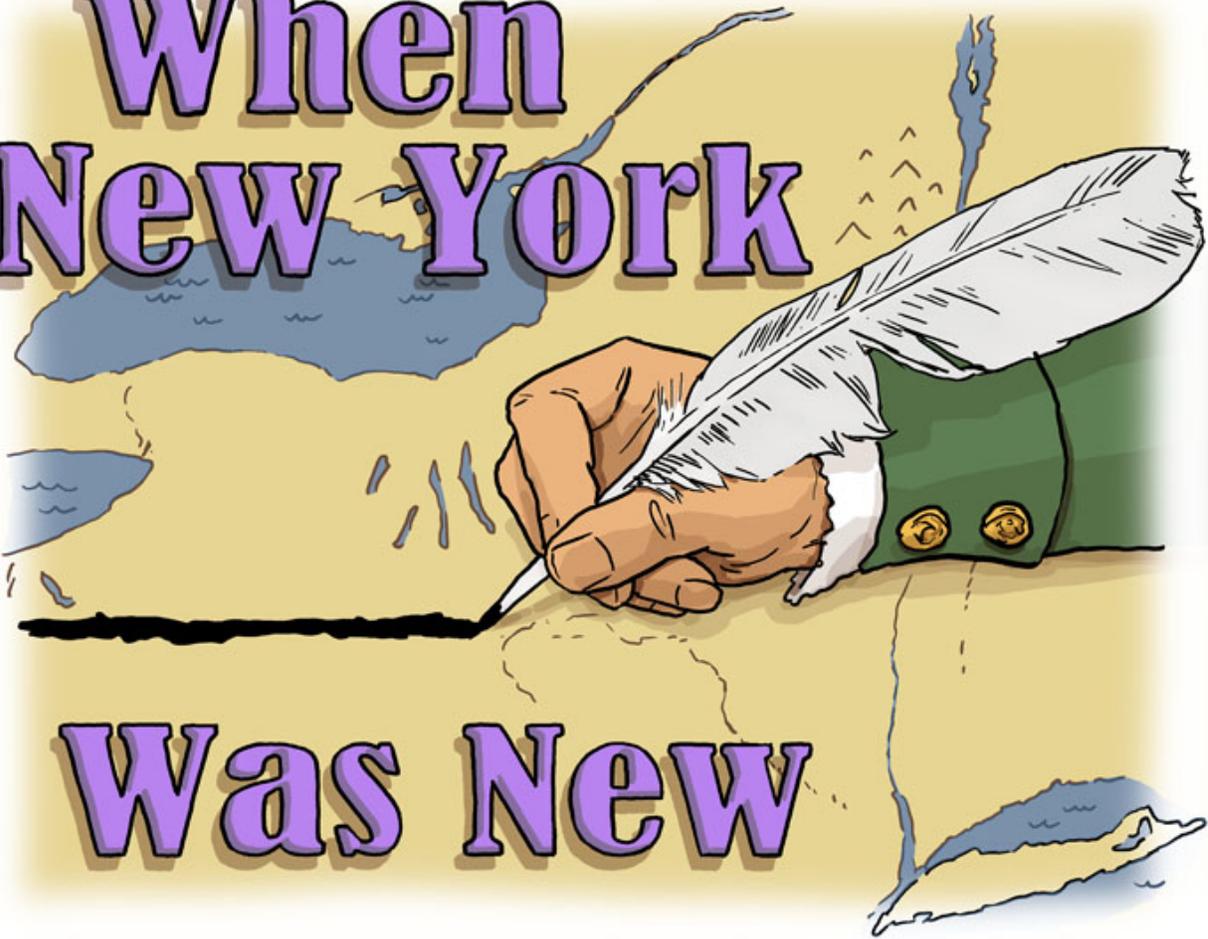


# When New York



# Was New

## Graphic Organizers



Mary Miller, Education Services Director  
New York News Publishers Association  
252 Hudson Avenue, Albany, NY 12210-1802  
518-449-1667, Email: [mmiller@nynpa.com](mailto:mmiller@nynpa.com)

Sponsored and supported by:  
**New York State United Teachers and the New York Newspapers Foundation**



New York  
Newspapers  
Foundation

# “When New York Was New” Student Worksheet

Student Name \_\_\_\_\_

## The Setting in History

**DIRECTIONS:** Before reading the story, discuss what you know about life in New York State in the 1600s with one or more students or your entire class and fill in the chart below with what you know. After each chapter, fill in information you learn about life during that era. After you read the story, complete the last frame, explaining what more you want to know.

| Know | Learned | Want to Know |
|------|---------|--------------|
|      |         |              |

**FOLLOW-UP:** Where can you learn more about life in the US during the early 1900s? Where can you verify the information the author provides about this time and place?

# “When New York Was New” Student Worksheet

Student Name \_\_\_\_\_

## New York State Geography

**DIRECTIONS:** Before reading the story, discuss what you know about New York State geography with one or more students or your entire class and fill in the chart below with what you know. After each chapter, fill in information you learn about these places. After you read the story, complete the last frame, explaining what more you want to know.

| Know | Learned | Want to Know |
|------|---------|--------------|
|      |         |              |

**FOLLOW-UP:** Where can you learn more about New York State geography?

## “When New York Was New” Student Worksheet

Student Name \_\_\_\_\_

### Evidence of the Past in the Names of Locations Around Us - Research Project

**DIRECTIONS:** Choose one location, a building, street, town, river, etc. in New York State that gets its name from people from the earliest days of our history. Conduct some research about the place you selected and complete the chart below to the best of your ability. This will help you organize your thoughts to give a brief oral presentation to the class.

|   |
|---|
| <b>WHO?</b> Who is the place named after?   |
| <b>WHAT?</b> What is the location you selected?   |
| <b>WHEN?</b> When is this location open to the public? (season, days of the week, hours, etc – If it is a private place – how do you know about it or how did you find out about it?) |
| <b>WHERE?</b> Where is the place you selected located within the state? (Consider providing a map and/or directions)  |
| <b>WHY?</b> Why does this location have a name from the past? Is this reason still relevant today? Why or why not?  |
| <b>HOW?</b> How would you describe this location to get people to want to visit it? Is there an admission fee? If so, how much is it?   |

**FOLLOW-UP:** Where can you learn more about the location you selected? (Provide a website link that would answer this question. Verify your online resource as official and accurate.)

**“When New York Was New” Student Worksheet –  
Chapter One: The Place Where We Live**

Student Name \_\_\_\_\_

**Vocabulary – define the following words:**

century \_\_\_\_\_

instep \_\_\_\_\_

upriver \_\_\_\_\_

**Facts and Details: Literal Meaning**

1. According to the story, what is New York State shaped like? \_\_\_\_\_  
\_\_\_\_\_

2. What lake forms a large part of the border between New York and Vermont? \_\_\_\_\_  
\_\_\_\_\_

3. What are the four main nations that formed New York State? \_\_\_\_\_  
\_\_\_\_\_

4. What people often lived on both the east and west banks of the Hudson River? \_\_\_\_\_

**T/F & Y:** Circle each statement to mark it as **True** or **False**. Then quote a few words from the chapter showing **Why** you chose that answer.  
True or False: New York has always had the shape it has today. \_\_\_\_\_  
\_\_\_\_\_

True or False: Lake Ontario is between the United States and Canada. \_\_\_\_\_  
\_\_\_\_\_

True or False: The four nations we will study are the only people who lived in the area that is now New York then. \_\_\_\_\_  
\_\_\_\_\_

**Look it Up!**

This article mentions several large lakes and important rivers in what is now New York. Make a Top Ten list of longest rivers and a Top Ten list of biggest lakes in New York, and find them on the map. Mark with a star the ones that form a border of New York State today.

You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/wnywn>

**“When New York Was New” Student Worksheet –  
Chapter Two: The People of the Longhouse**

Student Name \_\_\_\_\_

**Vocabulary – define the following words:**

stockade \_\_\_\_\_

matrilinear \_\_\_\_\_

matriarchal \_\_\_\_\_

clan \_\_\_\_\_

influential \_\_\_\_\_

sachem \_\_\_\_\_

council \_\_\_\_\_

**Facts and Details: Literal Meaning**

1. What tribes were part of the Iroquois Nation in the 1600s? \_\_\_\_\_  
\_\_\_\_\_

2. When an Iroquois man and woman married, whose family did they live with? \_\_\_\_\_  
\_\_\_\_\_

3. Why did Hiawatha live by himself in the wilderness? \_\_\_\_\_  
\_\_\_\_\_

4. What tribe lived in the middle of the Longhouse? \_\_\_\_\_

**T/F & Y:** Circle each statement to mark it as **True** or **False**. Then quote a few words from the chapter showing **Why** you chose that answer.  
True or False: The Five Nations of the Iroquois were the only people who spoke that language. \_  
\_\_\_\_\_

True or False: Deganawidah was not a member of the Iroquois Nation. \_\_\_\_\_  
\_\_\_\_\_

True or False: Iroquois villages had several longhouses surrounded by a tall fence of logs. \_\_\_\_\_  
\_\_\_\_\_

**What do you think?**

Deganawidah had the courage to meet with a very violent, very angry, dangerous warrior and persuade him to become peaceful. Who is another person from history who turned a violent, unpleasant situation into a chance for peace and understanding? Write a brief essay comparing that person to Deganawidah. What are some of the adjectives that might describe both?

You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/wnywn>

**“When New York Was New” Student Worksheet –  
Chapter Three: The First Europeans**

Student Name \_\_\_\_\_

**Facts and Details: Literal Meaning**

1. Why didn't countries that wanted to trade with Asia just sail around Africa to get there? \_\_\_\_\_

\_\_\_\_\_

2. Who did Verrazzano meet when he sailed into Upper New York Bay? \_\_\_\_\_

\_\_\_\_\_

3. Who was the first European to meet the Iroquois, and what nation did he work for? \_\_\_\_\_

\_\_\_\_\_

4. Why didn't Cartier sail further up the St. Lawrence River than where Montreal is now? \_\_\_\_\_

\_\_\_\_\_

**T/F & Y:** Circle each statement to mark it as **True** or **False**. Then quote a few words from the chapter showing **Why** you chose that answer.  
True or False: Many early explorers only came here trying to find a way to get to the Pacific Ocean. \_\_\_\_\_

\_\_\_\_\_

True or False: Giovanni de Verrazzano was working for the Italian government when he sailed to New York. \_\_\_\_\_

\_\_\_\_\_

True or False: Early maps of North America were extremely accurate. \_\_\_\_\_

\_\_\_\_\_

**Look it up!**

Even after Magellan sailed around the tip of South America to the Pacific, explorers continued to look for ways to get there by sailing through North America. Read about Magellan's voyage and look at maps, then write a brief essay about why they might have looked for another way.

You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/wnywn>

**“When New York Was New” Student Worksheet –  
Chapter Four: The French**

Student Name \_\_\_\_\_

**Vocabulary – define the following words:**

allies \_\_\_\_\_

raiding \_\_\_\_\_

treaty \_\_\_\_\_

powder \_\_\_\_\_

shot \_\_\_\_\_

tolerant \_\_\_\_\_

**Facts and Details: Literal Meaning**

1. What city did Samuel de Champlain create? \_\_\_\_\_

2. Why was Champlain’s group of Indians able to defeat a much larger group of Iroquois? \_\_\_\_\_

3. What modern town is near the place where the battle between Champlain and the Iroquois happened? \_\_\_\_\_

4. What is the name for the violence that broke out among Indian nations over fur to trade with Europeans? \_\_\_\_\_

**T/F & Y:** Circle each statement to mark it as **True** or **False**. Then quote a few words from the chapter showing **Why** you chose that answer.  
True or False: Champlain helped repair some of the bad feelings between the French and Indians in Canada. \_\_\_\_\_

True or False: Prisoners of war were treated kindly in the 1600s. \_\_\_\_\_

True or False: The Iroquois never forgave Champlain and the French for taking sides with their enemies. \_\_\_\_\_

**Look it up!**

The French claimed all the land alongside the St. Lawrence River and alongside any rivers that flowed into it, and any lakes that touched it. Look at a map and list some of the modern places that might be French if their claim were still in force today. Draw a map in the space below and label the “French” territory you find.

You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/wnywn>

**“When New York Was New” Student Worksheet –  
Chapter Five: New Netherland**

Student Name \_\_\_\_\_

**Vocabulary – define the following words:**

immunities \_\_\_\_\_

ailments \_\_\_\_\_

epidemic \_\_\_\_\_

covenant \_\_\_\_\_

**Facts and Details: Literal Meaning**

1. Why did Henry Hudson stop when he got to where Albany is today, instead of going farther upriver? \_\_\_\_\_  
\_\_\_\_\_

2. Why were diseases that only made Europeans sick so much more deadly for Indians? \_\_\_\_\_  
\_\_\_\_\_

3. What was the difference in what happened at New Amsterdam and what happened at Fort Orange? \_\_\_\_\_  
\_\_\_\_\_

4. How did the Dutch settlers feel about Governor Kieft? \_\_\_\_\_  
\_\_\_\_\_

**T/F & Y:** Circle each statement to mark it as **True** or **False**. Then quote a few words from the chapter showing **Why** you chose that answer.  
True or False: When the Dutch and the Indians first met, everything went very well with no problems. \_\_\_\_\_

True or False: The Mohawk and Mahican fought over land. \_\_\_\_\_  
\_\_\_\_\_

True or False: When settlers complained about Governor Kieft, the Dutch government wouldn't listen to them. \_\_\_\_\_  
\_\_\_\_\_

**Look it up!**

Peter Stuyvesant became very famous in New York history. Look him up in at least three places and write a brief biography of him, using the information from each of the sources you found.

You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/wnywn>

**“When New York Was New” Student Worksheet –  
Chapter Six: Kings and Queens and Their Quarrels**

Student Name \_\_\_\_\_

**Facts and Details: Literal Meaning**

1. What happened in Europe that led to the English taking over New Netherlands and naming it New York? \_\_\_\_\_  
\_\_\_\_\_

2. How did the Dutch settlers feel about the English taking over their colony? \_\_\_\_\_  
\_\_\_\_\_

3. Where was the English takeover violent? \_\_\_\_\_  
\_\_\_\_\_

4. Why were most of the fur traders in Albany still Dutch? \_\_\_\_\_  
\_\_\_\_\_

**T/F & Y:** Circle each statement to mark it as **True** or **False**. Then quote a few words from the chapter showing **Why** you chose that answer.  
True or False: There were many wars in Europe during the 1600s. \_\_\_\_\_  
\_\_\_\_\_

True or False: The English let many of the Dutch officials in New York keep their jobs. \_\_\_\_\_  
\_\_\_\_\_

True or False: After the Dutch left, the Iroquois became very friendly with the French. \_\_\_\_\_  
\_\_\_\_\_

**Look it up!**

Choose a European country and look up its history during the 1600s. Was it involved in any wars? Make a brief report on who was governing that country then and any wars that it was involved in.

You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/wnywn>

**“When New York Was New” Student Worksheet –  
Chapter Seven: A Century of Change**

Student Name \_\_\_\_\_

**Vocabulary – define the following words:**

civil war \_\_\_\_\_

execution \_\_\_\_\_

dictator \_\_\_\_\_

**Facts and Details: Literal Meaning**

1. What are the two main reasons why there were not as many Iroquois living in New York by 1700? \_\_\_\_\_  
\_\_\_\_\_

2. What was the peaceful way the Iroquois were able to trade furs despite the loss of beaver in the region? \_\_\_\_\_  
\_\_\_\_\_

3. How did the English official offend Iroquois leaders? \_\_\_\_\_  
\_\_\_\_\_

4. What happened in King Williams War that made the Iroquois feel the English were not helpful enough? \_\_\_\_\_  
\_\_\_\_\_

**T/F & Y:** Circle each statement to mark it as **True** or **False**. Then quote a few words from the chapter showing **Why** you chose that answer.  
True or False: Beaver and other fur-bearing animals were plentiful in New York by 1700. \_\_\_\_\_  
\_\_\_\_\_

True or False: By 1700, the Iroquois enjoyed new tools and technologies but did not really need them. \_\_\_\_\_  
\_\_\_\_\_

True or False: There were slaves living in New York by 1700. \_\_\_\_\_  
\_\_\_\_\_

**Look it up!**

There were non-Iroquois Indians living in the area between the Seneca lands at the Western Door of the Longhouse and the Niagara River. Who were these people? Look for information on the history of the Niagara Frontier and see what you can learn about the people who lived there before 1700.

**“When New York Was New” Student Worksheet –  
Chapter Eight: The People’s Country**

Student Name \_\_\_\_\_

**Facts and Details: Literal Meaning**

1. How did slaves come to New York in the 1700s? \_\_\_\_\_

\_\_\_\_\_

2. How did the Iroquois change from “The Five Nations” to “The Six Nations”? \_\_\_\_\_

\_\_\_\_\_

3. What nation left most of North America in 1761? \_\_\_\_\_

\_\_\_\_\_

4. After the American Revolution, what happened to the Onondaga and Cayuga’s land? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**T/F & Y:** Circle each statement to mark it as **True** or **False**. Then quote a few words from the chapter showing **Why** you chose that answer.

True or False: The Oneida were called “The Little Brothers of the Cayuga.” \_\_\_\_\_

\_\_\_\_\_

True or False: The British and Iroquois defeated the French in the French and Indian War. \_\_\_\_\_

\_\_\_\_\_

True or False: Settlers were careful to obey the agreements in the Fort Stanwix Treaty. \_\_\_\_\_

\_\_\_\_\_

**Look it up!**

Choose a town in your area and find out how it got its name. What does it tell you about the history of that town?

You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/wnywn>

## “When New York Was New” Student Worksheet – Making Connections

Student Name \_\_\_\_\_

### Text to Self, Text and World

**DIRECTIONS:** What connections can you make to this story, any of the four nations or individual characters in it? Use the questions below to guide but not limit your thinking.

#### **TEXT to SELF**

Are you or someone you know like the early European explorers or Iroquois in some way? If so, explain how?

#### **TEXT to TEXT**

Have you read about anyone who reminded you of Henry Hudson, Samuel de Champlain or any of the other characters? Have you read newspapers, books or viewed TV programs or movies about America during the 1600 and 1700s?

#### **TEXT to WORLD**

Do events told in the story remind you of current events in your community, state, nation or world?

**FOLLOW-UP:** Make connections between *When New York Was New* and your newspaper and between nations in conflict and current events that affect your community, state, nation and world.

**“When New York Was New” Student Worksheet – Problem Solving**

**People Struggling to Get Along – Local, National, International**

Name \_\_\_\_\_

**DIRECTIONS:** Look through the newspaper and find three stories—one local, one national and one international—that deal with groups of people who struggle to get along – maybe they are fighting over land or resources or maybe they simply don’t understand each other’s differences. Record the headlines of the stories you find below.

**Local** \_\_\_\_\_

**National** \_\_\_\_\_

**International** \_\_\_\_\_

Next, briefly summarize the problem or issue that each article describes.

| <b>Local</b> | <b>National</b> | <b>International</b> |
|--------------|-----------------|----------------------|
|              |                 |                      |

For each, list three things you could do to help—as an individual, as a class or as part of a larger group.

| <b>Local</b> | <b>National</b> | <b>International</b> |
|--------------|-----------------|----------------------|
|              |                 |                      |
|              |                 |                      |
|              |                 |                      |

**FOLLOW-UP:** What was one thing that you learned that you can do to get along?