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Primary Sources: New York Then and Now

This sample includes the following:

Teacher's Guide Cover (1 page)
Table of Contents (1 page)
How to Use This Product (2 pages)
Lesson Plan (8 pages)
Photograph Card (2 pages)
Primary Source Document (1 page)

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PRIMARY SOURCES

New York City

Then and Now

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How to Use This Product

Students make deeper, stronger, longer-lasting connections to new information when given a way to attach that information to something they already know. While primary-age students' experiences are often limited, they do have considerable knowledge of the places where they live. Teachers can use this knowledge to help students begin to make sense of the world and make the past come alive.

This product includes a teacher's guide, a set of eight photograph cards, a set of eight primary source facsimiles, and a CD with additional resources. Students can compare and contrast the photographs and then study the facsimiles as they begin to build an understanding of the past. Suggested questions will activate prior knowledge, and student passages will help start class discussions. Graphic organizers are included for post-discussion reflections. While the lessons have similar structures, each lesson is unique and can be taught independently or in combination with the other lessons.

Students will be practicing observation skills and learning about making comparisons in this unit. They will be purposefully thinking about New York City, and they will be introduced to the idea of change over time. Students will learn how to organize their thinking, and they will practice communicating their thoughts to others. Learning these skills takes time and consistent instruction, and students will have repeated chances to practice them. While they may become familiar with the routine of these lessons, students will continue to be challenged in their thinking by the considerable content and engaging activities.

The Teacher's Guide

In this teacher's guide, you will find two lessons in each of the eight main sections—one to accompany the photograph card and one to accompany the facsimile. There is an informational passage written for the students for each primary source and one written for you. Photograph card and facsimile lessons can be taught in tandem or independently. The assessments in the back of the book can be used at any time throughout this unit to assess student learning. If you wish to incorporate these topics into other curriculum areas or expand student learning with additional experiences, you may use the content-area connections provided with each lesson. These optional extension projects and activities will require materials not included in this kit and additional preparation time. At the end of each lesson, a list of read-aloud titles is provided for your reference.

Standards for each lesson were taken from the New York City Social Studies Scope and Sequence (K–8). Student objectives describe the skill(s) students will perform and how learning will be demonstrated.

Copies of the student passages are included in this teacher's guide. Students will be familiar with the text after having read the back of the photograph card in class, which makes these passages especially good for reading practice. You may wish to use copies of the text for guided reading lessons, phonics skills development, fluency lessons, or take-home reading material.

How to Use This Product *(cont.)*

Photograph Cards

Each photograph card has two photographs—one recent picture and one picture from the past. Students will practice comparing and contrasting with these two photos and begin their exploration of past, present, and future. These photographs can be used to begin a class discussion of each topic. On the back of each card is a passage for students to read, think about, and discuss. (This passage can also be found in the teacher's guide.) There is also a graphic organizer to help students organize their thoughts and ideas. You may use the graphic organizers during or after discussions, depending upon the needs of your students.

The Facsimile Primary Sources

Each topic also includes a facsimile of a primary source for students to handle, observe, and discuss. The facsimiles are authentic-looking reproductions and serve as complementary primary sources to the photograph cards.

The Home-School Connection Letters

At the end of each section, you will find a letter to send home that explains the topic of study and a homework assignment. These letters can be used as a connection between what you are doing in the classroom and the students' homes.

The Teacher Resource CD

The CD has photographs, facsimiles, and additional documents and/or photographs about the topics to enrich the lessons. See pages 78–79 for more information about the files on the CD.

Objectives of This Unit

Students will learn how to:

- make observations
- organize ideas and information
- express thoughts using new vocabulary
- work in a variety of group situations
- compare and contrast
- appreciate the history and culture of New York City

Teachers will enhance the lessons by:

- repeating graphic organizer skills
- modeling discussion forums
- promoting higher-level thinking
- meeting curriculum standards
- engaging students of all ability levels
- bringing New York City into the classroom

Cultural Landscape Then and Now

Standards/Objectives

- Students will recognize that New York City is an urban community. The cultural landscape of New York City includes old and new features, such as historic buildings, skyscrapers, and parks. (NYC Social Studies Scope and Sequence)
- **Part A:** Students will learn about a New York City landmark, the Flatiron Building, and its history, significance, and changes in the Flatiron neighborhood over time.
- **Part B:** Students will learn about the development of Central Park in New York City in the mid 1800s, and how individuals who had foresight, perseverance, and willingness to meet challenges were able to positively affect the lives of people in the city. Students will use their critical and creative thinking skills to design park plans for the twenty-first century.

Materials

Cultural Landscape photograph card and *Central Park Map from 1870* facsimile; Copies of the student reproducibles (pages 13–15); Large modern map of New York City; Art supplies: lined writing paper, pencils, large drawing paper, graph paper, rulers, and drawing materials

Part A: The Photograph Card

Discussion Questions

To activate prior knowledge, ask students what a landmark is. If students do not know, give them examples of some of New York City's most famous landmarks: the Empire State Building, the Statue of Liberty, and Rockefeller Center. Explain that a landmark is a property, place, or structure that has special historic, cultural, or architectural significance, and because of this, it is protected, restored, and preserved by the government. Ask if students have visited any landmarks and have them share their experiences.

Then Photograph: Show students the black and white photograph of the Flatiron Building. Tell them this is a landmark building in New York. The photograph was taken shortly after it was built in 1902. Let them study it for a few minutes, and then ask the following questions:

- What is unusual about this building?
- How do you know that the picture is old? What is surrounding the building?
- How do you think that building might look different today?

Now Photograph: Show students the recent color photograph of the Flatiron Building, and have them study it. Then, ask the following questions:

- In what way is this building similar to the way it was when it was built?
- How is it different? What do you notice around the building?
- How do we know that this is a new picture?

Using the Primary Source

1. Share the two photographs with students, asking the questions above. Tell students that this is the Flatiron Building. Ask them why they think it has that name, and why some buildings in New York have become landmarks. Share the information found on page 11.

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Cultural Landscape Then and Now *(cont.)*

Part A: The Photograph Card *(cont.)*

Using the Primary Source *(cont.)*

2. Read the background information for the students from the back of the photograph card as they view the two photographs on the front of the card. If you would prefer, you can give students copies of *Flatiron Building* (page 13).
3. Begin a discussion based on the pictures and the information on the photo card. Discuss the meanings of the words *architect*, *architecture*, and *engineer*. Talk about the new features that the building had when it was built and how important those features are today.
4. Talk about what a Venn diagram is. Draw the Venn diagram from the back of the photograph card on the board. Label the left circle *Building Then*. Label the right circle *Building Now*. Write the words *Both Buildings* where the two circles overlap. Read the directions from the back of the photograph card.
5. Have students work in groups to complete the Venn diagram. Finally, have them write their ideas on why some things changed in the Flatiron District from 1902 to the present and why some things remained the same.

Part B: The Facsimile

Discussion Questions

Ask students who have visited New York City's Central Park to describe what they saw. Think about what the city might have been like before the park was built. Allow students to closely study the map of Central Park. Explain that this lithograph was created in 1870. (This map is a bird's-eye-view, with Fifth Avenue on the right and Bethesda Fountain in the center.) Examine it with them, and then ask the following questions:

- Why do you think Central Park was built in the middle of New York City?
- What do you see in the map? What things would you expect to see in a park that are not shown on this map?
- How do you think Central Park is different today than it was in 1870?

Using the Primary Source

1. Begin by telling students that it was very difficult and expensive to build a park in the middle of New York City, but because some people at the time had the foresight to see how important parks would be to people living in the city, they overcame the challenges. Ask students what they think some of the challenges might have been.
2. Next, talk about the history of Central Park as given in the background information on page 12. Discuss the need for the park, the contest for the park design, the creativity of the people who designed it, and the challenges they faced while building it. Discuss the features of the park that are the same today as when the park was built and how people's ideas of recreation changed over time. Ask students why the original designer wanted some pastoral lands in the park. Mayor LaGuardia did not care about pastoral lands, but added other things. With the class, read the student information about Central Park on page 14.

Cultural Landscape Then and Now *(cont.)*

Part B: The Facsimile *(cont.)*

Using the Primary Source *(cont.)*

3. Explain that students will get a chance to plan dream parks for the twenty-first century.
4. Ask students to think of what they like to do when they go to parks. Discuss possibilities of playgrounds, hiking trails, bike paths, gardens, boating, baseball fields, basketball courts, soccer fields, swimming pools, performance areas, petting zoos, etc. Ask students what new things they might like to see in playgrounds of the future.
5. Have students work in groups to design parks for the twenty-first century. Have them first list the areas they want in their parks, and then discuss where each area would best be located. Finally, have the groups create maps for their parks. Explain that the maps must include map keys that define the symbols to be found on the maps themselves. Have the groups write advertisements for their parks that compare them to Central Park.

Part C: Connecting to Primary Sources

Home-School Connection

- Give students copies of the *Cultural Landscape Home-School Connection Letter* (page 15). Explain the assignment to the students and answer any questions. Have students fill in their parents' names and the date at the top of their letters. Then, they should sign the bottom of the letters. On the following day, ask students to tell about what they have learned.

Content-Area Connections

- **Math and Science Connection**—Have students design and draw their ideas for a twenty-first century park in scale. They will need graph paper and rulers.
- **Art Connection**—Have students paint or draw different New York City landmarks.
- **Social Studies Connection**—Students can locate these landmarks on a larger map of New York City. They can also note other famous landmarks on the map, such as: the Empire State Building, the Statue of Liberty, Rockefeller Center, Central Park, Grand Central Terminal, Ellis Island Immigration Museum, American Museum of Natural History, the Staten Island Ferry, Times Square, and the Metropolitan Museum of Art. Students can also locate the Flatiron Building and Central Park.
- **Language Arts Connection**—Encourage students to write stories or skits about New York City landmarks.

Read-Aloud Titles

- Dugan, Joanne. *ABC New York City: A Book About Seeing New York City.*
- Gamble, Adam. *Good Night New York City (Good Night Our World Series*).
- Melmed, Laura Krauss. *New York, New York!: The Big Apple from A to Z.*
- Sasek, Miroslav. *This Is New York.*

Flatiron Building Then and Now

Photograph Background Information for the Teacher

The Flatiron Building is one of New York City's favorite landmarks because of its unusual shape. It has become a romantic symbol of New York and has been described as bold, sophisticated, and defiant. The neighborhood surrounding it is called the Flatiron District. It is named after the building.

When the Flatiron Building was completed in 1902, it was one of the first skyscrapers in Manhattan. It is located at 175 Fifth Avenue, where Broadway crosses Fifth Avenue and forms a triangular block between 22nd and 23rd Street. At the time the Flatiron Building was constructed, there were so few tall buildings in New York that you could actually see it from Central Park. It was originally named the Fuller Building, after George A. Fuller, the founder of the construction company that financed its construction and originally occupied it. The building acquired the name Flatiron because its shape is wide on one end and tapered to a point on the other, like a clothes iron.

Daniel Burnham, an architect and urban planner, designed this building in the neoclassical, Beaux Arts style that was very popular at that time. The building's façade was made of limestone and glazed terra cotta. It was one of the first buildings to be constructed with a steel skeleton, which made it strong enough to be 285 feet (87 meters) tall and have 22 stories. The building is only six feet (1.8 meters) wide at its apex, with a limestone edge that has terra cotta flowers and Greek faces. Some of the original critics of the building thought it would fall over because of its dangerous flatiron shape and its extreme height, so they nicknamed the venture "Burnham's Folly."

When it opened, the building had an electric generator so it could provide its own electricity and heating. It also had early-type hydraulic elevators. It did not have any ladies' rooms, so men and women just used restrooms on alternate floors.

The building is famous for two reasons. Its architectural claim to fame is that some people consider it New York's first skyscraper. This is untrue, although it is one of the oldest surviving skyscrapers in New York City. Its cultural claim to fame has become a fable. The shape of the building was said to create unusual wind gusts, which blew ladies' skirts around, revealing their ankles, and attracting throngs of men to the area. The police chased them away by yelling, "23 skidoo," a phrase commonly used then and for a long time after. That phrase has since been changed to "scram."

The walls in the offices inside the building cut through at an angle to the building's point on the north side, which faces the Empire State Building. Just like that more famous skyscraper, the Flatiron Building has been highlighted in movies, commercials, and documentaries, including the popular "Spiderman" movies.

The Flatiron Building was declared a National Historic Landmark in 1989, and it was renovated in 1991. No trip to New York City is complete without a look at this interesting building. The Flatiron Building is one of the hop-on, hop-off stops on the popular Downtown Loop of the classic double-decker bus tours.

Map of Central Park in 1870

Facsimile Background Information for the Teacher

In the mid-1800s, there were 500,000 people living in New York City. Most of them lived in cramped tenements below 38th Street in Manhattan. They craved open green spaces to escape from the noise and crowds of city life, and sometimes went to cemeteries just to get away from the crowds. The editor of the *Evening Post,* William Cullen Bryant, called for the creation of a large public park in 1844. Landscape gardener, Andrew Jackson Downing, joined him, and together, they pressured officials to set land aside for this venture. Between 1853 and 1856, in an unusual agreement between the two political parties at the time, the city paid five million dollars to buy the land between Fifth Avenue and 8th Avenue from 59th to 106th Streets. In 1857, an independent Board of Commissioners sponsored a contest to design Central Park.

There were 33 contest entries and the *Greensward Plan* by Frederick Law Olmsted, the superintendent of the Park Work Crews, and Calvert Vaux, a British architect who had convinced the commissioners to hold a design competition, was selected. Their plan was to have different types of landscapes in the park, some pastoral, some picturesque, and some formal. This was challenging because the land was rocky and muddy, and the soil could not sustain the trees and shrubs, so topsoil was moved in from New Jersey. This was a difficult feat. Without modern machinery to help them, the workers dug the earth and blasted rock with gunpowder. More than 10 million cartloads of material and refuse were transported in and out on horse-drawn carts.

The workmen built six man-made bodies of water and 36 bridges and arches. The waterways were fed from New York's water supply. The construction took approximately 20 years to complete. Andrew Haswell Green served as the controller and treasurer of the Board of Commissions from 1857–1871. He understood the brilliance of the original design of the project, and fully supported and protected it when others wanted to dismiss it. Because of this, Central Park is still true to its original design.

The Central Park project was so successful that it was credited with launching the Urban Parks Movement in the nineteenth century. However, neglect of the park, littering, and vandalism were tremendous problems for the park until 1934, when Fiorello LaGuardia was elected mayor. He unified New York's five Park Departments, and gave control of it to Robert Moses. Lawns were reseeded, trees planted, walkways and drinking fountains were repaired. LaGuardia did not care about keeping pastoral land in the park, but instead built new playgrounds, handball courts, the Chess and Checker House, the Carousel, and the Wallman Rink, along with many wonderful sculptures. In 1964, Central Park was declared a National Historic Landmark.

Since then, the park has been a central place of recreation in New York City. "Shakespeare in the Park," the Metropolitan Opera, the New York Philharmonic, as well as many pop stars, regularly perform there.

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Flatiron Building

Flatiron Building Then

Source: Newscom

Source: Emin Kuliyer/Shutterstock, Inc.

Flatiron Building Now

The Flatiron Building is an old skyscraper in New York. It is shaped like a clothes iron. It is very wide on one end. It comes to a point on the other end. The building is on a block that is shaped like a triangle. The Flatiron Building was built in 1902.

It was very modern for the time. It was one of the first buildings to have a steel frame. This made it strong enough to be 285 feet (87 meters) tall. It has 22 stories. Some people thought that it was too tall. They thought its shape was too strange. They said it would fall over.

The Flatiron Building is a National Historic Landmark. People like to see this building when they come to New York City. The "Spiderman" movies were filmed here. The Flatiron Building is one of the stops on New York City's bus tours.

Central Park

Source: The Granger Collection, New York

There were half a million people living in New York City in 1850. Most of the people lived in very crowded places. They longed for open green spaces. There were no parks.

In 1857, the city held a contest to design the park. Two men won the contest. They drew some areas of the park to look like the country. They drew other areas to have formal gardens.

The park was hard to build. The land was rocky and muddy. The soil was not good for trees and shrubs. The workers did not have modern machines. They dug the earth by hand. They blasted rock with gunpowder. Six man-made lakes and ponds were dug. Thirty-six bridges and arches were built. More than 10 million horse-drawn carts carried material in and out of the park. The park took 20 years to build!

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Cultural Landscape Home-School Connection Letter

_____

(date)

Dear _____,

In school, I am learning about some of New York City's famous landmarks. New York has some amazing historic places. I know people come from all over the world to see New York City's landmarks. Someday, I hope I can see all of them.

We learned about the history of the Flatiron Building. It is one of the oldest skyscrapers in New York City. We learned that it was one of the first buildings to have a steel frame. That made it strong enough to be 22 stories high. We also learned that it was very modern for the time it was built. It was built in 1902. It had its own electric generator and one of the first elevators.

We had the chance to look at a picture of what the Flatiron Building looked like when it was first built and a picture of what it looks like today. We looked at the streets around the building. My class made a Venn diagram to compare the two pictures. We thought about why some things are different now and why some things are the same as they were a long time ago.

My class also learned why and how Central Park was built. It was very hard to build. People had to meet a lot of difficult challenges. My classmates and I are making our own designs for a park for the twenty-first century. There will be a contest to see who has the best park design in the class. I would like to talk over my ideas with you about what to include in the park. Maybe we will think of an idea that is so creative that they will build it in Central Park!

Love,

_____

Cultural Landscape

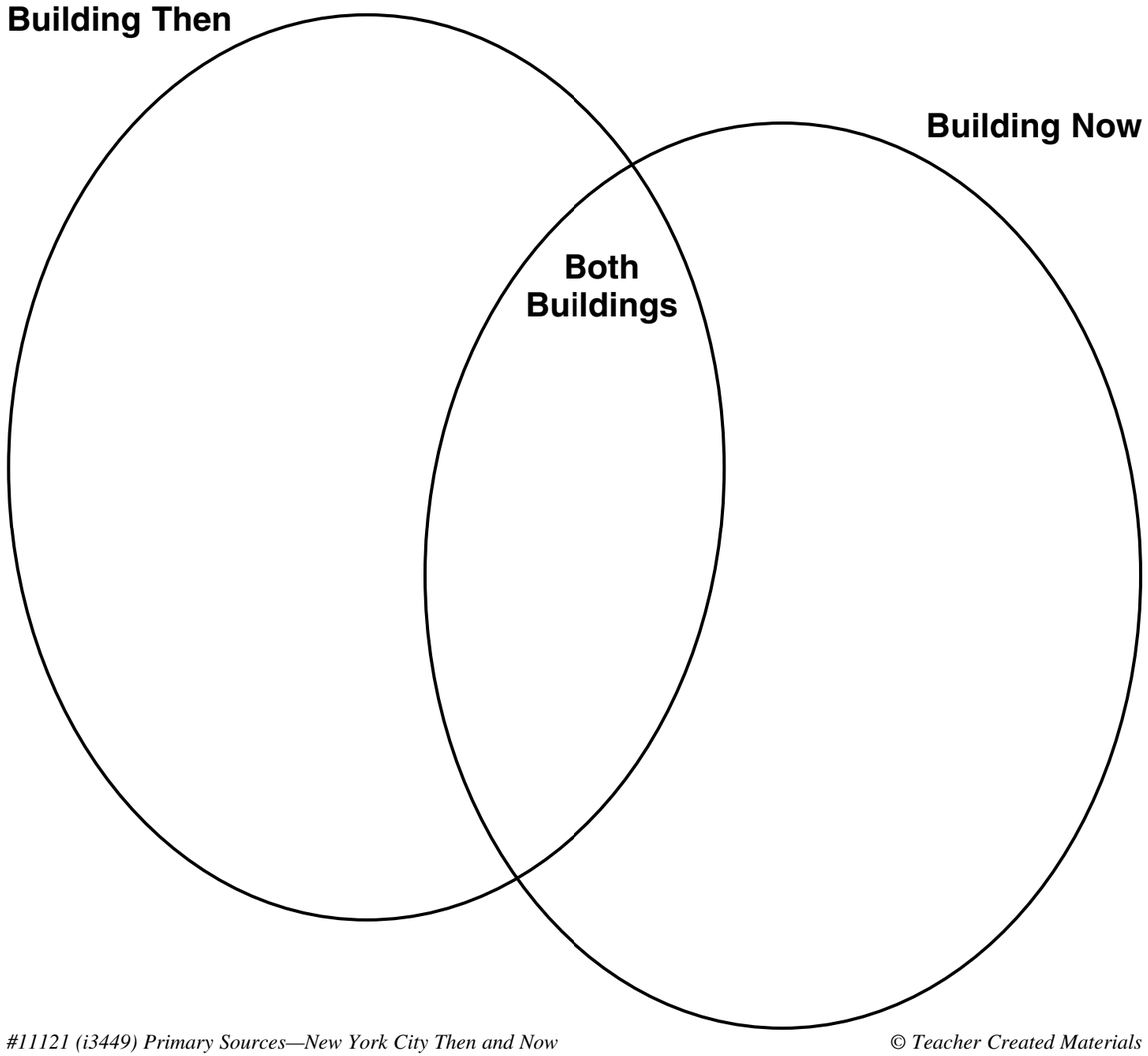
The Flatiron Building was built in 1902.

This is the Flatiron Building today.

Cultural Landscape Then and Now

Showing What You Know

Directions: Look carefully at the two pictures on the other side of this card. What are three things you only see in the picture of the Flatiron Building in 1902? Write those in the circle on the left. What are three things you only see in the picture of the Flatiron Building today? Write those things in the circle on the right. What are three things that are the same in both pictures? Write those things where the circles overlap.



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Flatiron Building

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The Flatiron Building is a National Historic Landmark. People like to see this building when they come to New York City. The “Spiderman” movies were filmed here. The Flatiron Building is one of the stops on New York City’s bus tours.

Challenge

The Flatiron Building has a different kind of shape. Design your own skyscraper. You can make it any shape you want. Then draw a floor plan that shows the inside of the building. Label all of the rooms. Write a sentence to tell about the shape of the building.

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