



Mayor Bill de Blasio
2014–



Speaker Melissa Mark-Viverito
2014–



Mayor Fiorello H. La Guardia
1934–1945

City Government and You: **Voting Rights and Citizenship**



Mayor William O'Dwyer
1946–1950



Mayor Vincent R. Impellitteri
1950–1953



Mayor Robert F. Wagner
1954–1965

Mayor Fiorello H. La Guardia 1882–1947

TERM AS MAYOR: 1934–1945
PARTY: Republican
BORN: December 11, 1882, New York City
PREVIOUS JOB: Congressman
FAMOUS QUOTE: "Patience and Fortitude."
KNOWN FOR: Built housing, highways, parks and bridges.
EVENT THAT MARKED HIS TERM: World War II (1939–1945).
IMPACT ON THE CITY: Helped the City through the Great Depression.

Speaker Melissa Mark-Viverito 2014–

TERM AS CITY COUNCIL SPEAKER: 2014
PARTY: Democratic
BORN: April 1, 1969, San Juan, Puerto Rico
PREVIOUS JOB: City Council Member
FAMOUS QUOTE: "This is a good day for thousands of working New Yorkers who have never had paid sick days before. No parent will have to choose between caring for a child and putting food on the table."
KNOWN FOR: Fight for affordable homes.
EVENT THAT MARKED HER TERM: Aiding victims of East Harlem gas explosion.
IMPACT ON THE CITY: Passage of Local Law 7, which provides paid sick leave for those employed in companies with as few as five employees.

Mayor Bill de Blasio 2014–

TERM AS MAYOR: 2014
PARTY: Democratic
BORN: May 8, 1961, New York City
PREVIOUS JOB: The Public Advocate
FAMOUS QUOTE: "One New York Rising Together"
KNOWN FOR: Fighting for income equality.
EVENT THAT MARKED HIS TERM: Universal Pre-K education.
IMPACT ON THE CITY: Passage of Local Law 7, which provides paid sick leave for those employed in companies with as few as five employees.

LA GUARDIA AND WAGNER ARCHIVES

La Guardia Community College/CUNY
 31-10 Thomson Avenue, Room E-238
 Long Island City, NY 11101
 Tel: 718-482-5065
www.laguardiawagnerarchive.lagcc.cuny.edu



LA GUARDIA COMMUNITY COLLEGE/CUNY
 LA GUARDIA AND WAGNER ARCHIVES



Mayor Robert F. Wagner 1910–1991

TERM AS MAYOR: 1954–1965
PARTY: Democratic
BORN: April 20, 1910, New York City
PREVIOUS JOB: Manhattan Borough President
FAMOUS QUOTE: "We have the responsibility to fight for decency in politics and for the very best government New York can get."
KNOWN FOR: Construction of Shea Stadium.
EVENT THAT MARKED HIS TERM: Children receive the Polio Vaccine for the first time in their schools.
IMPACT ON THE CITY: Constructed Public Housing and passed legislation against discrimination in private housing.

Mayor Vincent R. Impellitteri 1900–1987

TERM AS MAYOR: 1950–1953
PARTY: Democratic
BORN: February 4, 1900, Sicily, Italy
PREVIOUS JOB: New York City Council President
KNOWN FOR: Public Works Projects: 88 miles of highway; 1,082 public buildings constructed.
EVENT THAT MARKED HIS TERM: The Korean War (1950–1953).
IMPACT ON THE CITY: Continued public housing construction.

Mayor William O'Dwyer 1890–1964

TERM AS MAYOR: 1946–1950
PARTY: Democratic
BORN: July 7, 1890, County Mayo, Ireland
PREVIOUS JOB: Brooklyn District Attorney
FAMOUS QUOTE: "It is our high purpose to devote our whole time, our whole energy to do good work."
KNOWN FOR: Fighting against Murder Inc., an organized crime ring.
EVENT THAT MARKED HIS TERM: Worked to move the United Nations to Manhattan.
IMPACT ON THE CITY: Presided over the city's first billion dollar budget.

INTRODUCTION

WHY VOTE?

Did you know that right here in New York City 25,000 women marched for the right to vote in 1915 and did not win that right until 1917? Or that in 1821 African-American men could only vote in New York State if they owned property? The right to vote is now guaranteed to all adult American citizens who are eighteen years and older, but that has not always been the case in our country's history. For many people, the right to vote was a hard-won struggle.

Why was it so difficult to get the right to vote? Why have people fought so hard for citizenship and voting rights? Voting allows us to have a say in who governs. The people we elect are responsible for making decisions that affect you. For example, the amount of money given to education is decided by New York City and State officials. By voting for candidates who strongly support education, we are helping to ensure that schools will be better funded. With more money, schools can get the supplies they need, can hire more teachers, and can provide more after-school programs for students. When we vote, we also elect people who will make a difference in our own neighborhoods. Our City Council members and our mayor work together to make life in our city and in our neighborhoods healthier and safer.

In this curriculum, you may be asked to do further discovery beyond the information in the booklet. The questions in the boxes can be answered by using *The New York Times*.



Mayor Fiorello H. La Guardia on Election Day, November 2, 1937.

DISCOVERING HISTORY IN TODAY'S NEW YORK TIMES

Historical events described in textbooks often began with reports in a newspaper. These questions help you compare the past with the present.

1. In the Metro section of *The New York Times*, find articles about voting. Who voted? What was the vote about?
2. Find vocabulary words in *The New York Times* that are about voting.
3. Select a news article in *The New York Times* about voting. Write a paragraph explaining why you think this vote was important.

TAMMANY HALL AND MAYOR LA GUARDIA

In the 1840s, American cities were growing rapidly. In New York, the city's population in 1830 was over 197,000. It grew to almost 313,000 in 1840, and by 1850 had increased to about 460,000. There was an expansion in trade and business in cities across the nation, and the ships carrying products from Europe also carried people. America had jobs to offer, which drew many people to our shores. Many immigrants, like the Irish, were poor and had to struggle to make a living in their native land and so they came to America for **economic** opportunities. Some political groups in these growing cities saw a way to shape local politics: They offered jobs, money, or food to the immigrants and their families, or helped get them out of any trouble they might be in, if the immigrants voted for that group's candidates. These groups became known as **political machines** because, like machines, they manufactured votes and power. In New York City, the political machine was known as Tammany Hall. Tammany Hall was located at Nassau and Frankfort Streets in Manhattan. This was the central building where the politicians conducted business. However, most of their actual business was with the people in the streets of New York.

While the Tammany Hall system helped many people, some felt it was dishonest and should be stopped. These **reformers** believed that people who wanted city jobs should compete and the most qualified should win. The city should be run by honesty, not **graft**. (Graft means getting money or advantages dishonestly.) One such person who fought hard to end Tammany Hall politics was Mayor Fiorello La Guardia. La Guardia was mayor of New York City for three terms, from 1934 to 1945.

When La Guardia was a boy growing up in Arizona, he heard stories about Tammany Hall. Later he wrote about his reactions in his autobiography:

The papers were then filled with stories of **startling** crookedness on the part of the police and the politicians in New York. . . . I could not understand how the people of the greatest city in the country could put up with the vice and crime that existed there. A **resentment** against Tammany was created in me at that time, which I admit is to this day almost an **obsession**. But I did not become cynical or lose faith in government. I was certain that good people could **eliminate** bad people from public office. . . .

George Washington Plunkitt, a local leader in Tammany Hall, had another view of Tammany politics. This quote is from the book *Plunkitt of Tammany Hall*, written by William L. Riordon in 1905:

Everybody is talking about Tammany men growin' rich on graft, but nobody thinks of drawin' the **distinction** between honest graft and dishonest graft. . . . There's honest graft, and I'm an example of how it works. I might sum up the whole thing by sayin', I seen my opportunities and I took 'em.

I'll tell you of one case. They [the city] were goin' to fix up a big park. . . . I got on to it, and went lookin' about for land in that neighborhood. I could get nothin' at bargain price but a big piece of swamp, but I took it fast enough and held onto it. What turned out was just what I counted on. They couldn't make the park complete without Plunkitt's swamp, and they had to pay a good price for it. Anything dishonest in that?

Why did Mayor La Guardia dislike Tammany Hall? _____

Do you think George Washington Plunkitt did anything dishonest by buying land at a cheap price and selling it back to the city for much more money? Why or why not? _____

Fill in the words to complete the sentences. In the space provided below, write down the letters that are in the circles. Then unscramble the circled letters to discover the words that complete the caption of the picture.

1. American cities had a great increase in ____ _ () ____ _ in the mid-1840s. (**senssiub**)
2. Many ____ _ () ____ _ came to America during that time. (**gmintisamr**)
3. The newcomers were often helped by groups who wanted to shape ____ _ () ____ _ politics. (**ollca**)
4. In exchange for this help, the newcomers, when they became citizens, promised to ____ _ () ____ _ for the groups' candidates. (**tove**)
5. These groups were called political ____ _ () ____ _ ____ _ . (**hinacsem**)
6. People who wanted to stop dishonest government were called ____ _ ____ _ () ____ _ . (**smerforre**)
7. ____ _ () ____ _ Fiorello La Guardia fought hard to end Tammany Hall. (**yoram**)
8. George Washington Plunkitt was a local Tammany ____ _ () ____ _ ____ _ . (**deeral**)



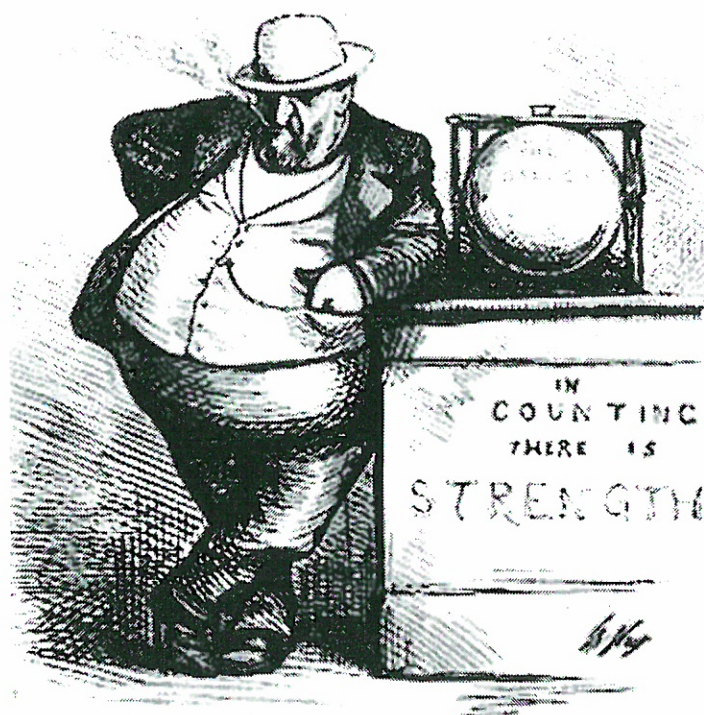
Election Day at ____ _ ____ _ ____ _ ____ _ ____ _

Look up when James Buchanan ran for president to find out the date of this drawing.

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

The cartoon below was drawn by the famous political cartoonist Thomas Nast. The cartoon shows "Boss" William Marcy Tweed. Boss Tweed was the leader of Tammany Hall from 1860 to 1871. He was a man of great power who made millions of dollars by cheating the city. At the same time, Tweed took care of the people who voted for his candidates. He provided jobs for his poorer voters so that they could feed their families and he gave money to schools and hospitals.

Many New Yorkers trusted Tweed because of his generosity, but he was dishonest in the way he carried out city business. For example, at election time he was known to change the number of votes so that the candidate of his choice was sure to get elected. How was he able to do this? The cartoon shows Tweed standing by a **ballot box** at election time. Today in New York City, votes are registered by machines. In fact, the first voting machine—the Meyers Voting Machine—was introduced in the 1892 election at Lockport, New York. But in the earlier years of voting, and in some places to this day, people used a special container called a ballot box. A voter placed a piece of paper (the **ballot**) with the name of the candidate he was voting for in the ballot box. At the end of the election, all the papers were taken out and counted and the candidate who had the most votes won. One of the problems with this system was that dishonest politicians, like Tweed, could easily either throw away ballots for candidates they didn't like, or add ballots for candidates they liked.



"THAT'S WHAT'S THE MATTER."

BOSS TWEED, "As long as I count the Votes, what are you going to do about it? say?"

Describe Boss Tweed as he looks in this cartoon.

He is _____

He is _____

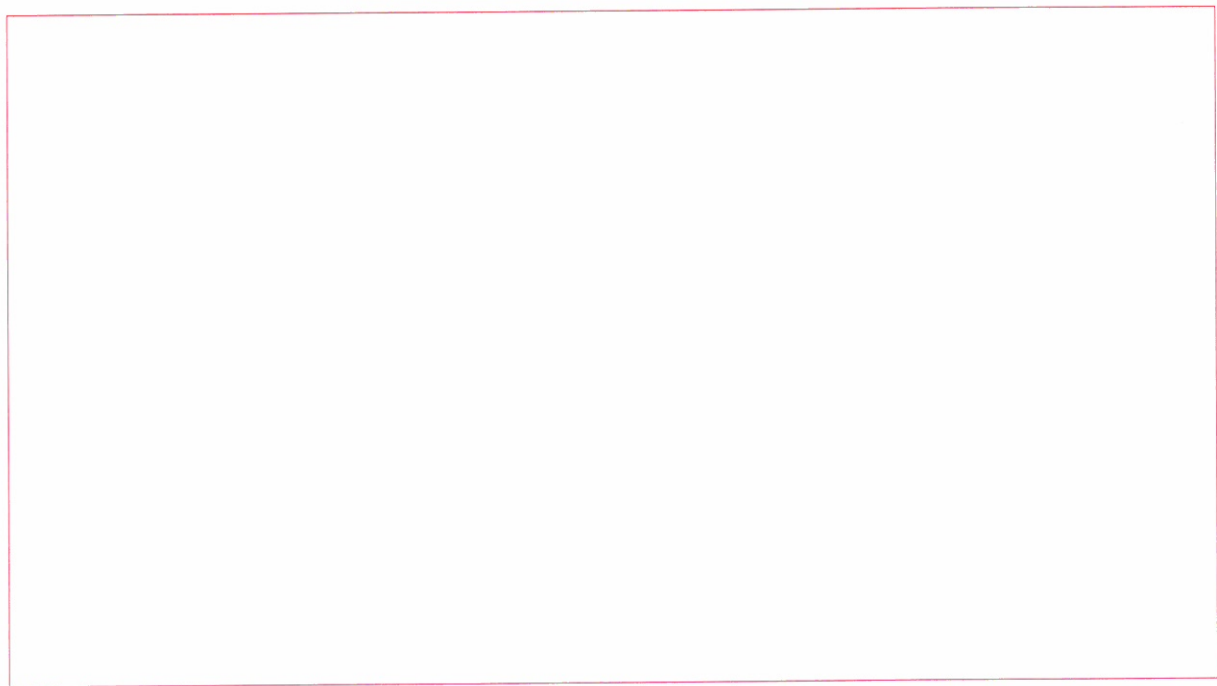
The counter on which the ballot box sits has the words "in counting there is strength" written on it. What is being counted? _____

What do you think Thomas Nast meant by using the words "there is strength"? What strength is he referring to? _____

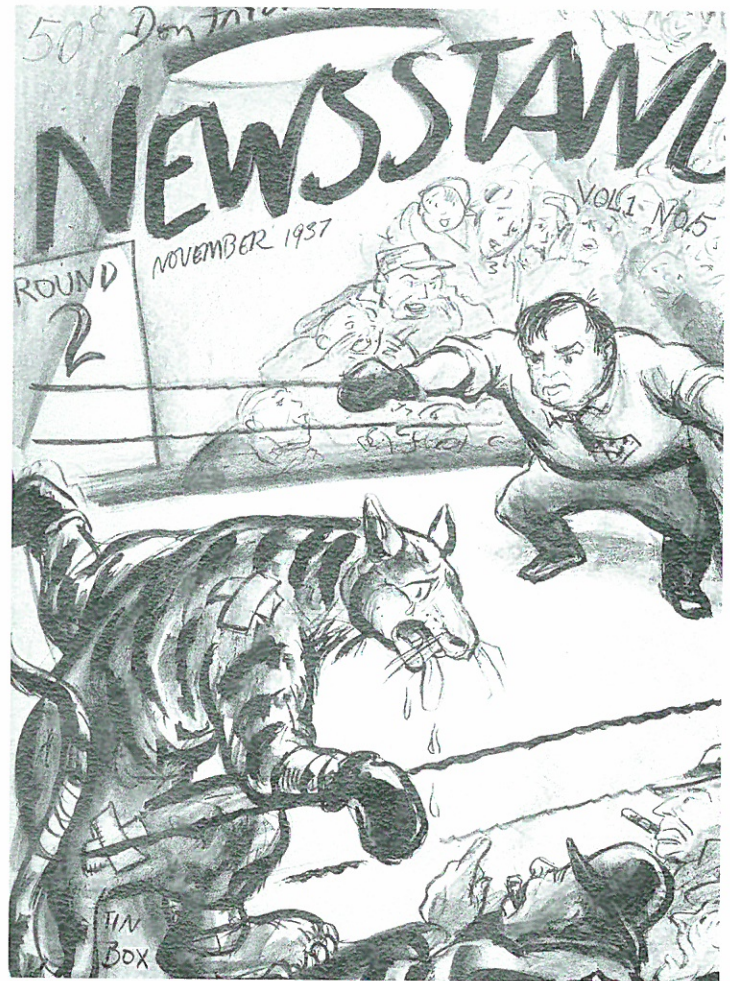
The cartoon has Boss Tweed saying, "As long as I count the votes, what are you going to do about it?" How would you say that in your own words? _____

Do you think this is a fair way to show Boss Tweed? Why or why not? _____

In the space below, draw your own cartoon about New York City government today.



Boss Tweed died in jail in 1878, but Tammany Hall continued. This drawing shows Mayor La Guardia in his fight against Tammany Hall politics in 1937. La Guardia said, "The [Tammany] bosses are going to fight for their lives, but I am going to fight for the life of the city." In the drawing, La Guardia is fighting in a boxing ring, but of course he did not really fight Tammany Hall politicians with violence. He fought by uncovering their dishonest work.



DISCOVERING HISTORY IN TODAY'S NEW YORK TIMES

Historical events described in textbooks often began with reports in a newspaper. These questions help you compare the past with the present.

1. Corruption still occurs today. Find an article in *The New York Times* about a person in government who behaved improperly. Make a list of all the ways this specific example of corruption hurts others.
2. One of the jobs of reporters is to find out wrongdoing in government. Reporters find the facts by asking other people (sources) to tell them the truth. Circle the words in a *New York Times* article about graft or corruption that tell you sources of facts.
3. Find an article in *The New York Times* about the counting of votes. Underline the sentences that explain a problem with counting votes. How would you solve the problem?

What round is it? _____

Mayor La Guardia was mayor for three terms, from 1934 to 1945. The round refers to La Guardia's term as mayor. Which term does it refer to? _____

Tammany Hall was sometimes called the Tammany Tiger. Describe the people who are supporting the tiger.

Whom do you think they represent? _____

What words would you use to describe Fiorello La Guardia in this drawing? _____

Compare this drawing of La Guardia with the photo of him on page 1. Describe one way in which they are alike. _____

Describe one way in which they are different. _____

Describe the people in the crowd behind La Guardia. _____

Whom do you think they represent? _____

Who is winning the fight in this drawing?

CIRCLE ONE **THE TIGER** (Tammany Hall)

MAYOR FIORELLO LA GUARDIA

Write your own caption for this drawing. _____

One of the jobs of city government is to make sure that the taxes New Yorkers pay is used to improve life in the city. Fiorello La Guardia, for example, is well known for having made a great number of improvements during the time he was in office. In fact, La Guardia's work has made New York the modern city it is today, with its far-reaching transit system, its many schools, parks, and hospitals, and its wide network of public housing buildings.

The set of drawings on the facing page appeared in the *Daily News* at the time La Guardia was mayor. They show some of his many accomplishments.

When did this appear in the *Daily News*?

_____, _____, _____
Day of the Week Month and Day Year

Name two kinds of services La Guardia provided for schoolchildren.

1. _____
2. _____

Name two kinds of services he provided for the health of New Yorkers.

1. _____
2. _____

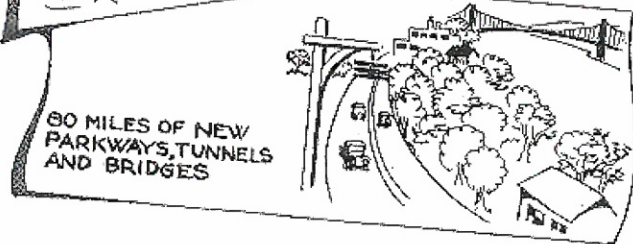
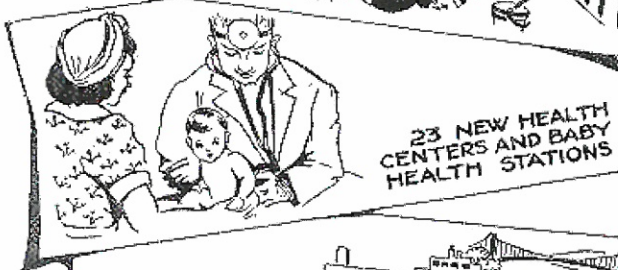
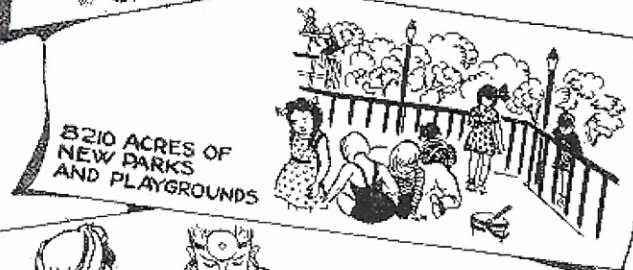
What did he provide for people who lived in poor neighborhoods? _____

What did La Guardia provide so that New Yorkers could travel more easily around the city? _____

Which of these accomplishments do you think is the most important and why? _____

(Provided by Citizens' All-Partisan Committee for LaGuardia)

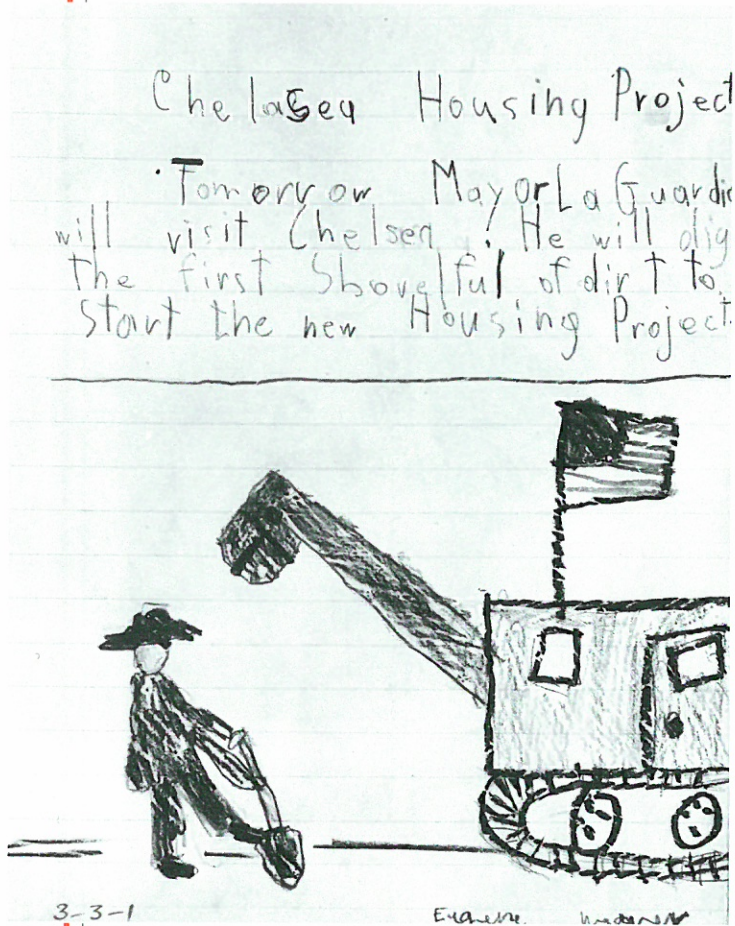
Pages From LaGuardia's Record of Service



LA GUARDIA GOVERNMENT IS GOOD GOVERNMENT

LESSON 2

DOCUMENTS FROM THE LA GUARDIA AND WAGNER ARCHIVES FOR CLASS DISCUSSION



Letter written to Mayor La Guardia by a boy at Public School 33 in Manhattan to mark groundbreaking ceremonies at a public housing project in Chelsea, Manhattan, December 20, 1945. The project is now called Elliott Houses.

1. Find the misspelled words. _____

2. If you were writing the mayor today about housing, what would you say? _____

3. Describe what is happening in the drawing. _____



Mayor LaGuardia scoops first earth for \$3.9 million Elliott Houses, public housing project in Chelsea, Manhattan, December 20, 1945. New York City Housing Authority Chairman Edmond B. Butler and children from nearby Public School 33 look on.

1. Of the seven children in the photo which one do you think wrote the letter and why? Give three reasons.

2. If you were writing the mayor today, what would you write about? _____

3. Describe what is happening in the photograph. _____



At the new Jamaica station, Mayor La Guardia cuts the tape and opens the Queens link of the new Independent Subway System from Jamaica to Kew Gardens, April 24, 1937.

1. Events like these are called ribbon-cutting ceremonies. Explain why. _____

2. Why does the man smoking the pipe look odd in the subway? _____

3. Why are there only men in the photo? _____



Mayor Wagner holds a young boy who is receiving a polio injection from a physician as part of New York City's "house-to-house polio vaccination program," at Amsterdam Avenue and W. 84th Street, Manhattan, 1961.

1. What is happening in this photo? _____

2. Have you ever received an injection like this? Why? _____

3. Has the little boy in the lower right of the picture already received his shot or is he still waiting to receive one? _____

LESSON 3

AFRICAN-AMERICANS, VOTING, AND THE LURE OF NEW YORK

The United States Constitution is a document that created the structure of our government and **determined** the power of the government which exists under the people. Over time, changes were made to the Constitution to **guarantee** rights for all Americans. These changes are called **amendments**, and each has a number. In 1870, the Fifteenth Amendment was adopted. It states that the right of a citizen to vote cannot be taken away because of a person's race. It also states that a person's right to vote cannot be taken away if that person had once been a slave.

While the Fifteenth Amendment was supposed to grant voting rights to African-Americans, racism was widespread. Some people, especially in the southern states, used physical violence and threats against African-Americans to keep them from exercising their rights, including the right to vote.

For many African-Americans living in the South, **opportunities** were even more **limited** than in other parts of the country. In the 1950s and 1960s, leaders like Martin Luther King, Jr. and Medgar Evers led the struggle to gain equality for African-Americans in the United States. Their hard work and **sacrifices** led to changes, but the struggle was long and hard and many African-Americans moved North in search of a better life. However, even though life in the North offered more opportunities for jobs, the

North was still **segregated**. In fact, in the 1940s, public housing in New York City was segregated: The Harlem River Houses in Manhattan were for African-American tenants only, and the Williamsburg Houses in Brooklyn were for white tenants only.

Opposite is a **transcript** of an interview with Daisy Kinard, an African-American woman who moved to New York City in 1941 from her home in the South. Daisy was interviewed by Richard K. Lieberman in 1978 at La Guardia Community College/CUNY, where Daisy was an adult student returning to school.

DISCOVERING HISTORY IN TODAY'S NEW YORK TIMES

Historical events described in textbooks often began with reports in a newspaper. These questions help you compare the past with the present.

1. *The New York Times* has reporters all over the United States and the world. The city (and country, if foreign) are at the beginning of the article. This is called a "dateline." Circle the datelines in the first section of *The Times*. Find these cities on U.S. and world maps.

2. Find an article in *The New York Times* about immigrants. What surprised them about coming here? What problems did they face?

DAISY KINARD INTERVIEW, 1978

RICHARD: What would you say were the major **factors** that pushed you out of North Carolina in 1941?

DAISY: Education and a job.

RICHARD: What kind of work did you get in the South?

DAISY: There was either **domestic** or tobacco factories.

RICHARD: Did you work in the factories?

DAISY: Oh, yes! I stemmed the tobacco. The leaf is very large and in the center there is a stem and you snap the stem out... One part of the stem is used for chewing tobacco and the leaves are powdered and made into **snuff**.

RICHARD: Would you say it was tough work?

DAISY: It was very tough work, but being young it didn't matter to you. You were young, you were full of energy. The only thing that bothered me the most were the big tobacco worms.

RICHARD: What were you paid for this work?

DAISY: Oh, I got about fifty cents a day or seventy-five cents a day. That was a lot of money, plus you worked ten or twelve hours a day. Every night I went to bed burning from the sun. I could hardly sleep from working in the sun so many hours.

RICHARD: Did you work every Saturday and Sunday, too?

DAISY: No, I was lucky. I worked maybe five days a week. The next job I had was in the potato fields. Out there fighting with rattlesnakes was another interesting, frightening experience. You could hear them rattling. They sound just like a person going into a paper bag.

RICHARD: What were your fantasies of the North before you left in terms of what you had heard?

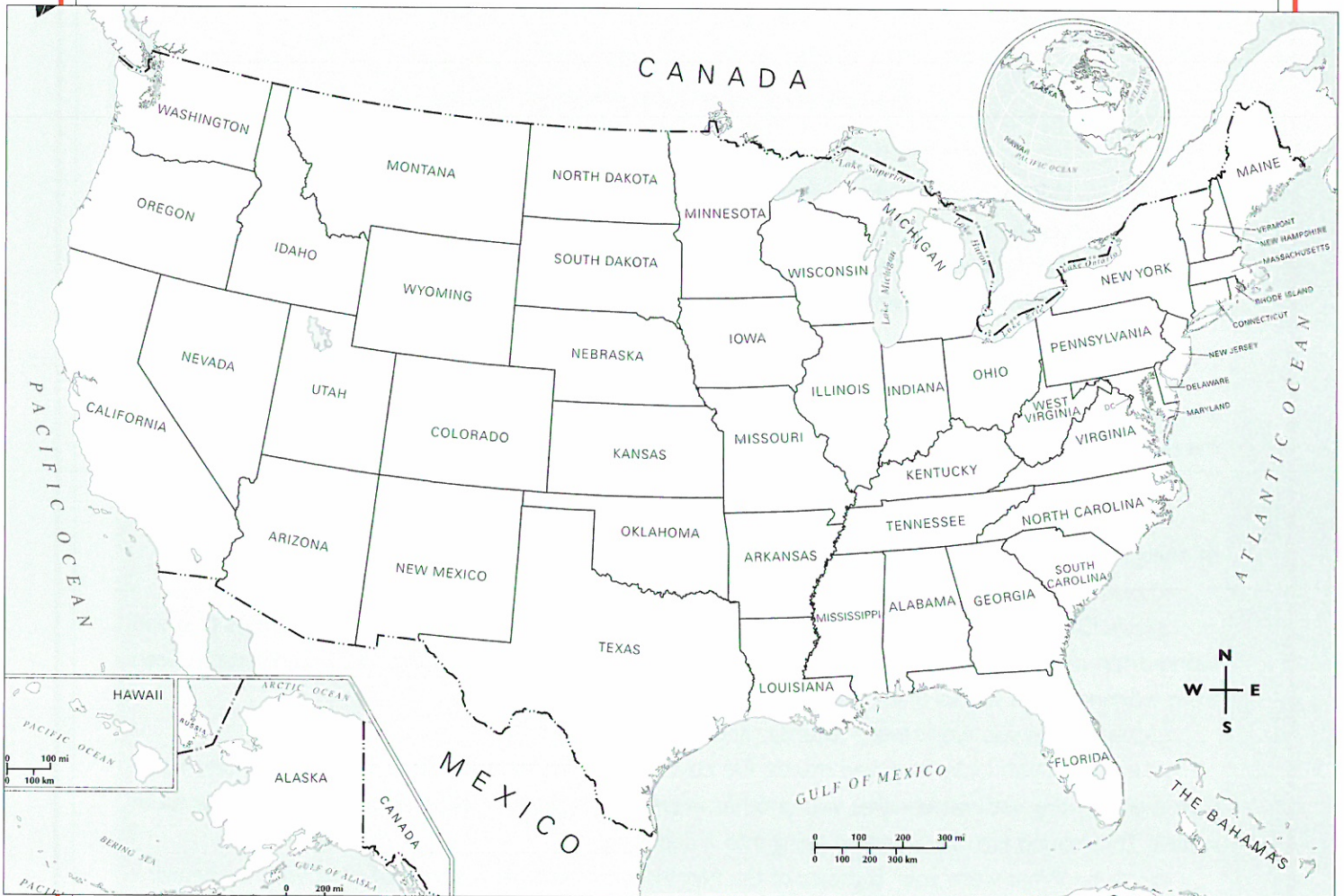
DAISY: Well, from what I heard, New York was fantastic. It was beautiful. Oh, New York! All those fine clothes, and you go to Coney Island, and you ride on the subways. Oh, I had visions, such a fantastic place. And then when I put my foot into New York—what roaches, rats, and people sitting out on the stoops, and those dirty buildings! No, not this, this is not New York. I cried many a dark night. But then I learned that you must seek and find. You start to see New York in a different light. So, naturally you have to learn where you fit in, so I kept seeking and seeking and looking for what I wanted.

RICHARD: So your feeling was, although it was bad here, it was much worse in your town?

DAISY: Yes, worse for me. Of course, the conditions have changed now, because there are many industries that have moved into my old neighborhood.

In which state was Daisy Kinard born and raised? _____

Look at the map below to find out how far away it is from New York.



Approximately how many miles did Daisy have to travel to get to New York City? _____

In which direction did she have to travel? _____

Daisy's home state and New York are both bordered on the east by the same body of water. What is it?

Name the two things that pushed Daisy out of her hometown in the South.

1. _____

2. _____

Name two kinds of jobs available in the South when Daisy was a girl.

1. _____

2. _____

Daisy worked in two kinds of places before moving to New York. What were they?

A _____ and in the _____

What problems did she face in her first job? _____

What problems did she face in her second job? _____

What lured Daisy to New York City? _____

Before coming to New York, Daisy had a dream of what the city would be like. Describe in your own words how her dream was different from the reality that she found when she got here.

At the time Daisy was interviewed, many years had passed since she left her home. Looking back on her decision, did Daisy regret coming to New York after all? Why or why not? _____

What dreams do you have for your future? _____



Daisy Kinard, 1992.

In February 2005, twenty-seven years after her first interview, Daisy Kinard was interviewed again at her home in Jamaica, Queens, by Lisa Sita. Then eighty-two years old, Daisy spoke about her voting experiences.

DAISY KINARD INTERVIEW, 2005

LISA: Can you tell me about the first time you ever voted?

DAISY: When I first came to New York, I didn't vote right away. My earliest remembrance of voting, I think, was back there in the early 50's because I had four little children and I was very busy and tied down and couldn't easily get out. And I voted in Astoria, where I used to live, in a housing development, and it was in a school, PS 171. At that time I don't remember what president it was.

LISA: You said you didn't have that **privilege** in the South. Can you talk more about that? What the **restrictions** were? Why it was difficult?

DAISY: [Black] people just weren't anybody but to clean their [white people's] houses and wash their clothes, and cook their food, and take care of their babies. I happen to have been a part of all that.

LISA: If you had gone to the polls, would you have been turned away?

DAISY: You weren't allowed.

LISA: You weren't allowed at all?

DAISY: No. You lived in your section and as I said, the only thing you were allowed was to clean their houses, wash their clothes, take care of their babies, and of course work in factories.

LISA: So if you had tried to there would have been trouble?

DAISY: Oh definitely. "Know where you belong." That goes even for today, "know where you belong."

LISA: So it's still difficult to vote in the South today?

DAISY: Oh, no, no.

LISA: Not voting, but other things you're talking about?

DAISY: Yes.

LISA: When you did vote, did you have any feelings about it? Was it an exciting thing?

DAISY: Oh, we were very happy to have that privilege and **opportunity**. Early on, I don't know how much our vote counted, but it was just the idea that we had the privilege and many of us took advantage of it. Because we didn't see too much opportunity from the government. That's why we had people that branched out and just said they would vote to show themselves, to let them know that this country belongs to all of us. So give us **liberty** and **justice** and the **pursuit** of happiness also. And we're such a small percentage. I don't know if it has gone up any higher but it's still listed as twelve percent. Blacks are twelve percent.

LISA: Of the whole country?

DAISY: Yes, we are very small, a very small percentage. And this is what made us want to vote and be heard and seen. Because when we want to go out and better ourselves it's for everyone, not just one particular group. We want to be able to help anybody that needs help, or to share. Well, going back to the voting, that's really one of my big **issues**, why I try to get out there and vote, to see that **monies** can be used for things that are very important in helping all people.

LISA: So do you vote in the local elections?

DAISY: Oh yes, oh yes. I have my voting card and my voting place is right here on the next corner, MS 72 I think it is, Catherine and Count Basie Middle School.

At what school did Daisy cast her very first vote? _____

Explain in your own words why Daisy was not allowed to vote when she was living in the South.

According to Daisy, is it still difficult to vote in the South? **CIRCLE ONE YES NO**

How did Daisy feel about being able to vote? _____

Describe in your own words why she felt this way. _____

Name three things that Daisy feels African-Americans and ALL Americans should be able to have as citizens of this country.

1. _____

2. _____

3. _____

Do you agree with Daisy's reasons for why voting is important? Why or why not? _____

According to Daisy, African-Americans want to be heard and seen not just to help themselves, but to help others, as well. Give an example of something you once did for yourself that helped someone else, too.

LESSON 4

WOMEN FIGHT TO VOTE

Suffrage, or the right to vote, was not fully granted to women in the United States until 1920. In the mid-1800s, women began to work hard to win the right to vote. Many of the people who fought for women's suffrage had also been involved in the movement to abolish slavery.

On May 22, 1869, the National Woman Suffrage Association was formed in New York City with Elizabeth Cady Stanton as its first president. The National Woman Suffrage Association (NWSA for short) was an organization dedicated to fighting for women's voting rights.

In May of 1872, the NWSA wanted to hold a **convention** in New York City to **rally** people to their **cause**. The convention was to be held at Steinway Hall, a building owned by the Steinways. It was then located on 14th Street in Manhattan, down the street from Tammany Hall. The Steinway family used the hall to show and sell pianos and for concerts. They also rented it out to other organizations for special events, like conventions and **lectures**. However, the members of the NWSA ran into a problem when they tried to rent Steinway Hall: The members were women, and William Steinway, one of the owners of Steinway Hall, could not rent it to a woman. At that time, a **contract** was not legal if a woman signed it. In order for the NWSA to rent the hall, Isabella Hooker, an NWSA member, had to ask her brother, the Reverend Henry Ward Beecher, to sign it for them. Henry Ward Beecher was a famous pastor of the wealthy Plymouth Congregational Church in Brooklyn Heights.

On the next page is the letter that Reverend Beecher wrote to William Steinway about this matter, as well as a **transcript** of the letter. It mentions the name of Victoria Woodhull, who was active in the fight for women's rights and became the first woman to run for president of the United States in 1872.



Steinway Hall, mid-1800s.

Brooklyn, Feb 6. '72

Mr. Steinway,

Mrs. Woodhull sends me a letter from my sister Mrs. Isabella Hooker, in regard to the securing of your Hall for two days next May, Anniversary Week, for the use of the Woman's Suffrage Association. I heartily approve of the object which this Assoc[iation] has [unreadable] and I will be responsible for the rent, in behalf of my sister, should the convention fail to meet the expenses.

Very truly yours,
H.W. Beecher

Brooklyn Feb 6. '72

Mr. Steinway

Mrs. Woodhull sends me a letter from my sister Mrs. Isabella Hooker, in regard to the securing of your Hall for two days next May, Anniversary Week, for the use of the Woman's Suffrage Association. I heartily approve of the object which this Assoc[iation] has [unreadable] and I will be responsible for the rent, in behalf of my sister, should the convention fail to meet the expenses.

Very truly yours,
H.W. Beecher

According to the letter, how many days would the convention last? _____

What do you think Anniversary Week refers to? (**HINT:** Go back to the second paragraph of this lesson.)

Who would pay the rent for the hall if the members of the NWSA were not able to? _____

Why was William Steinway unable to rent Steinway Hall to Isabella Hooker? _____

Do you think this was fair? Why or why not? _____

The cartoon below from around 1909 shows how some people felt about women's suffrage.



What is the name of this cartoon? _____

In a few sentences, describe what is happening. _____

What word would you use to describe the look on the woman's face? _____

What word would you use to describe the look on the man's face? _____

Do you think the person who drew this cartoon was for or against women's suffrage?

CIRCLE ONE FOR AGAINST

What message do you think the cartoonist was sending to the people who saw this drawing?

In the space below, draw your own cartoon about women voting today.

**DISCOVERING HISTORY IN TODAY'S
NEW YORK TIMES**

Historical events described in textbooks often began with reports in a newspaper. These questions help you compare the past with the present.

1. Clip articles and photos from *The New York Times* about women who have been elected to government positions or who are running for office. Make a poster of your clippings. Next to each clipping, write one problem the woman wants to solve.

2. Choose a woman who has been elected to a local, state or national level of our government. Collect articles from *The New York Times* about this woman. Then make a chart with two columns. In Column One, list the problems this woman wants to solve by serving in government. In Column Two, explain what is getting in the way of solutions.

LESSON 5

PUERTO RICAN VOTERS

Puerto Rico was once a colony of Spain. In 1898, after the Spanish-American War, it became a territory of the United States and in 1917 all Puerto Ricans became US citizens. In the 1940's and 1950's many Puerto Ricans **migrated** to New York City. Their reason for leaving their homeland was the same reason why so many people from all over the world had migrated before them. They came to America, and especially to New York, for better **economic** opportunities. Since all Puerto Ricans are United States citizens, they were able to vote as soon as they arrived here.

Some Puerto Ricans became leaders in New York City politics. In East Harlem, Oscar Garcia-Rivera became the first Puerto Rican elected to office in the United States. He was elected to the New York State Assembly in 1936. Herman Badillo was elected Bronx borough president in 1965 and in 1970 became a Congressman. Other Puerto Rican political leaders include Nydia Velázquez, the first Puerto Rican woman elected to Congress, former Bronx borough presidents Fernando Ferrer and Adolfo Carrion, Olga Mendez, the first Latina elected to a state senate in the United States, and Melissa Mark-Viverito, the first Puerto Rican woman to serve as Speaker of the New York City Council.

The chart and the graph on the following page are from a report of the Department of City Planning done in 1957. They show the number of Puerto Ricans who came to New York City between 1941 and 1956. Use both the chart and the graph to answer the questions on page 21.

DISCOVERING HISTORY IN TODAY'S NEW YORK TIMES

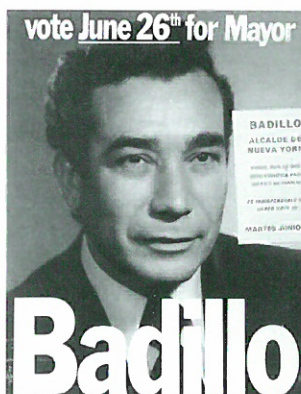
Historical events described in textbooks often began with reports in a newspaper. These questions help you compare the past with the present.

1. Read articles in *The New York Times* about Puerto Ricans in New York (Metro section) and back in Puerto Rico, too (first section). What is the same or what is different in their lives? Make a comparative poster using headlines to illustrate your lists, SAME and DIFFERENT.

2. Look in the classified ads of *The New York Times*. Make a list of jobs where knowing a second language, such as Spanish, would help. Tell the class why.



Nydia Velázquez



Herman Badillo



Oscar Garcia-Rivera



Melissa Mark-Viverito

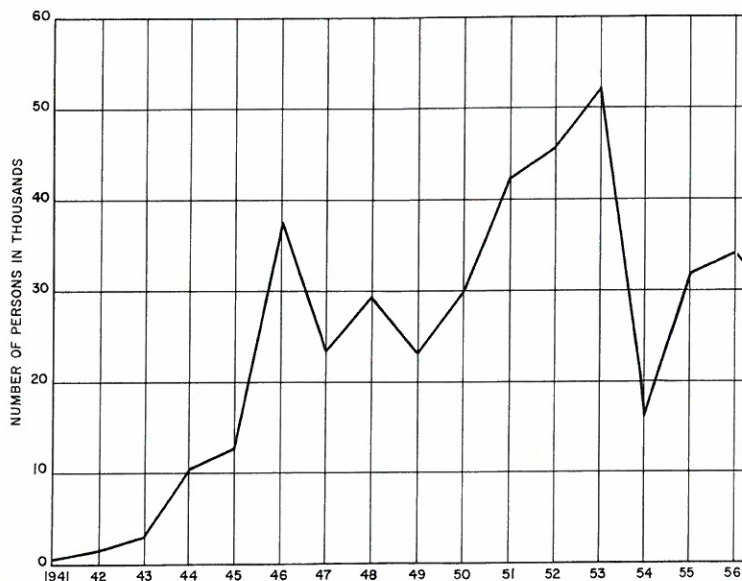
PUERTO RICAN MIGRATION TO NEW YORK CITY
1941 - 1956

Year	Net Out-Migration from Puerto Rico	Estimated Net Migration to New York City
		Annual*
1941	643	600
1942	1,679	1,600
1943	3,204	3,000
1944	11,201	10,600
1945	13,573	12,900
1946	39,911	37,900
1947	24,551	23,300
1948	32,775	29,500
1949	25,698	23,100
1950	34,703	29,500
1951	52,899	42,300
1952	59,103	45,500
1953	69,124	51,800
1954	21,531	16,100
1955	45,464	31,600
1956	52,315	33,900

* Estimates are rounded to nearest hundred.

PUERTO RICAN NET MIGRATION TO NEW YORK CITY
ESTIMATED ANNUAL TOTALS, 1941-1956

PROJECTIONS TO 1959



How many people migrated out of Puerto Rico in 1941? _____

How many of those people came to New York City? _____

How many more Puerto Ricans came to New York in 1948 than in 1941? _____

How many more came in 1953 than in 1948? _____

In 1953, the United States went through a period when the country's economy was not as prosperous as it had been. What happened to Puerto Rican migration to the United States and New York City between 1953 and 1954? _____

Why do you think this happened? _____

What happened to Puerto Rican migration the following year? _____

Why do you think this happened? _____

LESSON 7

CITY LEADERS AND YOU

As New Yorkers, we vote for our mayor and for our City Council members. They are the leaders of our city government. The City Council is made up of fifty-one members, each one working for a different part, or district, of the city. The head of the City Council is the Speaker, who is elected by the other Council members. The mayor and City Council work together to listen to the concerns of citizens and create laws that will make our city a safe, clean, and pleasant place to live.

Fiorello La Guardia was largely responsible for making New York a modern city. Since Mayor La Guardia's time in office, New York City's government leaders have continued to face the challenges of running such a large and exciting city. Each mayor and Council member has made his or her own special contributions to improving life for our citizens.

On the front and back of this booklet are cards featuring the mayors of New York since La Guardia and the Speakers of the City Council. Cut the cards out to play a game. The game can be played three different ways.

CITY LEADERS FACT-FINDING CARD GAME

For each version of this card game, have your teacher divide the class into four teams. Each student on each team should have his or her own set of cards.

VERSION #1

1. Working with your team, answer the questions on page 30.
 2. Have your teacher time you for ten minutes.
 3. Whichever team answers the most number of questions correctly in ten minutes wins the game.
- (After the ten minutes are up, you can find out what the correct answers are by looking on page 32 of this curriculum booklet.)

VERSION #2

1. Study the information on the cards.
2. Working with your team, make up one question per card to ask the other teams.
3. The team with the most correct answers wins.

VERSION #3

1. Working with your team, make three lists of information about the people on the cards in the following ways:

LIST A: Year of birth from oldest to youngest

LIST B: Year of death from earliest year to most recent

LIST C: Alphabetical by last name

2. The team that finishes first wins.

CARD GAME QUESTIONS

1. Which mayor worked to bring the United Nations to New York City? _____
2. Who helped increase the miles of highway we now have in New York City? _____
3. Who was known to call New York, "Fun City"? _____
4. Which mayor set up after-school youth centers? _____
5. While this mayor was in office, students received polio vaccines in their schools for the first time. Who is he? _____
6. Who was mayor during World War II and the Great Depression? _____
7. Who was known for saying, "Do the right thing"? _____
8. Who was mayor from 1978–1989? _____
9. Which mayor got more involved in the control of schools? _____
10. Who was mayor when the World Trade Center was attacked? _____
11. Which Council Speaker worked to make New York City workplaces smoke-free? _____
12. Who fought for paid sick time for employees? _____
13. While this mayor was in office, New York City hosted the Bicentennial. Who was he? _____
14. Who was known for always saying, "How am I doin'?" _____
15. While this mayor was in office, Shea Stadium was built. Who was he? _____

Now that you have played the card game and know something about city leaders, which leader do you like the best and why? _____

Which leader you like the least and why? _____

Name the three mayors who served the longest terms. 1. _____

2. _____ 3. _____

Write down your favorite quote from a city leader and explain why you like it. _____

Which mayors have housing as part of their contribution to our city? _____

Which mayors include budget as an important part of what they did in office? _____

CITY LEADERS WORD SEARCH

You have now learned some facts about the leaders of New York City government. See if you can find their names in the word search puzzle below.

DISCOVERING HISTORY IN TODAY'S NEW YORK TIMES

Historical events described in textbooks often began with reports in a newspaper. These questions help you compare the past with the present.

1. Make a vocabulary game from words about elections that you find in *The New York Times*. Clip words from headlines. Put one word on each card. On the back of each card, write the definition.

2. Pick a city leader you admire. Clip articles from *The New York Times* about this leader. Make a booklet with one article on each page. Write a sentence below each article that tells what good quality the article reveals about the city leader.

3. Choose a borough of New York City. Clip headlines from *The New York Times* about this borough. Number each headline (1, 2, 3, etc.) Create a map of this borough. Use the headline numbers to identify where problems are happening in the borough. Paste the headlines around your map.

I	P	X	O	S	A	A	L	I	E	T	I	I	N	F	Q
M	H	Q	L	I	N	D	S	A	Y	A	E	F	F	E	E
P	L	T	J	E	N	L	K	R	S	C	E	F	S	M	W
E	L	R	E	N	G	A	W	N	A	N	G	M	S	Y	N
L	A	G	U	A	R	D	I	A	O	D	W	Y	E	R	T
L	R	E	R	T	A	K	N	L	Q	W	P	I	E	O	G
I	E	F	S	R	N	J	L	Z	U	M	E	R	L	R	R
T	L	A	I	I	H	A	E	T	I	I	H	K	R	B	M
T	L	B	D	O	V	E	G	I	N	R	G	F	L	L	B
E	I	I	L	I	S	R	Q	U	N	N	N	H	C	O	K
R	M	B	B	S	K	E	S	U	T	A	C	W	A	O	H
I	C	A	E	A	D	L	T	P	T	J	B	R	E	M	T
E	E	D	E	L	T	F	C	M	W	S	H	P	A	B	S
M	T	S	H	B	D	E	F	N	H	H	S	G	I	E	H
O	T	I	R	E	V	I	V	K	R	A	M	O	M	R	H
S	S	T	R	D	B	Z	N	O	F	Z	A	S	Q	G	F

LA GUARDIA
IMPELLITTERI
LINDSAY
KOCH
GIULIANI

MILLER
O'DWYER
WAGNER
BEAME
DE BLASIO

DINKINS
BLOOMBERG
VALLONE
QUINN
MARK VIVERITO

GLOSSARY

amendment: a change to a government document

ballot: a vote

ballot box: a box used during elections to hold votes written on paper

cause: a reason for taking action

contract: a written agreement

convention: a meeting or assembly of many people gathering for a cause

determine: decide

distinction: the difference between

domestic: a household servant

economic: having to do with money and material goods

economy: a country's money and resources

eliminate: get rid of

excerpt: part of a longer piece of writing

factors: things that lead someone to do something

graft: getting money or advantages dishonestly

guarantee: when something is for certain

issues: matters for discussion

justice: fairness

lecture: a talk given by a speaker to an audience

liberty: freedom

limited: fewer or less

migrate: to move from one place to another

monies: money or wealth

movement: a group of people who have organized themselves in order to fight for a common goal

naturalized citizen: an immigrant who has become an American citizen

obsession: an idea or feeling that won't go away

opportunity: a chance for success

political machine: a group that helps people in exchange for votes

privilege: a right that is given to some people and not others

prosperous: wealthy

pursuit: the act of following or chasing something

rally: a public gathering for a cause

reformer: someone who works to improve a situation

regret: be sorry about

resentment: anger against a person or situation

restriction: something that is kept under tight control

sacrifice: something that is given up for a cause or purpose

segregated: separated

suffrage: the right to vote

snuff: powdered tobacco

startling: surprising

term: a period of time during which a person holds a job

transcript: a written copy

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This curriculum and a teacher's guide will soon be available on our website at www.laguardiawagnerarchive.lagcc.cuny.edu

Click on "Fourth Grade Curriculum" for these and other online publications.

ANSWERS TO CARD GAME: 1. O'Dwyer, 2. Impellitteri, 3. Lindsay, 4. Dinkins, 5. Wagner, 6. La Guardia, 7. Vallone, 8. Koch, 9. Bloomberg, 10. Giuliani, 11. Quinn, 12. de Blasio and Mark-Viverito, 13. Beame, 14. Koch, 15. Wagner.

Mayor Edward I. Koch

1924–2013

TERM AS MAYOR: 1978–1989

PARTY: Democratic

BORN: December 12, 1924, New York City

PREVIOUS JOB: Congressman

FAMOUS QUOTE: "How am I doin'?"

KNOWN FOR: Balancing the City Budget.

EVENT THAT MARKED HIS TERM:

Construction and rehabilitation of tens of thousands of homes.

IMPACT ON THE CITY: Improved the world's view of New York City.

Mayor Abraham D. Beame

1906–2001

TERM AS MAYOR: 1974–1977

PARTY: Democratic

BORN: March 20, 1906, London, England

PREVIOUS JOB: New York City Comptroller

FAMOUS QUOTE: "The Man Who Knows the Buck."

KNOWN FOR: New York City Fiscal Crisis.

EVENT THAT MARKED HIS TERM:

Bicentennial Celebration.

IMPACT ON THE CITY: Brought different groups together (unions, banks and politicians) to prevent the City's bankruptcy.

Mayor John V. Lindsay

1921–2000

TERM AS MAYOR: 1966–1973

PARTY: Republican

BORN: November 24, 1921, New York City

PREVIOUS JOB: Congressman

FAMOUS QUOTE: "New York is 'Fun City.'"

KNOWN FOR: New York's War on Poverty.

EVENT THAT MARKED HIS TERM:

Creation of Community School Districts.

IMPACT ON THE CITY: Increased aid to the poor.

Mayor Michael R. Bloomberg

1942–

TERM AS MAYOR: 2002–2013

PARTY: Republican

BORN: February 14, 1942, Medford, Massachusetts

PREVIOUS JOB: Businessman

FAMOUS QUOTE: "Bring people together, solve problems, be honest, shoot straight."

KNOWN FOR: Mayoral Control of Schools.

EVENT THAT MARKED HIS TERM:

Recovery after September 11, 2001.

IMPACT ON THE CITY: Increased City funding for the Department of Education by \$2.5 billion since 2002.

Mayor Rudolph W. Giuliani

1944–

TERM AS MAYOR: 1994–2001

PARTY: Republican

BORN: May 28, 1944, Brooklyn, New York

PREVIOUS JOB: U.S. Attorney

FAMOUS QUOTE: "To all New Yorkers we commit our untiring effort to give them the opportunity to make the American Dream—New York Dream—happen for them and their children."

KNOWN FOR: Crime reduction.

EVENT THAT MARKED HIS TERM: 9/11

Events of September 11, 2001 when the World Trade Center was attacked.

IMPACT ON THE CITY: New York City declared the safest large city in America.

Mayor David N. Dinkins

1927–

TERM AS MAYOR: 1990–1993

PARTY: Democratic

BORN: October 10, 1927, Trenton, New Jersey

PREVIOUS JOB: Manhattan Borough President (1985–1989)

FAMOUS QUOTE: "We are all foot soldiers on the march to freedom."

KNOWN FOR: Safe Streets/Safe City Legislation.

EVENT THAT MARKED HIS TERM: Signed agreement to create the Arthur Ashe Tennis Stadium.

IMPACT ON THE CITY: Established after-hours youth centers called Beacon Schools.

Speaker Christine C. Quinn

1966–

TERM AS COUNCIL SPEAKER: 2006–2013

PARTY: Democratic

BORN: July 25, 1966, Glen Cove, New York

PREVIOUS JOB: Executive Director, New York City Gay and Lesbian Anti-Violence Project.

FAMOUS QUOTE: It is our responsibility to connect our government with the needs of the people.

KNOWN FOR: She worked successfully to make New York City workplaces smoke free.

IMPACT ON THE CITY: Fought for the expansion of affordable housing in New York City.

Speaker Gifford Miller

1970–

TERM AS CITY COUNCIL SPEAKER: 2002–2005

PARTY: Democratic

BORN: November 19, 1970, New York City

PREVIOUS JOB: Worked for Congresswoman Carolyn Maloney

FAMOUS QUOTE: "Our children have suffered from the neglect that has plagued our schools for decades, and now is the time to fight for their futures."

KNOWN FOR: Increasing the money spent on education and higher education.

EVENT THAT MARKED HIS TERM: New York City Budget Crisis (2003).

IMPACT ON THE CITY: Earned Income Tax Credit, which reduced taxes for the poor.

Speaker Peter Vallone

1934–

TERM AS CITY COUNCIL SPEAKER: 1986–2001

PARTY: Democratic

BORN: December 13, 1934, Queens, New York

PREVIOUS JOB: City Council Member and Lawyer

FAMOUS QUOTE: "Do the Right Thing."

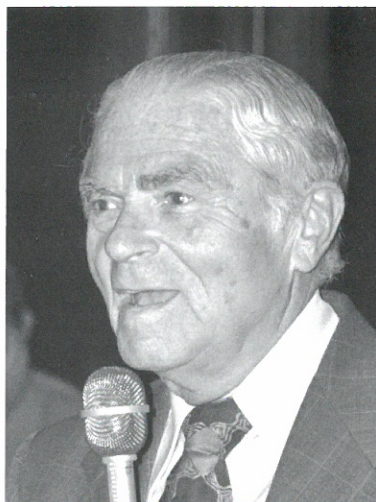
KNOWN FOR: Safe Streets/Safe City Legislation.

EVENT THAT MARKED HIS TERM: Campaign Finance Reform.

IMPACT ON THE CITY: The first City Council Leader to control the budget process.



Mayor John V. Lindsay
1966–1973



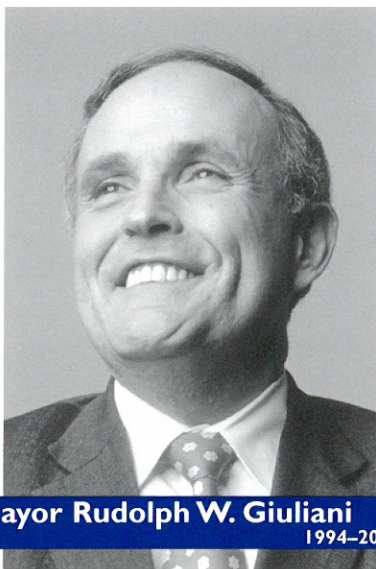
Mayor Abraham D. Beame
1974–1977



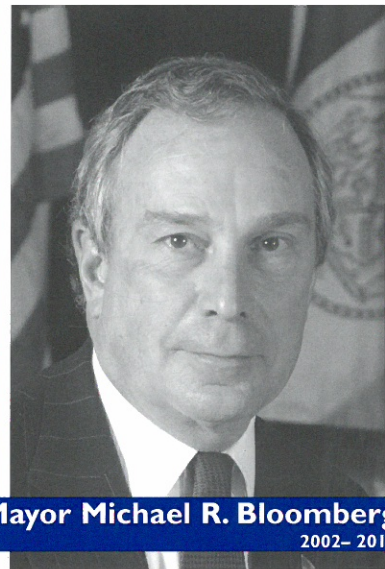
Mayor Edward I. Koch
1978–1989



Mayor David N. Dinkins
1990–1993



Mayor Rudolph W. Giuliani
1994–2001



Mayor Michael R. Bloomberg
2002–2013



Speaker Peter Vallone
CITY COUNCIL: 1986–2001



Speaker Gifford Miller
CITY COUNCIL: 2002–2005



Speaker Christine C. Quinn
CITY COUNCIL: 2006–2013