

**INSTRUCTIONAL PACKET
TO ACCOMPANY**

**NEW YORK STATE
GOVERNMENT**



2nd Edition

ROBERT B. WARD

INSTRUCTIONAL ACTIVITIES

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About This Packet
Notes for Educators

New York State Government by Robert B. Ward (2nd edition, 2006, Rockefeller Institute Press) presents a comprehensive guide to the inner workings of State government. Mr. Ward's writing is very readable and may be accessible in its entirety for many middle and high school students. However, within the classroom educators may prefer to use it as a reference tool to accommodate time constraints and varying student ability levels.

The activities provided in this Instructional Packet utilize various sections of the book, the Table of Contents, and the Index. In addition, a **Chronology of New York State History** is included in this Packet to provide an historic frame of reference in an easy-to-read format. Students are encouraged to use any and all other available resources (classroom texts, Internet, biographical dictionaries, encyclopedias, etc.) to complete the activities. Please refer to the *Notes to Students* for an explanation of the research skills developed throughout the Packet.

The majority of the directions, activities and learning experiences in this Instructional Packet are written directly to the student of New York State government. Information intended for teachers or instructors only is indicated at the top of the page. Educators will find it helpful to read through the entire packet prior to selecting individual activities for student assignment.

Who Can Use This Packet?

- Because the study of New York State is an integral part of the social studies curriculum in grades 7 and 8, the learning experiences are designed for use with middle school students at various ability levels.
- High school students in Participation in Government classes will find many of the activities challenging and relevant to their course of study. Discussion and research topics located in the sections entitled "*Learning and Thinking More About It...*" lend themselves to more in-depth study of government at various levels within New York.
- Teachers of grade 4 (Local Community History) and Grade 11 – United States History and Government may adapt some of the activities to accommodate their students and instructional content.
- English/language arts teachers in middle and high school will find many activities useful to the development of critical reading, writing and thinking skills with their students.

About the Instructional Activities

The activities were created as instructional materials; students will learn the topic and develop research and reading skills as they proceed through the activities. Therefore, class instruction and notes, texts, reference materials and other resources are all important and necessary to complete the activities.

About This Packet
Notes for Educators

Because the study of government is complex and Mr. Ward's book comprehensive, the activities attempt to focus on a variety of topics while highlighting essential concepts, organizing and simplifying information in manageable "chunks" for students.

The entire text provides extensive information, and complements sections specifically identified in Student Activities. Many of the activities require students to utilize the Chronology of New York State History; some use charts, excerpts or portions of the text as "documents" for guided reading exercises, research or constructed response questions.

How To Use Activities in This Packet

- Teachers are encouraged to *determine point allocations* for various activities prior to distributing the assignment to students. This allows teachers to weight some items more heavily than others; employ letter grades for more interpretive items; and assign some items as individual work, group work, class discussion, or challenge activities. Teachers are encouraged to establish their own rubrics or scoring guides, based on their instructional goals and objectives for their students.
- The activities are designed to sequentially develop a student's research skills and acquisition of knowledge. However, *each activity is self-contained* and can be used independently of the others. Teachers can do one or several activities in the packet, dependent upon the ability and skills of their respective classes. Activities such as the *guided readings or constructed response questions* may be assigned as homework, if students have access to appropriate resources outside of the classroom.
- *Thought or discussion questions* may also be used as expository writing assignments and developed in English/language arts classes, providing a natural interdisciplinary activity. Many discussion questions lend themselves easily to topics for: *debate, letter writing (perhaps to legislators or newspapers), editorials, political cartoons, journal prompts or research projects.*
- Students can be encouraged to *review newspapers for current events that illustrate or exemplify the issues or topics under study.*
- Teachers are encouraged to use formats presented in this Packet to develop additional activities for further study of New York State government.

About This Packet
Notes for Educators

**Answers to
*Getting Started - Worksheet: Vocabulary for the Study of NYS Government***

1. simple majority	6. public sector	11. amend	16. advocate	21. minor
2. suffrage	7. reform	12. charter	17. statute	22. balance of power
3. franchise	8. primary	13. legislature	18. budget	23. civil service
4. quorum	9. social welfare	14. separation of powers	19. allocate	24. constitution
5. stalemate	10. constitutional convention	15. apportion	20. reserved powers	25. eminent domain

New York State Government

Curricular Correlation of Text and Student Activities with New York State Social Studies, Grade 7 & 8

Instructional focus of this packet

- To help students find, organize, make connections, and apply information while learning about New York State government.
- To use the text, *New York State Government*, and other reference materials to understand how government affects people in their everyday lives, and how people can and do affect government.

Curricular alignment with New York State Social Studies Resource Guide Grade 7 & 8

UNIT THREE: A Nation is Created	
III: Early attempts to govern the newly independent States Objectives	1. To understand how the colonists attempted to establish new forms of self-government 4. To describe how ordinary and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United State constitutions, the Bill of Rights, and other important documents
Content Outline	B. The Second Continental Congress represented the first attempt to govern the colonies 2. Request for state constitutions and political systems E. Independence creates problems for New Yorkers 1. Organizing new State government
V: Economic, political, and social changes brought about by the American Revolution Objectives	1. To understand how a revolution can have a profound effect on the economic, political, and social fabric of nation
Content Outline	B. In New York State 2. A republican ideology developed which emphasized shared power and citizenship participation
UNIT FOUR: Experiments in Government	
II: The New York State Constitution of 1777 Objectives	2. To compare and contrast the development and evolution of the United States and New York State constitutions 3. To understand how the United States and New York State constitutions support majority rule but also protect the rights of the minority
Content Outline	D. Effectiveness 4. A model for the United States Constitution of 1787

New York State Government

Curricular Correlation of Text and Student Activities with New York State Social Studies, Grade 7 & 8

UNIT FIVE: Life in the New Nation	
<p>I. New government in operation</p> <p>Objectives</p>	<p>3. To understand how civic values reflected in the United States and New York State constitutions have been implemented through law and practice</p> <p>6. To explain how societies and nations attempt to satisfy basic needs and wants by utilizing scarce capital, natural, and human resources</p>
<p>Content Outline</p>	<p>E: The Era of Good Feelings</p> <p>2. Internal expansion: new roads, canals, and railroads</p>
<p>III. Preindustrial Age: 1790-1860s</p> <p>Objectives</p>	<p>2. To understand the nature and effect of changes on society and individuals as the United States began to move from an agrarian to an industrial economy</p> <p>6. To understand how scarcity requires people and nations to make choices that involve costs and future considerations</p> <p>7. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</p> <p>8. To describe the relationships between people and environments and the connections between people and places</p> <p>9. To use number of research skills (e.g. computer databses, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems</p>
<p>Content Outline</p>	<p>C: Technological changes altered the way people dealt with one another</p> <p>1. Improved transportation made travel and communication easier</p> <p>2. Greater ties between communities were possible</p> <p>3. The Erie Canal and its impact</p> <p style="padding-left: 20px;">a. Reasons for building the Erie Canal</p> <p style="padding-left: 20px;">d. Results of building the Erie Canal</p> <p>F: Slavery and abolition</p> <p>G: Social changes:</p> <p>3. Mental hospital and prison reform</p> <p>4. Education</p> <p>5. Temperance</p> <p>I: Portrait of the United States, 1860</p> <p>2. The North</p> <p style="padding-left: 20px;">c. Urban centered – “causes and consequence of urbanization”</p>

New York State Government

Curricular Correlation of Text and Student Activities with New York State Social Studies, Grade 7 & 8

UNIT SEVEN: An Industrial Society	
<p>I. The maturing of an Industrial Society in the Second half of the 19th Century</p> <p>Objectives</p>	<p>2. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.</p>
<p>Content Outline</p>	<p>A: Problems and progress in American politics: Framework for a changing United States</p> <ol style="list-style-type: none"> 1. New problems created a changing role for government and the political system 2. Scandals, depressions, and limitations of traditional politics resulted in reluctant change, e.g. civil service 3. New York State and New York City in an era of machine politics, e.g. the Tweed Ring and Tammany Hall <p>C: Growth of corporation as a form of business organization: Case studies – oil, railroads, steel</p> <p>D: Laissez-faire versus regulation</p>
<p>II. Changes in the social structure altered the American scene</p> <p>Objectives</p>	<ol style="list-style-type: none"> 1. To understand how industrialization altered the traditional social pattern of American society and created a need for reform 2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
<p>Content Outline</p>	<p>A: The immigration experience</p> <p>D: Responsibilities of citizenship</p> <p>G: Leisure activities reflected the prevailing attitudes and views of the time</p>
<p>III. The Progressive movement, 1900-1920: Efforts to reform the new society</p> <p>Objectives</p>	<ol style="list-style-type: none"> 1. To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions 2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant 3. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
<p>Content Outline</p>	<p>A: Social ills</p> <p>B: Efforts to reform government and politics</p> <p>C: Economic reforms</p>

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UNIT NINE: The United States Between the Wars	
<p>I. The Roaring Twenties Reflected the Spirit of the Postwar Period</p> <p>Objectives</p>	<p>1. To understand the economic, social, and political development of America in the period between World War I and World War II</p> <p>4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious</p>
<p>Content Outline</p>	<p>A: Prohibition and the 18th Amendment</p> <p>D: A rising standard of living resulted in the growth of a consumer economy and the rise of the middle class</p> <p>E: Changes in the workplace</p> <p>F: Problems developed in the midst of unprecedented prosperity</p> <p>G: Foreign immigration and black migration resulted in a very diverse population and an increase in social tensions – the effects of human migrations on the nature and character of places and regions</p> <p>H: New ideas about the use of leisure time emerged</p> <p>I: The stock market crash marked the beginning of the worst economic time the country has ever known</p>
<p>II. The Great Depression</p> <p>Objectives</p>	<p>2. To understand the economic, political, and social changes that took place in the world during the 1930s</p> <p>4. To understand how scarcity requires people and nations to make choices that involve costs and future considerations</p> <p>6. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</p>
<p>Content Outline</p>	<p>B: Responses to deepening economic woes</p> <p style="padding-left: 20px;">2. Local and State actions</p> <p>C: The New Deal</p> <p>D: Effects on work, family, and communities</p>

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Curricular Correlation of Text and Student Activities with New York State Social Studies, Grade 7 & 8

UNIT ELEVEN: The Changing Nature of the American People from World War II to the Present	
I. Postwar society characterized by prosperity and optimism Objectives	2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
Content Outline	A: Changing patterns of production and consumption resulted in economic expansion B: Families and communities underwent significant changes
II. The United States begins a new century Objectives	1. To understand the economic, social, and political trends that shaped the end of the 20 th century and point to the 21 st century 2. To investigate problems and opportunities the United States faces in its immediate future
Content Outline	B. Federal and state governments reevaluate their roles 1. Fiscal and monetary policies: taxation, regulation, deregulation 2. Social programs: health, welfare, education D: Old and new problems must be addressed 1. Violent crime and substance abuse 2. Protection of the environment 3. Growing number of elderly Americans 4. The continuing struggle for economic and social justice for all citizens

New York State Government

Curricular Correlation of Text and Student Activities with New York State Social Studies, Grade 7 & 8

Alignment with NYS Social Studies Standards and Performance Indicators Intermediate Level

NYS Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and NYS.

Key Ideas and Performance Indicators for Intermediate Level

1. *The study of NYS and US history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.*
 - Students interpret the ideas, values, and beliefs contained in the Declaration of Independence and the NYS Constitution and the U.S. Constitution, Bill of Rights, and other important historical documents.
2. *Important ideas, social and cultural values, beliefs, and traditions from NYS and US history illustrate the connections and interactions of people and events across time and from a variety of perspectives.*
 - Students investigate key turning points in NYS and US history and explain why these events or developments are significant.
3. *Study about the major social, political, economic, cultural, and religious developments in NYS and US history involves learning about the important roles and contributions of individuals and groups.*
 - Students gather and organize information about the important achievements and contributions of individuals and groups living in NYS and the United States.
 - Students classify major developments into categories such as social, political, economic, geographic, technological scientific, cultural, or religious.
4. *The skills of historical analysis include the ability to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.*
 - Students consider the source of historic documents, narratives, or artifacts and evaluate their reliability.
 - Students compare and contrast different interpretations of key events and issues in NYS and United States history and explain reasons for these different accounts.

New York State Government

Curricular Correlation of Text and Student Activities with New York State Social Studies, Grade 7 & 8

Alignment with NYS Social Studies Standards and Performance Indicators Intermediate Level

NYS Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Ideas and Performance Indicators for Intermediate Level

2. *The state and federal governments established by the Constitution of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from *The National Standards for Civics and Government*, 1994)*

- Students understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices.
- Students understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution.
- Students compare and contrast the development and evolution of the constitutions of the United States and NYS.
- Students understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority.

3. *Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.*

- Students explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the U.S. and NYS over time.
- Students discuss the role of the informed citizen in today's changing world.
- Students explain how Americans are citizens of their states and of the United States.

4. *The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.*

- Students explain the role that civility plays in promoting effective citizenship in preserving democracy.
- Students participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems.

New York State Government

Curricular Correlation of Text and Student Activities with New York State Social Studies, Grade 7 & 8

Alignment with NYS Social Studies Standards and Performance Indicators Commencement Level

NYS Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and NYS.

Key Ideas and Performance Indicators for Commencement Level

1. *The study of NYS and US history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.*
 - Students will describe the evolution of American deocratic values and beliefs as expressed in the Declaration of Independence and the NYS Constitution and the US Constitution, Bill of Rights, and other important historical documents.
2. *Important ideas, social and cultural values, beliefs, and traditions from NYS and US history illustrate the connections and interactions of people and events across time and from a variety of perspectives.*
 - Students will develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues..
3. *Study about the major social, political, economic, cultural, and religious developments in NYS and US history involves learning about the important roles and contributions of individuals and groups.*
 - Students will understand the interrelationships between world events and developments in New York State and United States.
4. *The skills of historical analysis include the ability to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.*
 - Students will analyze historical narratives about key events in New York State and United States history to identify the facts and evalutate the authors' perspectives.

New York State Government

Curricular Correlation of Text and Student Activities with New York State Social Studies, Grade 7 & 8

Alignment with NYS Social Studies Standards and Performance Indicators Commencement Level

NYS Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Ideas and Performance Indicators for Commencement Level

*2. The state and federal governments established by the Constitution of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from *The National Standards for Civics and Government*, 1994)*

- Students compare and contrast the Constitutions of the United States and New York State.
- Students understand the dynamic relationship between federalism and state's rights.

3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

- Students understand how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of one's actions.
- Students analyze issues at local, state, and national levels and prescribe responses that promote the public interest or general welfare, such as planning and carrying out a voter registration campaign.
- Students explore how citizens influence public policy in a representative democracy.

4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

- Students evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy.
- Students take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs.
- Students participate in school/classroom/community activities that focus on an issue or problem.
- Students prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of action, evaluates the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria and proposed an action plan to address the issue or to resolve the problem.

About This Packet
Notes to Students

The activities in this Instructional Packet are designed to help you develop some skills in reading, research, thinking, and writing. They will focus on information about New York State government, and two themes:

- ◆ *What role does state government play in the lives of students and their communities?*
- ◆ *How can or do people influence government?*

Each activity will help you develop one or more of the following skills:

<p>Find information – using any resources and tools available to you.</p> <p>This includes</p> <ul style="list-style-type: none"> ● reading a paragraph or a photograph; ● using a table of contents and/or an index; ● locating information from charts, graphs, chronologies; ● using the Internet or a variety of reference materials such as dictionaries, encyclopedias, textbooks; ● carefully observing events, behavior or watching videos. <p>For these activities, you will find the text <i>New York State Government: What It Does, How It Works</i> (Robert B. Ward, 2002) very useful, since they were developed to accompany the book.</p>	<p>Organize information – collect information in a way that makes it useful for you to use again. It helps to determine your focus or purpose for collecting the information. (How will you be using or applying the information? – see below.)</p> <p>The collection or organization process includes</p> <ul style="list-style-type: none"> ● taking clear notes; ● writing definitions that you understand; ● completing an outline, worksheet or graphic organizer; ● answering a series of related questions, as in a constructed response or guided reading; ● comparing and contrasting information. <p>The hardest part of this skill is knowing what information to include and what to omit; not everything is equally important to your focus, purpose, theme, thesis or controlling idea.</p>
<p>Make connections between the information you have found and previously acquired information.</p> <p>Acquired information can be from other courses in school or from your experiences in life. You may be asked to determine how an event or law or behavior of a person affects your life today, or how it may have changed people’s lives in another time in history.</p> <p>Some questions to ask yourself:</p> <ul style="list-style-type: none"> ● What does this information have in common with what I may already know? ● How does this relate to me, my community, my hobbies or interests, my future life and plans? <p>This is known as developing a frame of reference, and is key to remembering information.</p>	<p>Apply information – use it in some way.</p> <p>It might be to</p> <ul style="list-style-type: none"> ● write a letter, an editorial or a thematic essay; ● design a chart, advertisement or a poster; ● answer a question or a series of questions; ● participate in a discussion; ● complete a worksheet; ● develop a research project; ● create a short story, a poem, a song, a piece of art; ● take a test!

***Terminology & Concepts for
Research Assignments & Student Activities***

Directions for activities and learning experiences in this Instructional Packet will use terminology and concepts that are also found in New York State assessments in English Language Arts and social studies. It is important to become familiar with them.

Below are some working and simplified definitions important to doing research in the classroom.

<i>Document (n.)</i>	Any map, chart, illustration, graph, photograph, or written material, which may be analyzed and interpreted to obtain information. This should not be confused with a <i>primary source or document</i>
<i>Primary source or document (n.)</i>	<ul style="list-style-type: none"> ▪ An official document (e.g. license; legislation; report card), ▪ Eye or ear witness account (e.g. letters; journal entries; interviews; oral histories), OR ▪ Physical remains (e.g. photographs; clothing; furniture) that provides information about an event or time period and <i>is from the period</i>. <p>It requires interpretation by the reader or observer, unlike secondary sources (such as textbooks, encyclopedia articles) which bear the interpretation of authors and editors, are written after the fact, and base their information on other sources</p>
<i>Evidence (n.)</i>	Specific information, such as legislation, events, biographical data, organizations, relevant dates; information and details obtained from the document in question
<i>Support (n.)</i>	Specific related evidence that helps prove a position or point of view
<i>Thesis statement (n.)</i>	A statement, proposition or position assumed to be true, and requiring defense with supporting evidence taken from documents and/or outside sources (e.g. texts). In English/Language Arts classes, this is similar to the “critical lens,” a quotation through which students must analyze readings and literature. (This is also similar to, but not the same as, a hypothesis , which is an educated guess that may or may not be true.)
<i>Hypothesis (n.)</i>	An educated guess that may or may not be true; an assumption that needs to be tested and proved/disproved

***Terminology & Concepts for
Research Assignments & Student Activities***

<i>Observation (n.)</i>	Information acquired by actually watching the actions and reactions of materials, chemicals, objects, and people within a determined setting or circumstance
<i>Analyze (v.)</i>	To break a larger idea or document into smaller parts or sections in order to examine it carefully or better understand it
<i>Compare (v.)</i>	To observe and point out similarities between two or more ideas, people, events, organizations, etc.
<i>Contrast (v.)</i>	To observe and point out differences between two or more ideas, people, events, organizations, etc. When directions ask you to COMPARE & CONTRAST, you must point out ways in which the items are the same AND the ways in which they are different
<i>Citation (n.)</i>	Identifying any source from which ideas and information used to support a position are taken
<i>Context (n.)</i>	The events that come before and after an historic event that may influence its outcome or importance; background information that helps to understand the significance of an event or person
<i>Extended response (n.)</i>	A short written paragraph, usually one to four sentences in length, that addresses a specific question or task

**Getting Started:
Vocabulary for the Study of New York State Government**

Each of the thirty-three terms in the boxes below is related to the function of government in some way. Carefully read the definitions provided and, using the terms from the list, write the term that most closely matched the definition in the appropriate response box. (The part of speech is indicated because some words may be used in more than one way.)

Each term is used only once, but not every term has a definition provided. After you match the provided definitions with the best term, define the remaining terms in your own words in the empty spaces on this worksheet. You may use *New York State Government* (Robert B. Ward, 2nd edition, 2006), classroom texts, dictionaries and any other resources. Keep in mind that each definition must relate to the function of government in some way.

Once you have completed the worksheet, keep it in your notebook and refer to it as needed. As you continue your study of NYS government, add other related terms unfamiliar to you to the list.

(to) advocate (v) (to apportion (v) (to) allocate (v) (to) amend (v) “exurban” (adj) balance of power bond (n) budget (n) charter (n) civil service (adj) comptroller	concurrent powers Constitution (n) eminent domain franchise (n) gerrymandering (n) infrastructure (n) legislature (n) moratorium (n) municipality plebiscite (n) primary election	quorum (n) reform (n) reserved powers separation of powers simple majority social service social welfare stalemate statute (n) suffrage (n) user fee
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1.	A decision based on one more than one-half of the people present at a meeting.
2.	Three nouns that refer to the right to vote.
3.	
4.	
5.	The minimum number of people needed to be present at a meeting for any decisions to be made or acted upon (noun).
6.	A situation in which opposing sides cannot come to an agreement (noun).
7.	The system of government funded programs formed to “aid, care and support ...the needy”
8.	A law or program designed to improve social, political or economic conditions (noun)
9.	An election in which enrolled members of a political party determine which candidates will represent that party in a general election.
10.	Programs meant to provide New Yorkers with basic need such as food, shelter and medical care.

**Getting Started:
Vocabulary for the Study of New York State Government**

11.	To officially change a law or legal document (verb).
12.	A document that legally grants a group or organization permission to do something, and creates guidelines by which their actions will be governed (noun).
13.	The branch of NYS government made up of the Senate and Assembly (noun).
14.	Duties, rights and responsibilities shared by national and state governments, such as the power to tax.
15.	To divide a state into regions or districts for the purposes of determining representation in government (verb).
16.	To act or speak out in strong support of an idea, principle, group of people, etc.
17.	Another word meaning the same as “law” or “legislation” (noun).
18.	A financial plan that determines the amount of money each government agency, program, and/or district is given to spend each year (noun).
19.	To set aside or determine an amount of resources (money, land, time, workers, etc.) to be used for a given purpose (verb).
20.	Specific social, political and economic issues for which state governments are solely responsible, according to the U.S. Constitution.
21.	A person under the age determined by law to legally engage in certain behaviors or activities, such as sign contracts, vote, purchase alcoholic beverages (noun).
22.	The idea that no one branch of government has more control or is more important than the other two branches.
23.	The term that describes the types of jobs held by most people who work for government agencies. These jobs have certain legal job protections (<i>refers to non-elected and non-appointed positions</i>).
24.	The document containing the governing structure and highest laws in a state or nation (noun).
25.	The ability of the state to take over privately owned land when it will be used to benefit the general public.
26.	
27.	
28.	

Getting Started:
Vocabulary for the Study of New York State Government

29.	
30.	
31.	
32.	
33.	

Answer Key

1. simple majority
2. plebiscite
3. suffrage
4. franchise
5. quorum
6. stalemate
7. social welfare
8. reform
9. primary election
10. social service
11. amend
12. charter
13. legislature
14. concurrent powers
15. apportion
16. advocate
17. statute
18. budget
19. allocate
20. reserved powers
21. minor
22. balance of power
23. civil service
24. constitution
25. eminent domain

Activity One:
Everyday Influence, Everyday Government

Purpose:

To understand the many ways in which New York State government affects our lives everyday.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)

Chapter One – A Broad Impact, pp. 1-4

Directions:

- Read the selection entitled “A Broad Impact” (pp. 1-4).
- Use the graphic organizer below to outline the various ways in which the author has connected the daily activities of people around New York State with the role of State government. For each entry on the graphic organizer, identify the region of NYS, the activity described, the relationship (role) of government to that activity and the government agency responsible for its management.
- The first one is done for you as a model. Continue the graphic organizer on other paper as needed.

Region of NYS	Activity	Role of NYS govt.	Agency
Long Island (Montauk Pt. State Park)	Recreation: hiking, skiing, swimming, fishing, picnicking	Maintaining parks, cleaning up after visitors; guiding, educating visitors	Office of Parks, Recreation and Historic Preservation

<p><i>Activity One:</i> Everyday Influence, Everyday Government</p>

Learning and thinking more about it...

- Use a map of New York State. Locate the regions identified in the graphic organizer you completed in Activity One. Determine where each is located in relation to where you live (e.g. southeast, northwest). If you were traveling by car, what route would you take? Approximately how long would it take? (Good maps to use may be obtained from the NYS Office of Parks and Recreation, American Automobile Association, or found in road atlases, or on the Internet.)
- Based on “A Broad Impact,” make a list of activities that you, your family or friends do every day or every week that State government affects in some way. You may find the section, “A Broad Impact” (pp. 4-5), helpful in completing this task. Use a chart similar to the one on the previous page to categorize your activities. Identify the role played by State government in that activity. Finally, determine which State agency is connected to that role. Use whatever resources necessary to help you complete your chart.
- *Discussion/thought/essay question:*
Is so much government involvement necessary in New York State?
Provide at least three specific pieces of evidence to support your opinion.
Use any resources to help you support your opinion.

Activity Two:

Structure of New York State Government – Executive Branch

Purpose:

To understand the structure, roles and responsibilities of the executive branch of New York State government.

To compare and contrast the structure of State and federal governments.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)

Chapter Seven – The Constitution

Chapter Four – The Governor and Other Statewide Elected Leaders

New York State Constitution

United States Constitution

Background:

New York State’s constitution was originally created in 1777, and served as a model for the U.S. Constitution. While the basis of today’s State constitution was created in the 1800s, it has been changed (amended) more than 200 times. In many ways, New York’s constitution remains similar to that of the nation, it also contains some differences.

Directions:

- Use the above materials and any other resources to help you complete the chart (graphic organizer) on the next page. If your teacher allows, you may work with a partner.
- In the box next to the term, define in your own words “Executive Branch.” Make certain your definition is one that you understand.
- Listed are the four main offices in the executive branch of NYS government. Identify the responsibilities of each of the four positions.
- In the next column, write the name of the individual currently holding each office.
- In the last column, determine if a similar position exists in the federal (U.S.) government. If the answer is YES, write the name of the office in the space. If the position does not exist, write NO. Make certain you support your answer by referring to the appropriate constitution and/or resource.

Activity Two:
Worksheet - Structure of New York State Government – Executive Branch

Executive Branch	Definition:		
Office/Position	Responsibilities of position according to New York State constitution	Individual currently in position & political party	Comparable position in U.S. government?
Governor			
Lieutenant Governor			
Comptroller			
Attorney General			

Activity Two:

Worksheet - Structure of New York State Government – Executive Branch

Learning more about it....

- Refer to the completed Worksheet for Activity Two. If the office or position exists in the U.S. government, determine the responsibilities of that position as stated in the federal Constitution. You may use the chart below to help organize your research results.

Office/Position	Responsibilities of position according to federal Constitution	Individual currently in position & political party

- Compare the positions and responsibilities of the executive branch of State and federal governments. How are they similar? What responsibilities do they have in common?
- Contrast the positions and responsibilities of the executive branch of State and federal governments. How are they different? What might be some reasons for these differences? Support your answer with specific examples or evidence.

Activity Three:

Structure of New York State Government – Legislative Branch

Purpose:

To understand the structure, roles and responsibilities of the legislative branch of New York State government.

To compare and contrast the structure of State and federal governments.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)

Chapter Seven – The Constitution

Chapter Five – The Legislature

New York State Constitution

United States Constitution

Background:

New York State’s constitution was originally created in 1777, and served as a model for the U.S. Constitution. While the basis of today’s State constitution was created in the 1800s, it has been changed (amended) more than 200 times. In many ways, New York’s constitution remains similar to that of the nation, it also contains some differences.

Directions:

- Use the above materials and any other resources to help you complete the chart (graphic organizer) on the next page. If your teacher allows, you may work with a partner.
- In the box next to the term, define in your own words “Legislative Branch.” Make certain your definition is one that you understand.
- Like most states (the exception being Nebraska), New York’s legislature is *bicameral*, meaning “made up of two houses.” Identify the number of people currently in the Senate and Assembly, and the responsibilities of each house.
- Next, identify what limits are placed on each legislative house.
- In the next rows, write the name of the highest position of leadership in each house, the responsibilities of each leader, and the individual currently holding that position. Include the political party and region of NYS represented by each leader.
- Finally, identify the individuals representing you in the New York State Legislature.
- Create a similar chart for the United States Congress. Compare the results. In what ways are the two legislative branches similar? How do they differ?

**Activity Three:
Structure of New York State Government – Legislative Branch**

Worksheets

Legislative Branch	Definition:	
New York State Legislature	Senate	Assembly
Current # of members		
Responsibilities and powers		
Limitations on power		
Highest position of leadership in house & responsibilities		
Individual currently in position, political party & region		
Your Legislative Representatives		

Activity Three:
Structure of New York State Government – Legislative Branch

U.S. Congress	<i>(house)</i>	<i>(house)</i>
Responsibilities and powers		
Limitations on power		
Highest position of leadership in house & responsibilities		
Individual currently in position & political party		
Your Congressional Representatives		

Activity Three:

Structure of New York State Government – Legislative Branch

Learning and thinking more about it...

- In your notebook or folder, define the following terms:
 - Political ward (n.)
 - Political or election district (n.)
 - Apportionment (n.)

Explain how each is related to the legislative branch of government.

- Identify the number of your local election ward and Assembly district.
(Extra credit: Identify their geographic boundaries.)
How might a reapportionment change the social, economic or political composition of your district(s)?
How might this affect future elections, or decisions made by legislators?

<p>Activity Four: Structure of New York State Government – Judicial Branch An Overview</p>

Purpose:

To understand the structure, roles and responsibilities of the judicial branch of New York State government.

To compare and contrast the structure of State and federal governments.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)

Chapter Seven – The Constitution

Chapter Six – The Judiciary

New York State Constitution

United States Constitution

Background:

New York State’s constitution guarantees the people of New York an independent judiciary that is accountable to the elected representatives of the people – members of the executive and legislative branches.

Directions:

- Use the above materials and any other resources to help you complete the charts (graphic organizers) and activities in this section. If your teacher allows, you may work with a partner.

Chart: An Overview of the NYS Judicial System

- In the box next to the term, define in your own words “Judicial Branch.” Make certain your definition is one that you understand.
- New York’s court system is similar to that of other states and the federal government. Courts fall into two main categories: trial courts, and appellate courts. In the appropriate space, define each term.
- Identify the responsibilities of trial and appellate courts.
- Next, identify what limits are placed on the powers of the Judiciary.
- Finally, identify the highest court in the State system, and its role.
- Use other paper if necessary to complete your chart.

Activity Four:
Structure of New York State Government – Judicial Branch
An Overview

Learning and thinking more about it...

- Create a similar chart for the judicial branch of the United States. Compare the results. In what ways are the two judicial branches similar? How do they differ?
- The State Constitution devotes more than eleven pages to the discussion of the Judiciary, more than the other two branches combined. Why might this have been necessary? Support your answer with specific evidence (Chapter Five will help).

Activity Four:
Structure of New York State Government – Judicial Branch
An Overview

Chart: An Overview of the NYS Judicial System

Judicial Branch	Definition:	
New York State Court System	Trial Courts	Appellate Courts
Definition (What is the role or purpose?)		
Responsibilities and powers		
Limitations on power of the courts		
Highest court in NYS and its role (responsibility) in the court system	Name of Court: Role in the court system:	

Activity Five:
Structure of Judicial Branch – Trial Courts

Purpose:

To understand the structure, roles and responsibilities of the trial court system in the judicial branch of New York State government.
To identify the many ways in which New Yorkers are affected by the court system.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)
Chapter Six – The Judiciary

Directions:

Use the above material, your knowledge of social studies, and any other resources to help you complete the activities in this section. If your teacher allows, you may work with a partner.

Background:

In her State of the Judiciary Address in 1999, New York Chief Judge Judith Kaye referred to the system of trial courts as “absurdly complex...difficult to understand.” Yet this branch of State government affects New Yorkers in a variety of ways everyday.

Activities:

- In the space below, define the following terms as they apply to the court system.

Adversary:
Plaintiff:
Defendant:
Trial:
Counsel/counselor:
Appeal:
Arbitration:
Jury:
Party:
Private party:
Public party:

Activity Five:
Structure of Judicial Branch – Trial Courts

- Trial courts themselves are divided into two categories: civil courts (those that hear cases involving civil cases), and criminal courts (involving criminal cases). Define each type of case in your own words. (Refer to p. 136-137; 142-144).

Civil cases:

Criminal cases:

- Identify possible **adversaries in a civil court case.**

- Why are the people of New York State always one of the **adversaries in a criminal case?** Explain your answer in complete sentences.

Activity Five:

Structure of Judicial Branch – Trial Courts

- **Four types of trial courts** operate in all regions of New York State. Using pages 142-144 as a reference, **identify each type and explain the purpose** of each in your own words. Then, based on your research and prior knowledge, **provide 3 examples of each type of case**. Use additional paper if needed.

Category of Trial Court	Definition of court	Specific examples

- **In what ways does the Supreme Court of NYS differ from the United States Supreme Court?** Explain your answer in complete sentences. (You must have at least two differences in your answer.) Use additional paper if needed.

<p><i>Activity Five:</i> Structure of Judicial Branch – Trial Courts</p>
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Learning and thinking more about it...

Thought questions – persuasive writing:

- Refer to the quote by Chief Judge Judith Kaye regarding the complexity of the State trial court system. In a well-documented essay, defend Justice Kaye’s opinion, providing at least three pieces of supporting evidence. Use the conventions of standard English grammar and punctuation in your defense.

- Identify and explain one or more changes to the State’s trial court system you would recommend as a measure of “court reform.” Include in your recommendation the following:
 - Rationale (reason) for the reform – why it is needed
 - Specific change to the system
 - How your recommendation(s) will improve the court system

Activity Six:
Structure of Judicial Branch – Appellate Courts

Purpose:

To understand the structure, roles and responsibilities of the appellate court system in the judicial branch of New York State government.

To identify the many ways in which New Yorkers are affected by the court system.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)

Chapter Six – The Judiciary

U.S. History text and/or U.S. Constitution

Directions:

Use the above material, your knowledge of social studies, and any other resources to help you complete the activities in this section. If your teacher allows, you may work with a partner.

Activities:

- In the space below, define the following terms as they apply to the court system.

Intermediate court:
Lower court:
Jurisdiction (n.):
Appeal (n.):
Appellate (adj.):
Disbarment (n.):
Chief Judge (n.):
Consultation (n.):
(To) Preside (v.):
Reversal (n.):
(Legal) Brief (n.):

Activity Six:
Structure of Judicial Branch – Appellate Courts

- Explain in your own words why the appellate courts system is less complicated than the trial court system. Support your answer with specific evidence. You may list your reasons. (Refer to p. 146-151).

- Identify the role of the Court of Appeals in the State judicial system. Write your answer in complete sentences.

-

Activity Six:
Structure of Judicial Branch – Appellate Courts

- Why is the Court of Appeals referred to as “the court of last resort?”
- Which court in the United States judicial system serves the same purpose?
 Use specific information and explain your answer in complete sentences.

- What are the duties of the justices on Court of Appeals?
- How does an individual become a member of the Court?
- Using the chart on page 150, identify three characteristics shared by the majority of the members of the Court of Appeals, 2006.

Duties	
Process of becoming a justice on the Court of Appeals	
Characteristics	

-

Activity Six:
Structure of Judicial Branch – Appellate Courts

- Compare and contrast the Court of Appeals of NYS to the United States Supreme Court.
- You may list your answers. Use additional paper if necessary.

	NYS Court of Appeals	U.S. Supreme Court
Similarities		
Differences		

- Based on your research, which court is more powerful?
 Support your answer with specific examples or pieces of evidence.
 Explain your answer in a well-written essay, using complete sentences.
 Use other paper for your essay.

Activity Seven:
Understanding the Role of Local Government

Purpose:

To understand the various levels of local government and their affect on the lives of New York’s residents.

To determine how public services are delivered to residents in New York State.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)

Chapter Eighteen – 3,166 Local Governments: History and Structure

Background:

New York State has 3,166 independent government units at the local level that provide basic public services and levy taxes to support their delivery. These local government units fall under six categories: counties, cities, towns, villages, school districts, and fire districts.

Directions:

- Use the above materials and any other resources to help you complete the charts (graphic organizers) on the next pages. If your teacher allows, you may work with a partner to complete these activities. Use additional paper if needed, or put your information in your course notebook.

Chart I: LEVELS OF LOCAL GOVERNMENT

- Refer to the chart in the text on page 514. Determine the number of local government units in EACH of the six categories, according to the Office of the State Comptrollers’ *2005 Annual Report on Local Governments*.
- Next, based on the information provided in the chapter and your own experience, determine 3 – 5 *basic public services* provided by EACH level of local government. Indicate your responses in note form (one or two word descriptions) rather than complete sentences. Use additional paper if needed.

Chart 2: BASIC PUBLIC SERVICES

- Consider these questions while you complete this activity: *What does it mean to provide a service? What does it mean to serve the public? Why would a service considered to be “basic” to life in New York State?*
- Chart 2 contains a list of terms and locally provided services. Use the information in Chapter Eighteen and your own experience. Define each term or identify the service provided and explain, in your own words, why EACH is considered a *basic public service*.

Chart 3: LOCAL GOVERNMENT IN MY LIFE

- Write in the names of your local levels of government in the first column in Chart 3.
- Identify/list the various services you personally receive each week from the each level. Highlight or circle any services provided by more than one level of local government. *How many are in the “duplicated services” category?*
- In the last column, list all the services received by members of your family within the last 2 years. *How does a person’s age or health affect the kind of services received from local government levels?*

**Activity Seven:
Understanding the Role of Local Government**

Chart I. LEVELS OF LOCAL GOVERNMENT

Category of Local Govt.	# Units in NYS	Major Roles & Responsibilities (list 3 -5 for each category of local government)
Counties		
Cities		
Towns		
Villages		
School Districts		
Fire Districts		

**Activity Seven:
Understanding the Role of Local Government**

Chart 2: BASIC PUBLIC SERVICES

Term/Service	Definition/services provided	Why is this a <i>basic public service</i> ?
human services		
district attorney		
coroner		
county clerk		
infrastructure maintenance		
public safety		
zoning boards		
municipal courts		
parks & recreation		
water/sewer		
property assessment		
emergency medical services (EMS)		
public school districts		

**Activity Seven:
Understanding the Role of Local Government**

Chart 3: LOCAL GOVERNMENT IN MY LIFE

Level of Local Govt. (Names of each)	Services I receive weekly (be specific)	Services received by family members
County <i>(e.g. Rensselaer)</i>		
City <i>(e.g. Troy)</i>		
Town		
Village		
School district		
Fire district		

Questions to Consider:

- How many services are provided by more than one level of local government? How many are in the “duplicated services” category?
- How does a person’s age or health affect the kind of services received from local government levels?

Activity Eight:
Upstate Problems and Promise

Purpose:

To identify and understand the social, political and economic differences between and challenges facing Upstate and Downstate New York.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)
 Chapter Three – The Upstate Challenge

Background:

For many New Yorkers, Westchester County divides the state into Downstate and Upstate – a regional short-hand meaning “New York City” and the remainder of the state. All too frequently, the division results in negative comparisons between a “progressive” metropolitan area and its more conservative “country cousins.”

Directions:

CONTRASTING REGIONS OF NYS

- Using pages 36 and 37 in the text and other available sources, contrast the Upstate counties with the region known as Downstate. Record your differences according to four categories: geographic; social; economic; and political. Circle or highlight any characteristics you consider to be advantages on the chart, and be ready to explain why. Use additional paper as needed.

	Downstate	Upstate
Geographic area (include names of counties and major cities)		
Social/cultural		
Economics		
Politics		

**Activity Eight:
Upstate Problems and Promise**

IDENTIFYING UPSTATE PROBLEMS

- Read pages 38-45
 Sections entitled:
 - ✓ A Dramatic Reversal of Economic Fortunes
 - ✓ A Rising Tide, then as Ebb, of Manufacturing Jobs
 - ✓ Sharp Decline in Upstate Cities
- Identify FIVE major problems facing Upstate NY at the beginning of the 21st century:

Problem 1	
Problem 2	
Problem 3	
Problem 4	
Problem 5	

- Compare your list of problems with that of another person in your class. Write additional problems in the space below.

Problem	
Problem	
Problem	
Problem	
Problem	

- Think about your own county or region. Put an “X” next to any of the above problems that affect your community.
- With a partner or in a small group (as directed by your teacher), select ONE of the above problems affecting your community and determine a plan of action that has been or could be realistically implemented to help solve the problem. Use Chapter Three of the Ward text, the Internet and your local newspapers to help with your research.
- In a written statement, briefly explain your action plan, identifying the specific problem and how your solution would help. Discuss your action plan with other class members.
- Compare your plan to the ideas proposed in October 2006 by then-candidate Eliot Spitzer (p. 53). How do your suggestions or solutions compare to Spitzer’s proposals?

<p><i>Activity Eight:</i> Upstate Problems and Promise</p>
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Taking action....

- Using the format from ***Activity Ten: Citizen Action Strategies***, prepare an action plan to address a specific issue facing your community or region of NYS.
- Identify the level(s) of government responsible for this issue, and write a letter outlining your proposed solution. Include information from your research and/or action plan.
- Write a letter to the editor of your local newspaper, addressing the issue, why you feel it's a problem for your community, and what can be done to help the situation. Include information from your research and/or action plan.

Activity Nine: The Role of Citizens in State Government
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Purpose:

To identify the roles and responsibilities individual citizens have in state government.
To recognize ways in which citizens can affect and influence decision-making in the democratic process.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)
Chapter Twenty – The People’s Government

Directions:

Base your answers to the following questions on Chapter Twenty and your knowledge of social studies.

1. What specific qualifications does an individual have to meet in order to vote in New York State?

2. What percentage of registered voters in New York State cast a ballot in the 2002 gubernatorial election?

Bonus: to what public office does the adjective “gubernatorial” refer?
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3. Why is it important for citizens in a democratic society to be informed about public issues? Support your answer with specific information.
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Activity Nine:
The Role of Citizens in State Government

4. Identify five ways in which New York citizens can influence government decision-making. Use specific information in your answer.

5. In the 2000 election, which age group of citizens had the largest percentage of people exercising their right to vote?

Why do you believe this occurred?

6. In the 2000 election, which age group of citizens had the smallest percentage of people exercising their right to vote?

Why do you believe this occurred?
What strategies would you take to increase their participation in the democratic process?

Activity Ten: **Citizen Action Strategies**

Purpose:

To identify the roles and responsibilities individual citizens have in state government.
To recognize ways in which citizens can affect and influence decision-making in the democratic process.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)
Chapter Twenty – The People’s Government

Directions:

Chapter Twenty identifies six strategies (pp. 579 – 580) individual citizens can take to influence decision-making in state government. They are listed in the chart on the next page.

- In the column next to each strategy (action step), explain in your own words why it’s important or what it means.
- Select an issue about which you and/or your classmates are particularly concerned and want to influence people in authority. Keep in mind that the strongest efforts of citizen action result from issues that have direct or personal meaning to those citizens. Write your issue or concern in the appropriate box.
- Determine who is responsible for making decisions regarding this issue. This is your audience, the ones you hope to influence with your action plan. The audience could be your school board, your principal, parents, community leaders, or local and state legislators
- Determine what you want as the result of your actions, what the expected outcome will be. In other words, what do you want the people in authority to do with your issue? How will you know if your efforts paid off?
- Based on the identified strategies, develop some specific action steps you and/or your friends could take to influence your audience concerning your issue. Write your specific action steps next to the appropriate strategy.
- Review your action plan. Does it make sense? Are all the actions legal? Do they respect the rights of others? Are the action steps related to the issue and/or the intended outcome? Explain why you evaluated your plan the way you did. Write your assessment of your action plan in the appropriate box.
- Finally, determine any changes you may need to make to your action plan, or what you will do if your first plan fails (Plan B). Use additional paper if necessary.
- If your teacher allows, you may work with a partner to complete this activity.

**Activity Ten:
Citizen Action Strategies**

My issue or concern

Intended audience

An expected outcome or result of my actions

Strategy	Explanation/Importance	My action steps (What I/we plan to do)
Learn the issues		
Identify key actors and stakeholders		
Consider a wide range of potential outcomes, including goals that are highly ambitious		
Personalize the issue		
Assess the political landscape		
Find a champion		

Activity Ten:
Citizen Action Strategies

Assessment of my action plan (Is it reasonable? Will it achieve the desired outcome? Why or why not? What is needed to make it better?)

Plan B (What will I do if my first plan is unsuccessful?) Be specific.

Activity Eleven:
Thinking About Local Control

Purpose:

To analyze the effectiveness of local control vs. regionalization.
To connect information presented in the text to real-world problems facing New Yorkers.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)
Chapter Eighteen – 3,166 Local Governments: History and Structure
Chapter Nineteen – The State-Local Paradox pp. 557-558

Background:

“New York is home to a complex, costly local-government structure dating from colonial times and early U.S. history.” (Ward, p. 511)

Directions:

Use the above materials and any other resources to help you answer the following questions. If your teacher allows, you may work with a partner to complete these activities. Use additional paper if needed, or put your information in your course notebook.

1. Based on the information in Chapter Eighteen and your knowledge of social studies, identify *three advantages* to the local-government structure in NYS.

<i>Advantages of local governments in NYS</i>	

2. Based on the information in Chapter Eighteen and your knowledge of social studies, identify *three disadvantages* to the local –government structure in NYS.

<i>Disadvantages of local governments in NYS</i>	

3. Read pp. 515-516. In your own words, explain why NYS has 3,166 local governments.

Activity Eleven:
Thinking About Local Control

4. What is meant by “*regionalization*”?

5. According to the text and your knowledge of social studies, identify at least three reasons why New Yorkers are reluctant to regionalize or consolidate levels of local government, school districts and/or fire districts.

<i>Obstacles to regionalization in NYS</i>	

6. Property & School Taxes:

Who pays them? _____

How are they determined? _____

What is the STAR program? _____

How does the STAR program affect residential property owners?

Activity Eleven:
Thinking About Local Control

Thinking more about it and making it personal...

Essay or Discussion Questions:

Question #1:

Many communities in Upstate New York face declining population, increasing financial burdens, a decreasing tax base and costly duplication of services with nearby areas.

In your community, *is there a level of local government that has been recommended for consolidation or regionalization?* (For instance: joining 2 or more school districts in your geographic area; maintaining or creating an independent village/town government)

If so, identify:

- *the problem presented in your community*
- *the proposed change or recommendation*
- *the reasons for the recommendation (why/how this would solve the problem)*
- *the community members or groups that support and oppose the recommendation or proposed change.*

Next, determine:

- *What reasons do members of each side give to support their positions?*
- *Is the community problem on-going, or short-term?*
- *Has a resolution been reached?*
- *What alternatives have been presented to solving the problem?*
- *What's your opinion about this issue in your community?*

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**Question #2:**

In your opinion, *does the large number of local governments benefit New Yorkers?* Are some levels of local government more beneficial than others? How has technology affected this issue? Support your opinion with specific evidence and factual information.

**Activity Twelve:**  
**Upstate Challenge: Stopping “Bright Flight”**

**Purpose:**

To identify the reasons behind changes in population in New York State.

To analyze and discuss how factors affecting personal decisions relate to public issues and policies.

**Materials:**

*New York State Government* (Robert B. Ward, 2nd ed., 2006)

Chapter Three – The Upstate Challenge

Newspaper article: “Flight of Young Adults is Causing Alarm Upstate” –

Sam Roberts, *The New York Times*, June 13, 2006

**Background:**

New York is becoming grayer as young adults leave the state in large numbers, particularly after attending college. In the 1990’s, Upstate lost 10% of its population between the ages of 18 to 44. This exodus of young adults in their most productive professional years is creating a “bright flight” while raising concerns over the future tax base in the state.

**Directions:**

- **Read** pp. 46 – 54 in the text, and the following newspaper article, “Flight of Young Adults Is Causing Alarm Upstate,” originally published in *The New York Times* and referenced in Chapter Three of the text.
- **Create** a T-chart in your notebook like the one below:

| Information gained from readings –<br>What information did I learn?<br>What info surprised me? | Questions raised –<br>What do I need/want to learn more about? |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
|                                                                                                |                                                                |

- As you read, **take notes** using the T-chart. On the left side of the chart, write specific information you gained from the text and the article; on the right side, write questions raised in your mind by the reading. These questions will help you focus on what additional information you may need to learn more about this issue. You should have **at least 10 entries** in each column of the chart.
- Working with a partner or a small group of students (as directed by your teacher), **share the information** you have on your chart. On your chart, write any new information presented by your partner(s).
- With your partner(s), **discuss** whether or not you plan on remaining in New York State following your graduation from high school and/or college. Provide specific reasons for your decision – what criteria you are using to decide? What would make you change your mind? How might your decision affect New York’s future?

**Activity Twelve:**  
**Upstate Challenge: Stopping "Bright Flight"**

## **Flight of Young Adults Is Causing Alarm Upstate**

By SAM ROBERTS.

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The New York Times: June 13, 2006 Tuesday

Upstate New York is staggering from an accelerating exodus of young adults, new census results show. The migration is turning many communities grayer, threatening the long-term viability of ailing cities and raising concerns about the state's future tax base.

From 1990 to 2004, the number of 25-to-34-year-old residents in the 52 counties north of Rockland and Putnam declined by more than 25 percent. In 13 counties that include cities like Buffalo, Syracuse and Binghamton, the population of young adults fell by more than 30 percent. In Tioga County, part of Appalachia in New York's Southern Tier, 42 percent fewer young adults were counted in 2004 than in 1990.

"Make no mistake: this is not business as usual," Robert G. Wilmers, the chairman of M & T Bank in Buffalo, told his shareholders this spring. "The magnitude and duration of population loss among the young is unprecedented in our history. There has never been a previous 10-year period in the history of the upstate region when there has been any decline in this most vital portion of our population."

In New York City and the five suburban counties in New York State, the number of people ages 18 to 44 increased by 1.5 percent in the 1990's. Upstate, it declined by 10 percent.

Over all, the upstate population grew by 1.1 percent in the 1990's — slower than the rate for any state except West Virginia and North Dakota.

Population growth upstate might have lagged even more but for the influx of 21,000 prison inmates, who accounted for 30 percent of new residents. During the first half of the current decade, the pace of depopulation actually increased in many places.

David Shaffer, president of the Public Policy Institute, which is affiliated with the Business Council of New York State, described the hemorrhaging of young adults as "the worst kind of loss."

"You don't just magically make it up with new births," he said. "These are the people who are starting careers, starting families, buying homes."

In almost every place upstate, emigration rates were highest among college graduates, producing a brain drain, according to separate analyses of census results for The New York Times by two demographers, William Frey of the Brookings Institution and Andrew A. Beveridge of Queens College of the City University of New York. Among the nation's large metropolitan areas, Professor Frey said, Buffalo and Rochester had the highest rates of what he called "bright flight."

Irwin L. Davis, president of the Metropolitan Development Association in Syracuse, which promotes economic growth in central New York, said, "We're educating them and they're leaving."

And Gary D. Keith, vice president and regional economist for M & T Bank, said, "Sluggish job growth is the biggest driver of out-migration among young upstate adults."

The decline in the 1990's in the population ages 18 to 44 of the 52-county upstate region was "chilling," he said.

"When the jobs don't grow, the people go," Mr. Keith said.

Matthew O'Brien, a graduate of Siena College in Loudonville, N.Y., was 26 when he left his home in Troy, just northeast of Albany, a decade ago for a better job offer down South.

**Activity Twelve:**  
**Upstate Challenge: Stopping “Bright Flight”**

He first moved to South Carolina, and now lives with his wife, Melissa, a Rochester expatriate, and their two children in Tampa, Fla., where he handles manufacturing operations for the company that makes Bubble Wrap packaging.

"I guess if I look back and think of the people I went to high school with, they all kind of went away to college, and that might have been a steppingstone to building a career," Mr. O'Brien said. "Not a lot did come back."

Some of the decline in the number of young adults may also have reflected children who left in the 1970's or 1980's with their parents.

Mr. O'Brien's parents still live in Troy, which was known in the 19th century for the manufacture of detachable collars and also led the nation at one point in iron and steel production. All but two of his eight siblings moved away, though.

While the chronic economic woes upstate have been of growing concern for a decade or more, the accelerating departure of young people is considered particularly alarming.

It has already been injected into this year's campaign for governor, with both major candidates, Eliot Spitzer and John Faso, highlighting population stagnation there and the need to help spur business activity.

Last month, after graduating with a master's degree in engineering from Case Western Reserve University in Cleveland, Andrew Allen, 23, returned to his parents' home in Greece, a Rochester suburb. He is weighing job possibilities and may pursue a doctoral degree.

But staying in Rochester, where his father works at Kodak, the city's second-largest employer, is probably not one of his options.

"Rochester is on the list, but do I think I'll work here? Probably not," he said. "When you think Rochester, you think Kodak. But you also think layoffs."

Of eight close friends of Mr. Allen's from high school, one is finishing graduate school in Rochester and one has decided to start a career there, he said. The others have left.

As more young people depart, the population is aging. In Broome County, which includes Binghamton in the Southern Tier, the median age rose to 38.2 in 2004 from 33.3 in 1990.

"The number of upstate residents 45 or older increased by 15.3 percent, even as the number of young people, on whom they rely to hold jobs and pay taxes, went down sharply," Mr. Wilmers of M & T Bank said.

The number of young adults was expected to decline naturally as baby boomers, some of whom were younger than 35 in 1990, grew older. Only two counties in the state -- Manhattan and Queens -- actually gained young adults from 1990 to 2000.

From 1990 to 2004, all but one of the state's 62 counties recorded a decline in 25-to-34-year-olds, ranging from 1 percent in Manhattan to 42 percent in Tioga.

The sole gainer was neighboring Tompkins County in the Finger Lakes, where Cornell University, Ithaca College and tourism have boosted the job market.

The numerical decline during that period in Erie County, around Buffalo, was second only to the decline in Nassau County, where high home prices have also driven away many young adults. In Syracuse, total population losses may have been stanching since 2000 as children have returned to take

**Activity Twelve:**  
**Upstate Challenge: Stopping “Bright Flight”**

care of aging parents, jobs have become available in more diverse fields and housing prices have become more affordable. "It's given us some hope that we're going to arrest the continuing decline of young people," said Mr. Davis, of the Metropolitan Development Association there.

In the Rochester area, Andrew Allen's older sister, Laura Jeanne Hammond, 26, returned to her hometown after graduating in 2001 from the University of Missouri with a journalism degree. She was hired as managing editor of Next Step Magazine, which is distributed in school guidance offices, and also founded a social group, Rochester-Area 20-Somethings. "My friends escaped to New York City for a life of poverty and I bought a house and started a family," she said.

Since people in a specific age group in 1990 are not the same people counted in 2004, it would be imprecise to say that the population declines in the 25-to-34 age group represented people who necessarily moved out.

In 1999, upstate residents were asked in a poll for M & T Bank if they intended to move to another state in the next five years. Fully 40 percent of 18-to-30-year-olds replied yes. Most people said they would head to the South or the West. But among young adults, a high percentage said they were uncertain where they would wind up.

Among all people who left Erie County, according to an analysis by M & T Bank of data from 2003 tax returns, about half moved elsewhere in the state. About as many moved to Los Angeles County as moved to either Manhattan or Brooklyn.

Rolf Pendall, a Cornell University professor who studied population losses for the Brookings Institution, said: "Upstate New York and the great bulk of the territory of Pennsylvania are unusual in the United States in that this is an urbanized region, with 15 million residents in a couple dozen census-defined metropolitan areas. The Upper Great Plains, Lower Mississippi Delta and Appalachia are also regions that have lost population -- and have in fact bled people for decades -- but they are rural. They share, of course, issues of serious and long-term economic transition and transformation."

Catherine Richter, 23, a public relations executive, was raised in the Hudson Valley, attended the State University of New York at Geneseo and went to work in Rochester, but after becoming a victim of several minor crimes, she asked for a transfer to Albany. There, she joined a group similar to the one Laura Hammond founded in Rochester.

"The other option for a lot of people my age is to move down South, but I don't think that's for me," Ms. Richter said. "One of the main missions of the group is to stop the brain drain. And we're trying to do that by increasing the arts scene and lots of networking."

**Activity Thirteen:**  
**Reform: What? Why? How?**

**Purpose:**

To identify systemic problems within New York State government most frequently targeted for reform.

To determine feasible alternatives to “business as usual”, that might create greater responsiveness, efficiency and transparency in NYS governance.

To develop articulate, supported individual position statements based on these issues.

**Materials:**

*New York State Government* (Robert B. Ward, 2nd ed., 2006)

Chapter Two – Reform: Is This the Time?

**Background:**

Since the last decade of the 20<sup>th</sup> century, major proposals have been made to change four processes in NYS: the way in which the budget is developed; how laws are made and passed; the influence of money in political campaigns and lobbying; and how legislative districts are drawn. Voters and politicians alike question: What actually gets accomplished? What doesn't, and why? Who are the decision-makers? How does the process affect the voters? What obstacles stand in the way of efficiency and effectiveness, and do we need to change the foundation of our state government – New York's Constitution?

**Directions:**

Chapter Two examines four major categories of process-related change: the budget process; the legislative process; political influence of money; and legislative redistricting.

**IDENTIFYING THE ISSUE/CHANGING THE SYSTEM**

- Using information from Chapter Two and your knowledge of social studies, complete the chart: CHANGING THE SYSTEM. Use extra paper if needed. If your teacher allows, you may work with a partner to complete this chart.
  
- For each category of process-related change, provide answers to the following questions:
  - What is the current process – how are things currently done?
  - What problems does the current process have? Why do people believe change is needed?
  - What specific change(s) are proposed?
  - Will this change require a change to the state Constitution?
  
- In the box at the bottom of the chart, explain in your own words what is meant by a *transparent process*.
  
- *Questions to consider* – Based on the chart, information in Chapter Two, and your knowledge of social studies:
  - How does money affect or influence each of the four processes?
  - Why might New York voters be ready to see change in the way their government operates?
  - How “transparent” are any of the four processes outlined in the chart?
  - In your opinion, are the voters benefiting from the current processes?

**Activity Thirteen:**  
**Reform: What? Why? How?**

**Chart: CHANGING THE SYSTEM**

|                                                          | The Current Process | Problems – need for change | Proposed changes | NY Const. change? |
|----------------------------------------------------------|---------------------|----------------------------|------------------|-------------------|
| Budget process                                           |                     |                            |                  |                   |
| Legislative process                                      |                     |                            |                  |                   |
| Campaign finance & lobbying reform                       |                     |                            |                  |                   |
| Legislative redistricting                                |                     |                            |                  |                   |
| Define “transparent process” as it applies to government |                     |                            |                  |                   |

**Activity Thirteen:**  
**Reform: What? Why? How?**

**TAKING A STAND**

In a *position statement* you choose a side of an issue and defend it with supporting evidence.

- Using the information in Chapter Two and the chart: CHANGING THE SYSTEM, select ONE process recommended for reform. Determine how you feel about the current process selected and any proposed changes, and explain why you agree or disagree with the need for change in a supported position statement.
- Use the graphic organizer that follows to help you organize your information. Include the following information (use the chart for assistance):
  - the specific process needing change;
  - the problem with the current process;
  - your position on the issue – Does the process need to be changed or not? Do you support the change, or oppose it? What are your reasons for doing so? What other groups of people or organizations agree with you?
  - an alternate solution or change, if you don't agree with the one(s) recommended
- Word process the completed draft of your position statement.

**GRAPHIC ORGANIZER**

**Identify the process, the problem and the proposed change:**

| The Process<br>needing reform | The Problem(s)<br>w/ the current process | The Proposed Change(s)<br>to solve the problem(s) |
|-------------------------------|------------------------------------------|---------------------------------------------------|
|                               |                                          |                                                   |

**Identify my position:**

|                                                  |
|--------------------------------------------------|
| <p><b>My position</b> (am I for or against?)</p> |
| <p><b>Explanation</b> (because?)</p>             |



**Activity Thirteen:**  
**Reform: What? Why? How?**

**Support your ideas:**

**Evidence/Reason**

**Evidence/Reason**

**Evidence/Reason**

**Alternative Solution:**

**My Solution to the problem:**

**Why I think it would work:**

**Conclusion.** Sum up your opinion and examples about the issue to make your point a final time.

**Combine your notes into a well-written position statement (essay).**

Word-process your drafts to make revisions and editing easier.

Use correct spelling, grammar, and punctuation.

Remember to support your statements with evidence.

**Activity Fourteen:**

**Constructed Response Question – Department of Motor Vehicles**

**Purpose:**

To understand how technological advancements increase the responsibilities and change the operation of state government.

**Materials:**

*New York State Government* (Robert B. Ward, 2nd edition, 2006)

Chapter Fourteen – Transportation and Economic Development

p. 379 – “Department of Motor Vehicles”

**Directions:**

Base your answers to the following questions on the above selection and your knowledge of social studies.

1. Before it became a separate department of New York State government in 1959, the Department of Motor Vehicles (DMV) was a bureau within another department. Identify it.

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2. What popular consumer product required the creation of the DMV in the late 1950s?

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3. What are the major governmental responsibilities of the Department of Motor Vehicles?

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4. Identify three specific changes made to improve “customer relations” between licensed drivers in New York State and the Department of Motor Vehicles during Governor Cuomo’s administration, and the problems these changes hoped to resolve.

| <b>DMV Improvements</b> | <b>Problem(s) Resolved by the Change</b> |
|-------------------------|------------------------------------------|
|                         |                                          |
|                         |                                          |
|                         |                                          |

**Activity Fourteen:**

**Constructed Response Question – Department of Motor Vehicles**

5. During Governor Pataki’s administration in the 1990s, new technology led to further changes in the way in which the DMV carried out its responsibilities. Identify three specific technological changes and the way in which each change affected New York’s drivers.

| <b>Technological advancement (invention)</b> | <b>Affect on NY drivers</b> |
|----------------------------------------------|-----------------------------|
|                                              |                             |
|                                              |                             |
|                                              |                             |

6. In the 1990s, travel by automobile increased while the numbers of fatal accident decreased. What might be one reason for this occurrence? Use specific evidence in developing your answer.

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***Activity Fourteen:***

**Constructed Response Question – Department of Motor Vehicles**

***Learning & Thinking more about it...***

*Research Activity:*

Use the Chronology of New York State History, Chapter Fourteen and your classroom text.

- Make a timeline of changes in transportation in the state in the last 200 years.
- On your timeline, highlight three changes that required the creation of new legislation, agencies, or other changes in New York government.
- In complete sentences, identify and explain the change in government resulting from each change in transportation.
- How has each change made a difference in your life? How has each change affected the residents of New York?

*Essay Question:*

In your opinion, what political, economic or social event has had the greatest impact on the public authorities governing transportation in New York?

In your answer, be certain you:

- Identify the specific event and date in which it occurred.
- Explain why you believe it to be significant.
- Identify the effects or results of the event on public transportation authorities at the time it occurred and now.
- Use specific examples or pieces of evidence to support your position.
- Use the conventions of standard English
- Use other paper for your response

## **Activity Fifteen:**

### **Compare & Contrast – Organizing research results**

#### **Purpose:**

- To understand the impact of technological advancements on the economy of New York State.
- To compare and contrast an engineering feat of the 19th century with one of the 20th century.
- To recognize the affect of transportation on communication and social reform.
- To use research questions as a focus for data collection.
- To organize data collected through research in a useful format.

#### **Materials:**

*New York State Government* (Robert B. Ward, 2nd ed., 2006)

Chapter Fourteen – Transportation and Economic Development

Pp. 375-383: “Early Transportation and the Great Canal;” “Growth and Decline of the Canal System;” “Changes in Administrative Structure;” “Modern Department of Transportation;” “The Thruway.”

#### **Background:**

In the 19th century, the opening of the Erie Canal was considered an engineering marvel. It united the waters of the Atlantic Ocean with the Great Lakes, and changed the economic and social development of New York. The creation of the Thomas E. Dewey Thruway in the mid-20th century was a similar construction feat that greatly affected the residents of New York and the nation.

#### **Directions:**

- Read the identified pages of Chapter Fourteen.
- Using information from the text, compare and contrast in a chart the economic and social impact of the Erie Canal, completed in 1825, with the Thomas E. Dewey Thruway, completed in 1955.
- Use the questions on the next page to focus your research. You may add other questions to the list as you re-read the identified selections or conduct your research.
- As you read each question, highlight or circle the key words of each question, or write one word next to the question that sums up the main idea or topic of that question. These words will become the categories for your chart. (The first one is done for you.)
- Set up you chart with three columns: Categories/Topic; Erie Canal; Thruway.
- The number of topics you highlighted will determine the number of rows in your chart. List them in the first column. Your collected data (information) will go in the appropriate boxes. Make certain you leave enough room for your answers.

## ***Activity Fifteen:***

### **Compare & Contrast – Organizing research results**

#### **Research Focus Questions**

- What was the **main purpose** or reason it was built?
- Why was it considered necessary?
- What method(s) of transportation did it replace or affect?
- Which governor is given credit for its construction?
- When was construction begun?
- When was it completed?
- What made its construction difficult? (Why is it considered a feat of engineering?)
- How much did it cost? How was the construction financed (paid for)?
- How long is it?
- Which groups of people benefited from its construction?
- Which groups of people were negatively affected?
- Who was/is responsible for governing and operating it?
- How was/is its operation financially supported?
- How did it change since its original completion?
- How did its use change the way people lived in New York State?
- How did it affect population patterns (where people live)?
- How did it make a difference to the economy of the state?
- How is it used today?

## ***Activity Fifteen:***

### **Compare & Contrast – Organizing research results**

#### ***Learning & Thinking more about it...***

##### *Research Activity:*

Use the Chronology of New York State History, Chapter Fourteen and your classroom text.

- Make a timeline of changes in transportation in the state in the last 200 years.
- On your timeline, highlight three changes that required the creation of new legislation, agencies, or other changes in New York government.
- In complete sentences, identify and explain the change in government resulting from each change in transportation.
- How has each change made a difference in your life? How has each change affected the residents of New York?

##### *Essay Question:*

In your opinion, what political, economic or social event has had the greatest impact on the public authorities governing transportation in New York?

In your answer, be certain you:

- Identify the specific event and date in which it occurred.
- Explain why you believe it to be significant.
- Identify the effects or results of the event on public transportation authorities at the time it occurred and now.
- Use specific examples or pieces of evidence to support your position.
- Use the conventions of standard English
- Use other paper for your response

**Activity Sixteen:  
Public Authorities**

**Purpose:**

To understand how public authorities benefit the state and its residents while contributing to state debt.

**Materials:**

*New York State Government* (Robert B. Ward, 2nd ed., 2006)  
Chapter Eleven – State Debt and Public Authorities

**Directions:**

Use the above materials and any other resources to help you answer the following questions. If your teacher allows, you may work with a partner to complete these activities. Use additional paper if needed, or put your information in your course notebook.

1. List the four conditions under which New York may borrow money, according to the state Constitution (p. 281):

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

2. What is a *pubic authority*? Explain how it is different from a state agency.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Identify two reasons why public authorities are so important to New York State government (p. 283).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Activity Sixteen:  
Public Authorities**

4. From what sources do public authorities receive money to operate (p. 286)?

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5. Name five public authorities in existence today and describe how each benefits the state (pp. 287-290).

| Public Authority | Function – what it does |
|------------------|-------------------------|
|                  |                         |
|                  |                         |
|                  |                         |
|                  |                         |
|                  |                         |

6. How are public authorities involved in rebuilding lower Manhattan following the attack on the World Trade Center?

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7. How do public authorities affect state debt (money the state owes)? \_\_\_\_\_

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|                                                               |
|---------------------------------------------------------------|
| <p><b>Activity Sixteen:</b><br/><b>Public Authorities</b></p> |
|---------------------------------------------------------------|

***Thinking more about it and making it personal...***

Discussion Question #1:

Look at the chart of Major New York State Public Authorities, and those listed in Chapter Eleven.

- *What public authorities influence your community and/or life?* (For instance, do you live near or drive on the Thruway?)
- Is the influence positive, negative or mixed?
- Be specific and support your answer with evidence.

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Discussion Question #2:

Based on information in Chapter Eleven and your knowledge of social studies,

- *Do you think public authorities and the state's borrowing practices are assets or liabilities to New York taxpayers?*
- Support your opinion with specific evidence and factual information.
- If you consider them to be liabilities, *what changes would you make to the current system?*

Activity Seventeen:
Reading & Research – Health & Mental Hygiene

Purpose:

To comprehend the main concepts and ideas of an informative text.
To recognize the role of State government in dealing with public health issues.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)
Chapter Twelve – Health and Mental Hygiene

Directions:

Base your answers to the following questions on Chapter Twelve and your knowledge of social studies.

1. Why is the protection of public health an important concern for federal, state and local governments? Support your answer with specific evidence.

2. How do various levels of government use the media in their efforts to keep New Yorkers healthy? Provide specific examples in your answer.

Activity Seventeen:
Reading & Research – Health & Mental Hygiene

3. Why is the mental health of its residents an important issue for local and state governments? Use specific information in your answer.

4. Identify four ways in which poor mental health or mental illness affects the “quality of life” for all residents in a region and state. Use specific information in your answer.

5. Why are alcoholism and substance abuse considered a public health issue? Support your answer with specific evidence.

6. Why is the cost of health care so high in New York when compared to other states? Use specific evidence in your response.

<p><i>Activity Seventeen:</i> Reading & Research – Health & Mental Hygiene</p>
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Learning & thinking more about it...

Analyzing Trend Data:

- Review census data and other demographic information for your region and New York State for the past 20-30 years.
- What are some patterns or trends you can identify by studying this information?
- Based on this information from the recent past, what predictions could you make for your region and state, assuming similar patterns and trends will continue?
- How might these affect public health issues and costs in the next decade?
- How will these affect you in your lifetime?
- Remember to use specific examples or evidence in your responses.

Activity Eighteen
Reading & Research – Medicaid

Purpose:

To comprehend the main concepts and ideas of an informative text.
To recognize the role of State government in dealing with public health issues.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)
Chapter Twelve – Health and Mental Hygiene

Directions:

Base your answers to the following questions on Chapter Twelve and your knowledge of social studies.

1. What is Medicaid? Use your own words to define the program.

2. Medicaid was designed to help two specific groups of New Yorkers. Explain who they are and how the program expected to provide assistance.

3. What specific types of services are funded under Medicaid?

Activity Eighteen

Reading & Research – Medicaid

4. What levels of government pay for programs and services provided under Medicaid? Why are these levels responsible for financing Medicaid?

5. Identify two ways in which **Medicare** differs from **Medicaid**.

6. Why is the cost of Medicaid so high in New York when compared to similar programs in other states? Use specific evidence in your response.

Activity Nineteen:
Guided Reading & Research – Using a primary source

Purpose:

- To comprehend the main idea and supporting details of a primary source document.
- To utilize reference materials and guide questions to develop better comprehension while reading text.
- To view an historic event and period through the eyes of an individual from that period.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)
Chapter Five – The Legislature, p. 103: “New York City is Pie for the Hayseeds”
Various reference materials: Dictionary, biographical dictionary, Internet
Classroom U.S. history texts

Directions:

Read the selection from *New York State Government*
Page 103: “New York City is Pie for the Hayseeds”

- Use the reading selection and any other resources to help you answer the following questions.
- Unless specifically directed to “list” your responses, put all answers in complete sentences. Spelling counts. If needed, use additional paper for your answers.

1. Define “legislative apportionment”

2. This selection is an excerpt from an interview with George Washington Plunkitt. Who was he and why was he important in New York City and New York State government?

Activity Nineteen:
Guided Reading & Research – Using a primary source

3. A reference is made to “Tammany Hall.” It is both a location and a political symbol. Identify both meanings in the space below.

Location:

Political symbol:

What is a political machine?

Who was considered the “Boss” of Tammany Hall in the mid 1800s?

4. What is Plunkitt’s attitude towards lawmakers from districts outside of New York City?

5. According to Plunkitt, who has more “real freedom and home rule” than New York City residents?

Activity Nineteen:
Guided Reading & Research – Using a primary source

6. Who does Plunkitt believe controls New York City?
Support your answer with TWO specific examples from the reading.

7. Define “hayseed”

8. Why does Plunkitt believe NYC should have a stronger voice in NYS government?

9. This excerpt is a “primary source document.” Explain why.

Activity Twenty: **Legislative Influence**

Purpose:

To understand the extent of legislative influence and responsibility within New York State.
To identify, analyze and categorize historic events according to areas of legislative influence.
To identify specific examples of general concepts.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)
Chapter Five – The Legislature
Chronology of New York State History

Directions:

- In the chart on the next page, identify 12 major areas of influence in which New York State legislators regularly develop laws (statutes). Use Chapter Five of *New York State Government*, pp. 106-108, to help you with this research.
- Then, using the Chronology of New York State History – 19th, 20th and 21st centuries, find an event that is an example of each area of influence. Write the complete event, including year, in the box next to the appropriate area of influence.
- Use additional paper if necessary to complete your chart.

Learning and thinking more about it....

- *Thought questions:*
 - How have changes in technology affected the areas in which legislation has been created?
 - Select five major areas of influence from your list.
Is legislation or government intervention necessary in these areas? Why or why not?
If action is needed, should it be taken by the government, or by the private sector?
Support your opinion with specific evidence.

Activity Twenty-one:
Guided Reading – Public Education in New York

Purpose:

To understand the roles and responsibilities of New York State government in public education.
To identify the significant contributions New York has made to the development of public education around the nation.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)
Chapter Thirteen – Education: pp. 336-345

Background:

From the earliest beginnings of its government, New York State has recognized the importance of educating its residents. Many of the regulations, programs, policies and reforms initiated in New York were adopted by other states around the nation.

Directions:

Read the above selection from Chapter Thirteen. Use information from the selection, your knowledge of social studies, and any other resources to help you answer the following questions. If your teacher allows, you may work with a partner.

Short Answer Questions

1. Under the New York State constitution, what is the official name of the Board of Regents?

2. The root words of the noun “jurisdiction” are “juris,” meaning “right or law,” and “dictio,” meaning “speaking, to say, to point out in words.” Using a dictionary, how the word is used in the passage, and the root meanings, define “jurisdiction” in your own words.

3. Using the information in the passage, list the educational programs governed by the Board of Regents. In the second column, name a specific example of each program in your region of New York (for instance: elementary schools – P.S. 25).

EDUCATIONAL PROGRAMS	SPECIFIC EXAMPLES

Activity Twenty-one:
Guided Reading – Public Education in New York

4. According to the passage, how does an individual become a member of the Board of Regents?

5. In your own words, identify the educational responsibilities of school superintendents in the 1790s.

6. According to the passage, in what ways did the school systems of the Dutch and the English differ?

7. The educational system of New York State is based on three key ideas. Identify these key ideas in your own words.

8. Name the New York governor who created the State Education Department in 1901.

Activity Twenty-one:

Guided Reading – Public Education in New York

9. Name the two agencies that were combined to form the State Education Department in 1901.

_____ & _____

10. List three non-instructional responsibilities of the State Education Department.

11. As student populations grew, the number of school districts decreased. In your own words, explain why this occurred.

Base your answers to the next four questions (#12 – #15) on the passage, “Toward Universal Schooling” (p. 250).

12. What is meant by “free and universal education?”

13. List three reasons why both urban and rural workers support “free and universal” public education.

14. Who pays for public education in New York State? _____

Activity Twenty-one:

Guided Reading – Public Education in New York

15. In the chart below, identify 5 specific changes (reforms) made to the education system in New York State. Next to each change, provide a reason why this change may have occurred.

EDUCATIONAL REFORM	REASON FOR REFORM

<p><i>Activity Twenty-one:</i> Guided Reading – Public Education in New York</p>
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Learning & Thinking more about it...

Research Activity:

Use the Chronology of New York State History.

- Make a timeline of changes to public education in the state in the last 200 years.
- Highlight those changes still in effect today.
- Identify the changes that you feel have most positively affected you. Explain why you selected each. How has each change made a difference in your life? How does each change affect your ability as a productive member of your community?

Thought Question:

What political, economic or social event has had the greatest impact on public education? In your answer, be certain you:

- Identify the specific event and date in which it occurred.
- Explain why you believe it to be significant.
- Identify the effects or results of the event on public education, then and now.
- Use specific examples or pieces of evidence to support your position.
- Use the conventions of standard English
- Use other paper for your response

Activity Twenty-two:
Constructed Response Question – Interpreting a Chart (Education)

Purpose:

To analyze and interpret information presented in an informational chart.
To recognize the influence of international events, history and public opinion on what students are expected to study in school.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)
Chapter Thirteen – Education
Page 349: “Selected New York State Curriculum Mandates”

Directions:

Base your answers to the following questions on the chart and your knowledge of social studies. Unless otherwise directed, write your answers in complete sentences. If needed, use other paper to complete your work.

1. In 1947, what four subjects were added to the topics all teachers were required to teach in New York State?

2. Two subjects mandated in 1947 have a common theme. Identify the two subjects and explain what they have in common.

Activity Twenty-two:

Constructed Response Question – Interpreting a Chart (Education)

3. What national or international events occurring in the years prior to 1947 may have contributed to these subjects being added to New York’s educational curriculum?

4. What subject was added to NYS curriculum in 1977?

5. What national events, patterns or trends in the 1960’s and 1970’s probably contributed to the addition of this subject?

Activity Twenty-two:

Constructed Response Question – Interpreting a Chart (Education)

6. Based on current national and/or international events, what curricular subjects might be added to New York schools in the near future? Support your response with specific evidence.

Activity Twenty-three:
Research, Thinking & Writing about Education

Purpose:

To use information from a variety of resources as supporting evidence in developing thematic essays.

To understand the roles and responsibilities of public education in a democratic society.

To understand how education influences and is influenced by changes in society, economics, technology and political events.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)

Chapter Thirteen – Education

Chronology of New York State History

Directions:

Use information from Chapter Thirteen, the Chronology of New York State History, your knowledge of social studies, and any other resources to help you complete the activities in this section. These tasks are designed to be developed as essays, but may also be used for discussion, debate, or further projects, as determined by your teacher.

Thought Question # 1:

Background:

New Yorkers experienced much social, political, and technological change during the 19th and 20th centuries. As a result, New York State government developed new programs, policies and regulations for educating its residents. Some of these changes were in response to national events, but others were the result of events directly affecting life in New York.

Task:

In a well-documented essay, explain how public education in New York changed during the 19th and 20th centuries in response to social, political and technological events.

In your response:

- Identify at least one social, political *and* technological event that affected New Yorkers in the 19th and/or 20th centuries (minimum of three events).
- Explain how public education in New York changed as a result of these events.
- Use the conventions of standard English grammar and punctuation.

Activity Twenty-three:
Research, Thinking & Writing about Education

Thought Question #2:

While issues concerning public education are important to all New Yorkers, students in the many schools across the State are usually those most directly affected.

- Read pages 345-350, and review the events of the 19th and 20th centuries from the Chronology of New York State History.
- Select three changes made to public education in New York State that have had the most effect on you as a student.
- In a well-written essay, identify the specific changes you selected and explain how each has affected your life as a student in New York.
- Use the conventions of standard English grammar and punctuation.
- Use other paper for your answer.

Research and Thought Question # 3:

Background:

Charter schools, private schools, and home schooling are several alternatives to public education. Each alternative has its defenders and detractors. Questions and concerns frequently center on financial responsibility (who should pay for these programs?); content and materials (what's being taught, and what's being used to teach it?); and assessment (what do students know, and how is it measured?).

Tasks:

- Define in your own words the terms: *charter school*; *private school*; *home schooling*.
- Compare and contrast: Explain how each alternative is similar to and different from public schools. Include in your comparison: location/building; teacher(s); materials; number of students in program/class; length of day; any other areas you feel are important to your answer.
- Identify the ways in which public school districts are mandated (directed by law) to support each alternative education program.
- Create a chart or develop a list that identifies ways in which each of these alternative programs must follow New York State requirements. In your answer, include: curriculum; materials; testing; reporting and record keeping.

Thinking more about alternative education programs....

In a well-written answer, write your responses to the following questions.

- When the State financially supports alternative education programs, what is the source of the money? Who pays for these programs? Who pays for public schools?
- Should the State government support and fund programs that are alternatives to public education? Explain your answer and support your opinion with at least three specific pieces of evidence. Use other paper for your answer.

Activity Twenty-three:
Research, Thinking & Writing about Education

Research and Thought Question # 4:

- Why did the writers of the U.S. Constitution reserve power over education for state governments? You may list your reasons.
- Do these reasons make sense in the 21st century? Why or why not? Support your reasons with specific evidence.
- What evidence is there that the federal government is interested in taking a greater role in public education? In your response, cite specific examples.

Activity Twenty-four:

Constructed Response Question – Using a Primary Source

Purpose:

To comprehend the main idea and supporting details of a primary source document.
To view an historic event and period through the eyes of an individual from that period.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)
Chapter Twelve – Health and Mental Hygiene, p. 327: “Report by Dorothea Dix”

Directions:

Read the selection from *New York State Government*

Page 327: “Report by Dorothea Dix”

- Base your answers to the following questions on the reading passage and your knowledge of social studies.

1. What social reforms did Dorothea Dix want to occur?

2. Whose support was Dorothea Dix hoping to gain?

3. A reference is made to an “alms-house.” What is meant by this term? Who would be its residents?

Activity Twenty-four:

Constructed Response Question – Using a Primary Source

4. What specific living conditions did Dorothea Dix identify as unsafe or unsanitary?

5. Identify three specific ways in which the residents of the alms-house were treated harshly.

6. What are two methods Dorothea Dix used to achieve her goals?

7. This excerpt is a “primary source document.” Explain why.

Activity Twenty-five:
Constructed Response Question – West Nile Virus

Purpose:

To comprehend the main idea and supporting details of a reading passage.
To recognize the role of State government in dealing with public health issues.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)
Chapter Twelve – Health and Mental Hygiene
P. 308: “Public Health: What Was Old is New Again”

Directions:

Base your answers to the following questions on the reading passage, “Public Health: What Was Old is New Again,” and your knowledge of social studies.

1. In your own words, explain the danger West Nile virus presents to the human body.

2. What local, state and federal government agencies are responsible for reacting to a public health threat?

Local:

State:

Federal:

3. By what means is the West Nile virus spread?

Activity Twenty-five:
Constructed Response Question – West Nile Virus

4. What attempts have been made to protect the public against infection by the West Nile virus?

5. Identify ways in which all residents can help prevent the spread of West Nile virus.

6. What are some other ways in which public health may be threatened that would require similar wide-scale responses by government agencies at various levels? Use specific examples in your response.

7. What did the writer of this reading selection want to accomplish?

Activity Twenty-six:

Drawing Conclusions – Government Response to Health Concerns

Purpose:

To identify major public health issues of concern to State and federal governments in the past and present.

To recognize the role and reactions of New York State government in dealing with public health issues.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)

Chapter Twelve – Health and Mental Hygiene

Chronology of New York State History

Background:

Government interest in public health began early in the history of New York and continues to this day.

Directions:

Using information from Chapter Twelve, the Chronology of New York State History, and other available resources:

- Identify some of the major public health issues facing New York State throughout history.
- Identify what measures or actions local, state and/or federal government took in response to these issues.
- Use the chart on the next page to organize your research.
- In the spaces below, write three conclusions you made based on your research.

Conclusion #1

Conclusion #2

Conclusion #3

Activity Twenty-six:**Drawing Conclusions – Government Response to Health Concerns**

Time period	Public health issues & concerns	Government response
1790s		
1800s - 1850s		
1860s - 1900		
1901 – 1940s		
1950s – 1990s		
1990s - present		

Activity Twenty-seven:

Research & Writing – The News Media and State Legislators

Purpose:

To identify the role of the news media in the democratic process.

To recognize ways in which the news media can affect an informed citizenry.

To determine the accuracy of public statements through personal research.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)

Chapter Twenty – The People’s Government

Background:

In his book, *Running with the Machine: A Journalist’s Eye-Opening Plunge into Politics* (Albany, 2001), Dan Lynch makes the following comment:

“Its almost total lack of attentiveness has made the press virtually irrelevant in informing the voters who the candidates are and what they really stand for.” (Ward, p. 585)

Task #1:

In a well-constructed essay, agree or disagree with the above quote, using information from Chapter Fifteen and your knowledge of social studies. Use other paper for your response.

In your response:

- Identify your position.
- Identify the forms of media available for informing citizens about local and state politics.
- Explain how each has or has not fulfilled its role regarding the issue.
- Support your position with specific evidence.
- Use the conventions of standard English grammar and punctuation.

Task #2:

Working with a partner, *collect information* from an example of each of the various news media: local/regional newspaper, television newscast, radio station AND a newspaper published in one of New York’s large urban areas. (Many large newspapers publish daily editions on-line.) *Clip articles or take notes* regarding news items focusing on state lawmakers and local legislators. *Identify the topics or issues* of these news reports.

- What issues received the greatest attention? By which media?
- What individuals received the greatest coverage? By which media?
- What conclusions can you draw based on your research results?
- Does your research support the above quote by Dan Lynch? Cite specific evidence to support your position.

Activity Twenty-eight:

Thematic Essay – Federalism v. States’ Rights

Purpose:

To identify the continuing conflict between federalism and states’ rights in United States government.

To recognize issues currently facing our state and nation that affect the balance of power between federal and state government.

To determine the role of state government in relation to federal governance.

Materials:

New York State Government (Robert B. Ward, 2nd ed., 2006)

Appendix A – Federalism: What is the Role of State Government?

Background:

The Civil War, also referred to as the War Between the States, began as a conflict between federalism and states’ rights. More than one hundred years later the conflict remains.

Task:

In a well-constructed essay, explain how this conflict has continued to affect political decision-making into the 21st century. Use information from Chapter Sixteen and your knowledge of social studies to help you form your response. Use other paper for your response.

In your response:

- Identify the concepts of federalism and states’ rights, and why they may conflict.
- Identify four issues that continue to fuel this conflict in the 21st century.
- Explain the role of state and federal governments in relation to each of the identified issues.
- Determine if or how a balance of power can or should be struck between national and state power, responsibility and control regarding each issue.
- Consider the possible results of the opposite positions in the issues identified in your response.
- Support your position with specific evidence and/or examples.
- Use the conventions of standard English grammar and punctuation.

Chronology of New York State History

<i>Date</i>	<i>Event</i>
1400s	
1400s	The Algonquians and the Iroquois were the two main groups living in New York.
1600s	
1609	Henry Hudson explored the Hudson River and claimed all that he could see as the Dutch colony of New Netherland.
1610s	
1614	The Dutch traveled up the Hudson River to establish a trading post.
1620s	
1623	Adriaen Jorisszen Tienpoint became the first director-general of New Netherland.
1624	Cornelis Jacobsen Mey became the director-general of New Netherland.
1624	The Dutch West India Company established a settlement at Fort Orange near present-day Albany.
1625	Willem Verhulst became director-general of New Netherland.
1626	Since Willem Verhulst had gained a bad reputation as a harsh ruler and manager, Peter Minuit assumed leadership as director-general. He later bought Manhattan Island from the Algonquians with trade items such as kettles, blankets, pots, etc., altogether worth \$24.
1626	The first West African slaves arrived in New Amsterdam.
1629	A group of directors asked for land grants to start their own colonies. The Charter of Freedoms and Exemptions was issued by the Dutch West India Company directors and a 16-mile tract of land was provided to any director who guaranteed to bring 50 settlers to the colony. In addition, the charter declared that settlers could buy land from Native Americans for farming.

1630s

1632 Bastiaen Jansz Krol became acting director-general.

1633 Wouter Van Twiller became director-general.

1638 William Kieft became director-general.

1640s

1640 Fearing the English would take over their colonies, The Dutch West India Company passed a new charter that removed all limits on land ownership and allowed all their residents to participate in the fur trade. This is how they attracted more settlers to their colonies.

1640 Lady Deborah Moody became the first European women to establish her own town in Northern America. She established Gravesend on the western tip of Long Island.

1641 Governor William Kieft called a 12-member council to gain support for a tax on the Algonkian natives. This is believed to be the first attempt at representative government in New York. The council was disbanded when they made additional demands that displeased the governor.

1644 Eleven African slaves requested freedom and the Dutch West India Company granted them such for their many years of service. However, their children were still to remain in slavery.

1647 Peter Stuyvesant was appointed director-general of New Netherland.

1640s The Dutch and the English fought over property rights.

1645 The Native Americans and the Dutch signed a peace agreement to put an end to their fighting, which had caused the death of 1,000 people.

1650s

1650 Since both Dutch New Netherland and English Connecticut claimed ownership of overlapping sections of Long Island, a deal was made to divide the island along Oyster Bay.

1653 The Dutch West India Company ordered Director-General Peter Stuyvesant to establish a city government, which later became the first city to receive a municipal charter for self-rule.

1655 The Dutch and Native Americans resumed their fighting after ten years of peace.

1658 A group of Dutch farmers founded New Haarlem, named after a city in the Netherlands. New Haarlem later became known as Harlem.

1660s

1660-1763	The Trade and Navigation Acts were gradually enacted.
1661	The Dutch and French settled in Staten Island.
1664	The Dutch surrendered New Netherland to the British. King Charles II gave control of the colony to his brother, James, the duke of York. Now a British colony, it is renamed New York.
1664	Richard Nicolls became director-general of the English colony.
1665	The Duke's Laws were passed when the Governor of New York, Richard Nicoll, gathered the representatives from Westchester, western Long Island, and Staten Island and asked them to accept the plan of restrictive government.
1668	Francis Lovelace became governor.

1670s

August 12, 1673	Cornelis Evertsen, Jr. became governor for one month.
1673	Anthony Colve became governor.
1674	Edmund Andros became English colonial governor.

1680s

1681	Captain Anthony Brockholl became acting governor.
1682-1730	A slave code was gradually enacted, which placed African slaves outside colonial society by creating laws that applied to them alone.
October 17, 1683	The first Assembly to appear in the colonies met for the first time at Fort James, near present-day Battery in Manhattan.
1683	New York Town became New York City.
1683	Thomas Dongan became governor on the duke of York's request. He was instructed to let the colonists elect an assembly.
1685	Huguenots, a group of French Protestant refugees escaping religious prosecution in Europe, settled in New Paltz.
1685	New York became a royal colony when James, the duke of York, became James II, the king of England.
1686	Sir Edmund Andros became governor of the newly organized Dominion of New England, which brought together New Jersey, New York and New England.
1687	Governor Sir Edmund Andros appointed Francis Nicholson as his lieutenant governor in New York.

1688	The King of England, James II, was overthrown after three years on the throne. He was a Roman Catholic serving in a country where the majority of people were Protestants.
1688	The news of King James II's fall led to an uprising where Governor Sir Edmund Andros and Lieutenant Governor Francis Nicholson were overthrown. New Yorkers then established a Committee of Safety and named Jacob Leisler as its head.
1689-1691	With the help of a militia, Jacob Leisler took control and served as leader until a new royal governor arrived from England.
1689-1763	The French and English began to fight a number of wars over control of land and trade. American historians later referred to these wars as the French and Indian Wars. When the English became more occupied with fighting the French then controlling their colonies, greater freedom and self-government was gained by the colonists, which eventually led to the revolution.
1689-1697	King William's War was fought during this period as the first in a series of French and Indian wars. In New York the war led to the destruction of Schenectady.

1690s

1691	Henry Sloughter became the new royal governor for the following 4 months.
1691	Richard Ingoldsby became acting governor.
1692	Benjamin Fletcher became governor.
1698	Richard Coote, the earl of Bellmont, served as the governor of New York.
1698	Governor Richard Coote restricted the cutting of white pine, the most popular lumber at the time.
1690s	Political and religious freedom was denied to all Catholics.

1700s

1700	A law was passed that prohibited the practice of Mass for Catholics and banned all priests from entering the colony.
1701	John Nanfan became acting governor.
1702	Lord Edward Hyde Cornbury became governor.
1702-1713	Queen Anne's War, the second of the French and Indian wars, was fought mainly in New England.
1708	Lord John Lovelace became governor.
1709	Richard Ingoldsby became acting governor.

1710s

1710	Escaping from religious oppression and war, a group of 2000 Germans arrived in New York.
1710	Gerardus Beckman became acting governor.
1710	Robert Hunter became governor.
1712	A slave rebellion occurred.
1719	Peter Schuyler became acting governor.

1720s

1720	William Burnet became governor.
1725	William Bradford established The New York <i>Gazette</i> as the colony's first newspaper. For the next tens years, the <i>Gazette</i> published anti-slavery advertisements.
1728	John Montgomerle became governor.

1730s

1730	The first artificial waterway (canal) in colonial New York opened near Utica.
1730	The first Jewish synagogue was created in New York City.
1731	Rip Van Dam became acting governor.
1732	William Cosby became acting governor.
1734	The first permanent almshouse was opened in New York City, combining the dual mission of dealing with poverty and criminality.
1735	John Peter Zenger published a series of articles in his newspaper, <i>The New-York Weekly Journal</i> , criticizing William Cosby, the royal governor. Governor Cosby accused him of libel and thus took the case to court. When Zenger won the case, this became a milestone in the battle for free press and the right to openly criticize government officials.
1736	George Clark became governor.

1740s

1741	A violent slave rebellion occurred where a number of people were hanged, including some Europeans who had helped in the rebellion.
1743	George Clinton became governor.
1744-1748	King George's War, another in the series of French and Indian wars, was fought. In New York, it destroyed Fort Saratoga.

1750s

1751	A tenant rebellion broke out on Livingston Manor and spread all throughout the Hudson Valley. Tenant farmers insisted that they should be able to purchase the land that they farmed.
1753	Danvers Osborne became governor for a brief period.
1753	James De Lancey became acting governor.
1754	King's College (later known as Columbia College) was created as a result of a charter from King George II, but discontinued during the Revolutionary War.
1754-1763	The French and Indian War, the last in the series of wars, was fought and quickly spread across North America. In the Treaty of Paris, the French surrendered and thus the British gained the dominant position in Northern America.
1755	Charles Hardy became governor.
1755	New York's assembly established "committees of correspondence" to maintain contacts with other English colonies concerning the Stamp Act, the Sugar Act, and other "intolerable acts" pressed upon them by England.
1757	James De Lancey became acting governor once again.

1760s

1760	Cadwallader Colden became acting governor.
1761	Robert Monckton became governor.
1762	The Common Council of New York City created a permanent paid workforce of night watchmen to replace the former method where each able-bodied man served one night each month.
1763	Cadwallader Colden became acting governor once again.
1764-1775	The British began to pass new laws in the colonies to raise money and pay off their debts after many years of fighting with the French. In addition, the British wanted to punish the colonists for resisting some of their previous policies.
1764	The British enacted the Sugar Act. This law placed a tax on sugar and lowered the tax on molasses, which was being smuggled in from the French West Indies.
1765	Henry Moore became governor.
1765	The British passed the Quartering Act, which required the colonists to house and feed the large standing British army.

1765	The Stamp Act was passed by the British which placed taxes on newspapers, pamphlets, deeds, official documents, licenses and playing cards. Each of these products had to have a stamp on them indicating a tax had been paid.
1765	As a result of the Stamp Act, nine of the colonies sent their delegates to New York City for a Stamp Act Congress, the first inter-colonial assembly in North America organized by the colonists. The Congress asked the British Parliament to repeal the Stamp Act.
1766	The British parliament repealed the Stamp Act and passed the Declaratory Act stating that Parliament had the right to make laws that colonists had to obey.
1766	Governor Sir Henry Moore suspended the Assembly and would not allow it to do business until New York furnished barracks and supplies for British troops.
1766	A tenant revolt led by William Prendergast began on Philipse Manor and spread through Westchester and New York City.
1767	The British Parliament passed the Townsend Acts, which placed a tax on products such as paper, glass, lead, painting supplies and tea. The money raised by the taxes would pay for the salaries of royal colonial governors and officials. The Townsend Acts also legalized general search warrants.
1767	After a meeting in Purchase, New York, the Quakers became the first organized group to denounce slavery and to form a committee visiting slaveholders and urging them to free their slaves. They also began to boycott any goods that were made using the labor of slaves.
1769	Cadwallader Colden became acting governor for the third time.
1760s	Jupiter Hammond became the first person of African decent to publish in North America. He was an African slave from New York writing essays and poems based on religious ideas.
1770s	
1770	Lord John Murray Dunmore became governor.
1770	The Sons of Liberty and their leader, Sam Adams, presented the official resistance to the Townsend Acts. The group drafted a letter which was circulated around the Massachusetts legislature as well as all the other colonial legislatures calling for the boycott of British policy and goods. The British Parliament responded by repealing all but one provision of the Townsend Acts. The British Parliament continued to tax tea.

March 5, 1770	A crowd of colonist gathered in Boston and began to throw snowballs at the British troops. The soldiers opened fire and killed five colonists and wounded several others. This event became known as the Boston Massacre.
May 1770	Lord John Murray Dunmore became governor.
1771	William Tryon became governor.
1772	Sam Adams and the Sons of Liberty began to spread anti-British sentiment through their Committee of Correspondence in Massachusetts. This lead to the formation of similar committees in other colonies, which became a network uniting all the colonists.
1773	The Tea Act was passed by the British Parliament allowing the British East India Company to sell tea at a much lower prices than the colonial importers. This outraged the colonists who refused to allow ships carrying tea to unload in New York City and Philadelphia.
December 16, 1773	In Boston, 150 members of the Sons of Liberty disguised themselves as Mohawks and boarded 3 British ships were they dumped all the tea into the Boston Harbor. This event is known as the Boston Tea Party.
March 1774	The British Parliament closed down the Boston Harbor to all trade until the colonists repaid the British East India Company for all the dumped tea. The Parliament also began to pass a number of strict laws that were known as the Intolerable Acts.
June 1774	A crowd of protestors took to the streets in New York. They burned effigies of the British prime minister and the appointed governor of Massachusetts.
September 1774	The first Continental Congress was held in Philadelphia. Delegates from all the colonies, except Georgia, were represented. The delegates decided they would boycott all British imports. In addition, they agreed that if the British Parliament did not repeal the Intolerable Acts, they would extend the boycott to colonial exports to Britain.
April 1775	Since the New York assembly was largely controlled by British Loyalists who refused to support any anti-British sentiments, the Sons of Liberty helped set up a committee in New York to help enforce the British boycott. The committee held the First New York Provincial Congress in New York City where they elected new representatives to attend the Second Continental Congress.
1775 - 1783	The colonists fought and won a war for their independence from Britain. One in three battles of this war, known as the Revolutionary War, was fought in New York.
July 4, 1776	The Declaration of Independence was adopted by the delegates at the Continental Congress in Philadelphia and the United States of America came into existence.

July 9, 1776	The Fourth Provincial Congress declared New York independent from English rule.
September 1776 - 1783	The British controlled most of New York City and the surrounding areas, which was also the center for the British Loyalists.
April 12, 1777	The first Constitution of New York State was adopted and remained in existence for 45 years.
1777	George Clinton became the first elected governor of New York. He is known as the father of New York and served for 21 years.
1778	The colonists received assistance from abroad when the French-American alliance was formed.
1779	Spain went to war with Britain, creating further worries for the British.
1780s	
1781	The Netherlands went to war with Britain, making the British navy truly occupied at several fronts.
1781	After serving the Patriot army, the New York legislature promised to free the slaves for their service.
October 1781	An outnumbered group of Patriots fought and defeated a group Loyalists, “Red-Coats”, and Iroquois. Most of the Iroquois league of nations were allied with the British because they wanted to maintain the Proclamation of 1763, which promised to protect the Native American lands.
1782	New York State passed a law banning the use of wheat as payment for taxes.
September 3, 1783	The Revolutionary War came to an official end when the Paris Peace Treaty was signed, but it was not ratified for several months until the delegates of the nine states could meet.
November 25, 1783	The last British ship left New York Harbor and the United States became an independent nation.
1784	Alexander Hamilton established the Bank of New York.
1784	The Legislature established the Board of Regents. Today, it remains the oldest continuous state education entity in America.
1785	John Jay and Alexander Hamilton, both New Yorkers, formed the Manumission Society whose mission was to bring an end to slavery and defend the rights of African-Americans.
1785	The Manumission Society established the first school for African-Americans in New York, known as the Africa-Free School of New York City.

1785	The first bill to end slavery was passed in the New York legislature, but was vetoed by the governor because the bill included the right to vote by African-Americans. However, a ban was placed instead on the importing of slaves for sale.
1786	The New York Legislature allowed a controlled supply of paper money to be printed.
1786	A board of land commissioners was established by the New York Legislature whose responsibility was to transfer available land to private ownership.
1786	Dominick Lynch, an Irish immigrant, founded Rome, New York.
1787	A statute gave Columbia College (today's Columbia University) independent status under the board of trustees.
May 14, 1787	The first meeting of the Constitutional Convention was held in Philadelphia.
September 1787	New York State's Alexander Hamilton persuaded James Madison and John Jay to join him in writing newspaper articles in support of a strong federalist government. These articles were later published as the <i>Federalist Papers</i> .
September 17, 1787	The Constitutional Convention completed its meetings and sent the newly drafted Constitution to the Congress of the Confederation where they asked the states to ratify it.
1788	Economic conditions improved and New York became the center of trade when they signed trade contracts with China, the Netherlands, France and other European countries.
June-July 1788	A state convention was held in Poughkeepsie to vote on the proposed Constitution for the federal government. New York voted 30-27, becoming the 11th state to ratify the Constitution. New York accompanied its ratification sent to Congress with an added statement asking for a bill of rights.
1789	John Jay, a New Yorker, was appointed as the first U.S. chief justice.
1789	Tammany Society was founded in New York City as a political club. It was not long before Tammany Hall grew into one of the centers of the Democratic Party in New York.
1789	The new Constitution went into effect with a Bill of Rights.
1790s	
1791	New York City's longstanding status as a center of world-class hospitals began when the second hospital in the United States, New York Hospital, opened (the first was in Philadelphia, 40 years earlier).

1792	George Clinton was reelected governor.
1795	John Jay was elected governor of New York.
1795	Union College was founded in Schenectady.
1796	Under new law, only murder and treason were to be punished by death. All other crimes were to be punished by life imprisonment.
1797	The Legislature establishes its base in Albany.
1799	Slaves were gradually freed when a new law was passed in the New York Legislature. The law stated that women were to be freed at the age of 28 and the men at 25. However, the children of slave mothers were to remain indentured servants.
1790s	A few years after the creation of the Board of Regents, state law provided for elected town commissioners or superintendents of schools to license teachers, distribute state aid to schools, and compile statistical reports.
1790s	New York's Society for the Promotion of Agriculture, Arts, and Manufactures was established by wealthy landowners.
1800s	
1801	George Clinton was once again reelected governor.
1801	DeWitt Clinton and John Swartwout duelled over the political wrangling of the appointment of public positions. Swartwout suffered 2 leg wounds and Clinton a bullet hole in his coat.
March 1804	A New York City health inspector was appointed soon after the outbreak of the yellow fever epidemic.
April 1804	Morgan Lewis became governor.
1805-1812	Former governor George Clinton of New York served as vice-president of the United States under President Thomas Jefferson and President James Madison.
April 1807	Daniel D. Tompkins served as governor for ten years until he resigned to assume the office of the vice-president of the United States.
1807	A British warship attacked the US warship Chesapeake killing a number of Americans off the coast of Virginia. This practice of the British had become commonplace during this period because the United States had refused to take sides in the war against Napoleon. The British would stop American ships and capture American sailors as traitors and force them to join the British crew.
1808	Dr. Billy Clark started the first Temperance Society in the United States in Moreau, New York.

1810s

1812	A district school law was passed in New York State which encouraged towns to create their own elementary school systems.
1812	Hamilton College in Clinton, New York, opened as a school training Presbyterian missionaries.
June 1812	A declaration of war against Great Britain was signed by the United States Congress, thus starting the War of 1812.
1812-1814	During the War of 1812, Samuel Wilson of Troy, New York, provided the US Army with barrels of meat with initials U.S. stamped on them. Samuel Wilson became known as Uncle Sam by the soldiers.
April 1814	When the war against Napoleon's forces had come to a defeating halt in Europe, the British forces turned their attention to the United States. They planned their attacks at Lake Champlain, Chesapeake Bay, and New Orleans.
December 24, 1814	The Treaty of Ghent was signed which brought the war with Britain to an end.
1817	Construction of the Erie Canal began.
1817	Although he never took the oath of office, John Tayler served as governor from February 24 to July 1 when Governor Daniel D. Tompkins resigned.
1817	De Witt Clinton became governor.
1817	Otsego County hosted the first county agricultural society in New York.
1819	Colgate was established as a Baptist college.
1819	<i>The Plough Boy</i> became the first New York State newspaper published especially for farmers.

1820s

1821	The Troy Female Seminary was opened by Emma Willard.
1821	The Bloomingdale Asylum for mentally disabled poor people opened in Manhattan.
1821	A state constitutional convention was held in response to calls for greater suffrage and other reforms, which resulted in our current state constitutional Bill of Rights.
1822	New York voters approve a revised state constitution, which includes much of the current Bill of Rights
1823	Joseph C. Yates served as governor for one year.

1823	The Auburn system, a prison located in the Finger Lakes region, attracted criminal law experts from around the nation and overseas.
1824	Thomas Eddy established the House of Refuge in New York City for juvenile delinquents.
1825	De Witt Clinton was reelected into the office of governor.
1825	Another general hospital and the first specialty institution — an eye and ear infirmary — opened in New York City.
1825	The Erie Canal opened, providing a shortcut from New York City to Buffalo.
1827	Slavery in New York State came to an official end.
January 1828	Nathaniel Pitcher served acting governor.
1828	All of New York State’s slaves had been freed.
1828	Sojourner Truth gained freedom from slavery because she was born in New York. She is known as reformer for abolition and women’s suffrage.
January 1829	Martin Van Buren from Kinderhook, New York, was elected the ninth governor. He was known as the Old Kinderhook and his campaign utilized the slogan, and lasting catchphrase, A.O.K. He was in office for a few months until he resigned.
March 1829	When Governor Martin Van Buren resigned Lieutenant Governor Enos T. Throop took the position of governor.
1829	The law that created the Bank Fund, later renamed the Safety Fund, was enacted to guarantee the payment of debts of insolvent banks.
1829	Organized labor achieved its first electoral victory when the Working Men’s Party in New York City elected Ebenezer Ford, president of the Carpenters Union, to a seat in the Assembly.
1830s	
1830	Joseph Smith founded the Church of the Latter-Day Saints, whose members are known as Mormons, in Fayette, New York.
1830	Governor Enos T. Throop was elected as governor of New York.
1830	Peter Cooper founded the first U.S. steam locomotive in New York.
1831	A Washington County Baptist minister named William Miller predicted that the Second Advent, or coming, of Christ would take place in 1843 and thus lead to the end of the world. When his prediction had failed, his followers left him to form new Adventist movements. The largest known being the Seventh-Day Adventist Church, which maintained the second coming but did not set a date for it.

August 9, 1831	The first New York State commercial railroad opened up.
1831	New York University was founded as the University of the City of New York.
1832	Reports to educate farmers were issued by the New York State Agricultural Society.
1833	The New York <i>Sun</i> , a daily newspaper, was established by Benjamin H. Day.
1833	Arthur and Lewis Tappan established an abolition society in New York State.
1833	The New York and Boston abolition society's came together to form the American Anti-Slavery Society with its main offices located in New York City.
1833	William L. Marcy became governor.
1835	The <i>New York Morning Herald</i> was a daily newspaper started by James Gordon Bennett.
1835	Female Academy was founded in Albany, New York.
1836	The State Geological and Natural History Survey was founded, which later became the New York State Museum.
1836	The State Lunatic Asylum was founded in Utica, New York.
1838	New York adopts a Free Banking Act, which allowed anyone meeting certain standards and requirements to secure a bank charter.
1838	The Treaty of Buffalo Creek allowed the Ogden Land Company to assume possession of the any remaining land belonging to the Seneca nation.
1839	William H. Seward became governor of New York State.
1840s	
1840	Local asylums for the mentally ill were created.
1841	The New York <i>Tribune</i> was established by Horace Greeley.
1841	A rail connection was established between Albany and Boston.
1842	The anti-rent wars (held at various times between the 1750s and mid-1800s) was a factor in the demand for constitutional change.
1842	The New York Philharmonic Society was founded.
1842-1857	With help of Quaker groups, the Seneca nation was able to regain possession of a number of their reservations in western New York.
1843	William C. Bouck served as governor.

1843	The first state-funded mental health institution, the State Asylum for Lunatics, opened in Utica.
1844	State aid to schools under the direction of any religious denomination was outlawed.
1844	The Legislature created a tuition-free “normal school” at Albany.
1844	The University at Albany was established as a 2-year institution whose mission was to train new teachers and improve teaching in existing public schools.
1845	A bill was passed by the New York State Legislature which allowed towns to stop the local sale of liquor.
1845	Silas Wright from Canton, New York served as governor.
1846	Isaac Mayer Wise of Albany, New York, founded Reform Judaism based on the belief that Judaism would best survive in the United States by adapting to the nation’s customs. Reform Judaism is currently one of three branches of Judaism practiced in the United States.
1846	The state constitution was rewritten again and restrictions were placed on the state government’s powers to incur debt, impose taxes, and aid private enterprise.
1846	The new constitution changed the term of senators to two years.
1846	The New York Court of Appeals is established with the new state constitution. Thus, abolishing the Court for the Trial of Impeachments and the Correction of Errors.
1846	The University at Buffalo was created as a private institution. It remained a private school until 1962.
1846	Fordham became New York City’s first Roman Catholic college.
1847	The New York State law allowing towns the right to ban the sale of liquor was repealed.
1847	Frederick Douglass, having escaped from slavery, started an abolitionist newspaper, <i>The North Star</i> , in Rochester, New York.
1847	John Young became New York State governor.
1847	The Free Academy was founded. The City University of New York (CUNY) dates back to the creation of this academy, which later became the City College of New York.
1848	William M. Tweed, otherwise known as Boss Tweed, founded the Americus Engine Company Number Six, a volunteer fire company with 75 men. The “Big Six” became Boss Tweed’s first political power base as he guided each of the men’s votes for each election.

1848	Elizabeth Cady Stanton and Lucretia Mott organized the Women's Right Convention in Seneca Falls, New York, where 300 women and 40 men attended.
1848	Ernestine Rose helped pass New York State's Married Women's Property Act, which allowed women some legal protection over property that they inherited.
1849	Elizabeth Blackwell became the first female medical doctor in the United States when she graduated from the Geneva Medical College in New York.
1849	New York City's Hamilton Fish became governor.
1849	New York State followed Thomas Eddy's efforts and created a state shelter for juvenile delinquents in Rochester.
1840s	The tenant farming system ended.
1850s	
1850	The nation's first publicly owned historic site was established in Newburgh at George Washington's Revolutionary War headquarters in 1782 - 1783.
1850	Governor Hamilton Fish and the Legislature began to require every city and incorporated village to appoint a board of health and a health officer.
1850	<i>Harper's New Monthly Magazine</i> , later known as <i>Harper's Magazine</i> , was established as a literary journal.
1851	Henry J. Raymond established the <i>Daily Times</i> .
1851	Washington Hunt served as governor for one year.
1851	The Banking Department was established.
1852	William M. "Boss" Tweed served as alderman for New York City's Seventh Ward. He used his position to help himself and his friends by appointing people and issuing licenses in return for illegal payoffs.
1853	The New York Central Railroad was established when Erastus Corning combined the eight lines between Buffalo and Albany.
1853	Horatio Seymour became governor.
1853	New York became the first state in the nation to legislate a 10-hour work day for noncontract workers.
1853	Reverend Charles Loring Brace helped establish the Children's Aid Society, which became the first such organization to help needy children.
1855	Myron H. Clark served as governor.

1855	Elmira Female College, later known as Elmira College for Women, was founded.
1856	Elisha Otis invented the first elevator and founded the Otis Elevator Company of Yonkers, New York. The skyscrapers of New York would not have been possible without the invention of elevators.
1857	Dr. Elizabeth Blackwell founded the New York Infirmary for Women and Children.
1857	John A. King became governor of New York.
1857	Rochester, New York, provided free public high school education.
1857	Samuel Hammond, an Albany attorney, was the first person to speak out for preservation of the northern forests.
1857	The Metropolitan Police Force was created to replace the local force.
1859	Edwin D. Morgan became governor.
1860s	
1860	The Insurance Department is established as the first independent regulatory agency in the country.
1860	A New York State law was passed which allowed married women control over money which they inherited or earned. It also stated that men and women would be joint guardians of their children.
1861	Dr. Elizabeth Blackwell helped establish the Central Relief Committee, which trained nurses on the battlefield.
1861	Vassar College for Women was founded.
1861	Abraham Lincoln became the 16th president of the United States.
April 12, 1861	The Civil War began.
1862	Julia Ward Howe, a New Yorker, wrote the “Battle Hymn of the Republic,” which became an inspirational marching song.
1862	A. T. Stewart built the largest retail store in the world in New York City.
1862	The Confederacy set up a draft system, which would force men to join the army if called upon.
March 1863	The Union set up its own draft system.
July 1863	The New York City Draft Riots broke out when the first names were announced. The rioters took their anger out on the abolitionists and African-Americans. The burning of the Colored Orphan Asylum, where 250 children under the age of 12 were housed, was the worst of the riot attacks.

1863	Horatio Seymour was reelected governor.
1863	William M. “Boss” Tweed was elected leader of Tammany Hall. Tammany Hall became a powerful political machine and the symbol of public corruption. Its members used bribery to attain control of state and local democratic politics.
1864	Citizens Association, an activist organization with a number of New York City’s prominent doctors, conducted a sanitary survey of the city and aroused widespread public interest.
1864	George Pullman of Chautauqua County invented the sleeping car, which enabled trains to offer sleeping, dining, and parlor cars.
April 9, 1865	The Civil War came to an end when the Union declared victory.
April 14, 1865	President Abraham Lincoln was assassinated by John Wilkes Booth, a supporter of the South.
1865	New York State passed a bill requiring public high school education to be free.
1865	Reuben E. Fenton served as governor.
1865	The first Regents exams were held.
1865	Reformer Dorothea Dix exposed ill treatment of mentally ill individuals, which led to a legislative investigation. The result was the establishment of a state hospital for chronic mentally ill patients, the Willard Psychiatric Center, named after Dr. Sylvester D. Willard, who led the investigation.
1866	The Metropolitan Board of Health was created as a result of the sanitary survey. The statute was the first in the nation to create strong government authority for monitoring and enforcing sanitary conditions; even England and France, which had pioneered public-health efforts in the Western world, were not far ahead.
1866	A state constitutional convention was held where the current structure of the Court of Appeals was created.
1867	The Legislature enacted a law providing for free schools for all children, along with a statewide property tax to pay for it.
1867	Governor Reuben E. Fenton established the state Board of Charities to help manage relief for the poor on a consistent basis.
1868	The Legislature created a Fisheries Commission to study the impact of logging on fish and water supplies.
1868	George Westinghouse of Central Bridge, New York, created the air brake used to stop a train’s wheels.
1869	John T. Hoffman became governor.

1869	Elizabeth Cady Stanton and Susan B. Anthony organized the National Woman's Suffrage Association.
1870s	
1870	The Normal School (later known as Hunter College) was created in New York City as the first free college for women.
1870	John D. Rockefeller, a native New Yorker, founded the Standard Oil Company, which later owned 90 percent of the nation's oil refineries.
1870	<i>The New York Times</i> exposed William M. "Boss" Tweed and other members of Tammany Hall, otherwise referred to as the "Tweed Ring," for stealing millions of dollars from New Yorkers. In addition, <i>Harper's Weekly</i> posted political cartoons by Thomas Nast denouncing Boss Tweed.
1872	Governor John T. Hoffman and the Legislature created a constitutional commission to propose amendments that could be acted upon by the Legislature, without the need for a constitutional convention.
1872	The State Communities Aid Association, an advocacy group for low-income New Yorkers, was established.
1872	Susan B. Anthony, a New York schoolteacher, registered to vote and voted illegally. When she was caught and fined she refused to pay the court.
September 1873	The New York Stock Exchange crashed and led to an economic depression referred to as the Panic of 1873.
1873	John A. Dix became governor.
1873	Harlem became part of New York City.
1874	A law required children ages 8 through 14 to attend at least 70 days of school each year.
1874	Christopher Latham Sholes' typewriters were produced by E. Remington and Sons in Ilion, New York.
1875	Samuel J. Tilden served as governor for a year before he became the democratic candidate for the United States presidency.
1875	Elbridge Thomas Gerry, with the help of Henry Bergh, founded The Society for the Prevention of Cruelty to Children.
1875	Governor Samuel J. Tilden destroys the Canal Ring and prosecutes all the profiteers who stole from the fund necessary to repair and extend the New York State canal system.
1875	Boss Tweed escaped from prison and fled to Spain. However, he was soon captured when someone recognized him from a Thomas Nast political cartoon.

1876	Governor Samuel J. Tilden loses the presidential election to Rutherford B. Hayes. This was a controversial election because Governor Samuel Tilden had won the popular votes, but lost the electoral college votes.
December 5, 1876	The Brooklyn Theater fire led to the death of 400 people.
1877	Lucius Robinson became New York State governor.
1877	A new law authorized the Regents to give academic exams as a standard for high-school graduation and college admission.
1878	The increasing number of canals led to the creation of the state Department of Public Works, with the primary duty of overseeing operation and maintenance of the man-made waterways.
1878	Boss Tweed testifies against a group of 30 state assemblymen who worked together and sold their legislative votes in a block. This group of assemblymen were referred to as the “Black Horse Cavalry”.
1878	Boss Tweed dies in Ludlow Street Jail in New York.
1879	Frank W. Woolworth convinces his employer to start a 5 cent counter in his Watertown, New York, store. Woolworth later establishes a chain of “5 and dime” stores.
1880s	
1880	Alonzo B. Cornell is elected into the office of governor.
1880	Granville Woods, an African-American inventor, created a telegraphing system used between moving trains. The New York resident also developed a “third rail”, which was used to deliver power to electric trains such as those of the New York City subway system.
1880	A railroad board was created to monitor and investigate complaints against the railroad industry. This was a result of a committee investigation led by Assemblyman A. Barton Hepburn of Colton, New York, which uncovered numerous illegal practices.
1881	The Code of Criminal Procedure was established.
1881	New York State senators Roscoe Conkling and Thomas Platt resigned their seats in protest over President Garfield’s appointment of a new collector to the New York Custom House. Much to everyone’s surprise, the two senators were not reelected to the Senate.
1881	The Knights of Labor and New York City’s Central Labor Union come together to pressure management for labor reforms.
1882	Charity Organization Society was created to help the needy in New York.

September 1882	The first Labor Day parade was held around Union Square in Manhattan.
1883	Grover Cleveland served as governor until his resignation to become the President of the United States.
1883	The Civil Service Commission was created, making New York the first state to reform its civil service system.
1883	Governor Grover Cleveland signed legislation to create a board of commissioners to acquire certain lands that would help preserve Niagara Falls.
May 24, 1883	The Brooklyn Bridge, designed by John Augustus Roebling, opened providing a link between Brooklyn and Manhattan.
1885	The Statue of Liberty opened. The people responsible for creating the Statue are Frederic-Auguste Bartholdi (sculptor), Gustave Eiffel (structural engineer), and Richard Morris Hunt (pedestal designer).
1885	Lieutenant Governor David B. Hill became governor when Governor Grover Cleveland resigned. The same year, he was officially elected into office for a full-term.
1885	The Legislature enacted the State Forest Preserve helping to protect forests in the Adirondacks and Catskills.
1885	The Health Department began to oversee the quality of public drinking water supplies.
1885	The first public-health nursing associations, forerunners of visiting nurse associations, were organized in Buffalo.
1886	Voters overwhelmingly voted for a constitutional convention.
1886	George Westinghouse formed the Westinghouse Electric Company in Buffalo, New York, which became the first alternating current power plant in the nation. Alternating current soon became the industry standard, which replaced direct current.
1886	The first settlement house, called the Neighborhood Guild (later renamed University Settlement), was opened in the United States in the Lower East Side of Manhattan by Dr. Stanton Coit, which provided social services for the poor.
1886	Samuel Gompers and Adolph Strasser, both leaders of New York's cigarmakers union, unite numerous craft unions into a coalition called the American Federation of Labor (AFL). Within a matter of two decades the AFL membership grew from 600,000 to 4 million.
1886	New York State became the first state to establish a child labor law requiring a minimum age of 13 for factory employment.

1887	Labor Day was declared an official holiday by the New York Legislature. Four years later, the US Legislature declared Labor Day as a national holiday.
March 12, 1888	A blizzard hits New York City and kills 400 people.
1888	George Eastman invented the Kodak camera in Rochester, New York.
1888	Melvil Dewey, creator of the Dewey Decimal System, is appointed head of the New York State Library.
1888	Governor David B. Hill served another term in office.
1889	<i>New York World</i> journalist Elizabeth Cochrane (also known as Nellie Bly) creates a world record for going around the world in 72 days, 11 minutes and 14 seconds.
1880s	The Regents published curricula and teacher guides.
1880s	Large numbers of European immigrants entered the United States through New York City. This led to the emergence of foreign-language newspapers throughout New York.
1890s	
1890	The World Building, a 26-floor structure, became New York City's first skyscraper.
1890	Governor David B. Hill signs the Corrupt Practices Act requiring all candidates to make their campaign expenses public record. He also signs the Saxton Bill, which legislates voting by secret ballot.
1890	The state government passed legislation that abolished county asylums and stipulated staffing levels, treatment regimens, and safety rules for state facilities. Often considered the first such statute in the country, the law established a statewide system that remained in use until the 1950s. It also replaced the word "asylum" for "hospital."
1891	The Regents were given the responsibility for licensing physicians — a logical step given the importance of medical education.
1891	Steel baron Andrew Carnegie's Carnegie Hall opens with Russian composer Peter Illyich Tchaikovsky as its first concert presentation.
1891	Seneca Ray Stoddard's photographs and lectures helped convince the New York State Legislature to create laws protecting the Adirondack Park.
1892	Thomas Edison merged his company with Thomas Houston Company to form General Electric, which soon became the largest employer in Schenectady, New York.

1892	Castle Garden is replaced by Ellis Island as the official entry point for European immigrants. Over the next 6 decades, there are nearly 16 million immigrants who enter the United States through the gates of Ellis Island.
1892	Roswell P. Flower became governor of New York State.
1894	Reverend Charles Parkhurst's campaigns against municipal corruption, particularly Tammany Boss Richard Crocker, encouraged the New York State Legislature to create the Lexow Committee to investigate matters. The Committee found the New York City Police Department rampant with corruption. This led to the reorganization of the Police Department, with various dismissals and Theodore Roosevelt as the new police commissioner.
1894	The state constitution was revised. Most of today's judicial structure, provisions on education and conservation, the merit system of civil appointments, and election rules were approved. The amended constitution also stated that civil service positions could only be obtained by merit and fitness.
1894	As a result of growing concern over child labor, children aged 8-12 were required to be in school at least 130 days and 80 days for slightly older children who were employed.
1894	The first labor-related addition to the state constitution was made.
1894	The Constitution guaranteed free school for children as part of the state's fundamental law.
1895	Levi P. Morton served as governor.
1895	George Selden, a New York lawyer, received the first patent on gasoline-powered vehicles.
1895	Dr. Edward L. Trudeau opened the first tuberculosis sanatorium at Saranac Lake in the Adirondack Mountains. The Doctor believed the location would provide fresh air, which is essential treatment for the disease.
1896	Electricity generated from Niagara Falls provided Buffalo with cheap energy.
1896	The Kinetoscope, created by Thomas Edison, is introduced to the New York City theater. Viewers paid a nickel to peep through the magnifying lens at the first moving picture. This creation led to the development of nickelodeon theaters across the nation.
1896	<i>The New York Times</i> is rescued from the brink of failure by Adolph S. Ochs. By insisting on thorough and objective reporting and the latest technological advances, he helps turn <i>The Times</i> into a highly respected newspaper.
1897	Frank S. Black became New York State governor.

1897	Pulitzer's <i>New York World</i> and Hearst's <i>New York Journal</i> used sensational and biased reporting methods, referred to as yellow journalism, to report the Spanish atrocities in Cuba.
1898	The United States gets involved in the Spanish American War when the U.S.S. Maine is sunk in Havana Harbor.
1898	The United States annexed Puerto Rico, which led to mass migration from the Island primarily to New York State.
1898	The first "state highway," called State Road Number 1, was built with the combination of town, county, and state dollars. The two-mile road was the start of what is known today as Route 7, from Schenectady to Troy.
1898	The city of Brooklyn and the county of Kings, the county of Richmond (Staten Island), and part of the county of Queens became part of New York City.
1899	The Long Island Railroad Bridge opened connecting Long Island to New York City.
1899	Theodore Roosevelt served as governor of New York State.
1899	William Lewis Bulkley became the first African-American to serve as a public school principal in New York City.
1890s	The elevated trains in New York City switched from dirty steam engines to clean electric engines. In addition, New York State replaced horse drawn carriages with electric trolleys.
1900s	
1900	The New York State Rehabilitation Hospital was created in West Haverstraw. Today the hospital is known as the Helen Hayes Hospital.
1900	The International Ladies Garment Workers Union (I.L.G.W.U.) is formed in New York City. Union members want a reduction in the 70-hour work week and 30 cents a day increase in wages for sewing at home.
1901	New York was the first state to develop a state health department.
1901	New York was among the first states to establish a Department of Labor, which was years before the creation of the US Department of Labor.
1901	Under Governor Theodore Roosevelt, a commission recommended merging the Department of Public Instruction with the administrative offices of the regents to create the Education Department.
1901	Benjamin B. Odell became governor.

1901	President William McKinley is shot by Leon Czolgosz in Buffalo, New York. Former Governor Theodore Roosevelt became president of the United States.
1902	Daniel Burnham's amazing architectural design, the Flatiron Building, opened.
1902	New York Central System's train, The Twentieth Century Limited, helped shorten rail travel time from New York to Chicago to 20 hours.
1903	Child Labor Law banned child labor in factories, farms, sweatshops and street trades. This new policy affected 400,000 children in New York.
1903	New York State voted in favor of spending \$101 million for the creation of a new canal system, known as the New York State Barge Canal. The Barge canal consists of the Erie Canal and three chief branches, including the Oswego, the Champlain, and the Cayuga and Seneca canals.
1903	The airplane was created by the Wright brothers in North Carolina.
1904	The Education Department was created.
1904	With the help of Professor Liberty Hyde Bailey, Cornell's College of Agriculture is declared a state college by the state legislature.
October 1904	The first New York City subway opened.
1905	The Niagara Movement was born when W. E. B. Du Bois held a national meeting in Niagara Falls, New York. The goal was to end voting restrictions and demand full equality for all African-Americans.
1905	Frank W. Higgins served as governor.
1905	Complaints about the prices of gas and electricity prompted the Legislature to appoint a committee headed by Charles Evans Hughes to investigate. This resulted in new laws regulating gas and electricity prices in addition to the Freedom of Information Law was enacted by the Legislature to help guarantee public access to governmental records.
1907	Charles Evans Hughes became governor.
1907	New York Assemblyman Sherman Moreland helped create a law giving the governor power to appoint special investigatory bodies known as the Moreland Act Commission. This is how the governor could maintain control over the state bureaucracy.
1907	Governor Charles Evans Hughes and the Legislature established an ongoing Public Service Commission (today's Department of Public Service).
1907	Voluntary admissions to state mental hospitals began.

1907	The Public Service Commission was created to oversee utilities and railroads in New York State.
1907	The Agnew Hart Bill was signed by Governor Charles E. Hughes, which banned bookmaking from race tracks.
1907	The failure of the Knickerbocker Trust Company caused investors and depositors to withdraw large sums of money from the New York stock market and banks, which led to a financial crisis referred to as the Panic of 1907.
1907	The political conservative Frank E. Gannett started buying newspapers in New York State. Within the next 3 decades, the Gannett Company became the largest newspaper chain in New York State and the third largest in the United States.
1907	Henry Ford began selling his Model T automobile for \$850.50, claiming it was stronger than a horse and much easier to maintain.
1909	The National Negro Conference organized by Mary White Ovington and Oswald Garrison Villard in New York City led to the creation of the National Association for the Advancement of Colored People (NAACP).
1909	Governor Charles Evans Hughes created the Department of Highways in recognition of the coming of age of the automobile.
1909	The International Ladies Garment Workers Union won major victories, such as a 50-hour work week, a closed union shop, and a ban on home work.
Early 1900s	Aftercare services, occupational therapy, and out-patient clinics were developed.
1910s	
1910	Lieutenant Governor Horace White became governor when Governor Charles Evans Hughes resigned to become associate justice of the United States Supreme Court.
1910	W. E. B. Du Bois founded and edited <i>The Crisis</i> , the NAACP's magazine.
1910	William Lewis Bulkley founded the Urban League in New York City. The goal of the organization was to provide equal economic opportunities for all African-Americans.
1910	New York became the first state in the nation to enact modern compensation law.

1910	Long Island became a center of the airline industry with the first airport (Mineola), the first airmail flight (Belmont Park) and the first aircraft factory (Garden City).
1911	John A. Dix became governor.
1911	With the help of Governor John A. Dix and the Legislature, New York became the first state to develop a conservation department.
1911	Joseph Pulitzer bequeaths \$2 million to create a School of Journalism at Columbia University. He also requires \$500,00 be placed aside to fund prizes for excellence in American journalism and literature.
March 25, 1911	More than 140 workers — mostly young women — died in a fire at the Triangle Waist Company, a shirt manufacturer near Washington Square in Manhattan. The deaths were attributed to the unsafe and unhealthy working conditions in factories. The Triangle fire convinced the Legislature to establish a Factory Investigating Commission to conduct public hearings, thus leading to the creation of new labor laws.
1911-1914	Dozens of labor-related laws were enacted as a result of the Triangle fire. In 1913 alone, 40 new laws were created.
1913	Cass Gilbert's 60-floor Woolworth Building opened. It remained the world's tallest building for the next 2 decades.
1913	William Sulzer became governor. During the same year he was also impeached and Martin H. Glynn served as governor. He is the only New York governor to ever be impeached.
1913	The school year was extended to the current 180 days.
1913	New York State established scholarships for students pursuing higher education. \$100 a year was provided to 750 undergraduate students in New York.
1913	John D. Rockefeller established the Rockefeller Foundation to promote the international well-being of humankind.
1914	The University at Albany was upgraded to a 4-year institution known as the New York State College for Teachers.
1914	New York's Workers Compensation Law was enacted.
1914	The State Insurance Fund was created to provide a government source of workers' compensation coverage to provide workers with some income after being injured on the job.
1914	World War I broke out in Europe. The United States remained its neutrality for the next three years.
1914	The New York City and New York State health departments created special bureaus for the purpose of educating the public on how to stay healthy.

1915	Charles S. Whitman served as governor.
1915	A state constitutional convention was held, which produced proposals, enacted through legislative action over the following decade or so, to reorganize the executive branch and create an executive budget.
1915	The Constitutional Convention recommended an executive budget as one of several major steps to strengthen the role of the governor and, by extension, make state government more accountable. However, the voters rejected the proposal.
1915	The Widowed Mothers Pension Bill was enacted.
1916	The age for mandatory school attendance rose to 15.
1917	The United States declared war on Germany and joined the Allies in World War I, known as the Great War.
1917	With the help of Carrie Chapman Catt, as the leader of New York's women's movement, New York State became the 12th state to grant women suffrage.
1917	The State Police was created to provide protection for rural areas after a 1913 murder occurred in Westchester County, which had no local police department.
1917	The New York State Department of Health, along with Massachusetts Health Department, was the first to employ nutritionists.
1918	World War I ended with the Allies defeating the Germans when the Europeans signed the Treaty of Versailles. However, the United States and Germany signed a separate treaty in 1921.
1918	United States army pilots began flying the first airmail service from New York to Philadelphia.
1918	The New York State Barge Canal opened.
1919	Alfred E. Smith became New York State governor.
1920s	
1920	Women won the right to vote nationwide under the nineteenth amendment.
1920	The first coast-to-coast airmail service began from New York to San Francisco.
1920	People in New York and elsewhere called for a broad program of publicly funded health care.
1920	An Extraordinary Session was held by the New York State Legislature to enact relief for tenants who were unable to pay the soaring costs of rent. The new relief measures helped stabilize rents, which helped stop mass evictions.

1920	Health Commissioner Hermann Biggs proposed a network of local health centers that included hospitals, clinics for tuberculosis and other specific diseases, laboratories, and public-health nursing.
1920	Governor Alfred E. Smith appointed a Reconstruction Commission to push for reform in state government, which included an executive budget.
1920	The New York State Legislature barred five elected officials because they belonged to the Socialist party.
1921	The Legislature authorized county governments to form health districts and create matching grants for building hospitals and providing nursing and other health services.
1921	Governor Alfred E. Smith lost his reelection bid to Nathan L. Miller.
1921	Since the Conservation Department did little to limit pollution, the Bureau of Stream Pollution Prevention was created.
1921	The Port Authority of New York and New Jersey was created as a bi-state public entity to oversee the planning and development of terminal, transportation, and other facilities in a 1,500 square mile district centering New York Harbor.
1922	New York's Health Department was the first agency in the country to broadcast regular health programs. The name of the program was "Keeping Well" aired by WGY, a radio station, in Schenectady.
1922	The first drama radio program in the nation was aired by WGY, General Electric's station in Schenectady, New York.
1922	WEAF, a New York City radio station aired the first radio advertisement in the nation.
1923	Governor Alfred E. Smith was reelected. He was still determined to make changes in state government by creating an executive budget. This time he put together a commission chaired by former Governor Charles E. Hughes.
1923	Governor Alfred E. Smith reorganized the state administration and created a unified Department of Public Works, responsible for highways, canals, and public buildings.
1924	Governor Alfred E. Smith and Robert Moses engineered a \$15 million bond for New York parks.
1925	A statute required transportation be provided for children in most public school districts.

1926	As part of their broad restructuring of state government, Governor Alfred E. Smith and the Legislature established the Department of Mental Hygiene to consolidate responsibility for individuals with mental illness, mental retardation, and suffering from epilepsy.
1926	The Julliard School of Music was founded in New York City and soon gained world-renowned notoriety.
1926	Gertrude Ederle from New York City became an instant hero when she became the first woman to swim across the English Channel.
1927	Playing for the New York Yankees, George Herman “Babe” Ruth set a record for 60 home runs in one baseball season becoming a national hero.
1929	Franklin Delano Roosevelt became governor after Governor Alfred E. Smith resigned to run for the United States presidency as the first Roman Catholic candidate.
1929	The New York stock market crashed and thus led to the Great Depression.
1929	Albany imposed its first gasoline tax, which was 2 cents a gallon.
1929	The Glenn H. Curtiss Airport was opened as a private flying field in New York.
1929	Governor Alfred E. Smith was able to convince both the voters and Legislature to enact a revised Article VII of the Constitution, State Finances, which was not effective until Governor Nelson A. Rockefeller took office. Throughout the years the executive budget has remained fundamentally the same.
1929	The Legislature required local welfare districts to provide medical care to those receiving relief and to otherwise self-supporting persons who could not afford needed care.
1929-1930	Governor Franklin D. Roosevelt extended relief and provided a general pension system for individuals over the age of 70 who met certain restrictions.
1930s	
1930-1931	The local government of Rochester began a public works projects to put the unemployed to work.
1931	The Empire State building, the tallest building, opened. John Jakob Raskob of General Motors and former Governor Alfred E. Smith had formed a corporation to finance the construction the 102-floor building.
1932	Governor Franklin D. Roosevelt of New York was elected President of the United States. Once in office, he began to pass his New Deal laws to help revive the nation from the Great Depression.

1933	State minimum-wage legislation was approved.
1933	George Balanchine and Lincoln Kirstein founded the School of American Ballet.
1933	Herbert H. Lehman served as governor.
1936	The age for mandatory school attendance rose to 16.
1937	A state amendment was enacted giving the governor and other state-wide officials four-year terms.
1938	Voters approved the Constitutional Convention proposals regarding the rights of labor and provision for housing, social welfare, and health programs.
1938	The new constitution changed term limits in the Assembly from one-year to two-years.
1939-1945	World War II was fought in Europe. The United States remained neutral for first couple of years.
1939	Professor Albert Einstein of New York's Columbia University wrote a letter to President Franklin D. Roosevelt explaining the military uses of atomic power. The President soon started the top-secret Manhattan Project where a number of universities conducted research on different methods of making fuel for the bomb.
1930s	Brooklyn and Queens colleges were created.
1940s	
1940	New York City purchased the Interborough Rapid Transit (IRT) and Brooklyn-Manhattan Transit (BMT) systems, after labor and other problems made it difficult for private ownership to continue, and combined them with a city-owned system.
1941	The United States entered World War II and began fighting the Axis powers. During the war, 900,000 New Yorkers served in the military.
1942	Governor Herbert H. Lehman initiated construction of the Thruway, as the state's population continued to grow, use of motor vehicles became more common and mobility more desirable.
1942	When Governor Herbert H. Lehman resigned to become Director of Foreign Relief and Rehabilitation Operations, Lieutenant Governor Charles Poletti served as governor for the next month.
1943-1954	Thomas E. Dewey became governor.
1944	The Department of Commerce was created to promote business and act as a clearinghouse for contacts between business owners and the state.

1945	After the United States dropped two atomic bombs in Japan, the Japanese surrendered and World War II came to an end.
1945	The Cold War began between the United States and the Soviet Union.
1945	The Ives-Quinn Act was passed by the New York State Legislature, which declared everyone had a civil right to be able to obtain a job without being discriminated.
1946	Triple Cities College opened its doors as a branch of Syracuse University.
1947	The Health Insurance Plan of Greater New York began operating in 1947 as one of the nation's prepaid group plans offering comprehensive health services — the forerunner of today's health maintenance organizations and other managed-care plans.
1947	When the Glenn H. Curtis Airport was taken over by New York City, its name was changed to honor former Mayor Fiorello LaGuardia.
1947	The New York State Legislature passed a rent-control law, which latest into the 1990s.
1948	New York International Airport opened.
1948	Governor Thomas E. Dewey and the Legislature appointed a commission to assess the creation of a state university system. The commission initiated legislation creating the State University of New York, including today's network of locally sponsored community colleges. However, the goal was brought to reality under the leadership of Governor Nelson A. Rockefeller.
1950s	
1950	Triple Cities College was incorporated into the state university and renamed Harpur College (later known as State University of New York at Binghamton) in honor of a colonial teacher and pioneer who helped settle the Binghamton area.
1950	The United Nations building was built in Manhattan.
1951	Governor Thomas E. Dewey helped establish the state Civil Defense Commission to deal with the threat of nuclear attack and the creation of bomb shelters.
1953	Dr. Jonas Salk, a New Yorker, discovered the polio vaccine.
1954	Legislation enacted under Governor Thomas E. Dewey established local mental-health boards in each county and in New York City, formally creating a state-local partnership for delivery of mental-health services.
1955	W. Averell Harriman served as governor.

1955	The 1929 mandate for the localities to provide medical care for those on welfare was expanded to require comprehensive health care, from physical exams to vision care and lab services.
1956	The State University of New York at Stony Brook was founded to educate teachers of science and math.
1956	The Department of Motor Vehicles was given the power to oversee required annual inspection of vehicles more than four years old.
1956	The superintendent of insurance was authorized to oversee union welfare funds.
1957	The Air Pollution Control Act was enacted.
1958	<i>Magraw v. Donovan</i> established the principle of judicial involvement in questions of state legislative apportionment.
1958	The Research and Development Bureau was created, later becoming part of the Department of Transportation (DOT). This new bureau focused on research in structures, materials, and pavement along with active technology-transfer programs to help local highway departments.
1959	Formerly a bureau within the Department of Taxation and Finance, the Department of Motor Vehicles was established.
1959-1973	Nelson A. Rockefeller served as governor during this time. He resigned his office to serve as chairman of the National Commission on Water Quality and National Commission on Critical Choices for America.
1950s	Staten Island Community College (now the College of Staten Island) and the Bronx and Queensborough community colleges were created.
1960s	
1960	The creation of a State Council on the Arts allowed drama companies to travel to smaller cities for their productions.
1961	Governor Nelson A. Rockefeller and the Legislature created the City University of New York (CUNY).
November 1961	Much of the current Judiciary Article of New York’s Constitution was adopted by statewide referendum.
1962	U.S. Supreme Court accepted jurisdiction in an apportionment case for the first time (<i>Baker v. Carr</i>).
1962	The Civil Practice Law and Rules was enacted to give citizens the power to “challenge action (or inaction) by agencies and officers of state and local government.”
1962	Governor Nelson A. Rockefeller established the Family Court System.

December 1963	New York International Airport was renamed in honor of the late president as the John F. Kennedy International Airport.
1963	New York became the last state to eliminate the mandatory death sentence for premeditated, first degree murder.
1964	The U.S. Supreme Court ruled in <i>Reynolds v. Simms</i> that both houses of the state legislature must be apportioned as strictly as possible according to population.
1964	The Senate and the Assembly enacted a reapportionment law increasing the Senate's membership to 65.
1964	The New York Court of Appeals ruled that a full Assembly seat could no longer be guaranteed to each county, and that because some districts would cross county lines, local legislatures would no longer have the power to draw Assembly districts.
1964	Race riots broke out in Harlem, Rochester and elsewhere in the nation in the 1960s.
1965	Malcolm X was shot and killed in New York City while giving a speech.
1965	The New York State Penal Law was enacted.
1965	New York City welfare workers walked off the job for 28 days, seeking higher wages, lighter caseloads, and better working conditions.
1965	Governor Nelson A. Rockefeller provided \$1 billion to develop the Pure Water Bond Act.
1965	Harpur College was formally designated the State University of New York at Binghamton.
August 1965	The <i>Staten Island Advance</i> reported on deteriorating conditions in Willowbrook State School for the Mentally Retarded, the largest institution of its kind in the nation.
1966	Governor Nelson A. Rockefeller and the Legislature created a Narcotic Addiction Control Commission within the Department of Mental Hygiene.
1966	A court-devised plan established a Senate of 57 members who were elected for a two-year term.
1966	Governor Nelson A. Rockefeller and the Legislature enacted a new law providing aid for low-income children to attend preschool.
1966	Governor Nelson A. Rockefeller helped create state-funded financial grants for certain crime victims, such as medical and funeral costs, etc.
1966	Within months of the federal government's creation of Medicaid, Governor Nelson A. Rockefeller and the Legislature created New York's version of the program.

January 1, 1966	30,000 employees of the New York City Transit Authority went on strike for 12 days.
1967	A state constitutional convention was held but voters rejected the proposals presented.
1967	The Taylor Law (a.k.a. the Public Employees Fair Employment Act), a labor-relations statute, was enacted. It was the first comprehensive labor relations law for public employees in the state, and among the first in the United States.
June 1967	The New York State Lottery began as a means, its supporters said, of increasing revenue for education while reducing illegal gambling. New York became the second state in the nation to have state-operated gambling (New Hampshire's started in 1964).
1967	Governor Nelson A. Rockefeller and the Legislature created the Department of Transportation.
1968	The Metropolitan Transportation Authority (MTA) assumed control of city transit operations.
1968	Martin Luther King, Jr. was shot and killed.
1969	New York adopts legislation allowing localities to create industrial development agencies (IDA).
1960s	Both the United States Congress and the New York State Legislature passed laws against many forms of discrimination.
1970s	
1970	Governor Nelson A. Rockefeller signed legislation creating the Department of Environmental Conservation on Earth Day, which absorbed the former Conservation Department.
1970	The Environmental Facilities Corporation was created to provide low-interest funds for projects involving water treatment, solid waste management, sewage treatment, and remediation of hazardous wastes.
1970	Governor Nelson A. Rockefeller established the Attorney General's Statewide Organized Crime Task Force (OCTF).
1970	Governor Nelson A. Rockefeller established the Department of Correctional Services, which consolidated the Department of Correction, the Commission of Correction, and Division of Parole.
1971	The <i>Staten Island Advance</i> reported a series of articles describing the horrific conditions of the Willowbrook State School for the Mentally Retarded. The stories led to television coverage, which — along with the many lawsuits filed — finally brought corrective attention from state leaders.

1971	Governor Nelson A. Rockefeller created the Adirondack Park Agency (APA) to help regulate private land use.
September 1971	Inmates took over the Attica Correctional Facility for 4 days. After negotiations failed, the state police marched into the prison. This led to the death of 32 inmates and 11 officers, in addition to 80 wounded, thus making the event the most important in New York's modern history of the prison system.
1971	The current Criminal Procedure Law (CPL) was established.
1972	As a result of Attica, Governor Nelson A. Rockefeller and the Legislature responded by enacting 8 prison bills.
1972	New York State Unified Teachers (NYSUT), a statewide teachers' union, was created.
1972	The Environmental Quality Bond Act provided \$1.1 billion for the treatment of wastewater, solid-waste, air pollution, and support for land acquisition in the Adirondacks and Catskills.
1973-1988	Warren M. Anderson served as Republican Majority Leader of the New York State Senate.
1973	<i>In Dole v. Dow</i> , the New York Court of Appeals ruled that an injured worker can sue a third party and that the third party could then sue the employer.
1973	The World Trade Center (WTC) was built.
December 1973	Governor Nelson A. Rockefeller resigned and Lieutenant Governor Malcolm Wilson became governor.
1973	The Commission of Correction was established as an independent agency within the Executive Department.
1974	Harold Stevens, the only African American member of the Court of Appeals at that time, was defeated in a primary.
1974	Mary Ann Krupsak was elected Lieutenant Governor of New York.
1975	Governor Hugh L. Carey gave his State of the State speech on the need to cut spending and made the famous phrase "the days of wine and roses are over."
June 3, 1975	Governor Hugh L. Carey and the Legislature enacted the State Administrative Procedure Act (SAPA), setting clear and consistent rules for agencies to follow in regulatory activities.
1975-1982	Hugh L. Carey served as governor.
1975	The State Environmental Quality Review Act (SEQRA) was enacted, which required both state and local agencies to conduct comprehensive studies of the potential environmental impact of their activities.

1976	As a result of Love Canal, the Resource Conservation and Recovery Act (RCRA) was created to establish a “cradle-to-grave” regulatory program requiring rules for handling, storing, transporting, and disposing hazardous waste.
1976	The Public Authorities Control Board was created.
1977	Governor Hugh L. Carey and the Legislature created the Temporary State Commission on Regulation of Lobbying requiring lobbyists to register with them instead of the Secretary of State’s office where they had no regulatory authority.
1977	The Legislature enacted the Open Meetings Law requiring governmental bodies to deliberate and make decisions during sessions that are open to the public.
1977	Legislation was adopted that required state taxpayers fund all operational costs for New York’s court system (not including town and village courts).
1977	Governor Hugh L. Carey established the Council on Children and Families.
1977	The Commission on Quality of Care for the Mentally Disabled was created.
1978	Governor Hugh L. Carey and the Legislature reorganized the Department of Mental Hygiene in an effort to improve the management of programs for those with mental illness, mental retardation, and drug/alcohol abuse. The former department remains in place, largely as a legal construct, while three autonomous agencies provide services for individuals with differing needs — the Office of Mental Health, Office of Mental Retardation and Developmental Disabilities, and the Office of Alcoholism and Substance Abuse (later renamed the Office of Alcoholism and Substance Abuse Services).
1978	A group of Long Island school districts with relatively low property wealth — joined by New York City and other large city school districts — sued the state education commissioner in an attempt to force a new financing system for public education.
1978	The Administrative Regulations Review Commission (ARRC) was created through legislation to monitor agencies’ compliance with the State Administrative Procedures Act (SAPA).
1978	Governor Hugh L. Carey began to buy out homeowners who lived near contaminated Love Canal even though the government played no part in creating the problem.
1978	The Disaster Preparedness Commission was established.

1978	Construction of the Empire State Plaza in Albany, which housed state government offices, was completed. The official name of the plaza was changed to the Nelson A. Rockefeller Empire State Plaza.
1979	New York adopted the nation's first Superfund law for the cleanup of hazardous waste sites.
1979	The office of Business Permits was created, a one-stop shopping office for companies seeking a variety of state permits.
1980s	
1981	Legislation initiated by the Assembly majority required that state funds be reported according to Generally Accepted Accounting Principles.
1982	In the case of the 1978 school district lawsuit against the education commissioner, the Court of Appeals found substantial inequities in funding exist from district to district. However, the court did not rule in favor of the school districts on the grounds that the state constitution does not require equal funding for education. Instead, the court found the constitution entitles students to a "sound basic education" although it did not specify what that means.
1982	The Taylor Law underwent significant changes when Governor Hugh L. Carey and the Legislature enacted additional provisions known as the Triborough amendment.
1982	The Nelson A. Rockefeller Institute of Government, the public policy research arm of the State University's institutions, was created to bring the resources of higher education to bear on the governmental process.
1983	The Health Department was assigned to decide how much hospitals in each region of the state could charge private insurers as well as Medicaid and Blue Cross for each of several hundred types of services, from various types of surgery to laboratory tests. The rate-setting was known as the New York Prospective Hospital Reimbursement Method (NYPHRM).
1983-1992	Cable television systems in the Capitol Region began to broadcast legislative and other proceedings on the New York State Community Affairs Network.
1983-1994	Mario M. Cuomo served as governor.
1984	The Regents required high-school graduates to prove basic competence in English, math, science, global studies and U.S. history and government; students had the choice of passing local exams or generally more challenging Regents exams.
1984	The Acid Deposition Control Act was enacted, which imposed limits on air contaminants that caused acid rain. This action anticipated the federal Clean Air Act amendments of 1990.

1984	New York became the first state in the nation to require motorists to wear seatbelts.
1985	The Office of Business Permit's mission was expanded legislatively and it became the Office of Business Permits and Regulatory Assistance, conducting studies on regulatory problems and offering assistance in some cases.
1986	The Environmental Quality Bond Act provided \$100 million to close landfills that did not meet modern standards.
1987	Governor Mario M. Cuomo appointed a Moreland Act commission to examine ethics and accountability in state and local government. This led to the creation of ethics legislation to prevent former officials from dealing with their former agencies on issues they addressed while in state employment.
1988	The Education Department adopted regulations requiring home-schooled students receive at least the "substantial equivalent" of the time and types of instruction provided in public schools.
1989	David Dinkins became the first African-American mayor of New York City.
1989-1992	New York State's economy foundered, thus leading Governor Mario M. Cuomo and the Legislature to enact several tax increases.
1989-1994	Ralph J. Marino served as Republican Majority Leader of the New York State Senate.
1990s	
1990-1992	New York experienced severe economic difficulties, 500,000 jobs are lost in this time period. Governor Mario M. Cuomo is forced to reduce the state payroll due to the sagging economy that had weakened state-tax revenue.
1990	As a result of New York's serious economic and fiscal problems, Governor Mario M. Cuomo and the Legislature created the Local Government Assistance Corporation to issue long-term bonds, which in turn would be used to reduce the accumulated deficit and eliminate spring borrowing.
1991	Governor Mario M. Cuomo and the Legislature initiated a constitutional amendment, approved by the voters, that allowed long-term leasing of canal system lands to encourage business development.
1991	Governor Mario M. Cuomo and the Legislature enacted what became an infamous "sale" of Attica Correctional Facility to the Urban Development Corporation to obtain badly needed revenue for the state's regular operations.

1992	Responsibility for operating and maintaining the canal system was transferred from the Department of Transportation (DOT) to the New York State Canal Corporation, a new subsidiary of the Thruway Authority.
1992	An Appellate Division panel held that the Education Department's delay of four years in starting disciplinary proceedings against a physician caused "actual prejudice" because the witness had difficulty recalling events.
1992	Judge George Bundy Smith was appointed Court of Appeals judge by Governor Mario M. Cuomo.
1992	Governor Mario M. Cuomo provided the Department of Environmental Conservation (DEC) power to regulate solid waste in addition to mandating that all municipalities begin to recycle household and commercial waste.
1993	A group of New York City community school boards and other plaintiffs formed a coalition called the Campaign for Fiscal Equity and filed a lawsuit against the state. The coalition argued that the state was failing in its simple obligation to provide the "sound basic education" that the Court of Appeals ruled in 1982 as a required by the Constitution.
1993	Governor Mario M. Cuomo appointed Judge Judith S. Kaye, Judge Carmen Beauchamp Ciparick, and Judge Howard A. Levine to the Court of Appeals.
1993	Governor Mario M. Cuomo appointed a Moreland Act commission to examine school districts' management and spending.
1993	Governor Mario M. Cuomo appointed a Temporary Commission on Constitutional Revision to study the processes for holding a convention and to recommend issues it might address in anticipation to the 1997 vote.
Oct. 1993-Sept. 1998	The Comptroller's Office conducted more than 600 audits of state agencies and public authorities to identify financial and operational weaknesses and to encourage improvement.
1994	Republican members of the Senate ousted Majority Leader Ralph J. Marino, who was considered antagonistic to the governor-elect, George E. Pataki.
1994	Sheldon Silver became speaker of the New York State Assembly.
1995	At the initiative of Governor George E. Pataki, the Legislature reduced rates and enacted other changes to the personal income tax to return an estimated \$4 billion a year to taxpayers.
1995-Present	George E. Pataki serves as governor.

1995-1999	The Comptroller's Office audited 40 of the state's 57 counties and 679 of 932 towns in New York to identify any problems that might exist.
1995	Governor George E. Pataki proposed restructuring the Medicaid system.
1995	In response to motorists' criticism, legislation was enacted requiring construction projects in metropolitan New York and Long Island be done at night whenever feasible. Many road jobs elsewhere in the state are also performed after the hours of heaviest use.
1995	Governor George E. Pataki enacted a capital punishment statute.
January 1995	Joseph L. Bruno became New York State Senate majority leader.
January 5, 1995	Governor George E. Pataki announced a moratorium on regulations that affect the economy.
November 1995	Governor George E. Pataki formerly created the Governor's Office of Regulatory Reform.
June 1995	The Court of Appeals concluded the Campaign for Fiscal Equity had grounds for a legal claim.
1996	The Legislature made substantial changes to the Workers Compensation Law and thus outlawed most cases as was seen in 1973 (<i>Dole v. Dow</i>).
1996	Governor George E. Pataki and the Legislature repealed the New York Prospective Hospital Reimbursement Methodology (NYPHRM) and allowed most non-Medicaid payers of hospital bills to negotiate rates with hospitals.
1996	The Regents adopted new standards defining what students should know at all grade levels, including significantly more rigorous requirements for high-school graduation.
January 1, 1996	The Legislature eliminated automatic exemptions from jury duty. For example, some of those previously exempt were lawyers, pharmacists, embalmers, podiatrists and prosthetists.
February 1996	Governor George E. Pataki establishes the Task Force on State Work Force Management and Employee Development "to coordinate State agency staff reduction efforts...."
1996	Governor George E. Pataki helped provide \$1.75 billion for the Clean Water/Clean Air Bond Act.
1996	Governor George E. Pataki and the Legislature created a "Bill of Rights" requiring certain information be made available to patients guaranteeing insurers would not limit the ability of providers to discuss treatment options with patients.

1996	With the help of Senator Joseph L. Bruno, the Jobs Now fund was established, which set aside \$40 million each year to be used as incentives for major new projects or business expansions.
1997	Judge Richard C. Wesley was appointed Court of Appeals judge by Governor George E. Pataki.
1997	New York's Child Health Plus became a model for the national State Children's Health Insurance program enacted by President William J. Clinton and the Congress.
1997	The federal government approved the state's request for permission to enroll 2.2 million recipients into managed care over several years.
1997	A New York National Guard unit participated in the North Atlantic Treaty Organization's (NATO) peacekeeping mission in Bosnia.
November 1997	New Yorkers voted against calling a constitutional convention.
December 1997	Governor George E. Pataki and the Legislature enacted legislation authorizing 100 charter schools statewide.
1998	The Legislature adopted a joint conference committee process to organize its deliberations and reach agreement on a budget.
1998	Judge Albert M. Rosenblatt was appointed Court of Appeals judge by Governor George E. Pataki.
1998	New York City Mayor Rudolph W. Giuliani criticized the Comptroller's Office's audits of city government as politically motivated and refused the comptroller access to certain records.
1998	Governor George E. Pataki appointed a Moreland Commission to investigate how efficiently New York City schools use taxpayer dollars.
1998	19 states including New York filed an antitrust suit against Microsoft.
1998	A new amendment to the Criminal Procedure law requires prosecutors to inform the victims of violent crime when the perpetrator of the crime escapes or is released from prison.
1998	School report cards were established by the Board of Regents to create accountability for school districts by showing publicly how well students in each school perform on standardized tests.
1998	Charter schools were created in New York.
1998	The former Department of Social Services (DSS) administered Medicaid for more than two decades. However, Governor George E. Pataki initiated consolidation of the entire program in the Health Department as part of a broad restructuring that eliminated the DSS.
January 1998	Governor George E. Pataki sent the National Guard to help locate stranded residents after a severe ice storm in the state's northern counties.

November 1998	A nationwide settlement is made with the tobacco companies, bringing a new source of revenue to New York State.
1999	<i>Newsday</i> runs a series of articles analyzing the involvement of many judges in Nassau and Suffolk counties in Republican politics.
1999	Anyone who commits a violent crime will be subject to mandatory DNA collection.
1999	The New York State Office of Science and Technology (NYSTAR) was created to bring together a variety of technology-development efforts and provide increased funding for such programs.
1999	The outbreak of West Nile, a mosquito transferred disease, occurred in New York City.
1999	Governor George E. Pataki appointed Antonia Novello, former US surgeon general, as the commissioner of the Health Department.
1999	The national tobacco settlement reached by attorneys general from around the country created a new, significant role in the finances of state government. Attorneys General Dennis Vacco and Eliot Spitzer, as New York's representatives in negotiations with the tobacco companies, helped determine the amount of money that the state and its localities would receive (and the amount that would be collected from smokers and tobacco-company stockholders nationwide, including those in New York).
1999	The Democratic majority in the Assembly initiated the expansion of Medicaid. Family Health Plus was enacted to provide a broad range of health services, including doctor visits, prescription drugs, and dental care for lower-income, working adults aged 19 through 64.
April 1999	The Court of Appeals affirmed the comptroller's authority to audit New York City.
June 1999	The New York Stock Exchange named the comptroller as the only public official to sit on its board.
December 1999	Legislation was passed to significantly increase state funding for hospitals.
1990s	At Governor Mario M. Cuomo's initiative, the Legislature enacted the Child Health Plus program to provide health insurance for children whose families were not poor enough to qualify for Medicaid.
Late 1990s	The Department of Transportation created an Environmental Analysis Bureau, as part of the Office of Engineering, to provide expertise on environmental matters and a liaison to environmental agencies and groups.
2000s	
2000	Assembly Majority Leader Michael J. Bragman attempted to oust Speaker Sheldon Silver, but failed.

2000	A statute was created to recognize a new type of crime, “hate crime”, and provide harsh punishments for perpetrators.
2000	Judge Victoria A. Graffeo was appointed Court of Appeals judge by Governor George E. Pataki.
2000	At the initiative of Assembly Speaker Sheldon Silver, the state expanded an existing form of incentives into a dramatic new program called Empire Zones — areas within 40 designated communities around the state where new or growing businesses could operate virtually tax-free.
2000	A major new exemption on clothing sales was enacted at the initiative of Assembly Speaker Sheldon Silver. The exemption was first applied for one-week periods in 1998 and 1999. It became permanent, on sales valued at less than \$110, in 2000.
2000	Governor George E. Pataki and the Legislature raised the cigarette tax from 56 cents to \$1.11 per package as one of several new revenue sources to pay for expanding the state’s Medicaid program.
February 1, 2000	New York’s estate tax was reduced to the amount that can be taken as a credit against federal estate taxes.
April 2000	United States District Judge Thomas Penfield Jackson found Microsoft liable under state anti-trust laws.
March 2000	Judge Jonathan L. Lippman directed state judges to supervise more closely the court-appointed receivers who oversee bankrupt or mismanaged businesses and property.
2001	During the legislative session, 30 news organizations assigned 52 journalists to regular coverage of the state Capitol.
2001	As of 2001, women accounted for approximately 22 percent of the members of the Legislature. And, 20 percent of New York lawmakers were black or Hispanic.
September 11, 2001	Terrorists attack the World Trade Center (WTC). After the attack, 2,000 National Guard members were assigned to provide security in the WTC area, around nuclear power plants, and other sites.
2001	After the New York City terrorist attacks, President George W. Bush created the Office of Homeland Security. Soon thereafter, Governor George E. Pataki created the Commission on Terrorism to assess the state’s ability to respond and prevent future attacks.
October 2001	Part of the decision against Microsoft is overturned on appeal. The U.S. Justice Department and Microsoft reach a settlement.
October 2001	Governor George E. Pataki established the Office of Public Security.
2003	The state will be required to make public extensive new information about its financial health, including estimates of the value of capital assets.

March 20, 2003	The United States invaded Iraq. Governor George Pataki supported President George W. Bush on the war.
January 2004	The first college of nanotechnology in the nation was created at SUNY-University at Albany to complement the Albany Center of Excellence in Nanoelectronics.
2004	The Brennan Center for Justice at New York University School of Law, published a report declaring New York State Legislature “the most dysfunctional” in the country. The report spurred a wave of governmental reforms.
December 2004	The New York State Legislature overrode a gubernatorial veto and enacted the Empire State Wage Act of 2004, which substantially increased the State minimum wage over a period of twenty-five months, beginning January 1, 2005.
March 31, 2005	The New York State Legislature passed the state budget before the constitutionally mandatory April 1 deadline, for the first time in two decades.
2005	A constitutional amendment, shifting the budget-making power from the governor to the Legislature, was brought to the voters. The amendment, called Proposal One, was overwhelmingly defeated.
2006	Eliot Spitzer was elected governor of New York State.
November 28, 2006	The New York State Commission on Health Care Facilities for the XXI Century (also known as the Berger Commission), established by Governor Pataki, issued its final report recommending possible consolidation, closure, conversion or restructuring of hospitals and nursing homes and reallocation of local and state-wide resources.
December 22, 2006	New York State comptroller Alan Hevesi resigned his post after he pleaded guilty to defrauding the state for using state employees as chauffeurs and aides to his ailing wife.
January 1, 2007	Eliot Spitzer was inaugurated as New York’s 54th Governor. In his inaugural address, Governor Spitzer, keeping faith to his campaign promises, said: “Every policy, every action and every decision we make in this administration will further two overarching objectives: We must transform our government so that it is as ethical and wise as all of New York, and we must rebuild our economy so that it is ready to compete on the global stage in the next century.”

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