How did the Erie Canal help New York City's growth?
p. 313, The Erie Canal helps the city grow
8. What land transportation problems did New York City have?
p. 313, Problems of land transportation in New York City
9. What was the purpose of carfloats?
p. 313, Railroad traffic into and out of New York City
10. What were two solutions to the problem of bringing surface vehicles into and out of the city?
p. 313, Road traffic into and out of the city
11. What are New York City's two major airports?
p. 314, An aviation center
12. Why did manufacturing boom in New York City after the Civil War?
p. 314, The Port of New York
13. Which port is a big competitor of New York City today?
p. 316, The Port of New York today
14. What is the Port of New York Authority?
p. 316, The Port of New York Authority
15. Which is the most heavily populated borough?
p. 316, A Crowded City
16. What immigrant groups formed their own neighborhoods?
p. 316, Immigrants form their own neighborhoods
17. What special quality does each borough have?
p. 317, The boroughs today
18. What has New York City done to eliminate slums?
p. 317, Slums
19. Why are New York City's problems far worse than those of other great cities?
p. 318, The Problems of Bigness
20. Why do people frequently not know their neighbors in New York City?
p. 318, Neighbors who don't know each other
21. What transportation problems does New York City have?
p. 318, Transportation problems
22. Why were elevated railroads built?
p. 319, Traveling above and below the streets
23. List two advantages of subways.
p. 319, The subway system
24. About how many job holders in New York City live outside the city?

DIRECTED READING (Continued)

- p. 320, Other forms of local transportation
25. Name four other forms of local transportation.
- p. 320, Keeping New York supplied with food and Necessities
26. Why would there be a serious food problem in New York City if long distance land transportation broke down for several days?
- p. 321, Upstate New York and New York City
27. What services does upstate New York provide for New York City?
- p. 321, What New York City does for upstate New York
28. How does New York City benefit upstate New York?
- p. 321, Why People Visit New York City
29. Why do so many people visit New York City each year?
- p. 322, Museums
30. What five museums are in New York City?
- p. 323, Entertainment
31. What is the "Great White Way"?
- p. 323, Times Square
32. How did Times Square get its name?
- p. 324, The Metropolitan Opera
33. What is the purpose of the Lincoln Center for the Performing Arts?
- p. 324, Sports
34. What sports attractions does New York City have?
- p. 325, People visit New York for business reasons
35. What are some of the business matters that bring visitors to New York City?
- p. 326, The churches of New York City
36. What are three famous houses of worship in New York City?
- p. 326, Educational opportunities
37. What educational institutions is New York City proud of?
- p. 328, Libraries
38. About how many volumes are in the libraries of New York City?
- p. 328, The United Nations
39. Why is New York City a fine place for the headquarters of the United Nations?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 329

MAP READING

If you look carefully at the map of New York City on page 315 of your text, you will see that it is laid out in squares called grids. The horizontal sides of the squares are labeled with numbers, and the vertical sides with letters. It is much easier to pinpoint the specific location of a place on the map if you describe it in terms of these numbers and letters. For instance, you can find the location of Floyd Bennett Field, the airport, by seeing where the number 3 and the letter C meet or intersect. Similarly, New York International Airport is located in the square enclosed by sides "4" and "c."

Notice that on this map the Hudson River starts in grid 3-A, and continues into grid 3-B, 2B and 2C.

Notice, also, that in the legend (the black-bordered square at the top left corner of the map) there is an explanation of the different markings, symbols and colors used on the map. For instance, orange areas, as you have already noticed, are airports, and green areas are parks.

Answer the following questions about this New York City map (page 315), referring to the legend to find your answers:

1. How are principal points of interest indicated?
2. How are bridges indicated?
3. How are tunnels indicated?
4. How are state lines indicated?
5. How are expressways indicated?
6. How are principal streets indicated?
7. How are borough border lines indicated?
8. What is the scale of miles of this map?

Answer the following questions about New York City, referring to the map on page 315 to find your answers:

9. In the line before each of the places below, write in the grid in which the place is located. Give the letter and the number.

- _____ a. Long Island City
- _____ b. Central Park
- _____ c. La Guardia Airport
- _____ d. The Narrows
- _____ e. Cross Island Parkway
- _____ f. Van Cortlandt Park
- _____ g. Harlem
- _____ h. Orchard Beach

10. In what two grids is Staten Island located? (a) _____, (b) _____.

11. In what three grids is Nassau County located? (a) _____, (b) _____, (c) _____.

ELLIS, CHAPTER 30, NEW YORK BECOMES THE EMPIRE CITY

WORDS TO LEARN

Vocabulary

People, Places, Events, et cetera

p. 422	*wards, <u>freeholders</u> , * <u>alderman</u>	Dutch West India Company
p. 423	<u>monopoly</u> , synagogue, representatives	Kings Bridge, Manhattan, Bronx, Brooklyn, Staten Island, Long Island, New Jersey, Jacob Leisler, John Peter Zenger, Columbia University
p. 424	<u>federal</u>	British East India Company, Sugar Act, Stamp Act, Intolerable Acts, Sons of Liberty
p. 425		Robert Morris, <u>Empress of China</u> , China Trade
p. 426	* <u>depression</u>	
p. 428	<u>financial</u> , immigration	Duncan Phyfe, New York Stock Exchange
p. 429		Tammany Society
p. 430	legislature, * <u>bankrupt</u> , * <u>aqueduct</u> , *doublets	Croton Aqueduct
p. 431	*blackguard, *draft, extension, inhabitants	Horace Greeley, <u>New York Herald Tribune</u> , Henry J. Raymond, <u>New York Times</u>

Words Used in Context

freeholders Because they owned land, freeholders played an important role in the development of the state's government. Freeholders were able to elect officers who could make laws to protect their rights as landowners.

alderman Freeholders elected an alderman to represent their district. An alderman would then meet with the mayor and other officials to help make laws.

monopoly New York City had a monopoly on packing all the flour exported from the colony. Because of this monopoly, all the flour merchants of other cities were forced to ship their flour to New York City.

federal All the fifty states are united in one federal government. The people of each of the states elect representatives to the federal government.

depression During the depression in 1929, many businesses failed. There were few jobs, and many people were unemployed until the end of the depression.

Words Used in Context (Continued)

financial New York City, the home of the Stock Exchange, is the nation's leading financial center. Many bankers, stockbrokers and businessmen make New York the financial center of the country.

bankrupt A shopkeeper went bankrupt when his business failed to make a profit for several years. Because he was bankrupt, he was unable to pay the people he owed money.

aqueduct The Croton Aqueduct carries water from Croton Lake to New York City. The aqueduct was built to supply the city with a larger quantity of water than it could get from its local wells.

ELLIS, CHAPTER 30, NEW YORK BECOMES THE EMPIRE CITY

VOCABULARY TEST

Write the letter of the definition from Column II in the space before the word it defines in Column I.

Column I

Column II

- _____ 1. freeholders
- _____ 2. depression
- _____ 3. monopoly
- _____ 4. federal
- _____ 5. bankrupt
- _____ 6. aqueduct
- _____ 7. alderman
- _____ 8. financial

- a. union of states
- b. place where horses are stabled
- c. having to do with money
- d. representative in local government
- e. representative to Congress
- f. sole control
- g. banking holiday
- h. lack of capital to continue in business
- i. landowners
- j. letdown in business activity
- k. water-carrier

Fill in the blanks using the words from Column I.

A. Before the Constitution was written and a _____ government was created, freemen and _____ elected a(n) _____ to represent them in their local government.

B. Many businessmen fear a _____ which would cause them to lose much money and possibly cause them to go _____ and become unable to pay their debts.

C. Since New York City did not have all the water it needed, the city decided to build an _____. In order to undertake this expensive project, the city had to have much _____ support.

ELLIS, CHAPTER 30, NEW YORK BECOMES THE EMPIRE CITY

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 422, The City Revolts Against British Rule

1. What facts show that New York became an important trading center?
2. If you were living in colonial New York City, what would you have disliked about it?
3. How were the merchants important in the revolt against British rule?

p. 424, The City Creates a Business Empire

4. What manufacturing businesses contributed to the growth of New York as a business empire?
5. What factors were important in making New York the nation's financial center?

p. 428, The Growing Population Brings New Problems

6. What living conditions did the immigrant face when he arrived in New York in the 1880's? What conditions does the immigrant face today?
7. How was the cultural life of the city improved?
8. Why was the 1860 draft law unfair?
9. What problems did the draft law cause?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 432 OF YOUR TEXT

ELLIS, CHAPTER 30, NEW YORK BECOMES THE EMPIRE CITY

MAIN IDEAS and SUPPORTING DETAILS

Place the letter before each detail under the main idea it helps support:

1. Clothing and shoemaking were important industries in New York City.
2. First bank in the state was built in the city.
3. Two-thirds of all American imports passed through the city.
4. Merchants offered a wide variety of goods for sale.
5. Furniture was made in the city.
6. By 1814 there were ten banks in the city.
7. Large ironworks manufactured heavy machinery.
8. Trade with California and the Far East was controlled by the city.
9. The city was noted for its workmanship in copper, silver, gold, and jewels.
10. The New York Stock Exchange was founded in the city.
11. New York had a monopoly to pack all flour exported from the colony.
12. Insurance companies were located in the city.

<u>Leader in Trade</u>	<u>New York City: The Empire City</u> <u>Leader in Manufacturing</u>	<u>Leader in Finance</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



ELLIS, CHAPTER 31, NEW YORK BECOMES A WORLD CAPITAL

WORDS TO LEARN

Vocabulary

People, Places, Events, et cetera

p. 434	preside	Andrew Haswell Green, Brooklyn Bridge
p. 435	* <u>controller</u> , commission, * <u>charter</u>	Boss Tweed
p. 436	*wholesale market	Trinity Church, City Hall
p. 438	<u>coastal</u> , transatlantic	
p. 439	* <u>facilities</u> , * <u>terminal</u>	Port of New York Authority, La Guardia Airport, Union Freight Terminal, Port Authority Bus Terminal
p. 440	*water barriers	Tappan Zee Bridge, New York State Thruway
p. 441	<u>specialists</u> , <u>suspension</u> <u>span</u>	Throggs Neck Bridge
p. 442	<u>scandal</u> , <u>graft</u> , <u>corruption</u>	George B. McClellan, John Purroy Mitchel, James J. Walker, Fiorello H. La Guardia, Thomas E. Dewey
p. 443	administration	
p. 444	*crime rate	Robert F. Wagner
p. 446	<u>dwellers</u>	New York City Housing Authority
p. 447	*generation	United Nations

Words Used in Context

controller When crooks left the city treasury empty, Andrew Green was made controller and put in charge of the city's expenses. Within a few years as controller he straightened out this financial problem.

charter Before the boroughs could be organized into Greater New York City, it was necessary to draw up a charter. The charter gave written permission for the organization of Greater New York City.

coastal Because New York City is located on the Atlantic Ocean, it has much coastal trade. People living near the ocean often see a number of coastal liners bringing in cargoes.

terminal Cargoes and passengers are unloaded at a terminal. The railroads deliver their cargoes to the Union Freight Terminal in New York City.

Words Used in Context (Continued)

specialists Because they study and work only in a particular field, some people are called specialists. Brain surgeons and corporation lawyers study for many years to become specialists in their fields.

suspension span The Verrazano-Narrows Bridge has the longest suspension span in the world. This suspension span will stretch from Brooklyn to Staten Island and will be high above the sea level.

scandal Since several plots to steal money from the city were uncovered, the years after the Civil War were marked by scandal. One scandal involved the Tweed Ring which stole millions of dollars and an alderman who had been bribed to vote a certain way.

graft Even honest mayors sometimes had difficulty in preventing dishonesty and graft among the city officers. Two borough presidents were accused of graft when it was proven that they took advantage of their jobs to gain dishonest money.

corruption Bribery, graft and dishonesty were part of the corruption in the 1880's in the city. Years later, Mayor La Guardia fought crooked politicians and gangsters to end this corruption.

dwellers Dwellers in city areas are surrounded by large apartments and skyscrapers. Country dwellers on the other hand, make their homes in areas surrounded by woods and fields.

ELLIS, CHAPTER 31, NEW YORK BECOMES A WORLD CAPITAL

VOCABULARY TEST

1. At a terminal
 - a. railroad ties cross
 - b. the ocean meets the land
 - c. cargoes and passengers are unloaded
 - d. a light house is built1. _____
2. A controller is in charge of the city's
 - a. finances
 - b. housing
 - c. recreation
 - d. transportation2. _____
3. Political corruption nearly always involves
 - a. railroads
 - b. Republicans
 - c. bribery
 - d. Democrats3. _____
4. A charter is
 - a. a boat
 - b. a written grant
 - c. the Gettysburg Address
 - d. a small chart4. _____
5. Coastal areas are located near:
 - a. a lighthouse
 - b. a canal
 - c. the sea
 - d. the equator5. _____
6. The discovery of politicians taking money illegally usually results in
 - a. a scandal
 - b. a political ring
 - c. arbitration
 - d. appointment of new judges6. _____
7. Which of the following are specialists:
 - a. farmers
 - b. open-heart surgeons
 - c. grave diggers
 - d. Marine sergeants7. _____
8. The word suspension span is used when referring to:
 - a. underclothes
 - b. railroads
 - c. bridges
 - d. tunnels8. _____
9. Dwellers are
 - a. people who live in houses
 - b. people who dig wells.
 - c. people who own farms
 - d. people who travel a lot9. _____
10. Taking advantage of a political office to get money is called
 - a. scandal
 - b. gerrymandering
 - c. graft
 - d. politicking10. _____

ELLIS, CHAPTER 31, NEW YORK BECOMES A WORLD CAPITAL

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

- p. 434, Greater New York City Is Born
1. What is meant by "Greater New York City"?
 2. How was Andrew Haswell Green important in the formation of Greater New York City?

p. 436, New York City Retains Business Leadership

 3. Why is the city accurately called the "Empire City"?
 4. What are the functions of the Port of New York Authority?
 5. Why was the Triborough Bridge and Tunnel Authority created?

p. 442, The City Fights Corruption

 6. How was Fiorello H. La Guardia important in the fight against corruption?

p. 445, Crowded City Dwellers Seek a Better Life

 7. What poor conditions did the immigrant face?
 8. How has the Housing Authority helped city dwellers?

p. 447, The United Nations Selects New York City for Its Headquarters

 9. Where in New York City is the United Nations located?
 10. Why is New York City a good location for the United Nations?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGES 448 and 449 OF YOUR TEXT

ELLIS, CHAPTER 31, NEW YORK BECOMES A WORLD CAPITAL

CRITICAL READING (Judging Fact vs. Opinion)

When you read your textbook, you should read carefully and critically to weigh what the authors are telling you in light of what you have already read and know. You will want to know when the authors are stating facts and when they are giving opinions. A fact is a statement which can be proven. An opinion, on the other hand, is a judgment which may or may not be based on fact and which needs further proof before we can accept it as a fact. For example, on p.443 of your textbook you will find the following sentence: "Fiorello H. La Guardia was elected mayor in 1933." This statement can easily be proven and is, therefore, a fact. On the same page of your text you will find another sentence: "La Guardia brought a new spirit to New York City." Notice that your authors are expressing an opinion. La Guardia may have brought a new spirit to New York, but we would need proof, specific facts, to show how he did this. We would also need to know what the authors mean by a "new spirit."

All of the following statements are quoted directly from your textbook. Read the statements critically and before each one put F for fact; O for opinion.

There may be some question or disagreement over whether some of the statements are facts or opinions.

- _____ 1. "Over two million tons of goods are handled by the Port District in a single year."
- _____ 2. "Mayor James J. Walker, better known to New Yorkers as Jimmy Walker, was loved dearly."
- _____ 3. "The old New York families, the immigrants and their children, the people moving in from the southern states and other parts of the country—all have worked together to make the city a better place in which to live, work, and play."
- _____ 4. "The foreign-born and native-born citizens who had at least one foreign-born parent made up more than half the population of the city in 1960."
- _____ 5. "The city serves the representatives of all nations well."
- _____ 6. "When a strike halted the printing of newspapers, he (La Guardia) read the comics over the radio to the children of the city."
- _____ 7. "New York City dwellers are known as hard workers who do their jobs fast and well."
- _____ 8. "At the time Greater New York City was created in 1898 it had a population of over three million."
- _____ 9. "It is fitting that New York City should have been chosen as the home of the United Nations, because here millions of people of all races and creeds have learned to live together in peaceful co-operation."
- _____ 10. "Automobiles and trucks traveling over the excellent network of roads in northeastern United States speed to the city."
- _____ 11. "Today New York City is a much better place to live than it was a generation ago."
- _____ 12. "People of all races and creeds live in New York City."

ELLIS, CHAPTER 30, NEW YORK BECOMES THE EMPIRE CITY
ELLIS, CHAPTER 31, NEW YORK BECOMES A WORLD CAPITAL
FLIERL, CHAPTER 20, NEW YORK CITY: WORLD METROPOLIS

QUESTIONS FOR REVIEW

MATCHING QUESTIONS

- | I | <u>Column I</u> | <u>Column II</u> |
|-------|-----------------------------|--------------------------------------|
| _____ | 1. heliport | a. East River site |
| _____ | 2. Columbia University | b. borough |
| _____ | 3. Richmond | c. advancement in air transportation |
| _____ | 4. United Nations | d. Hudson River site |
| _____ | 5. Greater New York City | e. educational center |
| _____ | 6. George Washington Bridge | f. union of five boroughs |

- | II | <u>Column I</u> | <u>Column II</u> |
|-------|----------------------|---|
| _____ | 7. Common Council | g. racetrack |
| _____ | 8. Tammany Society | h. clipper ship |
| _____ | 9. Sea Witch | i. pipe used to carry water |
| _____ | 10. Empress of China | j. political organization |
| _____ | 11. Croton Aqueduct | k. made first American voyage to Far East |
| | | l. consisted of Aldermen and mayor |

- | III | <u>Column I</u> | <u>Column II</u> |
|-------|--------------------------|--|
| _____ | 12. Horace Greeley | m. New York's most colorful mayor |
| _____ | 13. Andrew Haswell Green | n. "Be right and speak out" |
| _____ | 14. "Jimmy" Walker | o. founded <u>New York Herald Tribune</u> |
| _____ | 15. Duncan Phyfe | p. helped bring about Greater New York City |
| _____ | 16. Fiorello La Guardia | q. furniture designer |
| _____ | 17. Thomas E. Dewey | r. night-clubbing mayor |
| _____ | 18. John Purroy Mitchel | s. present mayor of New York City |
| | | t. famed racket busting D.A. who later became governor |