

ED 022 660

RE 001 452

By-Cooper, Minna; And Others

DEVELOPMENTAL READING IN SOCIAL STUDIES; EARLY NEW YORK HISTORY: SETTLEMENT TO STATEHOOD. A GUIDE FOR TEACHERS, GRADE 7, REVISED.

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

Pub Date 64

Note-97p.

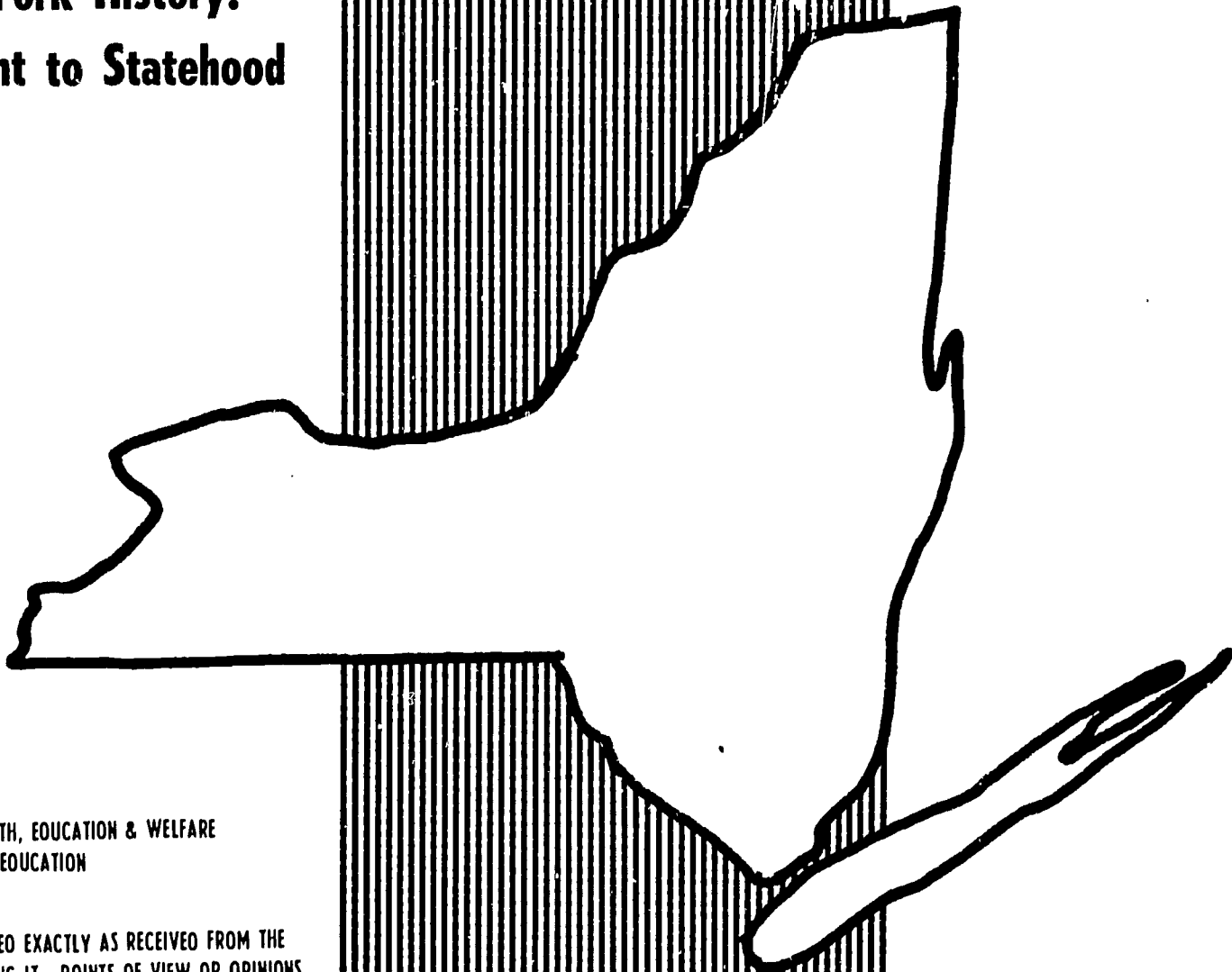
EDRS Price MF-\$0.50 HC-\$3.96

Descriptors-COMPREHENSION DEVELOPMENT, *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 early New York history 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. The guide presents exercises to promote the development of comprehension, vocabulary, critical thinking, and study skills. Questions are designed to evaluate the student's mastery of these skills and of content subject matter. Some questions are designed to cover collateral chapters in the two texts and are so identified. (RT)

Developmental Reading in Social Studies

Early New York History:
Settlement to Statehood



ED022660

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

452

RE 001

a guide for teachers GRADE **7** REVISED

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

2

Developmental Reading in Social Studies

REVISED

Early New York History:
Settlement to Statehood

MRS. MINNA COOPER

Alva T. Stanforth Junior High School

DONALD LAUX

Elmont Memorial High School

MISS MARILYN MACCHIA

Elmont Memorial High School

MRS. DIANA OESTREICHER

New Hyde Park Memorial High School

MISS CATHERINE SINAGRA

Alva T. Stanforth Junior High School

JEROME SMILEY

Alva T. Stanforth Junior High School

a guide for teachers

GRADE 7

Sewanhaka

CENTRAL HIGH SCHOOL DISTRICT NO. 2

NASSAU COUNTY, NEW YORK

Summer 1964

Dr. James A. DeSonne, Assistant District Principal (Administration)

Robert M. Vincent, Director, Instructional Materials Center

Dan Dramer, District Curriculum Supervisor for Reading and Language Arts

John W. Nicoll, Principal of the District

BOARD OF EDUCATION

Mr. Russell F. Thomas Jr., President
Mr. John J. Doyle, Vice President

Mrs. Anne M. Boeckmann	Mr. Samuel L. Nadler
Mr. Anthony C. Crea	Mr. Walter H. Pohl
Mr. Milton Levine	Mrs. Viola S. Southern

DISTRICT ADMINISTRATION

Mr. John W. Nicoll - Principal of the District
Dr. James A. DeSonne - Assistant District Principal (Curriculum and Instruction)
Mr. W. Wallace Purdy - Assistant District Principal (Personnel and Supervision)
Mr. John S. Randolph - Assistant District Principal (Pupil Personnel Services)

BUILDING PRINCIPALS

Mr. Gilbert G. Blum, Principal, H. Frank Carey High School
Mr. Francis X. Driscoll, Principal, Elmont Memorial High School
Mr. John H. Fuller, Principal, Floral Park Memorial High School
Mr. Alton D. Love, Principal, Alva T. Stanforth Junior High School
Dr. Jerome J. Niosi, Principal, New Hyde Park Memorial High School
Mr. Howard W. Nordahl, Principal, Sewanhaka High School

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

Mrs. Judith Beckerman
Mrs. Lynne Chaleff
Mrs. Anne L. Cosse
Mrs. Julia Kanarek
Mrs. Joan L. Kramer
Mrs. Esther Levine
Mrs. Diana Oestreicher
Miss Jo-Ann Surber

For their work in writing the
original edition of this guide
and its first revision.

Mr. Dan Dramer, District
Curriculum Supervisor,
Reading and Language Arts

For supervising and organizing
the project in its formative and
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.

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

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
2. 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

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

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

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

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

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

- 14. Frontiersmen Become Farmers
- 15. New Yorkers Improve the Transportation System

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

- 21. Transportation and Commerce in 20th Century
- 14. The Growth of Commerce and Industry
- 13. New York in the Railroad Age

- 16. New Yorkers Expand Their Business Empire
- 23. Transportation, Agriculture, and Trade Improve
- 24. Industry Expands Rapidly in New York

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.

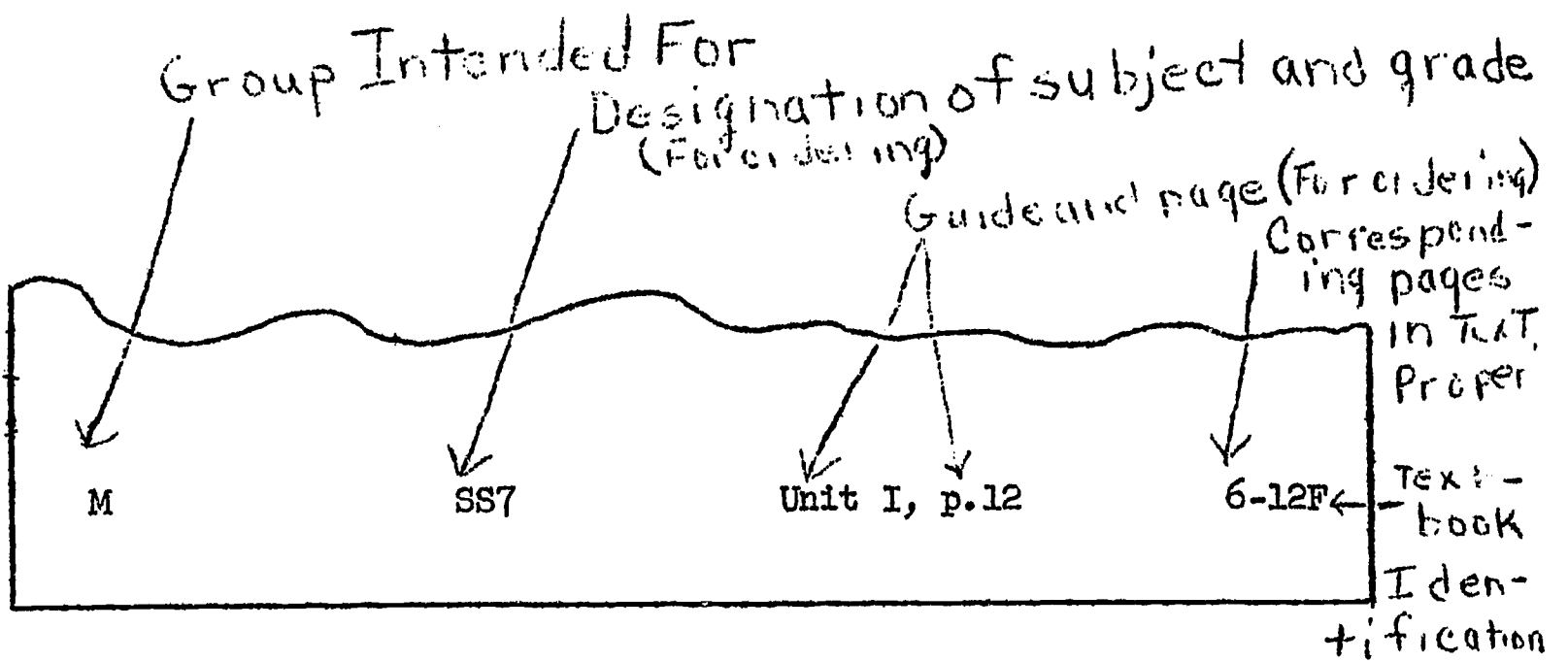
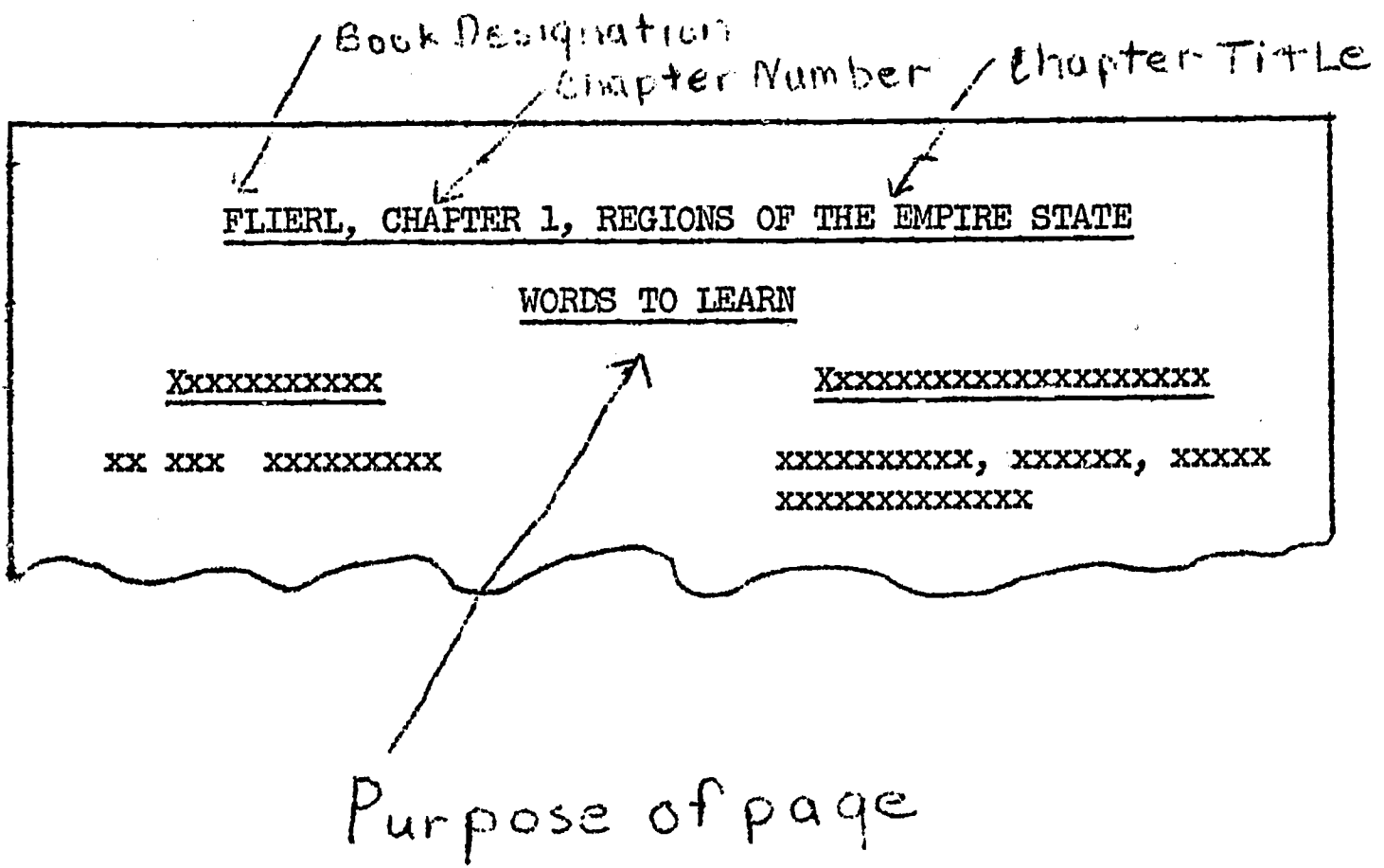
1. Nature of the material: All of the pages in this volume are addressed directly to the pupil (except, of course, for these few prefatory remarks), and all can be requisitioned in any quantity desired.
2. Ordering material: Material should be requisitioned through your department chairman, who, in turn, 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 II. EARLY NEW YORK HISTORY: SETTLEMENT TO STATEHOOD
(INDIANS; DUTCH; ENGLISH; REVOLUTIONARY WAR)

TABLE OF CONTENTS

FLIERL AND URELL
Living in New York

ELLIS, FROST AND FINK
New York: The Empire State

<u>Text Chapter Number</u>	<u>Text Title</u>	<u>Guide Page Number</u>	<u>Text Chapter Number</u>	<u>Text Title</u>	<u>Guide Page Number</u>
V	The Algonkian and Iroquois Indians	1	V	The Indians Rule New York	9
VI	New York in the Days of the Dutch	21	VI	Dutch Traders and Farmers Penetrate the Wilderness	28
			VII	Farmers and Merchants Develop Colonial New York	35
			VIII	Settlers Bring Variety to New York	41
			IX	New Yorkers Learn Self-Government	47
VII	New York as an English Colony	54	X	New York Becomes Important in the British Empire	60
VIII	New York in the War for Independence	65			
IX	The Rough Road to Victory	71	XI	New York Helps Fight the Revolutionary War	77

FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

WORDS TO LEARN

<u>Vocabulary</u>	<u>People, Places, Events, et cetera</u>
p. 76 <u>inhabitants</u> , <u>region</u> , *javelin, ornament, *dugout, <u>federation</u> , political <u>league</u>	Finger Lakes, Genesee and Susquehanna Rivers
p. 77 * <u>palisades</u>	Owasco Indians, Algonkian, North America, Hudson Valley, Long Island, Manhattan
p. 78 dome-shaped, wigwam m council, clan, succotash corn pone, * <u>rites</u> , awe	River Indians
p. 79 aggressive, slope	
p. 80 longhouses, population, vestibule, aisle, porridge kernels, *harpoons, perserved	
p. 81 snares, hearth, spits, antlers, resources, disputes	Hiawatha, League of the Iroquois
p. 82 proposal, adopted wampum, * <u>sachems</u>	Genesee Valley, Senecas, Cayugas, Onon- dagas, Oneidas, Mohawks, Tuscarovas, Great Council
p. 83 * <u>delegates</u> , conference pledge, * <u>alliance</u> , role	

Words Used in Context

region The Algonkian Indians lived in the region of the Hudson Valley and Long Island. Many Indian names for places are in use in this region today.

inhabitants The Algonkian Indians were the inhabitants of Long Island while the Iroquois inhabited central and western New York.

federation The five nations of the Iroquois agreed to combine into a federation. Each member of the federation agreed to submit to common control in certain matters.

league The purpose of joining the league was to gain strength through union and to promote peace. The league of the five tribes was known as the Confederacy of the Five Nations.

FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

Words Used in Context (Continued)

palisades The pointed logs were arranged in a continuous row around the village to form a palisade that would protect the inhabitants from their enemies. Sometimes a trench would be dug outside of the palisade to give additional protection.

rites The Indians performed special rites or ceremonies on certain occasions. Indian dances were often a part of these rites.

council The men of the tribe discussed their problems at a council meeting. The decisions of the council ruled the actions of the people.

sachems The leader or chief of a tribe was called a sachem. The sachem represented his tribe at a council meeting of the League.

delegates The sachems, came as delegates to the conferences. These delegates, as representatives of their tribes, promised to keep their tribe at peace.

alliance The alliance of the five Iroquois tribes was the strongest union ever made by Indians. Because of this alliance they were the most powerful Indian group.

FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

VOCABULARY TEST

Write the letter of the definition of each word on the line before the number of the word.

1. alliance
a. friends
b. connection between people
c. in a line
d. device for making beer
1. _____
2. council
a. lawyer
b. a governing group
c. give advice
d. an adding machine
2. _____
3. delegate
a. a luxury
b. a representative
c. to blot out
d. not sturdy
3. _____
4. federation
a. union of organizations
b. a detective
c. a marshall
d. to have already eaten
4. _____
5. inhabitants
a. to drink a lot
b. salary earned on a job
c. people living in a place
d. ways to earn a living
5. _____
6. league
a. an association for a common purpose
b. an Indian vegetable
c. a team
d. a building for meetings
6. _____
7. palisades
a. close friends
b. fence of logs
c. Indian playground
d. Indian drink
7. _____
8. region
a. beliefs about God
b. a ruler
c. a district
d. a retreat
8. _____
9. rites
a. privileges
b. ceremonial acts
c. funerals
d. duties
9. _____
10. sachem
a. bark house
b. holy
c. a type of coat
d. chief

FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

- p. 76, How did the First Indians Live?
1. How did the first Indians get their food?
 2. What did they use for clothing and shelter?
 3. How did they make their boats?
- p. 77, New Ways of Living
4. What change was made in the Indian's way of living?
 5. Why did Indian villages become larger?
 6. Where were most of the villages located?
 7. What protection did the Owasco Indians have for their villages?
 8. How did the invention of the bow and arrow help the Indians?
- p. 77, The Algonkian Indians
9. Where were the Algonkian settlements?
 10. Why were they often called "River Indians"?
- p. 78, Life Among the Algonkians
11. What kind of houses did Algonkians have?
 12. What was very important among the members of a clan?
 13. Whose name did a child take?
 14. What did the men of the tribe do?
 15. What did the women do?
 16. What did the European settlers learn from the Algonkians?
- p. 78, Belief in Spirits
17. Why did the Algonkians respect the skeletons and skulls of fish and animals?
- p. 79-80 The Iroquois Indians
18. How were the Iroquois different from the Algonkians?
 19. How was an Iroquois village protected?
 20. What were the most important crops?
 21. About how many inhabitants would a large village have?
- p. 80, The Iroquois Long Houses
22. How were the long houses constructed?
 23. Did the Iroquois families all live alone?
- p. 80, Iroquois Food
24. What was the most important crop?
- p. 80, 81, Food from Stream and Forest
25. In what ways, besides farming, did the Indians get their food?
 26. How was the food kept for later use?
 27. How was it prepared for eating?
- p. 81, Iroquois Tools and Clothing
28. How did the Iroquois use the resources or things Nature had given them?
- p. 82, The League of the Iroquois
29. Who formed the League?
 30. Why was it formed?
- p. 81, The "Great Long House"
31. What problems were settled by the League?
 32. Who were the "Keepers of the Western Gate"?
 33. Who were the "Keepers of the Eastern Gate"?
 34. Who were the "Keepers of the council fire"?
 35. Who were the other two tribes (Known as the Younger Brothers)?

FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

DIRECTED READING (Continued)

36. When did the Tuscarosas join the League?
p. 82, The Great Council
37. When and how was a Great Council meeting called?
38. What is a sachem?
39. What did the Indians teach the white man?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGES 79 and 83.

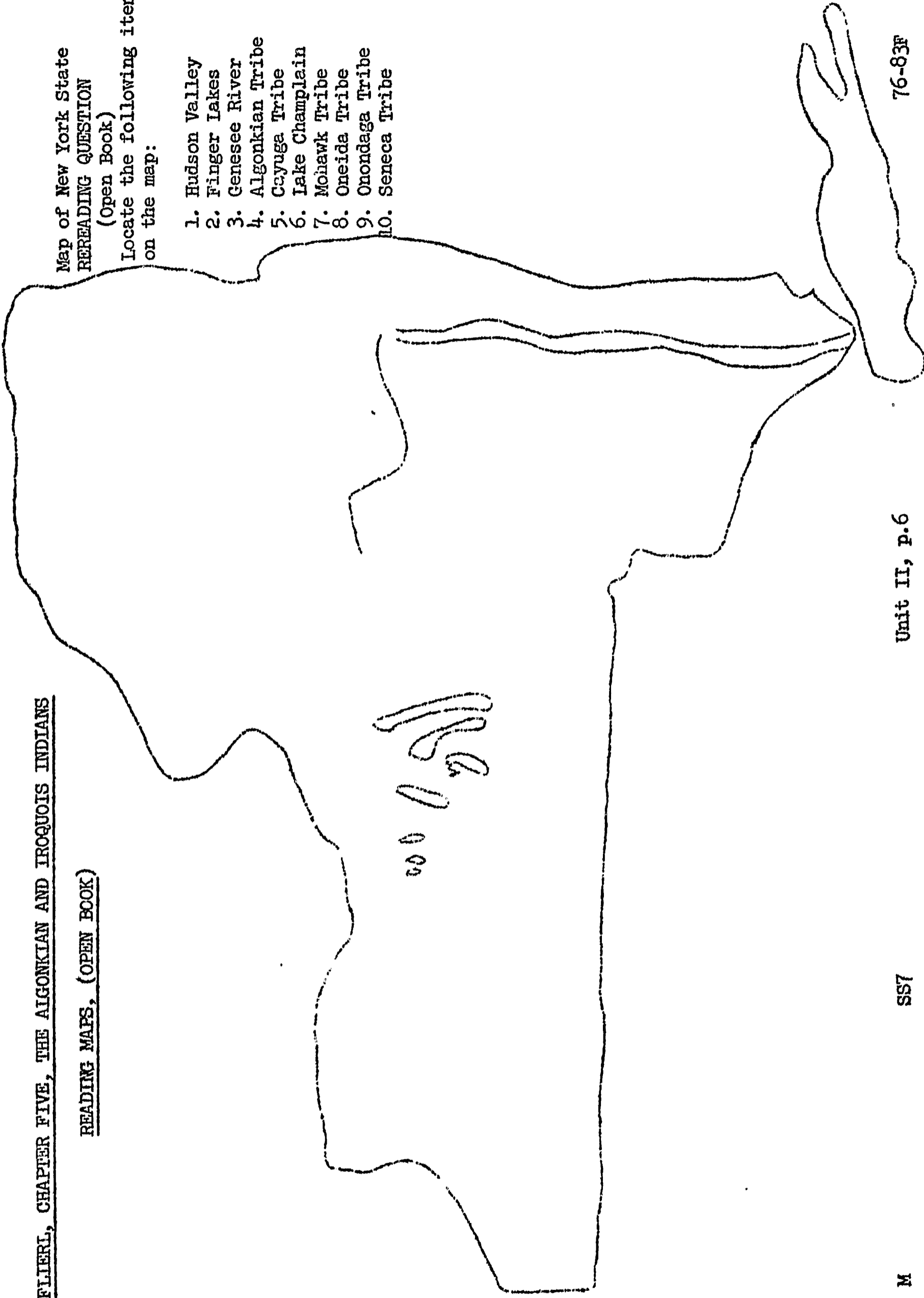
FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

READING MAPS, (OPEN BOOK)

Map of New York State
REREADING QUESTION
(Open Book)

Locate the following items
on the map:

1. Hudson Valley
2. Finger Lakes
3. Genesee River
4. Algonkian Tribe
5. Cayuga Tribe
6. Lake Champlain
7. Mohawk Tribe
8. Oneida Tribe
9. Onondaga Tribe
10. Seneca Tribe



FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

READING FOR SPECIFIC INFORMATION

Compare the Iroquois and Algonkian Indians. Complete the following chart by finding the page and column indicated (77,2 means p.77 Column 2) and reading to find the necessary information. Use numbers, single words or phrases in your answers.

	Algonkian	Iroquois
Location of villages	77,2	79,2
Size of villages	78,1	80,1
Type of dwelling	78,1	80,1
Number of families in a dwelling	78,1	80,1
Work of men	78,1	80,1
Work of women	78,2	80,1,2
Food and crops	78,2	80,1,2 81,1

FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

QUESTIONS FOR REVIEW

1. The first European settlers learned ALL of the following things from the Algonkians EXCEPT: (a) how to plant corn, (b) how to use iron tools, (c) how to fertilize the soil with fish heads, (d) how to make succotash and corn pone. 1. _____
2. ALL of the following tribes belonged to the League of the Iroquois (Confederacy of the Five Nations) EXCEPT: (a) Seneca (b) Cayuga (c) Onondaga (d) Erie 2. _____
3. According to legend, what Indian chieftain formed the League of the Iroquois? (a) Atortaho, (b) Tuscarora, (c) Hiawatha, (d) Deganawidah. 3. _____
4. Iroquois dwellings were called (a) mounds (b) long houses (c) huts (d) tents. 4. _____
- 5, 6, 7. Three ways in which the Iroquois got their food were by 5. _____
6. _____
7. _____
8. A sachem is (a) a leader of a tribe, (b) a spirit, (c) a ceremonial costume, (d) a container for clothing. 8. _____
9. When Iroquois found that their land no longer produced good crops they (a) used fertilizer, (b) plowed up the land, (c) raised a different type of crop, (d) moved on to another location. 9. _____
10. All of the following were important crops for the Indians EXCEPT: (a) corn, (b) tomatoes, (c) beans, (d) squash. 10. _____

Match the tribe in Column II with the statement in Column I.

- | I | II |
|--|---------------|
| 11. _____ They were the "Keepers of the Western Gate" | a. Onondagas |
| 12. _____ They were the "Keepers of the Eastern Gate" | b. Tuscaroras |
| 13. _____ They were the "Keepers of the council fire" | c. Oneidas |
| 14. _____ They were the sixth tribe to join the League | d. Senecas |
| 15. _____ They lived between the Mohawks and the Onondagas | e. Mohawks |

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

WORDS TO LEARN

Vocabulary

People, Places, Events, et cetera

- p. 63 abundance, flint,
waterways, civilization,
*confederacy, league
- p. 64 council
- p. 65 *sachems, ambassadors,
treaty
- p. 66 controlled, *clan, tribes
- p. 67 codes, disputes, personal
property, ceremonies,
*stockade, trench, mounds
- p. 68 underbrush, ridges
- p. 69 crossroad, "carries",
convert, *martyr, missionary
- p. 70 epidemic, supported,
revival, expeditions,
*arquebus, skirmish
- p. 71 allies, raided, site
- p. 72 source, alliance, grants,
reservations, high-altitude
- Asia, Alaska, Rocky Mountains, Henry Hud-
son, "Half Moon", Algonkians, North
Atlantic, Delaware Valley, Lenni-Lenapes
Delawares, Long Island, Montauks, Sewan-
haka, Wappingers, Mahicans, Iroquois,
Mississippi River, Lakes Erie and Ontario,
the Seneca, Cayuga, Onondagas, Oneidas,
and Mohawk tribes, Genesee River,
Skaneateles Lake, Syracuse, Quebec
- Susquehannock and Erie tribes, Susquehanna
Valley Confederacy of the Five Nations,
Huron Confederacy, Lake Huron, Hiawatha,
Deganawidah, Atortaho
- Keeper of the Eastern Door, Keeper of the
Western Door, "younger brothers",
Tuscaroras, North Carolina
- Turtle, Bear and Wolf clans
- Utica, Canandaigua Lake, Cayuga Lake,
Seneca Lake
- Niagara, Avon, Geneseo, Tioga Point,
Canisteo, Cohocton, and Chemung Rivers,
Wood Creek, Mohawk River, Oneida Lake,
Oswego River, St. Lawrence, Lake George,
Lake Champlain, Father Isaac Jogues
- Auriesville, Dutch Reformed Church, Church
of England, Presbyterians, Samuel Kirkland,
Handsome Lake, Roman Catholic, Protestant,
Samuel de Champlain, Ticonderoga
- Governor William Kieft, Manhattan Island,
Wall Street, Albany, Montreal
- George Washington, Generals John Sullivan
and James Clinton, Six Nations, the Onon-
daga, Cattaraugus, Tonawanda, Tuscarora,
Allegheny, St. Regis Poosapatuck and
Shinnecock Reservations, Gowanda, Akron,
Niagara Falls, Hogansburg, Brooklyn, N.Y.
State Department of Social Welfare

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

Words Used in Context

abundance The abundance of game, fish, fruits, and nuts attracted the first Indians to New York. There was such an abundant supply of food available for the taking that they did not go hungry.

flint The Indians valued flint, a hard stone they found in New York, for the sparks it gave off when struck against a rock which would start a fire. They also used the sharp flint for their early tools and weapons.

confederacy The Iroquois tribes formed a confederacy when they joined together for mutual aid in keeping peace. This league of tribes or confederacy was known at first as the Five Nations.

treaty The treaty between the two nations dealt with actions for peace and trade. A treaty or agreement between two nations becomes part of the laws of a country.

code Codes of law are the written body of laws which govern a people. The Indians did not have a formal code of law but followed the ways of their forefathers.

stockade The stockade, built of pointed logs, surrounded the village. The people were further protected from enemy attack by a deep trench which was dug just outside the stockade.

mounds In planting, the Indians covered their seeds with rounded elevations of earth called mounds. The mound-building Indians lived in small-hill-like huts of earth.

ridges The ridge is the top or crest of a hill. Sometimes Indians followed the ridges of the hills to avoid the swamps and heavy vegetation of the valley below.

expedition The expedition into the land of the Hurons accomplished its purpose. The expedition had been organized to enter Huron territory and conquer the tribes living there.

alliance The Iroquois first made an alliance with the British. When the French destroyed many Iroquoian villages, the Indians deserted their British alliance for trade and signed a treaty of friendship with the French.

VOCABULARY TEST

Write the letter of the best meaning of each word on the line before the number of the word.

- | | | | |
|-----------------------|------------------------------|--|-----------|
| 1. <u>sachem</u> | a. bark house | c. holy | 1. _____ |
| | b. a type of coat | d. chief | |
| 2. <u>alliance</u> | a. connection between people | c. friends | 2. _____ |
| | b. device for making beer | d. in a line | |
| 3. <u>league</u> | a. an Indian vegetable | c. an association for a common purpose | 3. _____ |
| | b. a building for meetings | d. a team | |
| 4. <u>council</u> | a. lawyer | c. governing group | 4. _____ |
| | b. to give advice | d. an adding machine | |
| 5. <u>confederacy</u> | a. constitution | c. conference | 5. _____ |
| | b. united group | d. labor movement | |
| 6. <u>expedition</u> | a. journey | c. enforcing the law | 6. _____ |
| | b. unnecessary excitement | d. expense | |
| 7. <u>abundant</u> | a. heavy package | c. plentiful | 7. _____ |
| | b. nuisance | d. folk dance | |
| 8. <u>grant</u> | a. give | c. receive | 8. _____ |
| | b. send | d. know | |
| 9. <u>source</u> | a. the end | c. a gravy | 9. _____ |
| | b. the beginning | d. a wound | |
| 10. <u>dispute</u> | a. arrangement | c. to leave | 10. _____ |
| | b. to upset | d. argument | |

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 62-64, Algonkians and Iroquois Settle in New York

1. Where did the first Indians come from?
2. What was the extent of their knowledge?
3. When did the first Indians reach New York?
4. Why did they stay here?
5. What did they have to do in order to survive?
6. What two main groups of Indians were there?
7. How did they differ?
8. What were five Algonkian tribes and in what general area were they located?
9. What were the Iroquois tribes and where was each located?
10. Who were the enemies of the Iroquois?

p. 64-67, The Iroquois Form a Confederacy

11. When did the Iroquois join together?
12. What was the purpose of the union?
13. What was the position or duty of each of the five nations?
14. In what year did they add a new tribe?
15. How was the Confederacy governed?
16. What are four reasons why the Confederacy, or League, was so strong?
17. Why were women so important in Indian life?
18. Why was crime rare among the Indians?
19. What did an Indian village look like?

p. 67-69, The Forest Provides Food, Shelter and Fuel

20. How were the Indians able to farm with only rough tools?
21. What was the main item in the Indian diet?
22. How did they get their clothing and necessary equipment?
23. How did they travel?
24. What did they do when rivers or creeks did not flow into each other?
25. Where were two such areas located?

p. 69-70, The Indians Develop Folklore and Religion

26. What religious beliefs did the Indians have?
27. What caused their beliefs to change?
28. Who was Father Isaac Jogues?
29. What churches sent missionaries?
30. Did the Indian religion survive?
31. What stories did the Indians tell their children?

p. 70-73, The White Men Meet the Indians

32. How did the white men affect the life of the Indians?
33. Why did the Five Nations hate the French?
34. How did the Dutch get along with the Indians?
35. What was the English policy toward the Indians?
36. What was the main item of trade between the white men and the Indians?
37. What caused the Iroquois to fight the Hurons?
38. Did the Iroquois have full control of the fur trade?
39. How did the Iroquois maintain their strength in numbers?
40. In what ways did they lose strength?
41. How was the power of the Iroquois Confederacy destroyed?
42. Where do the Iroquois live today?
43. How does N.Y. State take care of the Indians?

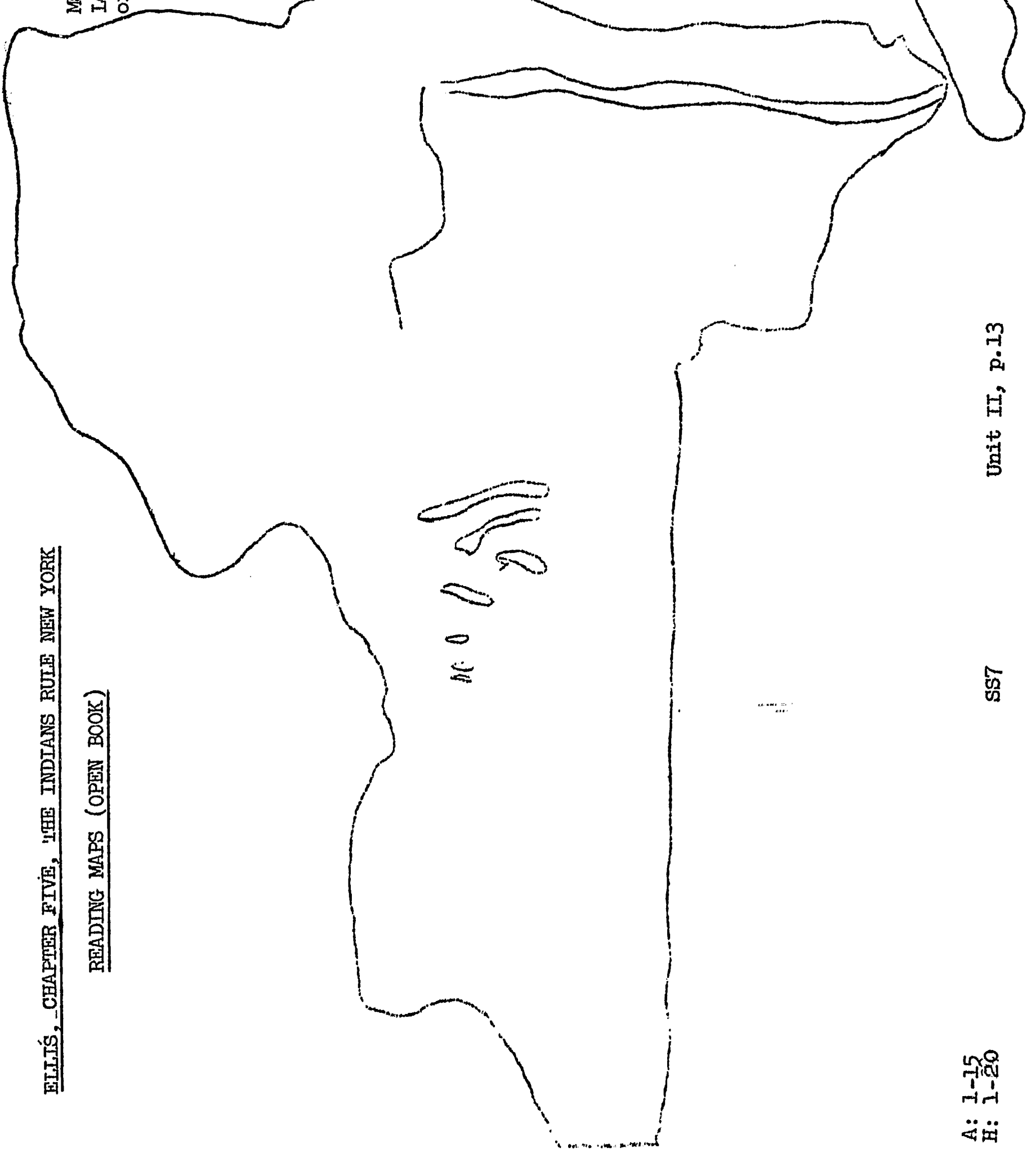
REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 73

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

READING MAPS (OPEN BOOK)

Map of New York State
Locate the following items
on the map:

1. Iroquois Confederacy
2. Hudson Valley
3. Finger Lakes
4. Susquehanna River
5. Genesee River
6. Adirondack Mts.
7. Algonkian Tribe
8. Cayuga Tribe
9. Delaware River
10. Lake Champlain
11. Lake Erie
12. Mohawk Tribe
13. Oneida Tribe
14. Onondaga Tribe
15. Seneca Tribe
16. Canisteo Trail
17. Cohocton Trail
18. Lake George
19. Oswego River
20. Oneida Lake



ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

REREADING QUESTIONS (Open Book) ORGANIZATION

Complete the skeleton outline below:

I. First Indians came from Asia to Alaska 20,000 years ago.
A. Lived off fish, game and berries; didn't know how to plant and raise crops.

B. _____

II. Indians spread south and east through the Rockies and across the plains.

III. First bands reached New York 6,000 years ago.

A. _____

B. _____

IV. First Indians lived along river banks to escape forest dangers.

A. Learned to make better weapons and tools.

B. Began to raise corn, squash, pumpkins and beans.

C. _____

D. _____

E. Reached late stone age level after thousands of years.

V. Indian society had grown complicated by time of Henry Hudson.

A. New York Indians divided into two groups; Algonkians and Iroquois.

B. _____

C. Wore same kind of clothing and raised same crops.

VI. Algonkians

A. Lived along North Atlantic coast for centuries, coming from the West before year 1,000.

B. Center of strength in Delaware Valley where parent tribe, Leni Lenapes, or Delawares, lived.

C. _____

D. _____

E. _____

F. _____

VII. Iroquois

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

REREADING QUESTION (Open Book) ORGANIZATION (Continued)

G. _____

H. _____

I. _____

J. _____

K. Oneidas, offshoot of Mohawks, set up villages near present city of Oneida.

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

CATEGORIZING (Open Book)

Place an "A" before the items below if they apply to the Algonkians, an "I" if they deal with the Iroquois, a "B" if they are true of BOTH Indian nations.

- _____ 1. Had their center of strength in the Delaware Valley
- _____ 2. Wappingers
- _____ 3. Mahicans
- _____ 4. Invaded N.Y. State from the south in about the year 1300
- _____ 5. Senecas
- _____ 6. Cayugas
- _____ 7. Onondagas
- _____ 8. Mohawks
- _____ 9. Oneidas
- _____ 10. Susquehannock
- _____ 11. Eries
- _____ 12. Fought the Hurons
- _____ 13. Hiawatha
- _____ 14. Tuscaroras
- _____ 15. Governed by fifty sachems
- _____ 16. Children took last name from mothers
- _____ 17. Smoked their meat to prevent its spoiling
- _____ 18. Divided into families, clans and tribes
- _____ 19. Affairs governed by council
- _____ 20. Built stockades around their villages

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

RECALL QUESTION, CAUSE-AND-EFFECT RELATIONSHIP

Match the letters of the effects in Column II to the events in Column I which caused them

Column I
CAUSE

Column II
EFFECT

_____ 1. Champlain and Hurons attack Iroquois near Lake Champlain

_____ 2. Dutch Governor William Kieft mistreated the Algonkians and raided their villages

_____ 3. Algonkians make war against the Dutch

_____ 4. The Dutch build a wall across lower Manhattan

_____ 5. Noblemen in England and France liked to wear beaver hats

A. A protective wall is built across lower tip of Manhattan

B. Iroquois hate the French

C. Algonkians make war against the Dutch

D. Today we call the site Wall Street

E. A rivalry for control of the fur trade led to war between the two nations.

RECALL, CAUSE-AND-EFFECT RELATIONSHIP (Open Book)

The arrows lead from causes to their effects. Fill in the missing steps.

Hurons controlled fur trade with tribes in Great Lakes Region where there were still beaver →

1. _____

When Hurons refused, Iroquois decided to destroy them

2. _____

Terror-stricken Hurons fled to forest where many died of cold and starvation

French who traded with Hurons were worried that they might lose their source of furs →

3. _____

Five nations deserted British alliance and signed a treaty of friendship with France (1701).

The Iroquois became involved in four wars between England and France →

4. _____

The Iroquois adopted hundreds of prisoners into their tribes and admitted the Tuscaroras as the Sixth Nation (1722)

During the Revolutionary War the Americans sent expeditions against the Senecas and their allies →

5. _____

Today in N.Y. there are only 6,000-7,000 Indians living on eight reservations

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

QUESTIONS FOR REVIEW

1. The first American Indians probably came from (a) South America, (b) the Hawaiian Islands, (c) Asia, (d) Australia. 1. _____
2. From what location in the United States did the Iroquois Indians come? (a) near the Mississippi River, (b) the Pacific Coast, (c) the Florida area, (d) the Texas area. 2. _____
3. The legendary founder of the Confederacy of the Five Nations was (a) Atortaho, (b) Deganawidah, (c) Tuscarora, (d) Hiawatha. 3. _____
4. ALL of the following tribes belonged to the Confederacy of Five Nations EXCEPT: (a) Seneca, (b) Cayuga, (c) Onondaga, (d) Erie. 4. _____
5. ALL of the following are reasons why the Iroquois were successful in war EXCEPT: (a) The waterways of N.Y. permitted them to strike rapidly in many directions, (b) They had overwhelming numbers, (c) They lacked courage and cunning, (d) Their confederacy added to their strength. 5. _____
6. Which of these statements best describes life among the Iroquois? (a) The oldest man in the family ruled the family. (b) Women were very important in Iroquois society. (c) Women picked the war chiefs of the tribe. (d) Women had few rights in Iroquois society. 6. _____
7. The most important food of the Iroquois was (a) fruit, (b) wheat, (c) corn, (d) nuts. 7. _____
8. Why did the Iroquois try to destroy the Hurons? (a) The Iroquois wanted to get control of the fur trade. (b) The Iroquois did not like the religion of the Hurons. (c) The Iroquois feared the Hurons. (d) The Hurons had more fertile land than the Iroquois. 8. _____
9. The sixth tribe or nation to be admitted to the Iroquois Confederacy was (a) Sioux, (b) Cherokee, (c) Tuscarora, (d) Apache. 9. _____
10. What finally destroyed the power of the Iroquois? (a) The Revolutionary War ended the importance of the Iroquois. (b) Disease killed most of the Iroquois. (c) Liquor weakened the Iroquois tribes. (d) Attacks by the Hurons destroyed the Iroquois. 10. _____

Match the tribe or tribes in Column II with the function in Column I. There will be an extra tribe.

I	II
_____ 11. Keeper of the Eastern Door	a. Senecas
_____ 12. Keeper of the Western Door	b. Hurons
_____ 13. Younger Brother	c. Onondagas
_____ 14. Keeper of the sacred council fire	d. Mohawks
_____ 15. Sixth Nation of the Confederacy	e. Tuscaroras
	f. Oneidas
	g. Cayugas

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

QUESTIONS FOR REVIEW (Continued)

WHO AM I? Match the statement in Column II with the name in Column I.

I

II

- 16. Isaac Jogues
- 17. Samuel Kirkland
- 18. Handsome Lake
- 19. Samuel de Champlain
- 20. William Kieft

- a. I was an Indian religious leader.
- b. I was a famous Indian trader.
- c. I mistreated the Algonkian Indians and caused them to attack Manhattan.
- d. I was an explorer who was hated by the Iroquois.
- e. I was tortured and killed by the Iroquois.
- f. I was a Protestant Missionary to the Iroquois.

FLIERL, CHAPTER SIX, NEW YORK IN THE DAYS OF THE DUTCH

WORDS TO LEARN

Vocabulary

People, Places, Events, et cetera

- p. 84 originally, nation, discovery, exploration, cargo, employers, expeditions, organization
- p. 85
- p. 86 chieftains, encounter, religious, freedom, *immigrants, persecuted
- p. 87 tribe, *skirmish, minister
- p. 88 *blockhouse
- p. 89 principal, *patroon, *tenants, adopted
- p. 90
- p. 91 palisades, character
- p. 92 virtues, vain, dictator, majority
- p. 93 *truce, *representative government, council
- p. 94 welfare
- p. 95 self-government, massacred, avenge
- p. 96 ingress, egress

America, European, Spain, North America, South America, Columbus, English, New Foundland, Carolinas, John Cabot, France, French, Verrazano, Italian, Netherlands, Half Moon, Henry Hudson, Orient, Atlantic Ocean, Pacific, Indians, Dutch West India Company, New Netherland

Jamestown, Virginia (1607); Plymouth, Massachusetts (1620); Long Island; New Jersey; Canada; Lake Champlain; Jacques Cartier; St. Lawrence River; Northwest Passage; Quebec; Samuel de Champlain; Algonkian Indians; Huron Indians; Iroquois Indians; Ticonderoga

Pilgrims, Walloons

Manhattan Island, Connecticut River, Hartford, Fort Orange, Beverwyck, Albany, Mohawks, Mohicans, Bastiaen Krol, Brouage, Muscovy Company, Arctic route, Mexican, fleur de lis

New Amsterdam, Peter Minuit

Kiliaen Van Rensselaer, Wouter Van Twiller

New England, Delaware River

William Kieft, Adriaen Block

Fort Amsterdam

Peter Stuyvesant, Wall Street

Reformed Church of America, Lutherans, Jews, Quakers, Flushing, John Bowne, Flushing Remonstrance, Turks, Egyptians, Holland

Presbyterian, Independent, Baptist

WORDS TO LEARN (Continued)

- p. 97 democracy, *pillary, gallows, prominent, execution, spectacle, industrious Christmas, New Year's Day, May Day, Negro
- p. 98 St. Nicholas Eve, Lent, Halloween, Maryland,
- p. 99 welfare
- p. 100 homeland, bouwerie Bowery, St. Marks-in-the-Bouwerie, Albany, Schenectady

Words Used in Context

employer Jack asked his employer, Mr. Jones, for a raise. Mr. Jones said he would gladly give it to him because Jack had worked very hard for him.

expedition The expedition to Africa covered thousands of miles of unexplored territory. Sometimes the members of the expedition rode in jeeps and sometimes they walked.

religious Many people came to the New World seeking religious freedom. Here they went to the church of their choice and worshiped God in their own way. Freedom of worship is important to religious people.

immigrants Immigrants come to the United States all the time. The immigrants leave their homes in Europe and Asia to come and live here in the U.S.A.

tenants The owner of the apartment house collected rent from the tenants each month. One day he raised the rent and the tenants complained.

character The President of the United States should be a man of high character. Honesty and intelligence are examples of the signs of a good character.

virtues Kindness and generosity are two virtues that are liked by everyone. Other virtues are honesty and goodness.

dictator Hitler, a dictator, ruled Germany. He would not tolerate what he did not like and he made the laws. Like most dictators, he did not consider the people he ruled.

majority More than half the voters in the United States are Democrats. Since they have a majority of members, the Democrats often win elections.

truce Jack and Billy fought all the time. Finally they declared a truce. For a while there was peace, but the truce was broken and they started to fight again.

FLIERL, CHAPTER SIX, NEW YORK IN THE DAYS OF THE DUTCH

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. employer
- _____ 2. expedition
- _____ 3. religious
- _____ 4. immigrants
- _____ 5. tenants
- _____ 6. character
- _____ 7. virtues
- _____ 8. dictator
- _____ 9. majority
- _____ 10. truce

- a. people who have moved to a different nation
- b. a man's personality
- c. peace agreement
- d. a person for whom others work
- e. a man who rules alone
- f. having to do with beliefs about God
- g. most of the people
- h. people who pay rent
- i. good traits
- j. a trip

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

- p. 84, The Coming of the White Man
1. What four European nations originally claimed New York?
 2. What was the bases for the claim of each?
 3. Which nation was the first to settle on New York soil?
- p. 84, The first Dutch expeditions
4. What was the purpose of Henry Hudson's trip in 1609?
 5. What resulted from Hudson's trip?
 6. What was the Dutch West India Company?
- p. 85, Reasons for Dutch settlement
7. What were the reasons for the first Dutch settlements?
 8. What were two of the colonies that the English had already planted?
 9. Who discovered and explored the St. Lawrence River?
 10. What was Cartier seeking on his trip?
- p. 85, The French and the Indians
11. Which tribe was the enemy of the Algonkian and Huron Indians?
 12. What was the result of the first brief encounter between the French and the Iroquois?
 13. With whom did the Iroquois trade?
 14. What important thing did the Iroquois learn from the Dutch?
- p. 86, The first Dutch settlers
15. Why did the first Dutch settlers come to the New World?
- p. 87, The Dutch settlements
16. In what areas did the first colonists settle?
- p. 87, The settlement of Beverwyck?
17. What was the cause of the skirmish in Beverwyck in 1626?
 18. What was the result of the skirmish?
 19. How did Krol help the settlers?
 20. What was the result of peace with the Mohawks?
- p. 87, Biographical sketch
21. What did Champlain and Hudson have in common?
- p. 88, The settlements of New Amsterdam
22. What was the name of the Dutch settlement on Manhattan Island?
- p. 88, Two Early Directors
23. Who bought Manhattan Island from the Indians?
- p. 88, The government of New Netherland
24. what group ruled New Netherland?
 25. What was the principal industry while Peter Minuit was governor?
 26. Why did the colony remain small?
- p. 89, The patroons
27. Why was the patroon system adopted?
 28. What did the plan of the patroon system call for?
 29. What did the patroon give the tenant?
 30. What did the patroon receive from the tenant?
- p. 90, Failure of the patroon system
31. Why did the patroon system fail?
- p. 90, Van Twiller takes charge
32. Why were the settlers unfriendly toward Wouter Van Twiller?

DIRECTED READING (Continued)

- p. 91, Van Twiller and the Company
33. In what way was the Company responsible for Van Twiller's failure as governor?
- p. 91, The character of the Director
34. What were Van Twiller's good qualities?
- p. 92, A New Type of Director
35. What were Kieft's character traits?
- p. 92, The Indians and the Dutch
36. How had the Indians and the Dutch gotten along before Kieft's arrival?
- p. 92, Were the newcomers fair
37. Were the Dutch fair to the Indians when they traded?
38. Why did the Indians resent Kieft's tax?
- p. 93, Real trouble
39. Why wouldn't the Indians turn the murderer over to the Dutch government?
40. What did Kieft do when the Indians refused?
- p. 93, War with the Indians
41. During the war with the Indians did the Company help the settlers?
- p. 93, A hope for peace
42. How did Kieft ruin the truce?
- p. 93, The end of Kieft
43. What happened to Kieft?
- p. 93, The beginnings of representative government
44. How did Kieft, a dictator, contribute to the idea of representative government?
- p. 94, New Netherland Under Peter Stuyvesant
45. What were Stuyvesant's character traits?
- p. 94, "Old Silver Nails" arrives on the scene
46. What was New Netherland like when Stuyvesant arrived?
- p. 94, Protecting New Amsterdam
47. How did Stuyvesant protect New Amsterdam?
48. In what ways was the wall useful?
- p. 94, Improvements within New Amsterdam
49. What were some of the improvements made by Stuyvesant?
- p. 95, Stuyvesant and the people
50. Why did Stuyvesant's ideas annoy the people?
- p. 95, More troubles with the Indians
51. How did Stuyvesant avoid a war?
- p. 95, Religious troubles and the "Flushing Remonstrance"
52. What was the Flushing Remonstrance?
53. Why was it written?
54. What was the result of it?
- p. 97, Life Among the Dutch
55. What was the most precious thing the Dutch settlers brought to this country?
- p. 98, The English Conquer New Netherland
56. What nation's settlements surrounded New Netherland?
- p. 98, Stuyvesant tries to save the colony.
57. What did Stuyvesant want to do when the English fleet arrived?
- p. 99, The British terms of surrender
58. What were the British terms of surrender?

FLIERL, CHAPTER SIX, NEW YORK IN THE DAYS OF THE DUTCH

DIRECTED READING (Continued)

59. What did the settlers persuade Stuyvesant to do?
p. 99, Why did New Amsterdam fall?
60. Why did New Amsterdam fall?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS FOUND ON PAGES 88, 92, 94, 96, 100 and 101.

FLIERL, CHAPTER SIX, NEW YORK IN THE DAYS OF THE DUTCH

People and governments have reasons for doing things. Sometimes the outcome of an event or decision is what was wanted, sometimes it is not.

Listed below are the names of four events in New York State History. Next to each is a page reference to help you find the answer. In the columns provided fill in the information that will point out whether the person or idea achieved the purpose for which it was intended.

The first one is done as a sample.

EVENT	ORIGINAL PURPOSE (Why?)	OUTCOME (What happened?)
1. Hudson sailed (p. 84)	to seek a water route around or through North America to the Orient	started the Dutch fur trade with the Indians
2. Champlain shot 2 Iroquois Chieftains (p. 86)		
3. Start of patroon system (p. 89)		
4. The "Flushing Remonstrance" was written (p. 95)		

ELLIS, CHAPTER SIX, DUTCH TRADERS AND FARMERS PENETRATE THE WILDERNESS

WORDS TO LEARN

Vocabulary

People, Places, Events, et cetera

p. 74	<u>colonization</u>	New England, New France, New Netherland, New Sweden, West Indies, Holland, Portugal, New Amsterdam, Beverwyck, Wiltwyck, Fort Orange
p. 75	* <u>charter</u> , vessels	Verrazano, Fort Nassau, Henry Hudson, Dutch West India Company
p. 76	* <u>persecution</u> , prosperity, ambitious	Delaware River, Algonkians
p. 77	massacred, bowery, * <u>patroonship</u> , director general, <u>tenants</u>	William Kieft, Killiaen Van Rensselaer
p. 78	expedition	Peter Stuyvesant, Flushing
p. 79	<u>proclamation</u> , * <u>toleration</u> , * <u>remonstrance</u> , <u>clergy</u>	Flushing Remonstrance, Governor Twiller, Breede Weg, Samuel Wilson, Dedrich Knickerbocker
p. 80	gables, conquest, origin	Rip Van Winkle, Bushwick, Flatbush, Flushing, Harlem, Jamaica, Jonas Bronck, Brooklyn, Martin Van Buren, T. Roosevelt, F.D. Roosevelt, Dutch Reformed Church
p. 81	<u>artillery</u> , petition	Navigation Acts, King Charles II of England, James-The Duke of York, Colonel Richard Nicolls

Words Used in Context

colonization The colonization activities of England, France, and Holland all centered on New York. Each tried to establish a colony in New York, but Dutch were the first to colonize this area.

charter The charter given to the Dutch West India Company granted it the right to control a huge amount of trade. This charter was not signed by the king but rather by the legislative branch of the Dutch government.

persecution The persecution of the Jews by Adolph Hitler was terrible. Persecuting people because of their religion or race is still, unfortunately, practiced today.

tenants The tenant farmers of New York hoped some day to own their own land. Sometimes the landlord gave the tenants very little in return for their rents.

Words Used in Context (Continued)

patroonship Rensselaer's patroonship was located on both sides of the Hudson near Albany. This tract of land proved to be the only successful patroonship in the Dutch colony.

proclamation Stuyvesant's proclamation stating that any person giving aid to a Quaker would be fined did not work. He made many other official announcements that also met with little success.

toleration Toleration by one religious group of another is very important in a free country. If one religious group doesn't tolerate another the wars and strife that follow will ruin a country.

remonstrance The Negroes staged a remonstrance for the right to better jobs. Most peaceful remonstrances are successful because if the government sees enough people protesting it will probably investigate the causes of the demonstration.

clergy The clergy was represented by four priests, four ministers, and four rabbis. The clergy of all faiths do a fine job in helping people to understand their religion.

artillery The only artillery weapons used in the Revolutionary war were cannons. Modern armies use artillery that is carried on tanks and can be fired while the tank is moving.

VOCABULARY TEST

1. colonization
 - a. providing for gold
 - b. providing for settlement
 - c. providing for adventure
 - d. providing for pleasures1. _____
2. charter
 - a. plant
 - b. ant
 - c. grant
 - d. chant2. _____
3. persecution
 - a. an act of toleration
 - b. an act of intolerance
 - c. an act of friendship
 - d. an act of pity3. _____
4. patroonship
 - a. landowner
 - b. a Dutch ship
 - c. a tract of land
 - d. a whale boat4. _____
5. tenants
 - a. owners
 - b. rent payers
 - c. farmers
 - d. half of a family of twenty ants5. _____
6. proclamation
 - a. a will
 - b. a rule
 - c. an official announcement
 - d. a letter6. _____
7. toleration
 - a. understanding
 - b. hatred
 - c. liking
 - d. disliking7. _____
8. remonstrance
 - a. a protest
 - b. a show of approval.
 - c. a mob
 - d. a peaceful group8. _____
9. clergy
 - a. religious leaders
 - b. political leaders
 - c. economic leaders
 - d. sports figures9. _____
10. artillery
 - a. large guns
 - b. small guns
 - c. atomic bombs
 - d. torpedoes10. _____

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 75, The Dutch Found New Netherland

1. Who discovered New York harbor?
2. Why did Henry Hudson sail for the Dutch East India Company?
3. What effect did Hudson's report have in Holland?
4. Where was the first permanent settlement in New York?

p. 76, The Dutch Fail to Build a Strong Colony

5. What are six reasons why the Dutch colony failed?
6. How was New Netherland's government undemocratic and inefficient?
7. What problems faced Peter Stuyvesant when he became governor in 1647?

p. 78, The Dutch Way of Life Takes Root

8. When the English took over in 1664 how many people lived in New Netherland?
9. Where did most of New Netherland's citizens live?
10. What was the Flushing Remonstrance?
11. Why did the Dutch Reformed Church become firmly established in the Hudson Valley?
12. What was New Amsterdam like in 1664?
13. What are five contributions that the Dutch made to our present way of life in New York?

p. 81, The English Conquer New Netherland

14. Why did King Charles decide to capture New Netherland?
15. To whom was the region given?
16. What type of battle did the Dutch put up against the English in 1664?
17. What were the terms of the Dutch surrender?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS FOUND ON PAGE 82

ELLIS, CHAPTER SIX, DUTCH TRADERS AND FARMERS PENETRATE THE WILDERNESS

CLASSIFYING

Below you will find two lists: Identifying characteristics and Reasons for importance. On the chart, match both the characteristics and the reasons to each name. The first has been done for you.

IDENTIFYING CHARACTERISTICS

1. A Dutch governor who massacred Indians.
2. A 1657 religious protest.
3. A famous figure of Dutch folklore.
4. Most influential Dutch religious group.
5. Sailed in the Half Moon.
6. Controlled Dutch trade in North America.
7. Discovered New York Harbor.
8. A successful Dutch diamond merchant.
9. Governor with hot temper and wooden leg.
10. English law controlling trade.

REASONS FOR IMPORTANCE

11. Dutch claim to New York based on his voyage
12. Proved the Patroonship system could work
13. Showed that the people wanted religious toleration in New Netherland
14. Paid little attention to New Netherland and thus the colony grew slowly
15. Created interest in Dutch New York through literature
16. Lack of interest in his discovery hurt France
17. Indians caused trouble in New Netherland
18. His intolerance brought an end to Dutch rule
19. Established many schools in the Hudson Valley
20. Gave England exclusive rights to certain products or colonies

<u>NAMES</u>	<u>I CHARACTERISTICS</u>	<u>II REASONS FOR IMPORTANCE</u>
Henry Hudson	Sailed in the Half Moon	Dutch claim based on his voyage
Peter Stuyvesant		
K. Van Rensselaer		
Rip Van Winkle		
Dutch Reformed Church		
Verrazano		
D. West India Company		
A & H	SS7	Unit II, p.32

CLASSIFYING (Continued)

<u>NAMES</u>	<u>I</u> <u>CHARACTERISTICS</u>	<u>II</u> <u>REASONS FOR IMPORTANCE</u>
William Kieft		
Navigation Acts		
Flushing Remonstrance		

ELLIS, CHAPTER SIX, DUTCH TRADERS AND FARMERS PENETRATE THE WILDERNESS
FLIERL, CHAPTER SIX, NEW YORK IN THE DAYS OF THE DUTCH

QUESTIONS FOR REVIEW (Recall)

Answer the following questions by filling in the blanks with the word(s) that best complete(s) the statement

1. The voyage of _____ opened the way for Dutch settlement in New York.
2. The first large permanent Dutch settlement in New Netherland was at _____.
3. The Dutch were most interested in the _____ which was more profitable than farming.
4. The _____ system by giving large amounts of land to one man discouraged ordinary farmers from coming to New Netherland.
5. The _____ was a successful religious protest which took place in 1657.
6. _____ was the first Dutch governor who had trouble with the Indians.
7. _____ was the last and most intolerant of the Dutch governors.
8. _____ was the Dutch name for Albany.
9. _____ purchased Manhattan Island from the Indians.
10. The _____ system was adopted in order to encourage people to come to New Netherland.
11. _____ was a governor who sometimes drank too much.
12. _____ wrote many stories about Dutch New York.
13. Three Presidents, _____, _____, and _____ were of Dutch origin and came from New York.
14. _____ sent Richard Nicolls to capture New Netherland for the English.
15. _____ was the King of England at the time of the Dutch surrender of New Netherland.

ELLIS, CHAPTER SEVEN, FARMERS AND MERCHANTS DEVELOP COLONIAL NEW YORK

WORDS TO LEARN

Vocabulary

People, Places, Events, et cetera

p. 83	pioneers, merchants	Mohawk, Schoharie, and Cherry Valleys
p. 84	inhabitant, * <u>frontier</u>	Schenectady, Brooklyn, Kingston, Newburgh
p. 85	aristocratic, blockhouse, * <u>speculator</u>	Wallkill Valley, New Paltz Schoharie Creek, Herkimer, William Johnson, Cherry Valley, John Lindesay
p. 86	* <u>cash crop</u> , * <u>potash</u>	Susquehanna R., Philip Schuyler, "Bread Colonies"
p. 87	* <u>manor</u> , tenant, spendthrift, trait	Rensselaerwyck, Robert R. Livingston
p. 89	* <u>treason</u>	William Prendergast, Frederick Philipse, Quaker Hill
p. 90	self-reliance, * <u>gristmills</u> , * <u>distilleries</u> , * <u>tanneries</u>	Ancram
p. 91	forged, coopers, innkeeper	
p. 92		Waraghuyaghey
p. 93	* <u>potash</u> , staves	Yankees, Oswego

Words Used in Context

frontier The frontier in New York was dangerous in 1750 because it was occupied by angry Iroquois. It took a brave pioneer to move to the line of settlement at the frontier.

speculators Speculators hoped to buy land cheaply and sell it at a profit. Some times the speculators guessed correctly about an area and their risks paid off handsomely with high prices for their lands.

cash crop The best cash crop in colonial New York was wheat. This was a successful cash crop because everyone ate bread and thus were glad to buy wheat.

potash Potash was valuable because it was used as a fertilizer in making soap and in bleaching cloth. Since the ashes from logs were easily available potash was also a very inexpensive product.

Words Used in Context (Continued)

manor The largest manor was Rensselaerswyck which covered over 750,000 acres on both sides of the Hudson. The owner of this manor was given special rights and privileges as were the owners of nineteen other large estates.

treason William Prendergast claimed that he had not committed an act of treason because he had not betrayed his country in any way. When we think of treason we usually think of Benedict Arnold's betrayal of our country in the American Revolution.

gristmill Gristmills ground grain into flour much more than the frontier housewife could. Waterpowered gristmills were the first manufacturing establishments in colonial New York.

distilleries Distilleries made grain into whiskey which has always been a best seller in New York. Alcohol is distilled from the fermented grain.

tanneries Tanneries were built to change animal hides into leather.

coopers A cooper was important because all goods were packed in barrels. This craft of making barrels also proved financially rewarding for the cooper.

VOCABULARY TEST

- | | | | |
|----------------------|-------------------------------|-----------------------------------|-----------|
| 1. <u>frontier</u> | a. settled land | c. Indian territory | 1. _____ |
| | b. unsettled land | d. grazing land | |
| 2. <u>speculator</u> | a. purchases land for resale | c. purchases land for settlements | 2. _____ |
| | b. purchases land for farming | d. purchases land for privacy | |
| 3. <u>cash crop</u> | a. crop raised for sale | c. crop sold to Indians | 3. _____ |
| | b. crop raised for own use | d. crop of money | |
| 4. <u>potash</u> | a. ashes used for heat | c. ashes used for pots | 4. _____ |
| | b. ashes used for tar | d. ashes used for fertilizer | |
| 5. <u>manor</u> | a. a land lord | c. a large estate | 5. _____ |
| | b. a social grace | d. a tenant | |
| 6. <u>treason</u> | a. act of brotherhood | c. act of betrayal | 6. _____ |
| | b. act of faith | d. act of violence | |
| 7. <u>gristmill</u> | a. grinds grist into mills | c. grinds grain into flour | 7. _____ |
| | b. grinds grain into whiskey | d. grinds corn into bread | |
| 8. <u>distillery</u> | a. makes grain into flour | c. makes hides into leather | 8. _____ |
| | b. makes corn into bread | d. makes grain into whiskey | |
| 9. <u>tannery</u> | a. makes bread into flour | c. makes grain into whiskey | 9. _____ |
| | b. makes hides into leather | d. makes brown colored cloth | |
| 10. <u>cooper</u> | a. makes candles | c. makes coupes | 10. _____ |
| | b. makes hats | d. makes barrels | |

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 84, Pioneers Push Back the Frontier

1. What was New York's population in 1771?
2. Why did New York grow so slowly?
3. Where did the French settle in 1678?
4. Who settled Herkimer?
5. Who settled Cherry Valley?
6. How did the farmers of colonial New York spend most of their time?
7. What did the Indians teach the white farmers?
8. What was New York's best cash crop?

p. 87, The Land System Leads to Large Estates and Tenant Uprisings

9. How did large land holdings slow the growth of New York?
10. How did these large land holders acquire their land?
11. What were the largest manors?
12. How did tenant farmers pay their rent?
13. Why did many tenants revolt in New York?
14. Who was William Prendergast and what is the story concerning him?
15. What happened to many landlords as a result of the Revolutionary War?

p. 90, New York Craftsmen Supply Goods for Settlers

16. What were the first manufacturing establishments in colonial New York?
17. How were craftsmen important to the early settlers?

p. 91, Traders Seek Markets Far and Near

18. What advantages did New York City have as a trading center?
19. Where did the traders find customers?
20. Why did trade routes usually follow waterways?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 94

CATEGORIZING

Read the words in the following columns. Notice the category headings below. Place the words under the headings to which they belong. Some words may belong in more than one category.

1. frontier
2. cooper
3. gristmill
4. speculator
5. rent
6. pioneer
7. tanning

8. manor
9. distillery
10. "Bread Colonies"
11. blockhouse
12. fertilizer
13. mansion
14. state

15. trammel
16. landlord
17. tinkers
18. potash
19. saw mill
20. cash crop
21. plowing

Words Having to do with Land

Words Having to do with People

Words Having to do with Industry

ELLIS, CHAPTER SEVEN, FARMERS AND MERCHANTS DEVELOP COLONIAL NEW YORK

QUESTIONS FOR REVIEW

1. All of the following were reasons why New York grew slowly except:
(a) The Iroquois, (b) The French, (c) poor soil, (d) large estates. 1. _____
2. Which of these communities was settled first? (a) Albany,
(b) Herkimer, (c) Cherry Valley, (d) Schenectady. 2. _____
3. Potash was used for (a) soap, (b) preserving foods, (c) a spice. 3. _____
4. Which of the following probably would be set up first in a new
community? (a) tannery, (b) gristmill, (c) distillery, (d) black-
smith shop. 4. _____
5. French Huguenots settled (a) Cherry Valley, (b) Albany, (c) New
Paltz, (d) Buffalo. 5. _____
6. A joiner made (a) candles, (b) furniture, (c) hats, (d) barrels. 6. _____
7. A man who helped keep the Iroquois on the side of the English
was (a) William Prendergast, (b) Robert R. Livingston, (c) William
Johnson, (d) Benjamin Fletcher. 7. _____
8. The Scotch Irish settled (a) Cherry Valley, (b) New Paltz,
(c) Schoharie Valley, (d) Albany. 8. _____
9. The largest manor was (a) Livingston, (b) Cortlandt,
(c) Philipseburg, (d) Rensselaerswyck. 9. _____
10. Albany was settled by (a) Dutch, (b) English, (c) French,
(d) Scotch Irish. 10. _____

ELLIS, CHAPTER EIGHT, SETTLERS BRING VARIETY TO NEW YORK

WORDS TO LEARN

Vocabulary

People, Places, Events, et cetera

p. 95 population, *religious toleration, keen, landlords, class, melting pot

Dutch, British, Germans, Frenchmen, Scots

p. 96 smallpox, large estates, descent, craftsmen, civilization, immigrants

St. John de Crèvecoeur, Jew, American, Indian, Negro, Maryland, Quakers, Connecticut, Long Island, Brooklyn, Jays, De Peysters, De Lanceys, New Paltz, *Huguenots, New Rochelle, Scotch Irish, George Clinton

p. 97 freeholders, migration, produce, mansion, inn, headquarters, steward, patriot

De Witt Clinton, Erie Canal, Governor Cadwallader Colden, Robert Livingston, Alexander Hamilton, Ireland, William Johnson, Governor Thomas Dongan, Charter of Liberties and Privileges, Revolutionary War, Palatine Germans, Palatinate, Germany, Louis XIV, London, Royal Navy, Governor Robert Hunter, Germantown, West Camp, Hudson River, Samuel Frances, West Indian, Sons of Liberty, George Washington

p. 98 settlement, free press, clergymen

Schoharie Valley, Albany, Pennsylvania, Stone Arabia, Herkimer, Mohawk Valley, Peter Zenger, Oriskany, General Herkimer, Christians, Protestants

p. 99 worship, synagogue, missionaries

Dutch Reformed Church, Albany, Ulster County, Long Island, Presbyterian, Church of England, Sir William Johnson, Lutheran, Westchester County, Quaker Hill, Roman Catholic, Duke of York, Jesuit, Five Nations

p.100 privilege, *tutor, handicap, drama, culture, colonial period

Rhode Island, Kings College, Columbia University, Yale College, Boston, Philadelphia, European

p.101 audience, arranging, breeches

Trinity Church, *Georgian Architecture, George I, II, and III, Shakespeare

p.102 social system, *aristocracy, politics

Benjamin West, Royal Academy, New York Gazette, Benjamin Franklin, Van Rensselaers, Livingstons, Schuylers, De Lanceys, Elizabeth Schuyler

p.103 pyramid

ELLIS, CHAPTER EIGHT, SETTLERS BRING VARIETY TO NEW YORK

Words Used in Context

population Many people live in New York. Therefore it has a large population.

religious toleration Religious toleration should be practiced by every United States citizen. No American should ever look down on the religion of another person.

descent John Smith is of English descent. His grandfather came here from England.

immigrants Many people have left their homes in Europe to come to this country. These immigrants are most welcome here.

tutor Billy is failing English. He has a private tutor who teaches him once a week. With a tutor he hopes to learn and pass.

handicap Mickey Mantle is a great baseball player even with the handicap of injured legs.

colonial period During the colonial period, before the Revolutionary War, there was a great deal of class distinction in New York. While we were still a colony of England, we followed England's ways. Even after the colonial period, we kept some English ways, but not many.

privilege Having a room of your own is a privilege. You should appreciate it by keeping it neat and clean. Many privileges like this are taken for granted.

social system In America the social system is different from the one in India. According to our social system, or way of life, people have a chance to become wealthy. In India, people cannot easily change their status.

aristocracy In America there is no aristocracy. In England Queen Elizabeth and her family are part of the aristocracy.

ELLIS, CHAPTER EIGHT, SETTLERS BRING VARIETY TO NEW YORK

VOCABULARY TEST

Write the words from the column on the left in the spaces provided in the sentences on the right.

- a. population
- b. religious toleration
- c. descent
- d. immigrants
- e. privilege
- f. tutor
- g. handicap
- h. colonial period
- i. social system
- j. aristocracy

1. Lack of height can be a _____ to a basketball player.
2. The Pilgrims came to America seeking _____.
3. The _____ of the world is increasing.
4. President Roosevelt was of Dutch _____.
5. Queen Julianna is a member of the Dutch _____.
6. Voting is a _____ given to qualified citizen.
7. Many _____ settled in New York when they came to the New World.
8. Our _____ allows any man born in America to become President.
9. During the _____ men wore wigs.
10. A _____ can help you learn a difficult subject.

ELLIS, CHAPTER EIGHT, SETTLERS BRING VARIETY TO NEW YORK

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

- p. 95, New Netherland and modern New York
1. What features did New Netherland have in common with modern New York?

p. 96, New York remains a melting pot

 2. What was the result of the "melting pot"?
 3. In 1700, of what descent were most New Yorkers?
 4. In what way does American life resemble English life?
 5. What American conditions forced English settlers to change their way of life?
 6. Who are the Scotch-Irish?
 7. Who was the first governor of New York?
 8. From what countries did New York's settlers come?
 9. What was the name of the largest single group of immigrants to come to New York before the Revolutionary War?
 10. Where did the Palatines settle?
 11. What happened to the Palatines after their project of making ship building supplies failed?
 12. What contributions did the Germans make to the growth of New York?
p.100, Schools and newspapers keep people informed
 13. Who founded New York's schools?
 14. Why did few children go to school?
 15. What was the first college in New York State?
 16. How were girls educated?
 17. Where were colonial styles set?
 18. What is Cadwallader Colden's contributions to our knowledge of early New York?
p.102, Social classes develop in town and countryside
 19. How could someone living in colonial New York change his social status?
p.103, Summary.
 20. What is the motto on the New York State seal?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS FOUND ON PAGE 103

ELLIS, CHAPTER EIGHT, SETTLERS BRING VARIETY TO NEW YORK

INTERPRETATION

Below are given a list of ideas developed in the chapter. Find the meaning of each and explain it in your own words. Page references are provided to help you.

1. melting pot (p. 96,103)
2. Scotch Irish (p. 96)
3. the German Palatines (p. 97,98)
4. religious toleration (p. 99,100)
5. social class (p. 102)

ELLIS, CHAPTER EIGHT, SETTLERS BRING VARIETY TO NEW YORK

QUESTIONS FOR REVIEW

People came to New York for many different reasons. As a result New York became a melting pot. Below are three major groupings. Under each heading fill in appropriate information.

Nationalities in colonial New York

- 1.
- 2.
- 3.
- 4.
- 5.

Religions in colonial New York

- 1.
- 2.
- 3.
- 4.
- 5.

Social classes in early New York

A. occupations or positions held by people in upper class.

- 1.
- 2.
- 3.

B. occupations or positions held by people in middle class.

- 1.
- 2.
- 3.

C. occupations or positions held by people in lower class.

- 1.
- 2.
- 3.

ELLIS, CHAPTER NINE, NEW YORKERS LEARN SELF-GOVERNMENT

WORDS TO LEARN

Vocabulary

People, Places, Events, et cetera

p. 112 democracy, generation,
assembly, bill of rights,
levy, aldermen, urban,
*freedom of the press

Duke of York

p. 113 authority, *trial by jury,
freedom of worship,
property rights, *aristo-
cracy, *monopoly, property

King of England, New Netherland, New
Jersey, Lord John Berkeley, Sir George
Carteret, Connecticut, Dutch, Stuyvesant,
"The Duke's Laws", Colonel Richard
Nicolls, Long Island, Westchester
County, Hempstead Convention, Albany,
Canada

p. 114 delegate, *freeholders,
*freemen

Governor Thomas Dongan, "Charter of
Liberties and Privileges", King James II,
Jacob Leister, Hudson River, Boston,
Governor Edmund Ondros, King William,
Queen Mary, Colonel Henry Sloughter,
Leisler's Rebellion

p. 116 traitor

p. 117 *privateers, expenditure

Edward Cornbury, Benjamin Fletcher,
Great Britain, France, Captain Kidd

p. 118 chief justice, seditions,
libel, edit

Negroes, John Peter Zenger, William
Cosby, Rip Van Dam, Lewis Morris,
New York Weekly, Journal

p. 119

Philadelphia, Andrew Hamilton

p. 120 criticize

Words Used in Context

democracy In the United States which is a democracy, the people vote to
choose their leaders. The leaders much satisfy the people who voted for
them. Therefore, it is the people who run the government in this great
democracy.

generation People have always complained about children. The new generation
is always worse than the last one. Parents who are of one generation,
misunderstand their children, the new generation; the children in turn
misunderstand the older generation.

ELLIS, CHAPTER NINE, NEW YORKERS LEARN SELF-GOVERNMENT

Words Used in Context (Continued)

bill of rights The first ten amendments of the U.S. Constitution contain a bill of rights. It is this section of the constitution that contains our personal freedoms, such as freedom of speech.

levy Every year we pay an income tax. Some people remember when we had no income tax and they complain about it. They want to know why the government had to levy such a tax.

freedom of the press Some publications abuse their privilege of freedom of the press. They print lies and half truths which the public believes. The people are entitled to know the truth, no matter what it is, but no press has the freedom to print lies.

monopoly A business is allowed to make as much money as it can. However, it may not become a monopoly, because then it hurts other businesses. One business cannot make all the money and stop others from growing. The government will not allow it.

edit Before you turn in the final copy of your story, edit it. I'm sure you can change some things around. Perhaps you'll want to add something or cross something out.

authority The governor of a state has the authority to pardon some criminals. This authority cannot be taken lightly. The power to forgive people is good but must be used wisely.

delegate Did your class send a delegate to the student council meeting today? If you are not represented you won't have anything to say about the dance. Quick! Choose a delegate!

libel That newspaper is guilty of libel. Calling former President Eisenhower a communist is such a lie. They should get into trouble for printing libel like that.

ELLIS, CHAPTER NINE, NEW YORKERS LEARN SELF-GOVERNMENT

VOCABULARY TEST

In the space provided at the left write the letter of the word that best completes the statement.

- _____ 1. The United States is a democracy.
a. country of immigrants
b. country run by the people
c. country with a leader
d. country which is wealthy
- _____ 2. The next generation should learn from our mistakes.
a. group to be born
b. group of immigrants
c. group of leaders
d. group of students
- _____ 3. A bill of rights
a. list of our complaints
b. list of our demands
c. list of our freedoms
d. list of our requests
- _____ 4. You had better edit this poem now.
a. revise
b. write
c. re-copy
d. re-write
- _____ 5. The government will levy a tax on leather.
a. put
b. change
c. remove
d. increase
- _____ 6. John Peter Zenger fought for freedom of the press.
a. the right to sell newspapers anywhere
b. the right to print anything
c. the right to print the truth
d. the right to give newspapers to people
- _____ 7. The Ford Motor Company and the Chrysler Corporation keep General Motors from becoming a monopoly.
a. manufactures only one product
b. has complete control over manufacture and sale of a product
c. lets only certain people sell their product
d. a company that raises prices often
- _____ 8. The principal has the authority to suspend students.
a. privilege
b. desire
c. power
d. audacity
- _____ 9. We must send a delegate to the convention.
a. person
b. voter
c. president
d. representative
- _____ 10. The "Inquirer" is being sued for libel.
a. publishing ugly pictures
b. printing unkind things about people
c. not printing advertisements
d. printing lies

ELLIS, CHAPTER NINE, NEW YORKERS LEARN SELF-GOVERNMENT

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 113, The Duke of York Fails to Grant Good Government

1. Why was the Duke of York unable to rule New York with firmness?
2. What was the most important reason for the Duke of York's failure?
3. What were the Duke's Laws?
4. What kind of governor was Richard Nicolls?
5. Which groups of New Yorkers opposed the taxes which were levied by the Duke of York?
6. What was the "Charter of Liberties and Privileges"?

p. 114, Jacob Leisler Leads a Revolt

7. Why were the colonists unhappy?
8. Why were residents of Long Island particularly unhappy?
9. What did James II do to the New York Colony when he became King?
10. What happened to New York when in 1688 King James was driven from power?
11. Who was Jacob Leisler?
12. Why did the aristocracy hate him?
13. What happened to Leisler when Governor Sloughter arrived?
14. How did Leisler's Rebellion help New York?

p. 116, The Assembly Wins Control of Public Money

15. What was the most important power that the assembly had?
16. How did the Assembly use this power to gain control of the governors?
17. What type of governor was Benjamin Fletcher?
18. In what way did he help make the Assembly more powerful?
19. In what way was the law requiring the election of an Assembly every three years a step forward in democracy?
20. Who could and could not vote in New York in 1760?

p. 118, John Peter Zenger Fights for Freedom of the Press

21. Why did Governor Cosby have Zenger arrested?
22. Who defended Zenger in his trial?
23. Why was Zenger's victory so important?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 120

ELLIS, CHAPTER NINE, NEW YORKERS LEARN SELF-GOVERNMENT

MEANING OF WORDS IN CONTEXT

Write down the meaning of each of the following phrases or groups of words as they are used in the text. The words are listed with the page on which you will find them Do not use a dictionary. Explain them do not define them.

1. democracy (112)
2. monopoly (113)
3. bill of rights (112)
4. Assembly (114)
5. delegate (114)
6. seditious libel (118)
7. political parties (112)

ELLIS, CHAPTER NINE, NEW YORKERS LEARN SELF-GOVERNMENT
ELLIS, CHAPTER TEN, NEW YORK BECOMES IMPORTANT IN THE BRITISH EMPIRE
FLIERL, CHAPTER SEVEN, NEW YORK AS AN ENGLISH COLONY

QUESTIONS FOR REVIEW

Answer any 15.

1. The _____ came to New York to make naval stores for the British.
2. _____ was a famous descendant of the Palatines.
3. _____ was the major occupation in colonial N.Y.
4. _____ is the line between the settled and the unsettled land.
5. In 1730, raw sugar was imported from _____.
6. Sir William Johnson's last wife was Molly Brant, whose brother Joseph was _____.
7. The King of England gave New Netherland to his brother James, _____.
8. The first British Governor of New York was _____.
9. _____ was Zenger's lawyer.
10. John Peter Zenger fought for freedom of the _____.
11. _____ was the governor of New York while Zenger was being tried.
12. _____ persuaded the Indians to remain loyal to the English during the French and Indian Wars.
13. _____, signed in 1763, ended the French and Indian Wars.
14. The treaty of _____ provided for a line to be drawn from where Rome, New York now stands.
15. John Peter Zenger was a _____.
16. Under the _____ system British colonies were to send raw materials to England, buy goods from England and use British ships.
17. The _____ act placed a tax on newspapers and legal documents.
18. The _____ act placed a tax on paper, paint, glass and tea.

ELLIS, CHAPTER NINE, NEW YORKERS LEARN SELF-GOVERNMENT
ELLIS, CHAPTER TEN, NEW YORK BECOMES IMPORTANT IN THE BRITISH EMPIRE
FLIERL, CHAPTER SEVEN, NEW YORK AS AN ENGLISH COLONY

QUESTIONS FOR REVIEW (Continued)

19. The _____ Rebellion led to more freedom for the common man in New York.
20. _____ replaced James II on the British Throne.
21. The _____ Congress met in order to unite the colonies.

FLIERL, CHAPTER SEVEN, NEW YORK AS AN ENGLISH COLONY

WORDS TO LEARN

Vocabulary

People, Places, Events, et cetera

p. 102	trial by jury, <u>foreigner</u>	Colonel Richard Nicolls, Walloons, New Netherland
p. 103		Atlantic, Connecticut, Pacific, Duke of York and Albany, Fort Orange, Long Island, Manhattan, Westchester, Staten Island, Yorkshire, Francis Lovelace, Boston
p. 104	representatives, *civil liberties, representative government, immigrants	Dutch West Indies Company, King James II, New England, New Jersey, William of Orange, Palatine
p. 105	* <u>refugees</u> , possessions, *naval stores, *unsanitary	Colonel Hunter, Schoharie Valley, Governors Island, Albany
p. 106	title, descended, *apprentice	Pennsylvania, "Pennsylvania Dutch", Mohawk Valley, Rhinebeck, Palatine Bridge, Saugerties, Germantown, General Herkimer, John Peter Zenger
p. 107	natural resources, <u>occupation</u> , <u>climate</u>	
p. 108	<u>quantity</u> , raw materials, commerce, <u>population</u> , export, import, *estates	Indians, West Indies
p. 109	*official church, freedom	Dutch Reformed Church
p. 110	representatives, "seditious libel"	William Cosby, James Alexander, <u>New York Weekly Journal</u>
p. 111		Philadelphia, Andrew Hamilton
p. 112	chief justice, <u>basic freedom</u> , <u>frontier</u>	Ireland
p. 113	gristmill	Scotch Irish, King Hendrick
p. 115	allies, geographic position	Captain Monton, Seneca, Superintendent of Indian Affairs, French and Indian War, Fort Ticonderoga, Crown Point, Champlain Valley
p. 116	*baronet	Fort Niagara, Lake Ontario, Iroquois, Molly Brant, Joseph Brant, Six Nations, Lord Jeffrey Amherst, General James Wolfe

FLIERL, CHAPTER SEVEN, NEW YORK AS AN ENGLISH COLONY

WORDS TO LEARN (Continued)

Vocabulary

People, Places, Events, et cetera

p. 117		Molly Brant, Joseph Brant, Six Nations, Lord Jeffrey Amherst, General James Wolfe
p. 118	peacemaker	Quebec, Treaty of Paris, Fort Stanwix, Fort Stanwix Line
p. 120		Revolutionary War

Words Used in Context

foreigner That man, who came to this country from Europe, is a foreigner. You should never criticize the ways of a foreigner, because someday you could be in another country and you certainly wouldn't like to be criticized for your foreign ways.

refugee He came to this country because he was looking for a safe place. He is a refugee who is seeking the comfort of a free land.

occupation You had better plan now for your future by preparing for an occupation. Some occupations which are respected are medicine, nursing, education and law.

climate The climate of Long Island is pleasant. Throughout the year, with each season, the weather changes and gives us a pleasant climate which is not boring.

quantity We need a large quantity of paper for the bulletin board. We don't care what kind of paper it is, as long as we have enough.

population What is the population of the United States? The answer to this question changes every minute. However, no matter how fast people are born, we still know that the population is now about 190 million.

import The United States does not produce enough tin, therefore we import a great deal of tin from Bolivia, which produces it in large amounts.

export The United States produces a great deal of food. We export food to other countries.

basic freedom Freedom of religion, or the right to go to any church you like, is a basic freedom. No one has the right to tell you to what church you should go.

frontier The first settlers of the United States had to cross the frontier more than once. Entering into the wilderness from the warmth of settlement is not an easy thing. If these settlers had not been willing to give up some comforts to cross the frontier, our land would not have grown.

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

- _____ 1. foreigner
- _____ 2. refugee
- _____ 3. occupation
- _____ 4. climate
- _____ 5. quantity
- _____ 6. population
- _____ 7. import
- _____ 8. export
- _____ 9. basic freedom
- _____ 10. frontier

Column II

- a. job
- b. people
- c. person from another country
- d. products going out of the country
- e. amount
- f. a right to which you are entitled
- g. person from another country who wanted help
- h. products coming in to the country
- i. line between the settled and the unsettled land
- j. weather in general

FLIERL, CHAPTER SEVEN, NEW YORK AS AN ENGLISH COLONY

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

1. How did Col. Nicolls make the Dutch people happy?
p. 102, New York Under the English
2. What was one change that the Dutch liked?
p. 102, How the Dutch felt
3. Why was New York renamed?
p. 103, The division of the Colony
4. What was Yorkshire?
p. 103, The colony changes hands
5. Why were the Dutch able to recapture New York?
p. 104, New York Under the Duke of York
6. What rights did the Duke of York grant to New York and then take away when he became King?
7. Who replaced King James?
8. What wishes did King William grant to the New York colonists?
p. 104, The Palatine immigrants
9. Why did the Palatines come to New York?
p. 104, The Palatines in England
10. What problem did the Palatines create in England?
p. 105, A plan of aid
11. What was the British plan for aiding the Palatines?
p. 105, The voyage to the New World
12. How was the trip to the new world?
p. 105, The loyalty of the Palatines
13. How did the Palatines show their loyalty?
p. 106, The Schoharie at last
14. What problems faced the Palatines at the Schoharie Valley?
p. 106, Descendants of the Palatines
15. Who are two famous Americans of Palatine descent?
p. 107, Life in Colonial New York
16. How did most of the English colonists earn a living?
p. 108, Ships and shipping
17. What two occupations did farming, fishing, and the fur trade lead to?
p. 108, The importance of wheat
18. How did the wheat trade help New York City to grow?
p. 108, Reminders of the period
19. In what ways does the New York City seal remind us of colonial New York?
p. 109, Religion and education
20. What subjects were taught at the colonial church schools?
p. 109, Freedom in colonial New York
21. How was freedom different in colonial New York than it is today?
22. How many slaves were there in New York in 1735?
p. 109, The right to criticize
23. Why in colonial New York was it dangerous for a colonist to criticize the governor?
p. 110, New York's first free newspaper
24. What type of governor was William Cosby?
25. Who wrote most of the articles in the "New-York Weekly Journal"?

FLIERL, CHAPTER SEVEN, NEW YORK AS AN ENGLISH COLONY

DIRECTED READING (Continued)

26. Why was John Peter Zenger arrested and put into jail?
p. 110, A famous trial
27. Who defended Zenger? Why?
p. 111, The decision
28. What was the decision of the Zenger trial?
p. 112, Why the Zenger case was important
29. Why was the Zenger trial more than just a victory for Zenger?
p. 112, The New York Frontier
30. Why did the colony grow slowly at first?
p. 112, Settlement of the frontier begins
31. What slowed down settlement on the frontier?
p. 112, Sir William Johnson
32. What languages did William Johnson learn?
33. Why did many of the Indians trade their best furs to him?
p. 113, Johnson encourages settlement
34. How did William Johnson encourage settlement?
p. 113, William Johnson and the Indians
35. How did Johnson's treatment of the Indians differ from that of other
rich men?
p. 113, The "Dream Land Tract"
36. Why did Johnson give King Hendrick a suit?
37. How did Johnson get a large tract of land from King Hendrick?
p. 114, Johnson's services to the Indians
38. What good things did the English do for the Indians?
39. Why did the Indians want Johnson to stay or as chief Indian officer?
p. 115, Start of the French and Indian War
40. What was the main reason that France fought England between 1689 and 1763?
41. What three important positions did France hold at the start of the
French and Indian War?
p. 116, Johnson and the War
42. How did William Johnson become "Sir"?
43. What was William Johnson's greatest service during this war?
44. In what year did the English finally start to win most of the
battles of the war?
p. 117, The French retreat
45. Who were Jeffery Amherst and James Wolfe?
p. 117, The British win the War
46. What changed the tide of the war?
47. What were two results of this war?
p. 118, Sir William, the peacemaker
48. Why did Johnson arrange for a meeting at Fort Stanwix?
p. 118, A treaty was signed
49. What was the Fort Stanwix Line?
50. How did the Fort Stanwix Line fail?
p. 119, The Death of Sir William
51. What might Johnson have done if he had lived?
p. 119, After Sir William, what?
52. Why were the Indians loyal to English in the American Revolution?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 106, 112, and 121

FLIERL, CHAPTER SEVEN, NEW YORK AS AN ENGLISH COLONY

INTERPRETATION

Below are given a list of ideas developed in the chapter. Find the meaning of each and explain it in your own words. Page references are provided to help you.

1. The German Palatines (p. 104)
2. naval stores (p. 105)
3. John Peter Zenger (p. 110)
4. The "Dreamland Tract" (p. 113)
5. Sir William Johnson (p. 112)

ELLIS, CHAPTER TEN, NEW YORK BECOMES IMPORTANT IN THE BRITISH EMPIRE

WORDS TO LEARN

<u>Vocabulary</u>	<u>People, Places, Events, et cetera</u>
p. 122	Oswego-Mohawk-Hudson Route, Richelieu River, Fort Ticonderoga, Lake Oneida, Fort Stanwix, Great Lakes-St. Lawrence Route
p. 124 * <u>indigo</u> , strategic	French and Indian War, Royal Navy
p. 125 gratitude, ties, * <u>independence</u>	King William's War, Queen Anne's War, King George's War
p. 126 <u>alliances</u>	Iroquois Confederacy, Samuel de Champlain, Algonkians, Hurons
p. 127 * <u>neutrality</u>	Peter Schuyler, William Johnson, Count Frontenac
p. 128 fortified	Crown Point, Albany Congress, Chief Hendricks Peters
p. 129	Ben Franklin, Albany Plan of Union, General Amherst, General Wolfe, Treaty of Paris
p. 130 * <u>license</u>	Appalachian Mountains
p. 131	Fort Stanwix Treaty, Unadilla R., Delaware R., Susquehanna R.
p. 132 mercantile system, * <u>raw materials</u> , <u>custom's duties</u>	Lord Grenville, Navigation Acts, Sugar Act
p. 133 legal document, * <u>parliament</u> , gallows	Governor Colden
p. 134 * <u>boycott</u> , repealed	Sons of Liberty, Lord Townshend
p. 135 * <u>suspend</u>	William Fryon

Words Used in Context

indigo Indigo was valuable to the colonists because it was used in dyeing materials blue. The plants from which the indigo was obtained were grown in the West Indies.

independence The Congo received its independence from Belgium a few years ago. The problems of independence have been great and it has had trouble standing alone and remaining free.

ELLIS, CHAPTER TEN, NEW YORK BECOMES IMPORTANT IN THE BRITISH EMPIRE

Words Used in Context (Continued)

alliance The alliance of Germany and Japan in World War II almost conquered the entire free world. The Nato alliance is a group of countries that have banded together to protect Western Europe from further attempts of this kind.

neutrality The neutrality of Switzerland in many wars is a known fact. Its geographic position allows it the privilege of not choosing sides in most wars. Many historians feel however that it is almost impossible these days to maintain a position of neutrality because you must choose between communism and freedom.

license "I was given written permission to fish here Officer. Look! Here is my license."

raw materials The raw materials, rubber and iron, were turned into the finished products, tires and stones. New York had many raw materials but was forbidden to make them into finished products.

custom's duties The custom's duties on Volkswagon cars from Germany raises the price on these cars from \$1200 to \$1500. These taxes on imports are needed to protect our own industries.

parliament A parliament is a type of governing body similar to a congress. The British Parliament consists of a House of Commons and a House of Lords while our Congress consists of the Senate and the House of Representatives.

boycott The American boycott of Cuba has been fairly successful in keeping people from trading with Cuba. This boycott has not been completely successful because some countries still recognize the Castro government and deal with it.

suspend When the principal said that he would suspend the student he meant that the student would not be allowed to go to classes for a while.

ELLIS, CHAPTER TEN, NEW YORK BECOMES IMPORTANT IN THE BRITISH EMPIRE

VOCABULARY TEST

Tell whether the words in Column I are synonyms (about the same) or antonyms (about the opposite) of the meaning words in Column II. Write an S or A in the blank between the columns.

I

1. indigo
2. independence
3. alliance
4. neutrality
5. license
6. raw materials
7. custom duties
8. boycott
9. parliament
10. suspend

II

- red dye
- freedom
- independence
- one sided
- permit
- finished products
- tax on exports
- refusal to deal with
- congress
- stop for a time

ELLIS, CHAPTER TEN, NEW YORK BECOMES IMPORTANT IN THE BRITISH EMPIRE

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 121

1. What factors made New York one of the most important regions in North America?

p. 122, New York has an important location

2. Why was New York important to both the British and the French in their struggle for control of North America?

3. Why was New York's harbor important?

4. When did the British start to insist on the collection of taxes?

5. Why were New Yorkers deeply loyal to the British?

p. 125, New York plays a major role in the wars against France.

6. What were the names of the four wars with France?

7. Why were New Yorkers frightened?

8. Why were the Iroquois important during the war?

9. Which New Yorkers influenced the Indians and kept them friendly?

10. Why is the French and Indian War important?

11. What was the purpose of the Albany Plan of Union?

12. What was the name and date of the treaty that ended the French and Indian War?

p. 130, The British Indian policy annoys New Yorkers

13. What were some of the reasons why New Yorkers did not hesitate to disagree with British policies?

14. What were the 2 major problems of the British government?

15. What was the purpose of the Proclamation of 1763?

16. What three groups were irritated by the Proclamation of 1763?

17. What was the Treaty of Fort Stanwix?

p. 132, Tax and trade regulations threaten New Yorkers

18. What was the mercantile system?

19. What was the purpose of the Navigation Acts?

20. What were the names of some of the acts passed by the British government in order to collect taxes?

21. Why did the colonists object?

22. What was the "Sons of Liberty"?

23. What were the Townshend Acts?

24. What did the people of New York do when they didn't like a tax?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 136

ELLIS, CHAPTER TEN, NEW YORK BECOMES IMPORTANT IN THE BRITISH EMPIRE

RECALL AND USE OF INDEX

Below is a list of names of men who played a role in the period of history when New York was a British colony. Next to each name write a sentence or two telling what part that person played. Use your index to look up the answer.

1. William Johnson

2. King George III

3. Lord George Grenville

4. Benjamin Franklin

5. Lord Townshend

FLIERL, CHAPTER EIGHT, NEW YORK IN THE WAR FOR INDEPENDENCE

WORDS TO LEARN

<u>Vocabulary</u>	<u>People, Places, Events, et cetera</u>
p. 122 mother country, colonial period, raw materials	French and Indian War, King George III
p. 123 <u>petition</u> , <u>repeal</u> , *loyalist, *tory	Stamp Act, English Parliament, Stamp Act Congress
p. 124 * <u>quarter</u> , <u>resistance</u> , * <u>duties</u> , merchants, *levy	Sons of Liberty, City Hall Park, Battle of Golden Hill, Revolutionary War, Boston Tea Party
p. 125 * <u>grievance</u>	The Continental Congress, General Gage, Lexington, Concord, "Continental"
p. 126 garrisons, commander-in-chief, sledges	Fort Ticonderoga, Crown Point, Lake Champlain, "Ti", "Green Mountain Boys", Ethan Allen, Benedict Arnold, General Washington, Continental Army, Lake George, Albany, Berkshire Mountains, Canada
p. 127 <u>remnants</u>	Richard Montgomery, Quebec, Maine, Sir John Johnson, Joseph Brant, Iroquois, Hudson River
p. 128 fortifications, *siege, <u>cargo</u>	Brooklyn Heights, Staten Island, marshes , General William Howe, Maryland, Delaware, East River
p. 130 patriots, *recruits	
p. 131 encamped	Thirty-fourth Street, Harlem Heights
p. 132 *aide, *picket	Kings College, Aaron Burr
p. 133	Nathan Hale, Margaret Corbin
p. 134 <u>martyrs</u>	Fort Washington, City Hall, Martyrs' Monument, Fort Greene Park

Words Used in Context

independence That child wants his independence, but his parents don't think he is ready for it. "He can't be alone and take care of himself without any help," said his father.

Words Used in Context (Continued)

petition The students sent a petition to the principal, asking for permission to eat lunch on the lawn. Each student signed the petition to show his feelings on the matter.

repeal The President said he would not ask Congress to repeal the law. It did not matter how difficult the law was, it was the right thing and repealing it would be a sign of weakness.

quarter Now they quarter soldiers in barracks at army camps. During colonial times, they quartered soldiers in people's homes.

resistance When the policeman grabbed the thief, the criminal offered resistance to the arrest. After struggling with him, the policeman overcame the resistance he offered and arrested the man.

duties In the United States there are duties on certain products that are imported from a foreign country like liquor and spices. Many people resent these taxes but without duties our own industries would suffer and the government would need more funds.

grievance The storekeeper had a grievance against the man who robbed him. He went to the police, his money was returned and his grievance was satisfied.

remnants Here are the remnants of the birthday cake. After ten boys were at it, there isn't much left.

cargo The plane carried an unusual cargo. Elephant and tigers for the zoo were part of the cargo of that plane.

martyrs In every era there are martyrs. There are always people willing to die for a cause if they believe in it.

FLIERL, CHAPTER EIGHT, NEW YORK IN THE WAR FOR INDEPENDENCE

VOCABULARY TEST

Write the letter of the definition of the word on the line before the number of the word.

- _____ 1. independence
a. willingness to stand alone
b. refused to stand alone
c. desire to stand alone
d. ability to stand alone
- _____ 2. petition
a. grievance
b. request
c. wall
d. separation
- _____ 3. repeal
a. repeat
b. demand
c. cancel
d. favor
- _____ 4. to quarter
a. four
b. to shorten
c. to board and house
d. to change
- _____ 5. resistance
a. help
b. repetition
c. heat
d. opposition
- _____ 6. duties
a. imports
b. hobbies
c. taxes
d. goods
- _____ 7. grievance
a. desire
b. petition
c. complaint
d. mourning
- _____ 8. remnant
a. part
b. remains
c. clothe
d. tear
- _____ 9. cargo
a. train
b. freight
c. snails
d. plane
- _____ 10. martyrs
a. those who die for a cause
b. those who win a war
c. those who believe in God
d. those who love their country

FLIERL, CHAPTER EIGHT, NEW YORK IN THE WAR FOR INDEPENDENCE

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

- p. 122, Trouble begins
1. Why did few industries develop in colonial New York?
 2. In what way did the colonists and King George III disagree about protection?
 3. What was the purpose of the Stamp Act?
p. 123, Opposition to the Stamp Act
 4. What was the purpose of the Stamp Act Congress?
 5. What action did the Stamp Act Congress take?
 6. What was the cry of the colonists?
p. 123, People take sides
 7. What were Loyalists or Tories?
p. 124, The "Sons of Liberty"
 8. What was a liberty pole?
 9. What battle is sometimes called the first battle of the Revolutionary War?
p. 124, Resistance to Britain grows
 10. What caused the Boston Tea Party?
 11. How did the British government punish Boston?
p. 125, The Continental Congress
 12. What helped to unite the colonies?
 13. What was the purpose of the Continental Congress?
 14. What was the result of the Continental Congress?
 15. What battles began the Revolutionary War?
p. 125, New York Becomes a Battlefield
 16. What was the new American army called?
p. 126, Fort Ticonderoga
 17. Why was Fort Ticonderoga important?
 18. Who captured Fort Ticonderoga?
p. 126, The Cannons of Ticonderoga
 19. Why did Washington want the cannons of Ticonderoga?
p. 127, Invasion of Canada
 20. What was the result of the invasion of Canada?
p. 127, The Threat from Canada
 21. What were British sympathizers in Canada urging the Iroquois to do?
p. 127, The Battle of Long Island
 22. Why was New York City important to the British?
 23. Why was Brooklyn Heights important?
p. 128, A Gallant Stand
 24. What was the result of the Battle of Brooklyn Heights?
p. 128, The Escape from Long Island
 25. How did the defeat in the Battle of Long Island serve the patriots' cause?
p. 130, The Struggle For New York City
 26. What was one of the most serious problems faced by George Washington?
p. 131, A Difficult Decision
 27. What was the Continental Congress?
 28. What was Washington's difficult decision?
p. 131, The British Invade Manhattan Island
 29. What did Washington do when he heard that his soldiers were fleeing?

FLIERL, CHAPTER EIGHT, NEW YORK IN THE WAR FOR INDEPENDENCE

DIRECTED READING (Continued)

- p. 132, How the American escaped
30. Who helped the Americans escape?
- p. 132, The Battle of Harlem Heights
31. What was the outcome of the Battle of Harlem Heights?
- p. 132, The American take heart
32. What was the result of the Battle of Harlem Heights?
- p. 133, Nathar Hale
33. Why did Nathan Hale go behind the British lines?
34. What were Hale's last words?
- p. 133, The story of Margaret Corbin
35. What became clear to Washington at Harlem Heights?
36. Why is she remembered?
37. Why was Margaret Corbin with her husband?
- p. 133, Biographical sketch
38. What are some of the things for which Aaron Burr is famous?
39. What were some of the things that led to Burr's downfall?
- p. 134, Martyrs to freedom
40. Who were the martyrs to freedom?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGES 125, 130, 134 and 135

FLIERL, CHAPTER EIGHT, NEW YORK IN THE WAR FOR INDEPENDENCE

READING TO FOLLOW A TIME SEQUENCE

Use the text book to help you unscramble the following list of events. Place the events in the order in which they occurred. Discuss your final list in terms of how each event follows the one before it. Following each event is a page reference to help you.

1. The Stamp Act Congress (p. 123)
2. Continental Congress (p. 125)
3. Tax on tea (p. 124)
4. Lexington and Concord (p. 125)
5. The Stamp Act (p. 123)
6. Boston Tea Party (p. 124)
7. The Battle of Golden Hill (p. 124)

FLIERL, CHAPTER NINE, THE ROUGH ROAD TO VICTORY

WORDS TO LEARN

	<u>Vocabulary</u>	<u>People, Places, Events, et cetera</u>
p. 136	* <u>mercenary</u>	Tory, Benedict Arnold, General Burgoyne, Lake Champlain, General St. Leger, Lake Ontario, Mohawk River, Albany, Sir William Howe, Hudson River, Hessian, Hesse, West Germany
p. 138	* <u>tactics</u> , <u>neutral</u> , * <u>portage</u> , <u>spies</u> , <u>volunteer</u> , * <u>militia</u>	General Schuyler, Jane McCrea, Sir John Johnson, Sir William Johnson, Joseph Brant, Tories, Fort Stanwix, Colonel Peter Gansevoort, Lieutenant-Colonel Willet, Nicholas Herkimer, Palatines
p. 139	<u>siege</u> , <u>relief column</u> , <u>strategy</u>	Oneida Lake, Oriskany
p. 140	<u>foe</u> , <u>half-wet</u> , * <u>superstitious</u> , * <u>prophecy</u>	Benedict Arnold, Hons Yost Schuyler, Nicholas Schuyler
p. 141	<u>plight</u>	Oswego, General Gates, Continental Congress, Saratoga
p. 142	<u>surrender</u> , * <u>morale</u>	Philadelphia
p. 143	<u>ally</u> , <u>independent nation</u> , * <u>episode</u> , * <u>reprimann</u>	France
p. 144		Peggy Shippen, John Andre'
p. 145	"Council fire", <u>avenge</u>	League of the Iroquois, Tuscarora, Oneida, Wyoming Valley, Pennsylvania, German Flats, Unadilla, Joseph Brant, Cherry Valley, Thayendanega, Colonel Alden
p. 146	<u>slaughter</u>	Sullivan, Clinton, Tioga
p. 147	<u>bushel</u> , <u>expedition</u> , * <u>reservations</u> , <u>penalty</u> , <u>warrior</u> , <u>heroism</u> , <u>truce</u>	Newton, Chemung River, Genessee, Horseheads, Elmira, Fort Niagara, Sir John Johnson, Canajoharie, Johnstown, Schoharie Valley, Stone Arabin, Oneida, Colonel Willet, Cornwallis, Yorktown, Virginia
p. 148		Battery, Fraunces Tavan, The Stars and Stripes

FLIERL, CHAPTER NINE, THE ROUGH ROAD TO VICTORY

WORDS USED IN CONTEXT

mercenary Jack is very mercenary. All he cares about is money. On occasion he ignores his friends and hurts their feelings just to get money. If he weren't so mercenary, he would be nice.

tactics The procedures used to gain what you want are called tactics. Sometimes your tactics may not be approved.

neutral When two of your friends argue, it is best to remain neutral. By remaining neutral you take neither side.

foe In a fight, never trust your foe. Don't underestimate your foe, for your enemy will always seek to conquer you.

superstitious If you are superstitious you believe that black cats bring bad luck and breaking a mirror is just as bad. Superstitious people do some odd things to avoid the forces of evil that they fear.

morale A soldier's morale is very important. If a soldier is not encouraged and believes he is forgotten his morale falls, his spirits and hopes fail him and he cannot win a war.

ally When a nation goes to war, it may need an ally. Usually if nations have been friendly, when one goes to war the other will help its ally.

episode Even in the midst of a war when most episodes are sad, a humorous episode can also take place. Such events are always remembered by the soldiers.

reprimand The teacher will reprimand the student who did not do his homework. No student enjoys a reprimand but he deserves it if he did not do his work.

avenge Indians will always try to avenge themselves. If you kill an Indian, the other members of the tribe believe it is their job to avenge the death of their tribesman.

FLIERL, CHAPTER NINE, THE ROUGH ROAD TO VICTORY

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. mercenary
- _____ 2. tactics
- _____ 3. neutral
- _____ 4. foe
- _____ 5. superstitious
- _____ 6. morale
- _____ 7. ally
- _____ 8. episode
- _____ 9. reprimand
- _____ 10. avenge

- a. went
- b. enemy
- c. methods
- d. seek revenge
- e. money-conscious
- f. believes in spirits
- g. friend
- h. neither friend nor enemy
- i. scold
- j. spirit

FLIERL, CHAPTER NINE, THE ROUGH ROAD TO VICTORY

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

1. What was the contribution of Benedict Arnold's navy?
p. 136, The War Moves North
2. What was the British plan of attack?
p. 136, The British plan of attack
3. Who did not carry out his part of the plan?
p. 138, The enemy meets resistance
4. What did Schuyler's men do to try to stop the British?
p. 138, Burgoyne's troubles multiply
5. What things hurt Burgoyne?
6. How did the death of Jane McCrea influence the colonists?
p. 138, St. Leger's advance into the Mohawk Valley
7. What was St. Leger's first objective?
8. Why was Fort Stanwix important?
p. 138, St. Leger at Fort Stanwix
9. How did St. Leger's troops impress the men in Fort Stanwix?
p. 139, The siege of Fort Stanwix
10. What did St. Leger do when he heard that General Herkimer was approaching?
p. 139, General Herkimer's strategy
11. For what was Herkimer waiting for?
12. What did he do?
p. 140, The Battle of Oriskany
13. What did Herkimer order his men to do in order to protect one another from Indian attack?
p. 140, The enemy flees
14. Why couldn't the American follow the fleeing Tories?
15. What happened to Herkimer?
p. 140, What happened at Stanwix?
16. What happened at Stanwix?
p. 140, Benedict Arnold's relief column
17. What did Hon Yost do for Benedict Arnold?
18. Why did the Indians believe him?
p. 141, The siege ends
19. What was the most important result of this American history?
p. 141, General Burgoyne's defeat
20. Why was Benedict Arnold removed from his command?
p. 141, Burgoyne's plight
21. What were Burgoyne's problems?
p. 142, Surrender
22. What impressed the Hessian soldier who described the surrender?
p. 142, The importance of Burgoyne's defeat
23. Why was Burgoyne's defeat soon important?
p. 143, France enters the war
p. 143, The Treason of Benedict Arnold
24. What were Arnold's fine qualities?
25. What qualities did he lack?
p. 143, Benedict Arnold in Philadelphia
26. What effect did Washington's reprimand have on Arnold?
p. 144, Arnold's conspiracy
27. What was Arnold's plan?

MCLELLAN: CHAPTER NINE, THE ROUGH ROAD TO VICTORY

DIRECTED READING (Continued)

28. Why did the plan fail?
29. What happened to Arnold?
30. Who influenced the Indians to fight on the Tory side?
p. 145, Tories and Indians
p. 145, The "Council fire"
31. Which two nations sometimes helped the Americans?
p. 145, Biographical Sketch
32. Who was Thayendanegea?
33. Why is he remembered?
p. 146, The enemy attacks
34. How did the people feel about the Indian raids?
p. 146, Sullivan march
35. Who was in charge of the expedition to destroy Indian settlements?
36. What was the result of the expedition?
p. 147, The Battle of Newtown
37. Did the Indians fight back when their towns were destroyed?
p. 147, What came of it all?
38. What was the permanent result of Sullivan's expedition?
39. What were some other results?
p. 147, Sir John never forgives
40. How did Sir John Johnson show his revenge?
41. When did these attacks end?
p. 147, Peace Comes to New York
42. Where did the British army surrender?
43. Who was the British leader who surrendered?
44. When was the treaty signed that ended the war?
p. 148, New York City at the end of the war
45. What was the condition of New York City after the war?
p. 148, The Stars and Stripes over New York City
46. Where did Washington and his officers have their farewell dinner?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGES 141, 144, 148 and 149

FLIERL, CHAPTER NINE, THE ROUGH ROAD TO VICTORY

READING FOR FACTS

Many people and places are remembered because of the part they played in the Revolutionary War. Use the page reference to help you find what part was played by each of the following. Next to each person or place named, explain in a sentence, its connection with the Revolution.

Burgoyne (p. 136, 138)

St. Leger (p. 138)

General Herkimer (p. 139)

Fort Stanwix (p. 138)

Oriskany (p. 140)

Benedict Arnold (p. 143)

Saratoga (p. 141)

Joseph Brant (p. 145)

New York City (p. 148)

Cherry Valley (p. 145)

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR

WORDS TO LEARN

Vocabulary

People, Places, Events, et cetera

p. 138	duties, * <u>aristocracy</u> , * <u>blockade</u> , smuggled	Townshend Acts, Sons of Liberty, British East India Company
p. 139		John Lamb, Isaac Sears, Alexander McDougall, Paul Revere, Intolerable Acts, Committee of Fifty-one, First Continental Congress, Provincial Congress, Lexington, Concord, muskets
p. 140	* <u>Patriots</u> , * <u>Loyalists</u> , democratic	Fort Ticonderoga, Crown Point, George Clinton, Alexander Hamilton, George Fryon
p. 141	<u>delegates</u> , * <u>garrison</u>	George Washington, Richard Montgomery, Benedict Arnold, Sir William Howe
p. 142		The Johnsons and the Butlers, "Old Fox"
p. 144		Battle of Harlem Heights, East R., White Plains, Valcour Island
p. 145		John Burgoyne, Mt. Defiance, Philip Schuyler, Fort Edward, Seth Warner, Battle of Bennington
p. 146		Horatio Gates, Barry St. Leger, Nicholas Herkimer, Battle of Saratoga, Bemus Heights
p. 148	* <u>offensive</u>	Joseph Brant, Sir Henry Clinton, Kingston
p. 149		James Clinton, John Sullivan, Tioga
p. 150	* <u>fortifications</u>	Stoney Pt., "Mad" Anthony Wayne
p. 151	* <u>treason</u>	John André

Words Used in Context

aristocracy In New York the people who owned a lot of land were considered to be the aristocracy. Today in New York we do not have any aristocracy since we have no kings or queens and most people own land.

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR

Words Used in Context (Continued)

blockade The English used its navy to blockade New York City and keep goods from entering. This blockade was not successful and many supplies entered New York in spite of it.

Patriots The Patriots wanted to end British rule of the colonies and in the end were successful. The most active group of Patriots were the "Sons of Liberty" who wanted freedom long before the rest of the citizens.

Loyalists Loyalists were treated rather harshly at the end of the Revolution because they had wanted the colony to remain a part of the British Empire. Loyalists were sometimes called Tories.

delegates New York sent several delegates to the Continental Congress. These representatives were slow in signing the Declaration of Independence.

garrison The Patriots surprised the small garrison at Fort Ticonderoga and captured all fifty soldiers in it. Other garrisons were captured at Quebec and Crown Point but the forts were soon recaptured by the British.

offensive The British offensive for capturing New York failed. The best defense is a good offense is an old saying that proved true in the Revolution.

fortifications The British felt that their fortifications at Stony Point made it impossible to be captured. When the Americans attacked, some of the fortifications, such as the sharpened wooden stakes, were not very difficult to overcome at all.

treason Treason is a terrible crime because betraying one's country is unpardonable. Benedict Arnold's treason was the last serious threat to New York.

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR

VOCABULARY TEST

1. blockade
 - a. opening up
 - b. shutting off
 - c. picketing
 - d. striking1. _____
2. aristocracy
 - a. slow class
 - b. working class
 - c. a privileged class
 - d. a fast class2. _____
3. Patriots
 - a. fought for independence
 - b. fought for England
 - c. fought for France
 - d. fought for Germany3. _____
4. Loyalists
 - a. supported England
 - b. supported the colonies
 - c. were loyal to Washington
 - d. were loyal to George Clinton4. _____
5. delegates
 - a. people
 - b. representatives
 - c. congressman
 - d. entrances to delicatessens5. _____
6. garrison
 - a. troops at a fort
 - b. mounted weapons
 - c. groups of generals
 - d. type of clothing6. _____
7. offensive
 - a. a retreating force
 - b. an attacking force
 - c. a defending force
 - d. a nasty force7. _____
8. fortification
 - a. a strengthened position
 - b. a weakened position
 - c. a modern fort
 - d. a colonial fort8. _____
9. treason
 - a. betrayal of one's country
 - b. betrayal of one's religion
 - c. betrayal of one's family
 - d. betrayal of one's friends9. _____

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 138, New York Declares Her Independence

1. What was the only group who seemed dissatisfied with the New York aristocracy in 1770?
2. How did the British government come to the aid of the East India Company?
3. What was the "Association of the Sons of Liberty"?
4. What did the British government do as a result of the Boston Tea Party?
5. How did New York react to the Intolerable Acts?
6. Why did the delegates from New York vote against the Continental Association?
7. What was the Provincial Congress that represented New York?
8. What happened on April 19, 1775, at Lexington and in New York City?
9. What were the first major victories for the Patriots in the war?
10. Even after this there was still little demand for independence. Why?
11. Who were five New Yorkers who gradually demanded independence?
12. When was the Declaration of Independence approved by New York?

p. 141, The British Capture New York City

13. Why did Richard Montgomery and Benedict Arnold attack Canada?
14. Why were the British very interested in capturing New York City?
15. How many troops did George Washington have to use in defense of New York City?
16. How many English troops did General Howe have to capture the city?
17. After the battle at Brooklyn Heights the English began to call Washington "the Old Fox". Why?
18. Who was Nathan Hale?
19. Why did General Howe move his army up the East River?
20. What were the end results of the fighting around New York City between the English and the Patriots?

p. 144, The Patriots Block the Hudson and Hold Lake Champlain

21. How did Benedict Arnold force the British force to retreat to Canada before they could capture Fort Ticonderoga?
22. Describe in detail the British plan of 1777 for capturing New York.
23. Why did it take "Gentleman Johnny" so long to get from Fort Ticonderoga to Fort Edward?
24. What happened as a result of the Battle of Bennington?
25. What trick did General Herkimer use to the Patriots' advantage in the battle at Oriskany?
26. Why did General Burgoyne surrender at the Battle of Saratoga?
27. What happened as a result of the battle of Saratoga?
28. Why didn't the British Army under Sir Henry Clinton come to the aid of Burgoyne's forces at Saratoga?

p. 148, New York Defends Her Frontier

29. What was the major purpose of the British frontier raids?
30. What two Patriot generals were sent by Washington to crush the Iroquois on the frontier?
31. What happened as a result of the Sullivan Clinton campaign?
32. Why did the British feel that Stony Point could not be captured?
33. How did the Americans capture the Fort at Stony Point?

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR

DIRECTED READING (Continued)

34. What was Benedict Arnold planning to do?
35. Why was Major John André hanged?
36. What was the last major battle of the war?
37. How was the end of the war accepted in New York?

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR

CLASSIFICATION AND USE OF INDEX

Below are the major military campaigns fought in New York during the Revolution. Place the name or event in the category to which it belongs. (Use your index and the chart on page 152 for aid.)

Sullivan and Clinton destroy the Iroquois.
Howe captures New York City.
Howe captures Fort Washington.
"Gentleman Johnny" captures Fort Ticonderoga.
The Old Fox escapes.
Herkimer wins at Oriskany.
"Mad" Anthony Wayne captures Stony Point.
Barry St. Leger retreats to Canada.
Walter Butler is shot and killed.
Battle of Harlem Heights
Battle of Valcour Island
Battle of Bennington
Joseph Brant destroys Minisink.
Arnold's act of treason
Gate's victory at Saratoga

Campaigns of 1776

Campaigns of 1777

Frontier Raids (1779-1781)

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR
FLIERL-CHAPTERS 8 AND 9, NEW YORK IN THE WAR FOR INDEPENDENCE;
THE ROUGH ROAD TO VICTORY

QUESTIONS FOR REVIEW

There were many war heroes of the Revolution. Using names from the following list, write on the line to the right of each description the last name of the person it describes.

- | | |
|-------------------------------|--------------------------|
| a. Nathan Hale | j. "Mad" Anthony Wayne |
| b. General Charles Cornwallis | k. John Sullivan |
| c. Benedict Arnold | l. Barry St. Leger |
| d. George Washington | m. General John Burgoyne |
| e. Major John André | n. Joseph Brant |
| f. General Nicholas Herkimer | o. Henry Clinton |
| g. General William Howe | p. Guy Johnson |
| h. Margerat Corbin | q. Aaron Burr |
| i. Alexander McDougall | |

1. Nursed American soldiers during the War for Independence _____.
2. Killed Alexander Hamilton in a duel _____.
3. Commander-in-Chief of the American troops during the Revolutionary War _____.
4. Hanged by the British as a spy _____.
5. British commander who surrendered at Saratoga _____.
6. British general who forced Washington to flee from Brooklyn Heights (Long Island) _____.
7. Surrendered to the Americans at Yorktown _____.
8. British spy who was captured and alerted Amricans to Benedict Arnold's plot _____.
9. Military genius turned traitor _____.
10. American general wounded at the Battle of Oriskany _____.
11. American general whose march wiped out Indian settlements _____.
12. British general who besieged Fort Stanwix _____.
13. Iroquois chief during Revolutionary War _____.
14. Superintendent of Indian Affairs during the Revolutionary War _____.

4

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR
FLIERL-CHAPTERS EIGHT AND NINE, NEW YORK IN THE WAR FOR INDEPENDENCE;
THE ROUGH ROAD TO VICTORY

QUESTIONS FOR REVIEW (Continued)

15. General who captured Stony Point _____.
16. Member of the "Sons of Liberty" _____.
17. British general who captured and burned Kingston _____.

M 1-14
A & H 3-17

SS7

Unit II, p.84

137-153E
122-149F