The puzzle pieces on the front and back of this booklet form the photograph on the bottom of the opposite page. Cut out the puzzle pieces, put the puzzle together and you will see a photograph of Jamaica, Queens in 1920. The photo shows the intersection of Hillside Avenue and Queens Boulevard. Use what you see in the photograph to answer the questions.

1. Is there a traffic light at the intersection? ______ How do the drivers know when to pass through the intersection? __________________________________________

2. What do you think the business on the corner is? ________________________________________________

3. Do you think this street was used for something besides car traffic? ________________________________
   What clues give you your answer? ______________________________________________________________

4. What time of year do you think it is? ____________ Why? __________________________________________

5. Can you find any evidence of electricity or telephones in the photograph? __________________________

6. Was this intersection busy in 1920? _______ Do you think it is busier today? ______________________
   Why or why not? ________________________________________________________________
This booklet will help you discover the history of Queens. Because you live and go to school here, Queens history is part of your history. As you read, you will see what it was like to live in Queens in the past and how your borough has grown and changed over time.

Did you know that Queens was not always the urban area that you know today? Before the arrival of Dutch settlers in the 1600s, this area was populated by Native Americans. Over the next two centuries, Queens became a county where most people worked on farms and lived in small towns. The people of Queens County played a big part in important historical events. Soldiers from Queens fought to end slavery in the Civil War.

Queens helped make New York City larger and more modern. At the end of the 19th century, the people of Queens chose to share a government with New York City. When new subways, bridges, roads and tunnels were built in Queens, it became very easy to get to and from other places in New York City. Queens became a busy place where many people lived and worked.

Queens has become a magnet for the world. In the past, people from all over the world visited Queens for special events, like the World's Fairs. Today, people from many different countries choose to make Queens their home.

Like all the people who lived here in the past, you are an important part of Queens. By studying Queens history, you will learn about your own history.
Native Americans called the Lenape were the first people to live in what is now Queens. The Lenape land was divided between four family groups: the Yamecah, the Rockaway, the Mespant, and the Matinecock. There is very little information about the Lenape because they did not leave written records. Some of their everyday objects, such as clay pots and stone arrowheads, have been found. These objects help us to understand what life was like for the Lenape.

The Lenape lived off the land. They settled in small villages near water. They lived in round huts made of bark and wood called wigwams. They hunted animals, gathered nuts and berries, and grew vegetables like corn, beans and squash. They also caught fish and harvested clams and oysters at fishing camps alongside rivers, ponds and the ocean. When Lenape people died, their families and fellow villagers buried them in special places.

This map will help you understand where the Lenape villages, burial grounds and fishing camps were located in our area. You might recognize the names of the Lenape regions because they are similar to names of neighborhoods that exist in Queens today. Each name has a meaning in the Lenape language. "Mespat" means the place of bad water; "Rockaway" means sandy place; "Yamecah" means a place where beavers live. The picture will give you an idea of a Lenape village. Use the picture and map to answer the questions below.

1. How many burial grounds can you find? _________ Draw circles around them.
2. Color in each fishing camp with red. What natural resources are the fishing camps near? ___________________________ Why do you think this is so? ___________________________
3. Which family group lived farthest west in Queens?

4. Which family group lived to the south of the Yamecah?

5. By looking at the picture above, can you tell how the Lenape traveled from one place to another?

6. How can you identify the women from the men? ___________________________ What clues are you using?

7. What season do you think it is in the picture? ___________________________ Why?

8. Can you draw lines connecting the Lenape names on the left with the names of current places in Queens on the right?

   Mespat                Jamaica
   Rockaway             Maspeth
   Yamecah              The Rockaways

9. If you were a Native American living at that time, where would you have wanted to live? ___________________________ Why? ___________________________
The photograph above shows soldiers from Queens who fought in the Civil War. The Civil War started in 1861 when 11 states in the South decided to break away or secede from the United States. They wanted to form their own nation, called the Confederate States of America. They did this because the new President, Abraham Lincoln, wanted to limit slavery. Many people in the South disagreed with Lincoln and wished to have a separate government. This started the Civil War.

Many men in Queens volunteered to fight to keep the nation unified. Other soldiers were drafted. By helping to win the Civil War for the United States, these soldiers helped to end slavery. To learn more about soldiers from Queens, examine the written records in the document above. This document lists information about those who fought for the Union Army. Use the document to answer the questions below.

1. These records were handwritten after the soldiers returned from war. In your own best handwriting, fill in the entry next to the arrow using the following information: James Bowman, who was born in Queens, was a white, 24-year-old whose occupation was the same as the two men listed before him. As a private in the Army, he served 36 months.

2. What is the name of the oldest soldier? _____________________________________ How old is he? _____

3. How many soldiers were born in the United States? (Note: Kings County is Brooklyn; Suffolk County is part of Long Island) ____________
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Color</th>
<th>Place of Birth</th>
<th>Civil Condition</th>
<th>Trade or Occupation</th>
<th>Rank</th>
<th>Months in the Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Wagner</td>
<td>35</td>
<td>German</td>
<td>New York</td>
<td>From Canada</td>
<td>Private</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Patrick O'Shea</td>
<td>27</td>
<td>Irish</td>
<td>New York</td>
<td>From Ireland</td>
<td>Seaman</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Henry Cleminck</td>
<td>36</td>
<td>German</td>
<td>New York</td>
<td>From Ireland</td>
<td>Private</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Edward Hill</td>
<td>51</td>
<td>Irish</td>
<td>New York</td>
<td>From Ireland</td>
<td>Private</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Frank L. Ross</td>
<td>65</td>
<td>Irish</td>
<td>New York</td>
<td>From Ireland</td>
<td>Private</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Henry G. Duvall</td>
<td>44</td>
<td>Irish</td>
<td>New York</td>
<td>From Ireland</td>
<td>Private</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>James O. Duvall</td>
<td>54</td>
<td>Irish</td>
<td>New York</td>
<td>From Ireland</td>
<td>Private</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Michael Brown</td>
<td>21</td>
<td>Irish</td>
<td>New York</td>
<td>From Ireland</td>
<td>Private</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Jacob Duvall</td>
<td>39</td>
<td>Irish</td>
<td>New York</td>
<td>From Ireland</td>
<td>Private</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>George F. Bennett</td>
<td>22</td>
<td>Irish</td>
<td>New York</td>
<td>From Ireland</td>
<td>Private</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>William Fagan</td>
<td>37</td>
<td>Irish</td>
<td>New York</td>
<td>From Ireland</td>
<td>Private</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>

4. How many soldiers were farm workers? _____ How many were carpenters? _____ What was the number of shoe makers? ______

5. Look at the column labeled "color." What do you think the "B" in Jacob Duvall's entry stands for? Think about how Private Duvall felt about fighting in the Civil War. Be prepared to talk about this with the rest of your class.

6. Make a bar graph based on the ages of the soldiers. Look at the document and count how many soldiers are between 16-25 years old; 26-35 years old; 36-45 years old; and 46-55 years old. Fill in the bar graph.
Did you know that Queens was not always part of New York City? Before 1898, New York City only included Manhattan and parts of the Bronx. New York was an active and successful city, with a population of one million. Its energetic people and busy harbor attracted trade and commerce.

At that time, Queens was a county with separate villages and cities. Long Island City, Flushing and Jamaica were the main cities. The rest of the county was farms and swamps. Even though Queens was not part of New York City’s government, most of the people who lived here commuted to Manhattan for work.

In 1888, business leaders in New York City wanted to expand the city to include four neighboring areas: Queens, Brooklyn, Staten Island, and the rest of the Bronx. They wanted the people in these areas to share New York City’s taxes, which paid for roads and sewers. They hoped that a larger city population would mean that more people would buy from their businesses. The business leaders also thought that these new city limits would encourage people to move out of the crowded and unhealthy areas of Manhattan, especially the Lower East Side, into places like Queens.

These new areas plus Manhattan would be called boroughs. The five boroughs would join together or “consolidate” to create New York City. The proposed boroughs were already connected to New York City, especially because of the Brooklyn Bridge (opened in 1883) and ferry boats. The “consolidation” plan would make this official.

In 1894, residents of all five boroughs voted to decide whether or not their areas should consolidate into a single city. Voters also heard the opposite views. The opponents said that the special qualities of small town life would be lost. Some Queens residents were fearful of new people, especially recent immigrants, moving into their communities. Most of the people voted for consolidation and agreed that the boroughs would be joined together in 1898. The voters who liked the plan lived in Long Island City. Flushing was the only town in Queens where most people voted against the plan.
Use the drawing, map and what you have read to answer the questions.

1. Name the five boroughs that joined together to become the greater New York City.  

2. Name one reason some people in Queens voted against becoming part of New York City.  

3. In the drawing, describe the people shown casting their votes. Are there any women voting?  

4. What are the people using to cast their votes? How is this different from the way people vote today?  

5. Where are the people voting? Where do people in Queens vote today?  

6. If you had lived in Queens in 1894, would you have voted for or against the consolidation plan? Why or why not?  

7. Do you think that New York City should expand again to include New Jersey and Connecticut? Why or why not?  

MAP OF NEW YORK CITY WITH ALL FIVE BOROUGHS, 1898

New York City before 1898
Even though it was already a New York City borough, much of Queens was like the country until 1907.

Between 1907 and 1917, subways and elevated rail lines were built. These trains connected Queens to the rest of New York City. The Queensboro Bridge opened in 1909. This bridge joined Queens and Manhattan. The new bridge and subways made it possible for many people to live in Queens and work in other parts of the city. They also made it possible for people from all over the city to work in Queens. Because these new forms of transportation made it easy to travel to and from Queens, the borough became a busy place where many people lived and worked.

These pictures show the same place in Long Island City in 1917 and 1985. Use the pictures to answer the questions.

1. Describe what you think the surrounding land was like before the elevated train line was built.

   Why do you think the train line was built here?
The elevated subway, looking east along Queens Boulevard at Rawson Street, 1985.

2. Why are the roads wider in 1985 than in 1917?

3. Why are there more streetlights in 1985 than in 1917?

4. What do you see that was the same about the neighborhood in 1917 and 1985?

5. Do you think the street was busier in 1917 or 1985? _____ Why? ______

6. Describe the buildings you see in the 1985 photograph. __________________________
   __________________________ What clues tell you whether these buildings are where people lived or worked?

7. Do you think it was easier to travel in Queens in 1917 or 1985? _____________ Why? ______

8. Which of these pictures is your favorite? __________________________ Explain your answer.
Did you know that the second largest park in New York City is located in Queens? Ever since it was built in 1939, Flushing Meadows Corona Park has been a special place for New York City and the world.

In the 1920s and early 1930s, the area that is now the park was a garbage dump for Brooklyn. In 1939-1940, New York City held a World’s Fair where the dumps were. Changing this ugly place into a fairground was a big job. They flattened the garbage heaps, built lakes and ponds, and planted 10,000 trees and millions of flowers. The park became the perfect place for the World’s Fair, which was attended by people from all over the world. After the Fair ended, only one building was left standing in the park. It is called the New York City Building.

From 1946-1950, the New York City Building was used as the temporary headquarters for the United Nations. The United Nations is a very important organization where leaders of different countries meet to solve world problems. Today, this building houses the Queens Museum of Art.

There was another World’s Fair at the park in 1964-1965. You can still visit many landmarks built
for this Fair. One of these landmarks is a large model of the world called the Unisphere, which was the centerpiece of second World’s Fair. Another World’s Fair landmark is Shea Stadium, home of the New York Mets professional baseball team. The Singer Bowl was another stadium built for the second Fair. Today, the Singer Bowl, renamed the Louis Armstrong Stadium, is used for the U.S. Open tennis tournament. Another 1964-1965 World’s Fair building still in use is the New York Hall of Science, a science museum.

In 1967, after the second World’s Fair, Flushing Meadows Corona Park became the park that is in Queens today. People from all over the city still visit the park everyday.

The four pictures will help you learn more about the history of the park. They are out of order. Put them in order by numbering them from 1-4. Make the oldest picture number 1 and the newest one number 4. Using the blank lines, write a description for each picture and explain why you put the pictures in order the way that you did.
Queens is one of the most diverse places in the world. People from all over the world come to live here. The bar graph on this page shows where new immigrants to Queens came from during 1990 to 1994.

1. In the years between 1990 and 1994, where did the largest number of immigrants come from?

2. How many more people came from Asia than Central America (in thousands)?

3. Where did more people come from, Europe or Africa?

4. Estimate how many immigrants to Queens called themselves South Americans.

5. The bar labeled “other” includes the countries of immigrants not listed. Is your family’s country listed? If not, name both the country and continent. If so, do the same.

6. Look at a map of the world. Find and list four countries that are part of Asia. Do the same for South America and Europe.

**Immigrants’ Origins 1990-94**

Places of Origin:
- Asia
- South America
- Caribbean
- Europe
- Central America
- Africa
- Other

Number of Immigrants—Thousands

<table>
<thead>
<tr>
<th>Place of Origin</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>60</td>
</tr>
<tr>
<td>South America</td>
<td>45</td>
</tr>
<tr>
<td>Caribbean</td>
<td>40</td>
</tr>
<tr>
<td>Europe</td>
<td>35</td>
</tr>
<tr>
<td>Central America</td>
<td>30</td>
</tr>
<tr>
<td>Africa</td>
<td>20</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
</tbody>
</table>
Your ethnicity reflects your family’s country of origin or the customs and values you share with people in a different continent. Even if your family has been in the United States for hundreds of years, you can probably determine your ethnicity with your teacher’s help. If you have more than one ethnicity, pick one for this exercise. What is it?

List all the ethnicities in your class on the chalkboard. Find out how many people in the class have each one. Which is the most common kind of ethnicity for your class? This will be the top line of your bar graph. Looking at the other places listed, how many people in your class have ethnic ties to Asia? How many to the Caribbean? How many to South America? To Africa? To Central America? To Europe? To the Middle East? Each of the areas where someone in your class is from should appear on your graph. Write each place name on the lines along the left side of the graph.

Now you can make the bars of your graph. For each place draw a straight line as far as the numbers of people in your class who have each origin. You can use a different color for each bar.

Extra Credit

The photograph shows an immigrant family arriving at Kennedy International Airport in 1996. Imagine what it was like for this girl and her family to leave their native country and move to the United States. On a separate sheet of paper, write a story about a family’s journey to the United States.

*International Arrivals area, Kennedy Airport, 1996. (photo by Michael Dashkin)*
Many schools in Queens celebrate the history of the borough and of the United States. They do this by using the names of important people from the past. This map of Queens school districts shows where some of these schools are located. The encyclopedia in this lesson will help you learn about the people after whom the schools are named. Use the map and the encyclopedia to answer these questions.

1. Who is P.S. 143 named after? ________________

2. How many school districts are there in Queens? ________________

3. In which school district is the school named for Christa McAuliffe located? ________________

4. Which of these historic figures lived in Queens at some point in their lives? ________________

5. How many of the nine people were famous for being the “first” to do something that they did? ________________ If you wanted to be famous, how would you go about achieving fame? ________________

6. Which school on the map is located furthest to the south? List the name and the number. ________________

7. Rufus King and Francis Lewis each took part in creating documents that helped establish the United States. Name these two documents. ________________ Which document came first? ________________

8. Which of these people tried to change the way government works? ________________

9. Who do you think brought the greatest joy to others, and why? ________________

10. Which of these figures do you think was the most important? ________________ Why? ________________

11. If you went to the school named for the person you admire most here, what school district would you be attending? ________________

12. Who would you name a school after and why? ________________

Who's Who in Queens Schools

SUSAN B. ANTHONY 1820-1906
Susan B. Anthony led the fight for women’s rights. As a young woman, Anthony became concerned that women did not have the same rights as men, especially the right to vote. Susan B. Anthony founded the National Women’s Suffrage Association to fight for an amendment to the U.S. Constitution that would guarantee a woman’s right to vote. When she tried to vote in the 1872 election, she was arrested and fined. Fourteen years after her death in 1906, the 19th amendment to the Constitution finally gave women the right to vote. From 1979 to 1981, a one dollar coin was issued in Susan B. Anthony’s likeness, making her the first woman pictured on U.S. currency.

LOUIS ARMSTRONG 1901-1971
One of the greatest jazz musicians of all time, Louis Armstrong was famous for playing the trumpet and singing. He was born and raised in a very poor neighborhood in New Orleans, Louisiana. As a young man, he played the trumpet in river boats, concert halls, clubs and at funerals. As his fame increased, he became known as the “ambassador of jazz” and toured the world playing his music. He and his wife Lucille settled in Corona, Queens in 1943 and lived there until his death in 1971. Armstrong liked Corona because it reminded him of New Orleans. In 1977, the Louis Armstrong House was designated a national landmark.

ELIZABETH BLACKWELL 1821-1910
Born in 1821, Elizabeth Blackwell moved from England to New York City with her family in 1832. Blackwell wanted to become a doctor, but medical schools did not accept women at that time. She decided to apply to 29 medical schools anyway. Finally, in 1847, Blackwell was accepted at Geneva College in upstate New York. She graduated in 1849 with the highest grades in the entire school. Blackwell became the first woman in the United States to become a licensed doctor. Later, she founded a New York City hospital for women and children. Blackwell also started Women’s Medical College.

RUFUS KING 1755-1827
Rufus King was a politician and diplomat in the early years of the United States. In 1787, he attended the Constitutional Convention where he and other prominent Americans created the U.S. Constitution. The Constitution is the document which maps out the structure of American government and guarantees the rights of American citizens. He became a U.S. Senator for New York and also served as minister to England. In 1805, King purchased a mansion in Queens, known as King Mansion, which still stands on Jamaica Avenue. He lived in Queens and remained active in New York City and national politics until he died in 1827.
Francis Lewis 1713-1802
Born in England, Francis Lewis moved to America and became a successful businessman. After building a mansion in Whitestone, Queens in 1765, Lewis became an active supporter of the American Revolution. In 1776, he was one of the signers of the Declaration of Independence, the document announcing America’s separation from England. When England and America fought the War of Independence, he spent much of his fortune supplying American troops and supporting General George Washington. In retaliation, the British burned down his mansion and imprisoned his wife who died soon after she was released. After the war Lewis lived with the families of his sons, and died at the age of 90.

Thurgood Marshall 1908-1993
Thurgood Marshall was an attorney who fought to end the unfair treatment of African Americans. In many parts of the United States, African Americans were not allowed to attend public schools and colleges. This practice of excluding African Americans was called segregation. In 1954, Marshall convinced the Supreme Court to change the laws so that African American children could attend the same schools as white children. This made segregation in public schools unlawful. In 1967, Marshall was nominated to the United States Supreme Court, the first African American to attain that distinction. He served on the court until 1991.

Christa McAuliffe 1948-1986
Born and raised in Boston, Christa McAuliffe dreamed of one day flying in space. After graduating from college, McAuliffe became a school teacher. In 1985, she learned that a teacher would be chosen to go on the space shuttle to teach lessons from outer space to students on Earth. Out of the 11,000 teachers from all over the United States who applied, McAuliffe was chosen to be the first teacher in space. After completing rigorous astronaut training, she was ready for the launch of the space shuttle Challenger. After several delayed launches, the Challenger finally took off but exploded shortly after leaving the ground. McAuliffe and the other crew members died in this tragic accident.

Jackie Robinson 1919-1972
Jackie Robinson was the first African American to play Major League Baseball. Before Robinson, African Americans were not allowed to play in the major leagues. They played in a separate organization called the Negro Leagues. Robinson, a star player in the Negro Leagues, was approached by the Brooklyn Dodgers to become the first black player in the major leagues. He played in his first major league game in 1947 at Brooklyn’s Ebbets Field. He played ten years for the Dodgers and lived with his family in St. Albans, Queens. He was elected to the Baseball Hall of Fame in 1962.
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Project Directors
Richard K. Lieberman
Janet E. Lieberman

Associate Project Directors
Suzanne Crow
Dan Wishnoff

LaGuardia and Wagner Archives Staff
Michael Dashkin
Karla Guzman
Jan Qi-Jian Gau
David Hacker
Aimee Kaplan
Susan Landaira
Edward Malcolm
James Moske
Michael Ondruske
Sean White

Design
Abigail Sturges

Administration
Eduvina Estrella

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