



Learning on the Great Lakes Seaway Trail

One of America's Byways

Lesson #1

Subject: Culture Early Settlers

Grade Level: 4 – 6

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Anticipatory Set:

Ask the students what different ethnic groups settled in New York State?

NY State Standards:

Social Studies: Standard 1.1, 1.2 - History of the United States and New York

Objective:

Have students understand how New York State was settled and by whom, by labeling the regions a map of New York with the different ethnic groups.

Purpose:

For students to understand how different nationalities immigrated and settled in different parts of New York State besides New York City.

Summary:

Archaeologists believe that human beings were living in the New York State region as early as 7,000 B.C. These early “mound people”, as they are now known, survived through hunting, fishing, and later cultivating corn. The Algonquin Indian tribes lived near the Atlantic coast and along the Hudson River Valley. The Iroquois, which is made up of five tribes, the Mohawk, Oneida, Onondaga, Cayuga, and the Seneca, lived in the upstate New York region. Around 1570 the Iroquois tribes banded together to form the Iroquois League. (2) The league was an advanced confederacy with social laws and government institutions designed to promote peace among its members. In 1722, a sixth nation, the Tuscarora, joined the Iroquois League. (2)

On August 10, 1535 Jacques Cartier was out exploring for a shorter route to the East Indies and China, known as the “northern passage” and discovered the mouth of the St. Lawrence River. He named the river in honor of the “St. Lawrence Day”, August 10.

In 1603 Samuel Champlain sailed for France; he discovered and explored the St. Lawrence River region. In 1608 Champlain led 32 colonists to settle in Quebec in order to establish a fur-trading center. In 1609 Champlain befriended the Huron Indians and helped them fight the Iroquois.(2) During this time he discovered Lake Champlain. Champlain would return to the new world on several occasions to explore areas around Lake Huron and Lake Ontario. In 1654 Jesuit priests came to Upstate New York and Canada to study the Native Americans and to teach them about God and to civilize them from their savage behavior.

In 1524, the first white man, Giovanni da Verrazano, arrive in what is now New York State by sailing into the New York Harbor. Verrazano left almost immediately. In 1609, the Dutch East India Company, a wealthy fur trading business in the Netherlands,



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hired Henry Hudson to find a Northwest Passage to Asia. He sailed up the Hudson River and discovered the Albany area were Netherlands claimed the land. The first European settlers in New York became the Dutch, establishing Fort Orange near Albany in 1624. They settled near the Atlantic coast and along the bank of the Hudson River on land that belonged to the Dutch West India Company. (2) In 1625 the Dutch established another post, New Amsterdam, at the foot of Manhattan Island.

The English noticed how well the Dutch were doing and decided to follow the Dutch to the New Land and look for some opportunities for themselves. In 1664 the British took over New Amsterdam from the Dutch and called it New York after the Duke of York. The colony remained predominantly Dutch, 1690 one half of the 14,000 white settlers in New York were Dutch. (2) Albany and Kingston retained a large Dutch population and architecture well into the 1700's. The French, Germans and the Scottish also started to settle into New York.

The Algonquin population was decreasing due to the European diseases such as the measles and small pox. The Iroquois thrived with trade with the Dutch, British and the French, trading furs for pots, beads and firearms. During the French and Indian War some Iroquois were sided with the British against the French. Some resented the alliance between the French and the Huron Indian tribes. At the End of the French and Indian War, England gained control over North America. The Iroquois did not fare well during the American Revolutionary War where they again were allies with Great Britain. In 1779 American Generals Clinton and Sullivan waged a campaign against the Native Americans and by the time the campaign was over the Iroquois nation was falling apart. Thousands of Iroquois fled to Canada while others resettled onto reservations.

After the war New York made a rapid recovery and settlers poured into New York City, the Mohawk Valley and the Finger Lakes region. Between 1790 and 1820, New York's population almost doubled. (2) Many of the settlers came from New England because the farmland was better than the rocky soil in New England. The people had strong work ethics. The protestant religion had a strong hold in New York as well. In 1825 the Erie Canal opened and established the first water route between East and the Midwest.(2) Many people started to immigrate to the West of New York. New York City became a very important port area making New York City the largest metropolis in the New World.

Slavery was a way of life since 1626 in New York as well as the rest of the New Nation. New York had the largest number of slaves of any colony north of Maryland. (2) In 1779, New York passed a law where children of slaves born after July 4, 1779 were free after females reached the age of 25 and males after they reached the age of 28. Slavery was not completely abolished until 1827. New York played a major role in the Underground Railroad, especially in the Niagara frontier. Famous abolitionists, William Seward, Frederick Douglass, Gerrit Smith, Martin Van Buren, John Brown and Harriet Tubman lived and worked in New York, helping slaves find their way to freedom from the south and finally ending slavery in this Country.



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The Irish and German Catholics started to come between 1820 and 1860; New York's population went from 1.3 million to 3.8 million. By 1855 one-fourth of the state's population was foreign-born. Older Protestant people resented the new wave of the Roman Catholic religion, parochial schools, salons and clubs coming into the Country. They perceived the Irish and German Catholics as morally lax, lazy, ignorant, dirty and prone to violence. (2)

In 1882 and 1924 another wave of immigration came from Southern and Eastern Europe, especially from Italy and Poland. Utica and Rome became known for their Italian populations, Buffalo for its Italians and Poles, and Binghamton for its Poles and Czechs. A large number of Swedes had settled in Jamestown, the Irish in Albany, Welsh in Central New York, and the French-Canadians in the North Country. (2) In 1924 a strict law on immigration slowed down the influx of foreigners, but the black Southerners were finding their way to New York City. In 1910, Manhattan had about 60,000 African Americans and by 1930 the number jumped to 180,000. Tens of thousands more migrated in the 1940's, '50's, and '60's as the industries in New York City, Buffalo, and Syracuse increased. (2) The 1990 census counted 2,851,861 foreign-born residents in New York City. Many of them are from Asia, the Caribbean, Latin America, Russia and Eastern Europe. Rockland County has a large Haitian population; Westchester has a large Japanese population. New York State today is home to immigrants from 180 different countries. (2)

Idealist, reformers and religious leaders came to New York in the late 1700s to mid 1800s. Mother Ann Lee founded the first Shaker community near Albany. Joseph Smith founded the Mormon religion in Palmyra. John Humphrey Noyes established the Perfectionist utopian society in Oneida. The Fox sisters founded the Spiritualist movement near Rochester. Elizabeth Cady Stanton and Susan B. Anthony started the women's rights movement from Auburn and Rochester. (2)

County History:

You can go to the web site: <http://www.hopefarm.com/nycounty.htm> and get information on the history of each county in New York State. It tells you who first settled in the county and how the county seats were established. It is a great web site for students to learn more about how their county was developed.

Materials:

1. A overhead copy of the map of New York State
2. Hard copies of maps of New York State with the county lines marked
3. A box of colored pencils.

Teach:

1. Review the information of the early settlers in New York. Create a time line on the board or on a wall in the classroom as you go over the information. Discuss what brought the different Ethnic groups to New York like the fur trade and rich farmland.



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2. Discuss with the students on what kind of cultural traditions the ethnic groups may have brought into the communities. Talk about how some cities, towns, rivers, and lakes have a Native American name. Talk about how some rivers and lakes are named after the person who discovered and explored them.
3. Hand out a map of New York State to each student.
4. As a class, label the map where the ethnic groups settled in New York State, using the different color pencils. Have the students create a legend using the colors to represent the different ethnic groups. Have the students color in the areas and label them with dates.
5. Discuss with the class any patterns they may have noticed. Discuss how most settlers stay close to waterways for travel and means of getting supplies. Talk about the impact of the white settlers had on the Native Americans. Discuss how the Erie Canal had in impact on immigration

Guided Practice:

Assists the students on labeling the maps by going around the room checking and assisting the students.

Closure:

Ask the students what patterns do they notice on the early settlement of New York State. Why was New York City populated the most? What was the impact of the white settlers to the Native Americans?

Extended Activities:

1. Have the students research the traditions of the different ethnic groups that settled in New York State. Have them list the different traditions the settlers kept as they lived in the State.
2. Have a party where the students represent the different ethnic groups in New York State. Have some of the traditional music and foods for snacks at the party.
3. Have the students create a bar graph representing the growth in population in New York over the time period.

Web Sites:

1. <http://www.hopefarm.com/nycounty.htm>
This web site gives you information on the history of each county in New York State. It tells you who first settled in the county and how the county seats were established. It is a great web site for students to learn more about how their county was developed.
2. <http://www.ibelgique.iffance.com/anglais/newyork.html?>
This web site is where I found the majority of information for the summary. Some of the information is directly from the site. The site goes into businessmen and farmers, Upstate vs. Downstate, the land's geography, climate, and plants and animals of New York State.
3. <http://www.dos.state.ny.us/kidsroom/nyfacts/counties.html>
This web site is a great site for students to visit and learn how their county got its name.



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Resources:

1. "Gazetteer of New York State – 1860" J.H. French, R.P. Smith, 1860
2. "St. Lawrence County Almanacs, Robert J. LaRue, RJL Enterprises, 1996
3. "Calling Down the Fire: Charles Grandison Finney and the Revivalism in Jefferson County New York 1800 – 1840", Marianne Perciaccante, State University of New York Press, Feb. 2003, ISBN 0791456404
4. "France and England in North America", Frances Parkman, David Levin, Library of America, July 1993, ISBN 0940450119

Children's Books:

1. "If You Lived in Colonial Times", Ann McGovern, Scholastic, 1992, ISBN 059045160x, ages 9-12
2. "Colonial Days: Discover the Past with Fun Projects, Games, Activities, and Recipes", David C. King, Wiley, Dec. 1997, ISBN 0471161683, ages 9-12
3. "97 Orchard Street, New York: Stories of Immigrant Life", Linda Grandfield, Tundra Books, Oct 2001, ISBN 0887765807, ages 9-12