

ALBANY 145



HUDSON RIVER  
PANORAMA

*400 years of history, art, and culture*

Teacher Resource



# HUDSON RIVER

## PANORAMA

*400 years of history art and culture*



Constructed Response Questions,  
Document Based Questions and Graphic Organizers for  
**ELEMENTARY AND MIDDLE SCHOOL STUDENTS**



**Entrance to the Highlands of the Hudson**, Hippolyte-Louis Garnier (1802–1855), France, Oil on canvas, c.1845, Gift of Albert B. Roberts, 2006.49.6

ALBANY INSTITUTE  
OF HISTORY & ART

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Constructed Response Question

**ELEMENTARY AND MIDDLE SCHOOL STUDENTS**

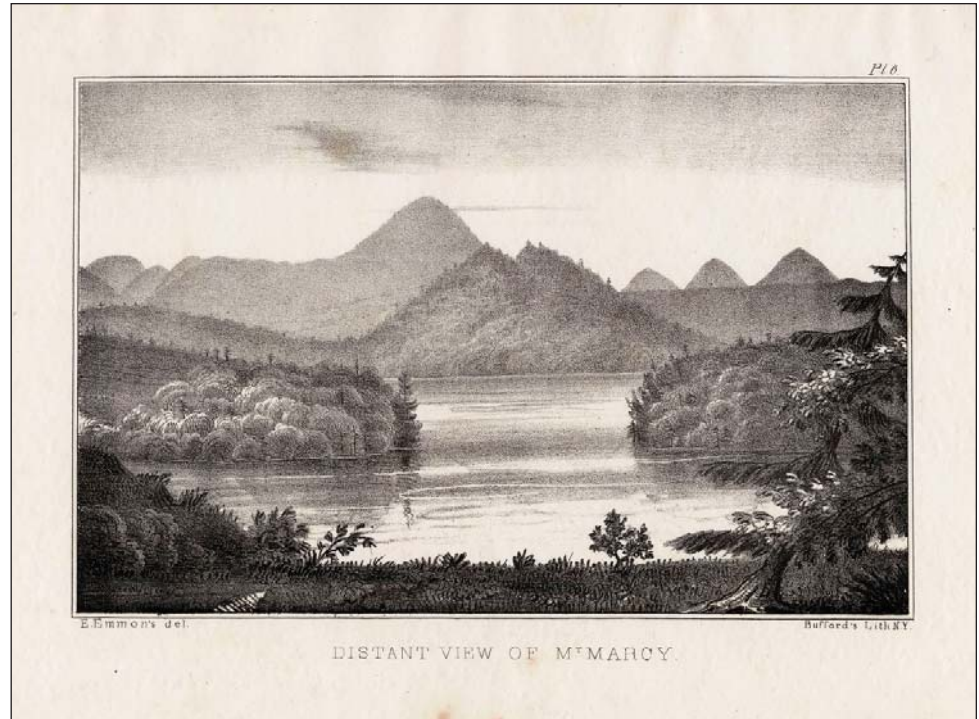
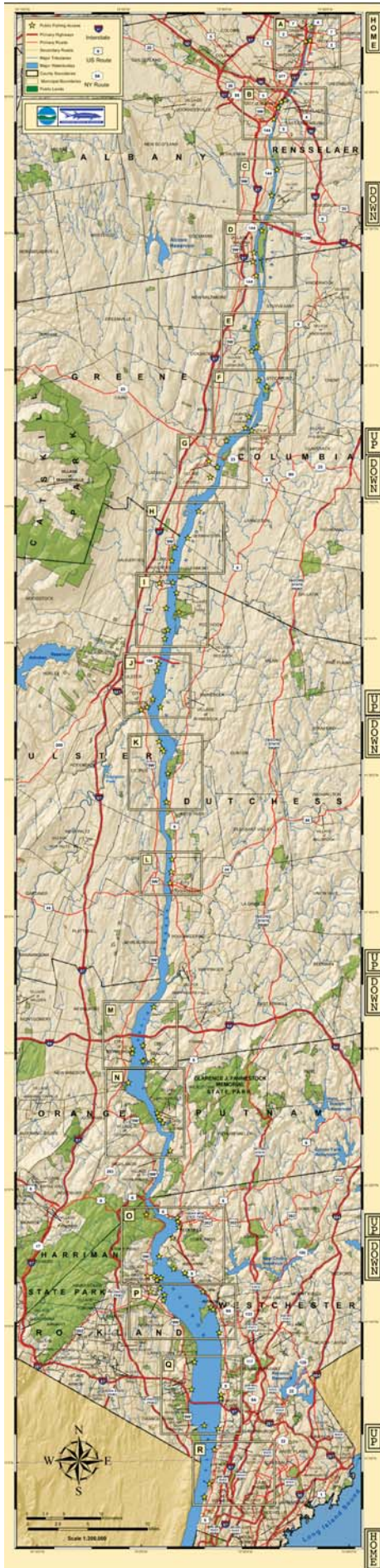
The natural history and environment of the Hudson River Valley has attracted explorers, settlers, scientists, and artists for over 400 years. The river valley's estuary status defines a vast and diverse flora and fauna. From the heights of Mt. Marcy south to the Atlantic Ocean, the Hudson River's ever-changing current continues to define our surroundings.



**A North West View of the Cohoes or Great Cataract of the Mohawk River, Drawn by Thomas Davies (c.1737–1812), Engraved by Peter Mazell (active 1764–1797), Colored engraving, c.1768, 1945.30**



## Constructed Response Question One



**Distant View of Mt. Marcy**, Drawn by Ebenezer Emmons (1799–1863),  
Printed by John Henry Bufford, (1810–1870) Lithograph, 1837, U1989.7.6

**Mt. Marcy, in the Adirondack Mountains, is the source of the 315-mile-long Hudson River.**

1. What is the source of the Hudson River? \_\_\_\_\_

2. How long is the Hudson River? \_\_\_\_\_

3. Identify three geographic features that can be found near Mt. Marcy:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



## Constructed Response Question Two



**Little Falls at Luzerne**, Drawn by William Guy Walls (1792– c.1864), Engraved by John Hill (1770–1850), Colored aquatint, c.1823, 1983.23.2

**As the Hudson River flows south from the Adirondack Mountains, its waters cascade over many falls and cataracts, or a series of river rapids and small waterfalls.**

1. Define cataracts: \_\_\_\_\_  
\_\_\_\_\_
2. What mountains appear in the background of the painting? \_\_\_\_\_
3. What type of building appears just at the very top of Little Falls?  
\_\_\_\_\_
4. According to the image, what evidence is shown that suggests the Hudson River eroded the nearby land formation?  
\_\_\_\_\_  
\_\_\_\_\_



### Constructed Response Question Three



A North West View of the Cohoes or Great Cataract of the Mohawk River, Drawn by Thomas Davies (c.1737–1812), Engraved by Peter Mazell (active 1764–1797), Colored engraving, c.1768, 1945.30

**The Hudson River has many tributaries, or smaller rivers, streams and creeks that flow into a larger river. The Mohawk River is the largest tributary of the Hudson River, joining the Hudson at its mouth near Cohoes.**

1. What is a tributary? \_\_\_\_\_  
\_\_\_\_\_
2. Into what body of water does the Mohawk River flow? \_\_\_\_\_  
\_\_\_\_\_
3. Compare the images in Constructed Response Questions two and three and identify three similar geographic features:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

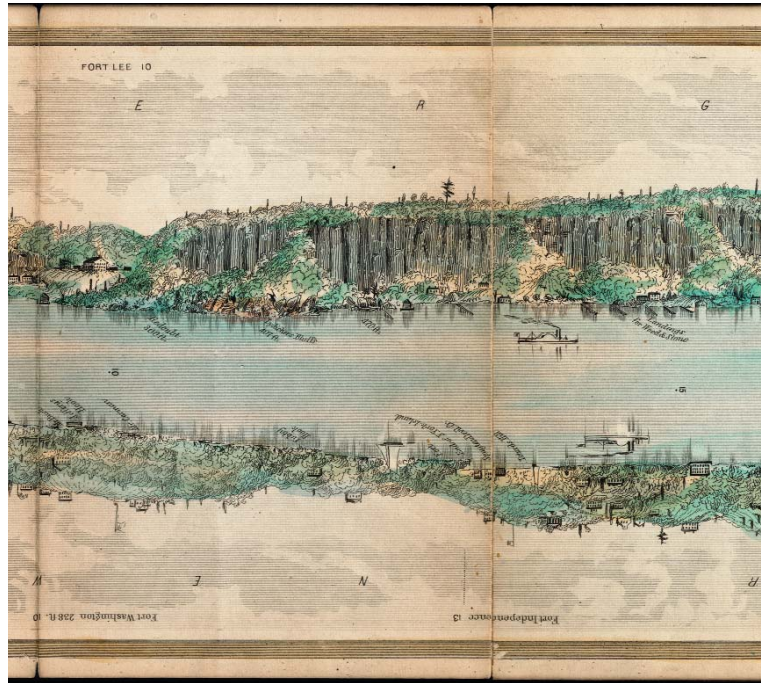


## Constructed Response Question Four

"The Palisades are a range of rocks, from 20 to 550 feet in height, extending a distance of about 20 miles. In some places they rise almost perpendicularly from the shore, and form a solid wall of rock, diversified only by an occasional fishing hut on the beach at their base, or sometimes by an interval of a few acres of arable land and a steep road leading to their top."

— William Wade, 1846

Fort Lee, Fort Independence section, **Panorama of the Hudson River from New York to Albany**, William Wade and William Croome, NY, NY, 1845, Colored Engraving, Spc. 974.73 WAD



**The Palisades on the Hudson,**  
Jacques Milbert, 1823

1. Define Palisades: \_\_\_\_\_

\_\_\_\_\_

2. Identify two ways in which the opposing shorelines of the Hudson River are different.

1. \_\_\_\_\_

\_\_\_\_\_

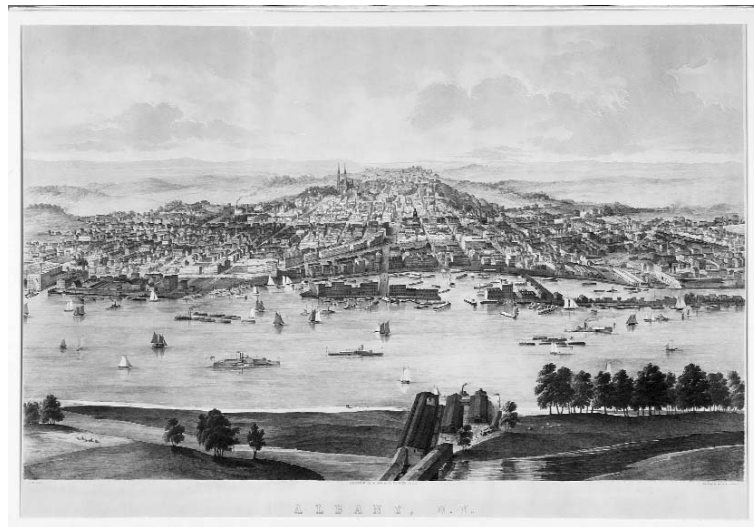
2. \_\_\_\_\_

\_\_\_\_\_



## Constructed Response Question Five

**Document 1** View of Albany and Rensselaer, Richard Haas (1936– ), Watercolor on paper, 1979, Gift of Eliot H. Lumard, 1996.24



**Document 2** Albany, NY, Drawn by John William Hill, (1812–1879), Lithograph, 1853, U1977.64



**Document 3** Albany from Van Rensselaer's Island, Ann Bell, Oil on wood panel, c.1850, Gift of Mrs. Gates B. Aufesser, 1963.032

**Two centuries of human settlement along the Hudson River at Albany have greatly changed the river's environment.**

1. Based on the images above, identify two ways in which the Hudson River has changed physically.

1. \_\_\_\_\_

2. \_\_\_\_\_

2. Compare the images above and identify three ways in which the city of Albany has developed over time.

1. \_\_\_\_\_

2. \_\_\_\_\_

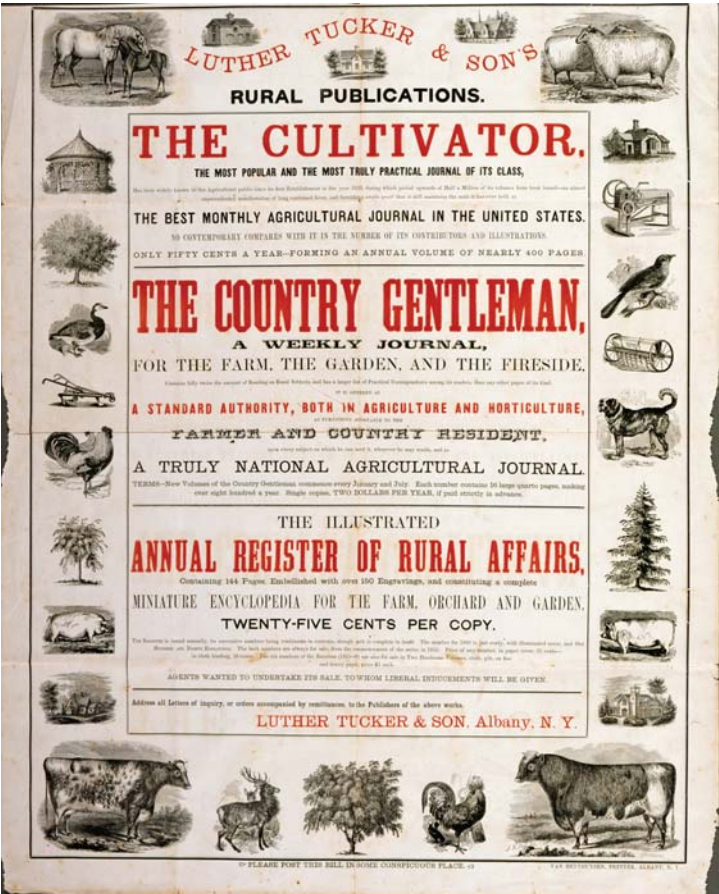
3. \_\_\_\_\_



Constructed Response Question Six



Bear Totem, Don Nice, 1984, Oil on canvas, 1991.62



Broadside for The Cultivator, Proprietors Luther Tucker & Sons, Printed by Van Benthuyssen, Printer, Albany, NY, Ink on paper, 1860, PB 0265

In the chart below, identify three types of fauna found in NY State from each of the images above

| Image          | Type of Fauna |
|----------------|---------------|
| Bear Totem     | 1.            |
|                | 2.            |
|                | 3.            |
| The Cultivator | 1.            |
|                | 2.            |
|                | 3.            |



# Constructed Response Question Seven

29 DE 4.21/12

| <p style="text-align: center;"><b>INDICATIONS OF SPRING,</b><br/>BY<br/><b>ROBERT MARSHAM, Esq. F.R.S.</b></p> <p><i>To the Albany Lyceum</i> <span style="float: right;"><i>Printed by Sigsbee &amp; Co.</i></span></p> |                          |                         |                            |                        |                                 |                        |                       |                     |                            |  |
|--|--------------------------|-------------------------|----------------------------|------------------------|---------------------------------|------------------------|-----------------------|---------------------|----------------------------|--|
|  | <b>Snow Drops Appear</b> | <b>The Thrush Sings</b> | <b>Northern Leaf</b>       | <b>Hawthorn Flower</b> | <b>Frogs &amp; Toads Croak</b>  | <b>Sycamore Leaf</b>   | <b>Birch Leaf</b>     | <b>Elm Leaf</b>     | <b>Mountain Ash Leaf</b>   |  |
|  | Years                    | Years                   | Years                      | Years                  | Years                           | Years                  | Years                 | Years               | Years                      |  |
| <b>Earliest</b>  | 1778 Dec. 24             | 1755 Dec. 4             | 1759 Feb. 11               | 1750 Apr. 13           | 1751 Feb. 20                    | 1751 Feb. 22           | 1750 Feb. 21          | 1779 March 4        | 1777 March 5               |  |
| <b>Latest</b>  | 1778 Feb. 10             | 1766 Feb. 13            | 1784 Apr. 32               | 1779 June 2            | 1771 May 4                      | 1771 May 4             | 1771 May 4            | 1786 May 6          | 1771 May 2                 |  |
| <b>Greatest Diff<sup>y</sup></b>   | Observed in 53 days      | Observed in 56 days     | Observed in 57 days        | Observed in 57 days    | Observed in 57 days             | Observed in 57 days    | Observed in 53 days   | Observed in 47 days | Observed in 43 days        |  |
| <b>medium Time</b>   | 1750 Aug. 15             | 1747 Aug. 14            | 1755 March 17              | 1744 May 12            | 1763 March 30                   | 1744 March 30          | 1745 March 27         | 1773 Apr. 6         | 1773 Apr. 6                |  |
|  | <b>Oak Leaf</b>          | <b>Beech Leaf</b>       | <b>Horse Chestnut Leaf</b> | <b>Chestnut Leaf</b>   | <b>Hornbeam Leaf</b>            | <b>Ash Leaf</b>        | <b>Ring Doves Coo</b> | <b>Rooks Build</b>  | <b>Young Rooks</b>         |  |
| <b>Earliest</b>  | 1750 March 31            | 1779 Apr. 5             | 1765 Apr. 10               | 1764 Mar. 28           | 1774 March 7                    | 1777 Apr. 2            | 1751 Dec. 37          | 1800 Feb. 2         | 1747 March 26              |  |
| <b>Latest</b>  | 1777 May 20              | 1771 May 10             | 1771 May 2                 | 1770 May 12            | 1771 May 7                      | 1772 May 26            | 1761 March 20         | 1767 March 14       | 1766 Apr. 24               |  |
| <b>Greatest Diff<sup>y</sup></b>   | Observed in 54 days      | Observed in 53 days     | Observed in 47 days        | Observed in 56 days    | Observed in 40 days             | Observed in 56 days    | Observed in 47 days   | Observed in 53 days | Observed in 52 days        |  |
| <b>medium Time</b>   | 1757 Apr. 26             | 1785 Apr. 23            | 1784 Apr. 23               | 1776 Apr. 21           | 1789 Apr. 9                     | 1787 Apr. 29           | 1750 May 22           | 1761 Feb. 21        | 1789 Apr. 16               |  |
|  | <b>Swallows Appear</b>   | <b>Cuckoo Sings</b>     | <b>Nightingale Sings</b>   | <b>Chim Owl Sings</b>  | <b>Yellow Butterfly Appears</b> | <b>Tarnish Flowers</b> | <b>Vine Leaf</b>      | <b>Maple Leaf</b>   | <b>Wood Anemone Blooms</b> |  |
| <b>Earliest</b>  | 1756 March 30            | 1752 Apr. 9             | 1752 Apr. 7                | 1751 Apr. 27           | 1790 Aug. 10                    | 1796 Aug. 10           | 1794 March 19         | 1794 March 15       | 1790 March 16              |  |
| <b>Latest</b>  | 1796 Apr. 26             | 1767 May 7              | 1792 May 19                | 1772 Aug. 26           | 1783 Apr. 17                    | 1790 Aug. 15           | 1756 May 7            | 1771 May 7          | 1784 Apr. 22               |  |
| <b>Greatest Diff<sup>y</sup></b>   | Observed in 62 days      | Observed in 57 days     | Observed in 57 days        | Observed in 46 days    | Observed in 56 days             | Observed in 53 days    | Observed in 43 days   | Observed in 53 days | Observed in 50 days        |  |
| <b>medium Time</b>   | 1777 Apr. 13             | 1757 Apr. 23            | 1754 Apr. 28               | 1760 May 27            | 1773 March 3                    | 1742 Apr. 15           | 1796 Apr. 13          | 1758 Apr. 12        | 1775 Apr. 5                |  |



Above:  
**Indications of Spring** chart,  
Robert Marsham  
(1708–1797),  
Ink on paper, c.1800,  
Museum Archives,  
Box 3.1.1

From left to right:  
**Large Aspen**  
From John Torrey,  
*Flora of the State*  
*of New York*,  
Published by Carroll  
and Cook, Albany, NY  
Chromolithograph,  
1843, AIHA

**Rock Chestnut Oak**,  
From François André  
Michaux, *The North*  
*American Sylva*, Drawn  
by Pancrace Bessa  
(1772– c.1836), Published  
by Rice, Rutter & Co.,  
Philadelphia, PA, Colored  
stipple engraving, 1865,  
2008.19.2



Constructed Response Question Seven

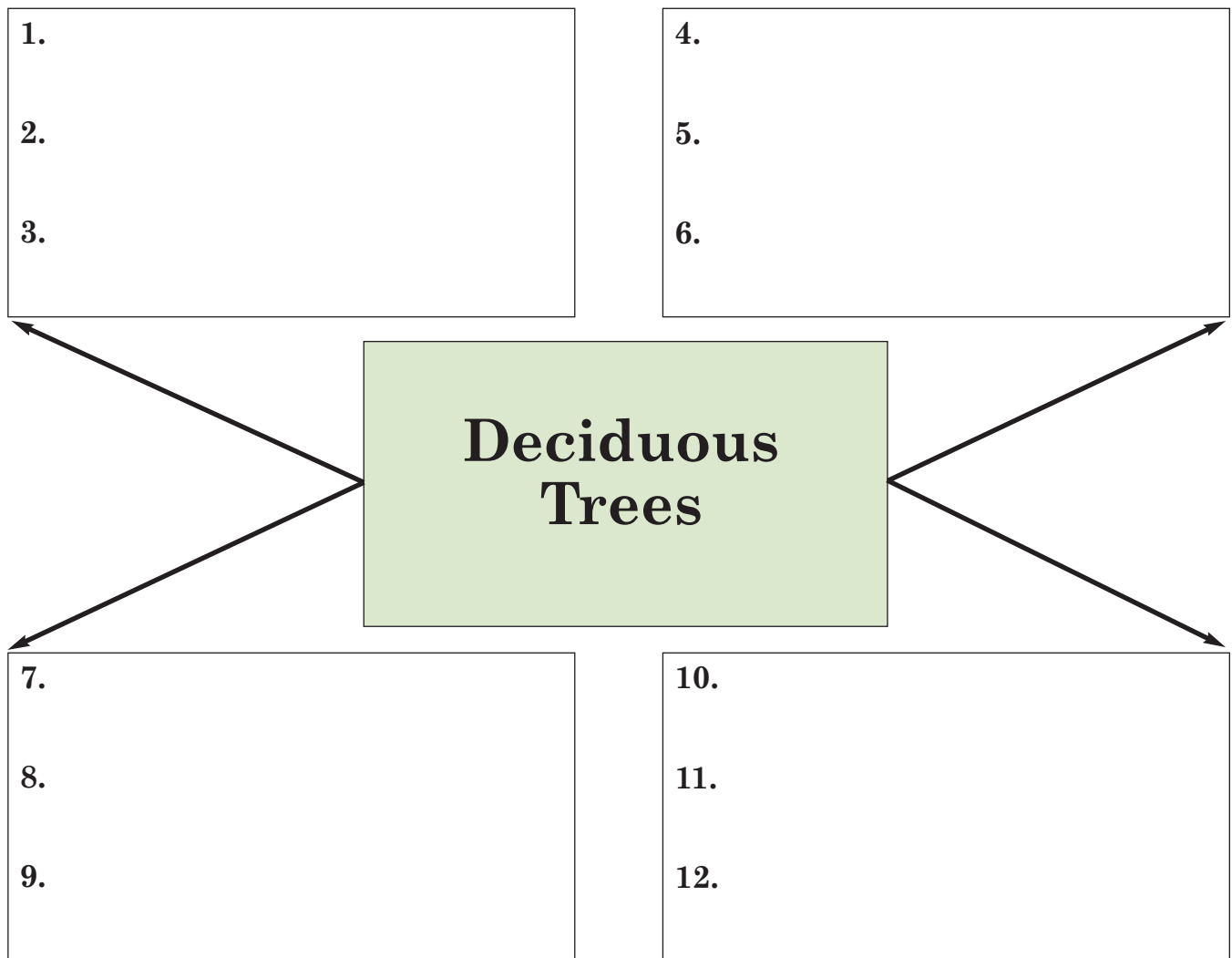
Transcription of Indications of Spring Chart as seen on previous page.

| INDICATIONS OF SPRING       |                            |           |                      |          |                        |           |                      |          |                             |           |                      |           |                      |           |                      |           |                      |           |
|-----------------------------|----------------------------|-----------|----------------------|----------|------------------------|-----------|----------------------|----------|-----------------------------|-----------|----------------------|-----------|----------------------|-----------|----------------------|-----------|----------------------|-----------|
| BY                          |                            |           |                      |          |                        |           |                      |          |                             |           |                      |           |                      |           |                      |           |                      |           |
| ROBERT MARSHAM, Esq.F.R.S.  |                            |           |                      |          |                        |           |                      |          |                             |           |                      |           |                      |           |                      |           |                      |           |
| Presented by Jesse Buel Jr. |                            |           |                      |          |                        |           |                      |          |                             |           |                      |           |                      |           |                      |           |                      |           |
| To the Albany<br>Lyceum     | Snow Drop Appears          |           | The Thrush Sings     |          | Hawthorne Leaf         |           | Hawthorne Flowers    |          | Frogs & Toads<br>Croak      |           | Sycamore Leaf        |           | Birch Leaf           |           | Elm Leaf             |           | Mountain Ash Leaf    |           |
|                             | Years                      | Years     | Years                | Years    | Years                  | Years     | Years                | Years    | Years                       | Years     | Years                | Years     | Years                | Years     | Years                | Years     | Years                |           |
|                             | 1778                       | Dec. 24   | 1735                 | Dec. 4   | 1759                   | Feb. 11   | 1750                 | Apr. 13  | 1758                        | Feb. 20   | 1750                 | Feb. 22   | 1750                 | Feb. 29   | 1779                 | March. 4  | 1779                 | March 5.  |
|                             | 1795                       | Febr. 10  | 1766                 | Febr. 13 | 1784                   | Apr. 23   | 1799                 | June. 2  | 1776                        | May. 4    | 1771                 | May. 4    | 1771                 | May. 4    | 1784                 | May. 6    | 1771                 | May. 2    |
|                             | Observed<br>in 55<br>Years |           | Observed<br>in 56 Y. | 81 days  | Observed<br>in 59 Y.   | 70 days   | Observed<br>in 59 Y. | 50 days  | Observed<br>in 57 Y.        | 73 days   | Observed<br>in 57 Y. | 71 days   | Observed<br>in 52 Y. | 72 days   | Observed<br>in 47 Y. | 63 days   | Observed<br>in 43 Y. | 57 days   |
|                             | 1750                       | Jan. 15   | 1747                 | Jan. 14  | 1755                   | March. 19 | 1764                 | May. 12  | 1763                        | March. 30 | 1744                 | March 30. | 1745                 | March. 29 | 1773                 | Apr. 6    | 1773                 | Apr. 6    |
|                             | 1750                       | Jan. 15   | 1747                 | Jan. 14  | 1755                   | March. 19 | 1764                 | May. 12  | 1763                        | March. 30 | 1744                 | March 30. | 1745                 | March. 29 | 1773                 | Apr. 6    | 1773                 | Apr. 6    |
|                             | 1750                       | Jan. 15   | 1747                 | Jan. 14  | 1755                   | March. 19 | 1764                 | May. 12  | 1763                        | March. 30 | 1744                 | March 30. | 1745                 | March. 29 | 1773                 | Apr. 6    | 1773                 | Apr. 6    |
|                             | 1750                       | Jan. 15   | 1747                 | Jan. 14  | 1755                   | March. 19 | 1764                 | May. 12  | 1763                        | March. 30 | 1744                 | March 30. | 1745                 | March. 29 | 1773                 | Apr. 6    | 1773                 | Apr. 6    |
|                             | 1750                       | Jan. 15   | 1747                 | Jan. 14  | 1755                   | March. 19 | 1764                 | May. 12  | 1763                        | March. 30 | 1744                 | March 30. | 1745                 | March. 29 | 1773                 | Apr. 6    | 1773                 | Apr. 6    |
|                             | Oak Leaf                   |           | Beech Leaf           |          | Horse<br>Chestnut Leaf |           | Chestnut Leaf        |          | Hornbeam Leaf               |           | Ash Leaf             |           | Ring Doves Coo       |           | Rocks Build          |           | Young Rooks          |           |
|                             | 1750                       | March. 31 | 1779                 | Apr. 5   | 1763                   | March. 25 | 1764                 | Mar. 28  | 1794                        | March. 7  | 1779                 | Apr. 2    | 1751                 | Dec. 27   | 1800                 | Feb. 2    | 1747                 | March. 26 |
|                             | 1799                       | May. 20   | 1771                 | May. 10  | 1772                   | May. 2    | 1770                 | May. 12  | 1771                        | May. 7    | 1772                 | May.26    | 1761                 | Mar. 20   | 1767                 | March. 14 | 1766                 | April. 24 |
|                             | Observed<br>in 54 Y.       | 50 days   | Observed<br>in 55 Y. | 35 days  | Observed<br>in 47 Y.   | 52 days   | Observed<br>in 36 Y. | 45 days  | Observed<br>in 40 Y.        | 61 days   | Observed<br>36 Y.    | 54 days   | Observed<br>in 47 Y. | 83 days   | Observed<br>in 53 Y. | 40 days   | Observed<br>in 52 Y. | 29 days   |
|                             | 1757                       | Apr. 26   | 1785                 | Apr.23   | 1784                   | Apr.23    | 1776                 | Apr. 21  | 1789                        | Apr. 9    | 1787                 | Apr.29    | 1750                 | Jan. 22   | 1744                 | Feb. 21   | 1789                 | Apr. 14   |
|                             | 1757                       | Apr. 26   | 1785                 | Apr.23   | 1784                   | Apr.23    | 1776                 | Apr. 21  | 1789                        | Apr. 9    | 1787                 | Apr.29    | 1750                 | Jan. 22   | 1744                 | Feb. 21   | 1789                 | Apr. 14   |
|                             | 1757                       | Apr. 26   | 1785                 | Apr.23   | 1784                   | Apr.23    | 1776                 | Apr. 21  | 1789                        | Apr. 9    | 1787                 | Apr.29    | 1750                 | Jan. 22   | 1744                 | Feb. 21   | 1789                 | Apr. 14   |
|                             | 1757                       | Apr. 26   | 1785                 | Apr.23   | 1784                   | Apr.23    | 1776                 | Apr. 21  | 1789                        | Apr. 9    | 1787                 | Apr.29    | 1750                 | Jan. 22   | 1744                 | Feb. 21   | 1789                 | Apr. 14   |
|                             | 1757                       | Apr. 26   | 1785                 | Apr.23   | 1784                   | Apr.23    | 1776                 | Apr. 21  | 1789                        | Apr. 9    | 1787                 | Apr.29    | 1750                 | Jan. 22   | 1744                 | Feb. 21   | 1789                 | Apr. 14   |
|                             | 1757                       | Apr. 26   | 1785                 | Apr.23   | 1784                   | Apr.23    | 1776                 | Apr. 21  | 1789                        | Apr. 9    | 1787                 | Apr.29    | 1750                 | Jan. 22   | 1744                 | Feb. 21   | 1789                 | Apr. 14   |
|                             | Swallows Appear            |           | Cuckoo Sings         |          | Nightingale Sings      |           | Churn Owl Sings      |          | Yellow<br>Butterfly Appears |           | Turnip Flowers       |           | Lime Leaf            |           | Maple Leaf           |           | Wood Anemone Blows   |           |
|                             | 1736                       | March. 30 | 1750                 | Apr. 9   | 1752                   | Apr. 7    | 1781                 | Apr. 29  | 1790                        | Jan. 14   | 1796                 | Jan. 10   | 1794                 | March. 19 | 1794                 | March. 15 | 1790                 | March. 16 |
|                             | 1796                       | Apr. 26   | 1767                 | May. 7   | 1792                   | May. 19   | 1792                 | June. 26 | 1783                        | Apr. 17   | 1790                 | Aug. 15   | 1756                 | May. 7    | 1771                 | May. 7    | 1784                 | April. 22 |
|                             | Observed<br>in 62 Y.       | 27 days   | Observed<br>in 51 Y. | 29 days  | Observed<br>59 Y.      | 42 days   | Observed<br>in 46 Y. | 58 days  | Observed<br>36 Y.           | 93 days   | Observed<br>55 Y.    | 129 days  | Observed<br>43 Y.    | 47 days   | Observed<br>in 34 Y. | 53 days   | Observed<br>in 30 Y. | 37 days   |
|                             | 1777                       | Apr. 13   | 1789                 | Apr. 23  | 1784                   | Apr. 28   | 1760                 | 29-May   | 1773                        | March. 3  | 1742                 | Apr. 15   | 1796                 | Apr. 13   | 1788                 | Apr. 12   | 1778                 | Apr. 5    |
|                             | 1777                       | Apr. 13   | 1789                 | Apr. 23  | 1784                   | Apr. 28   | 1760                 | 29-May   | 1773                        | March. 3  | 1742                 | Apr. 15   | 1796                 | Apr. 13   | 1788                 | Apr. 12   | 1778                 | Apr. 5    |
|                             | 1777                       | Apr. 13   | 1789                 | Apr. 23  | 1784                   | Apr. 28   | 1760                 | 29-May   | 1773                        | March. 3  | 1742                 | Apr. 15   | 1796                 | Apr. 13   | 1788                 | Apr. 12   | 1778                 | Apr. 5    |
|                             | 1777                       | Apr. 13   | 1789                 | Apr. 23  | 1784                   | Apr. 28   | 1760                 | 29-May   | 1773                        | March. 3  | 1742                 | Apr. 15   | 1796                 | Apr. 13   | 1788                 | Apr. 12   | 1778                 | Apr. 5    |
|                             | 1777                       | Apr. 13   | 1789                 | Apr. 23  | 1784                   | Apr. 28   | 1760                 | 29-May   | 1773                        | March. 3  | 1742                 | Apr. 15   | 1796                 | Apr. 13   | 1788                 | Apr. 12   | 1778                 | Apr. 5    |
|                             | 1777                       | Apr. 13   | 1789                 | Apr. 23  | 1784                   | Apr. 28   | 1760                 | 29-May   | 1773                        | March. 3  | 1742                 | Apr. 15   | 1796                 | Apr. 13   | 1788                 | Apr. 12   | 1778                 | Apr. 5    |



The Hudson River Valley is filled with a great variety of trees. From conifer forests, deciduous oak, maple and aspen woodlands as well as flowering species, the Hudson Valley fulfills a botanist's dreams.

Based on the images on the opposite page and the transcription of the document "Indications of Spring," complete the chart below by identifying twelve deciduous trees found throughout the Hudson River Valley.







## Document Based Questions

### NATURAL HISTORY AND ENVIRONMENT

#### Historical Context

The natural history and environment of the Hudson River Valley has attracted explorers, settlers, scientists, and artists for over 400 years. The River Valley's estuary status defines a vast and diverse flora and fauna. From the heights of Mt. Marcy south to the Atlantic Ocean, the Hudson River's ever-changing current continues to define our surroundings.

#### Task

Using information from the documents, Part A answers, and your knowledge of social studies, complete the Part B essay in which you will be asked to:

Grade 4/5

- Write about the different environments that are found in the Hudson River Valley.

Grade 7/8

- Describe the different types of environment, flora and fauna that are found in the Hudson River Valley.



## Part A Short-Answer Questions

**Directions:** Analyze the documents and answer the short-answer questions that follow each document in the space provided



**Document 1** *Lake Tear of the Clouds*, Frontispiece from Verplanck Colvin, *Report on the Progress of the Topographical Survey of the Adirondack Region of New York*, Drawn by Verplanck Colvin (1847–1920), Published by Weed, Parson & Co. Albany, 1880, Lithograph on paper

1. What body of water is the source of the Hudson River?

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2. What geographic land formation contains the source of the Hudson River?

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### Document 2

**The Adirondacks**, James M. Hart, 1861, Oil on canvas, Gift by exchange, Governor and Mrs. Averell Harriman, 1987.32

3. Based on the document, identify the main type of flora depicted.

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### Document 3

**Albany from the East Side of the Hudson River**, William Hart (1823–1894), Oil on canvas, 1846, Gift of the Vosburgh Estate, x1940.636.2

4. According to the document, how does the Hudson River Valley's topography change from locations in the northern mountains to the depicted area around Albany?

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### Document 4

**Storm King on the Hudson**, Homer Dodge Martin (1836–1897), Oil on canvas, 1862, Gift of the estate of Anna Vandenberg, 1909.19.3

**As the Hudson River flows south, it winds its way through the Hudson Highlands starting at Storm King Mountain, just south of Newburgh, NY. After a long southerly course of lowlands and farming plains, the Highlands rise dramatically in elevation from the river's edge.**

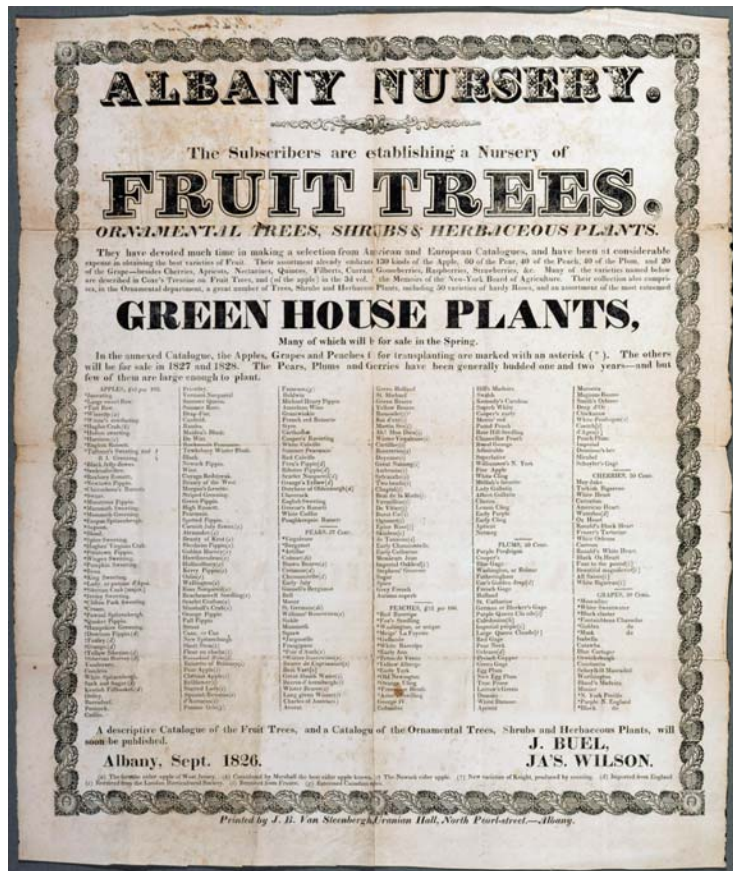
5. As the Hudson River reaches the Highlands, how does the environment change in comparison to that of the Adirondacks? (Compare documents 2 and 4)

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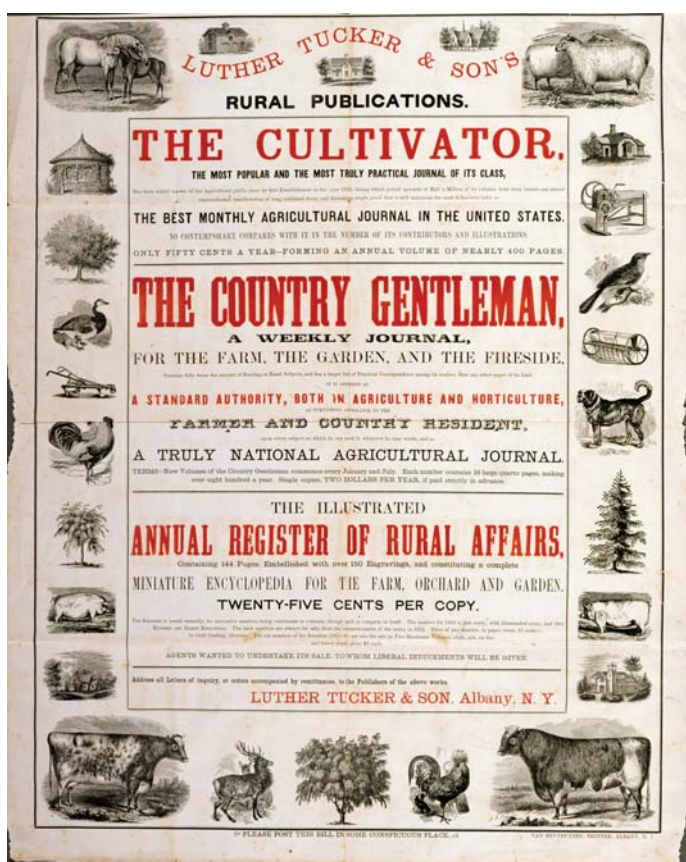


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**Document 5a** Albany Nursery broadside, J. B. Van Steenburgh, printer, Albany, Ink on paper, 1826, PB 0051

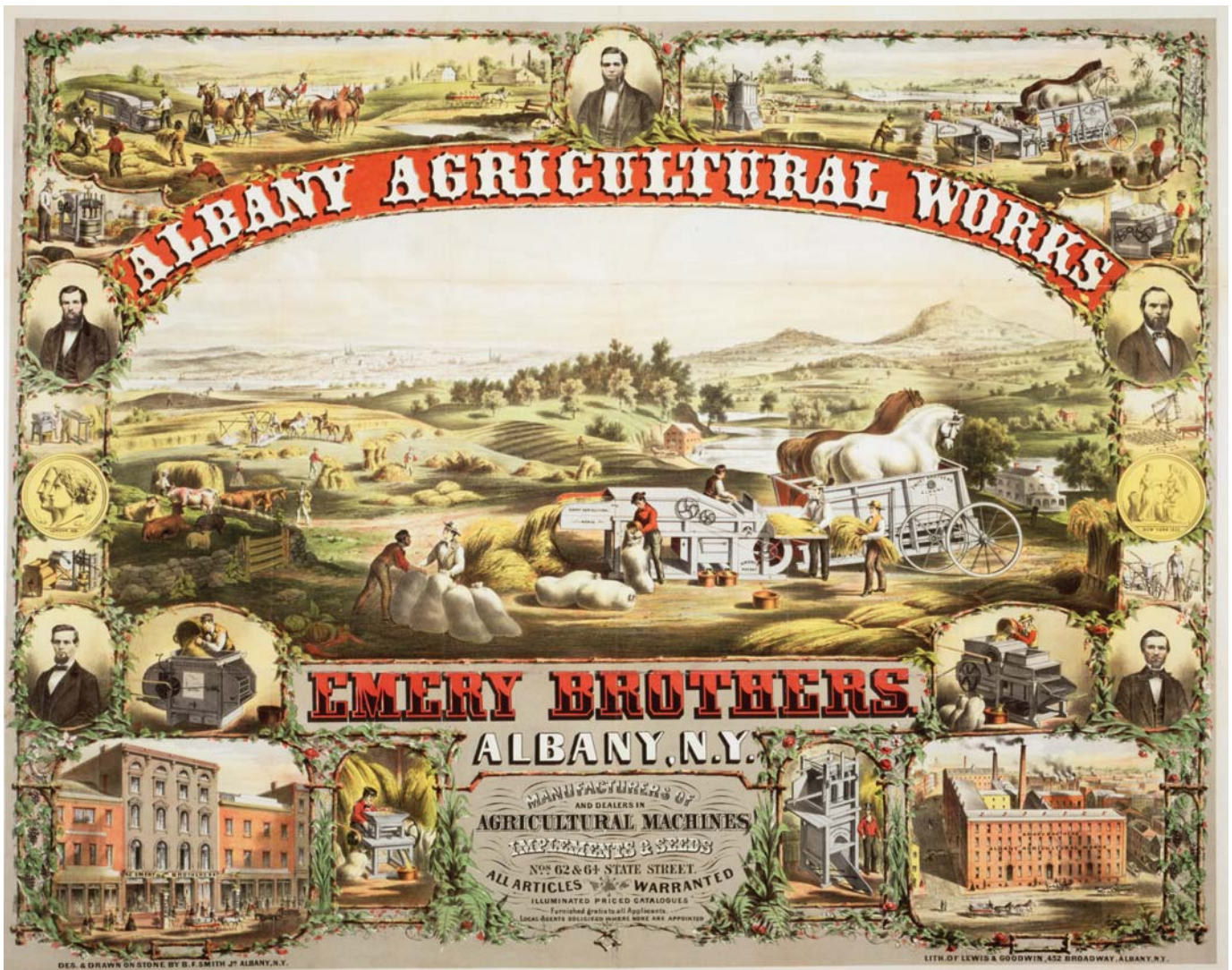


**Document 5b** Broadside for The Cultivator, Proprietors Luther Tucker & Sons, Printed by Van Benthuyssen, Printer, Albany, NY, Ink on paper, 1860, PB 0265

6. Based on documents 5(a) and 5(b), identify two different types of agricultural development in the Hudson River Valley.

1. \_\_\_\_\_
2. \_\_\_\_\_





Albany Agricultural Works, Drawn by Benjamin Smith, Published by Lewis and Goodwin, Chromolithograph on paper, c.1865, 1964.67

7. The Emery Brothers' Albany Agricultural Works manufactured agricultural machines. Identify two ways these machines helped farmers.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Document Based Questions

### NATURAL HISTORY AND ENVIRONMENT

#### Historical Context

The natural history and environment of the Hudson River Valley has attracted explorers, settlers, scientists, and artists for over 400 years. The River Valley's estuary status defines a vast and diverse flora and fauna. From the heights of Mt. Marcy south to the Atlantic Ocean, the Hudson River's ever-changing current continues to define our surroundings.

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Grade 4/5

– Write about the different environments that are found in the Hudson River Valley.

Grade 7/8

– Describe the different types of environment, flora and fauna that are found in the Hudson River Valley.

**You may use the documents from the Constructed Response Question section to help answer the question in Part B.**



## TRANSPORTATION

For thousands of years people have traveled up, down and across the Hudson River and its surrounding valley. Modes of transportation have changed with the times. Whether for pleasure, trade, or industry, the river has offered its use for the benefit of settlement and cultural and commercial development.

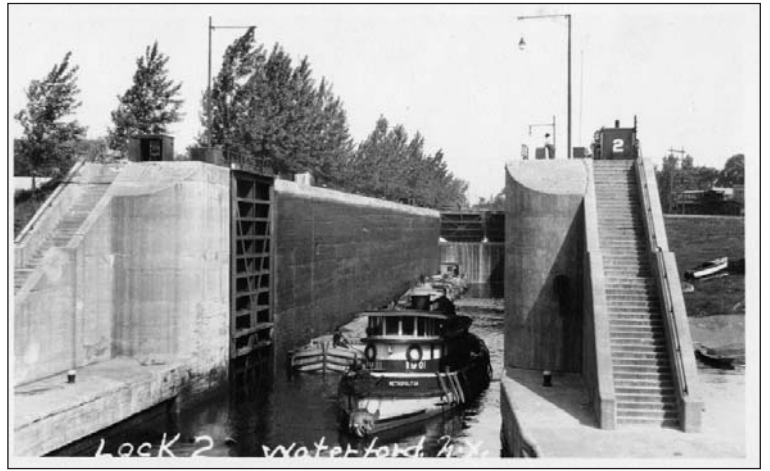


View on the Hudson River near Athens, New York, George K. Nedtwick (1854–after 1912), Oil on canvas, c.1890, 1951.64





1. The steamboat *Clermont*'s first trip was in 1807.



2. Erie Canal, 1940



3. Train and Tugboat, 1925

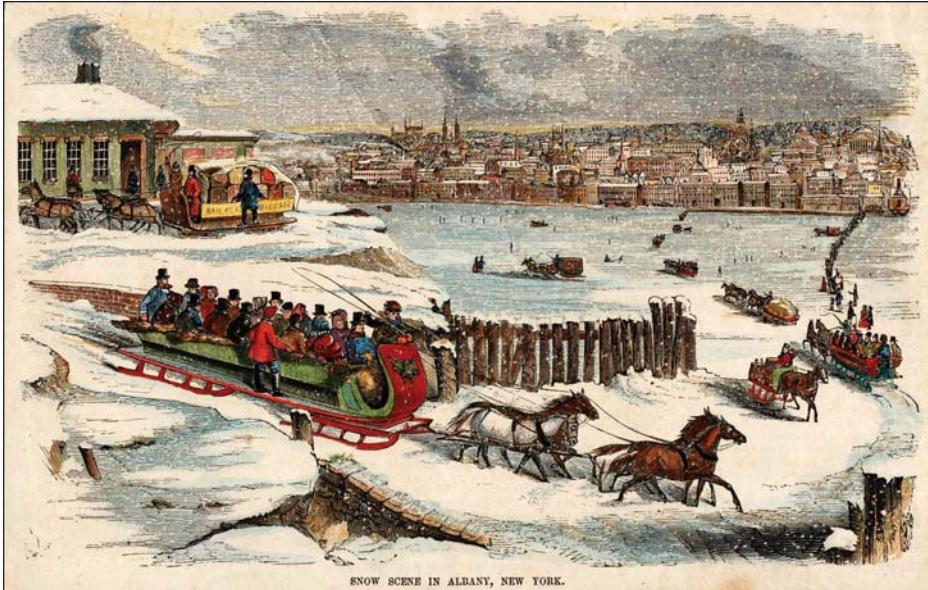


4. Hudson's ship *Half Moon* sails in 1609.

5. Steamship *Mary Powell*'s first voyage was in 1850.







6. Albany, 1850

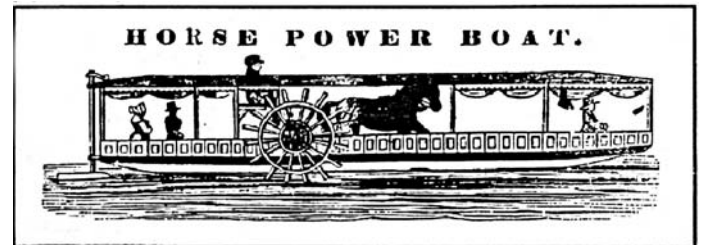


7. Sloop on Hudson River, 1730



8. Fort New Amsterdam, 1650  
(left)

9. Horse Power Boat, 1790 (below)



10. Athens, NY, 1890  
(left)



## Constructed Response Question One

1a. Using the images provided on the previous two pages, identify at least one mode of transportation from the:

17th Century \_\_\_\_\_

18th Century \_\_\_\_\_

19th Century \_\_\_\_\_

20th Century \_\_\_\_\_

1b. Which mode of transportation shown is the oldest? \_\_\_\_\_

1c. Which was the most recently invented? \_\_\_\_\_

2. Using the images provided on the previous two pages, describe how traveling the Hudson River has changed over time.

### Image Identification: (pages 18-19)

1. **The Steamer Clermont**, Robert Havell, (1793-1878), Oil on canvas, 1840, 1944.13

2. **Barge passing through Locke 2, Waterford**, Photographic print, c.1940, Postcard collection, Box 1, "Canals"

3. **Storm King in the Heart of Hudson Highlands**, Walter L. Green (1870–1956), Oil on canvas, 1925–31, Gift of New York Central Railroad, 1959.130.165

4. **Half Moon, originally hung above the door at 11 North Pearl Street**, Unidentified maker, Copper and brass sculpture, c.1927, Gift of Trustco Bank, 1994.18

5. **Scale Model of the Steamship Mary Powell** (1/8 in. = 1 ft.), Forrest Van Loon Ryder (1897– c.1980), Cossackie, NY, Wood, paint, and plastic, 1967

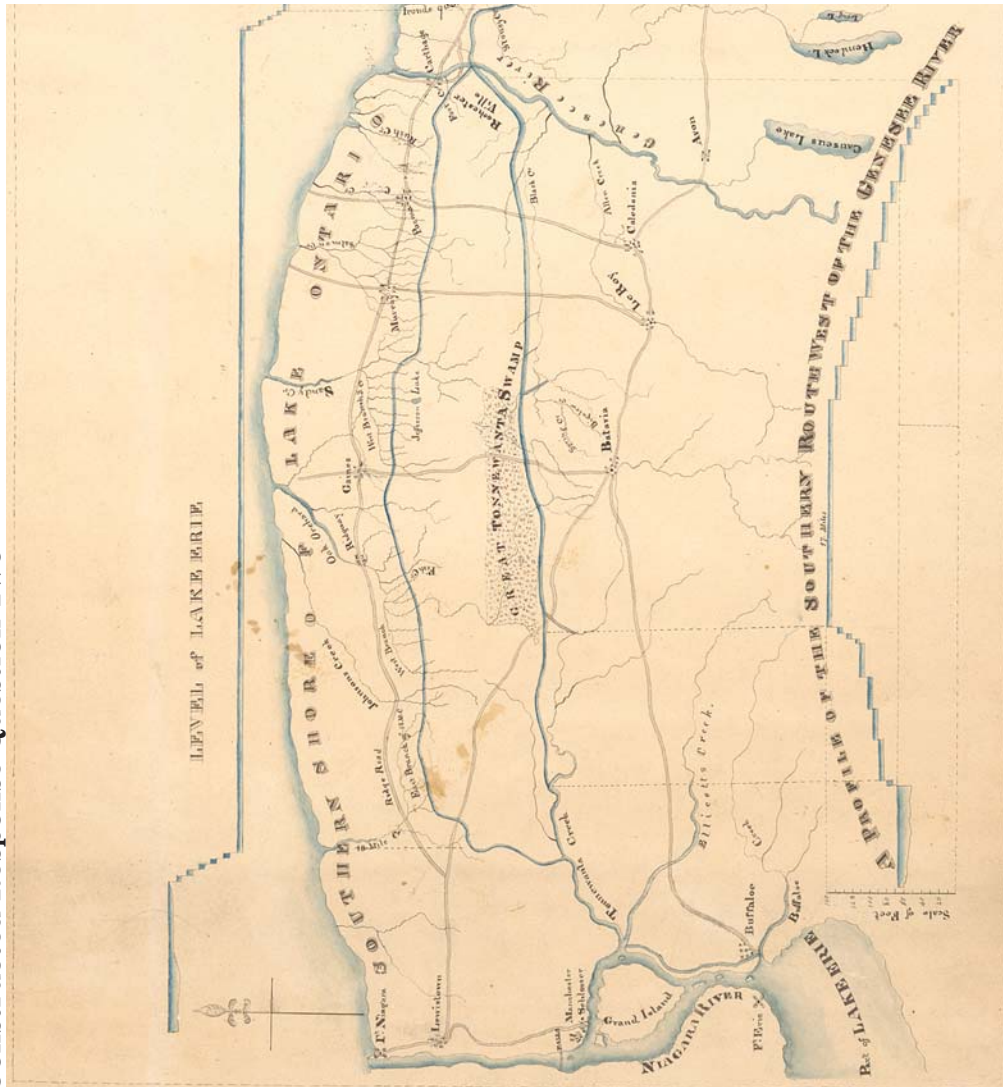
6. **Snow Scene in Albany**, New York , Unidentified artist, Colored woodblock print, 1850, U2005.19

7. **Pau de Wandelaer** (1713– after 1763) or **Pau Gansevoort** (1725–1809), Attributed to Pieter Vanderlyn (1687–1778), Oil on canvas, c.1730-40, Gift of Catherine Gansevoort Lansing, x 1940.600.28

8. **Fort New Amsterdam on Manhattan**, engraving 1651, from Joost Hartgers, *Beschryyinghe van Virginia, Nieuw Nederlandt, Nieuw Engelandt*, Courtesy New-York Historical Society

9. **Horse-Powered Ferry on the Hudson River**, Woodblock print, c.1800

10. **View on the Hudson River near Athens**, New York, George K. Nedtwick (1854–c.1912), Oil on canvas, c.1890, 1951.64



Hand-drawn map of proposed Erie Canal, E. Brinckerhoff, Ink and watercolor on paper mounted to linen, 1817, Map 0211





## Constructed Response Question Two

**When completed in 1825, the Erie Canal was an engineering marvel. It spanned NY for 363 miles, included 18 aqueducts, and required 83 locks to raise and lower boats the 568-foot elevation between the Hudson River at Albany and Lake Erie at Buffalo.**

1. Define canal:

---

---

Based on the Brinckerhoff map on the previous page:

2. What two bodies of water does the Erie Canal connect? \_\_\_\_\_

---

3. In what city (port) does the Erie Canal begin in the east? \_\_\_\_\_

---

4. In what city (port) does the Erie Canal end in the west? \_\_\_\_\_

---

5. The completion of the Erie Canal is closely related to the fact that NY is referred to as The Empire State. Identify two ways in which the Erie Canal was a benefit to NY State's commerce and industry.

1. \_\_\_\_\_

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2. \_\_\_\_\_

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### Constructed Response Question Three

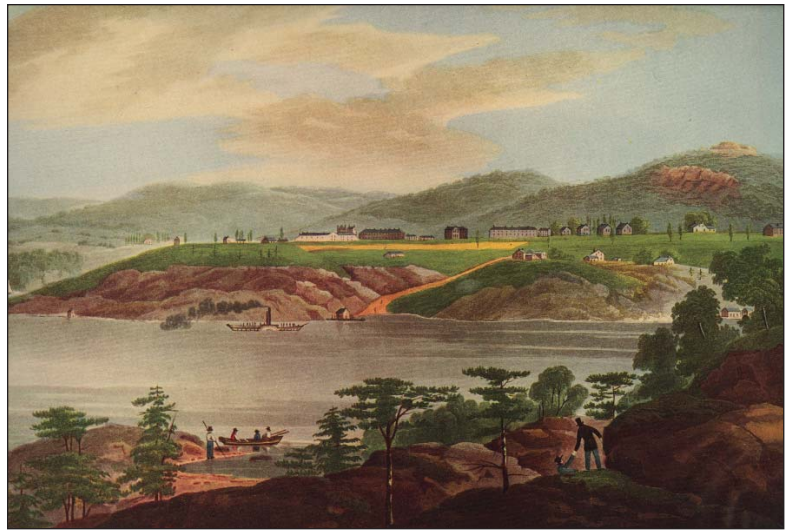
**Points along the Hudson River, including the southern tip of Manhattan Island and at West Point in the Hudson Highlands, proved to be valuable military positions throughout the early history of the Hudson Valley.**



**Iron link from the Great Chain**, Sterling Iron Works, Orange County, NY, Wrought iron, 1778, 1831.1

(right)

**A View of Fort George with the City of New York from the SW**, John Carwitham, engraver, depicted date, c.1731–36, issued date, c.1764, Hand-colored engraving, Estate of Mrs. Richard C. Rockwell, 1995.30.8



**West Point in 1820**, aquatint by John Hill, published in *The Lordly Hudson*



1. Based on the documents, identify two military posts situated along the Hudson River.

1. \_\_\_\_\_

2. \_\_\_\_\_

2. How was transportation along the Hudson defended during the American Revolution?

---

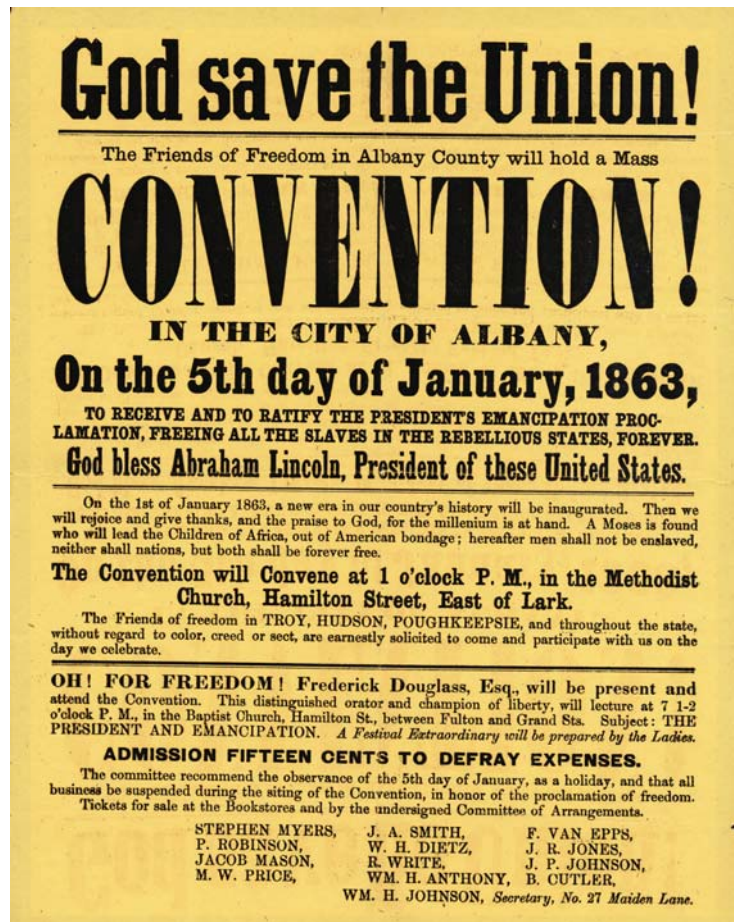
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**The Fugitive's Story**, John Rogers (1829-1904), Painted plaster, 1865, The Benjamin Arnold Collection, Gift of Mrs. Ledyard Cogswell, Jr., 1945.94.13



**God Save the Union Emancipation Convention, The Friends of Freedom 1863**, Frederick Douglass broadside, Ink on paper, 1863, PB0120

1. How is John Roger's sculpture, *The Fugitive's Story*, connected to transportation along the Hudson River?

---



---

2. Based on the broadside, why are the Friends of Freedom in Albany County being called to a convention?

---



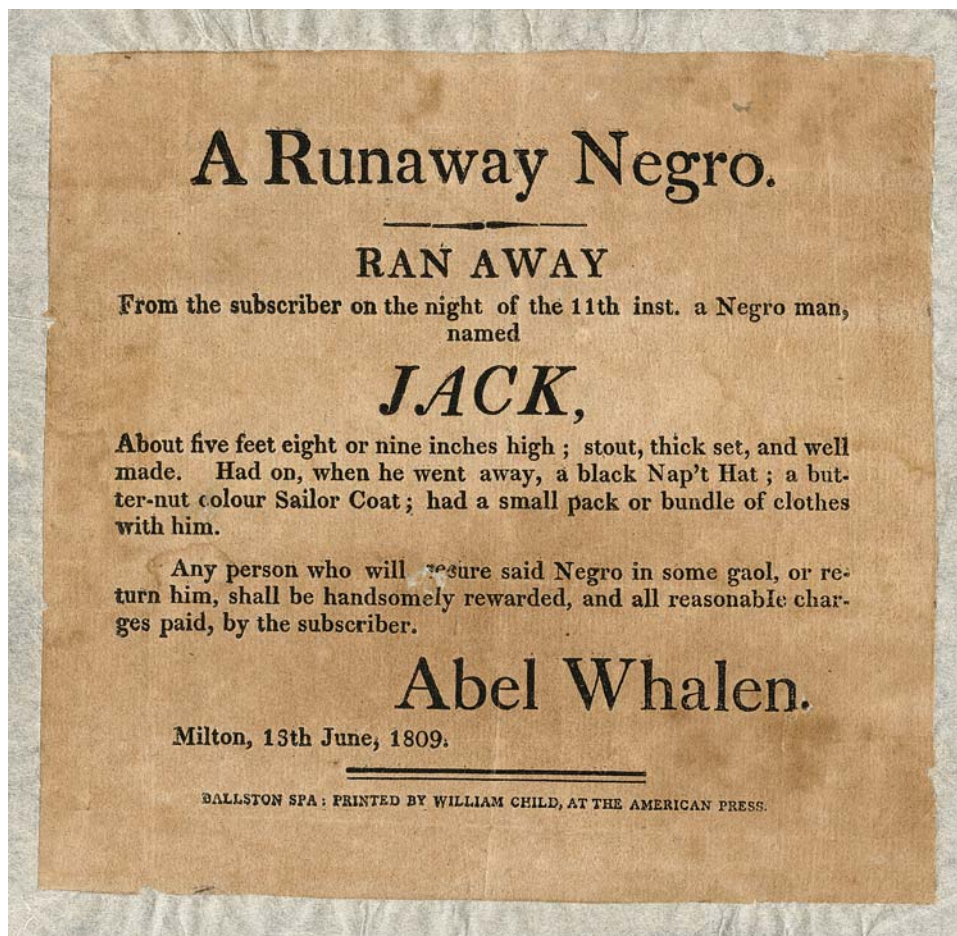
---

3. Which other Friends of Freedom groups located in the Hudson Valley were also invited to the convention?

---



---



**Broadside for A Runaway Negro, Jack, June 13, 1809,**  
Printed by William Child,  
Ballston Spa, NY, Ink on paper,  
1809, PB 0028

4. How is the above broadside connected to the Hudson River Valley?

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"Stephen Myers' Albany station has the reputation of being  
the best run part of the underground railroad in the state."

—C. Peter Ripley

5. How does the above quote about Stephen Myers connect to transportation along the Hudson River?

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## Constructed Response Question Five



**View on the Hudson River near Athens, New York, George K. Nedtwick (1854–after 1912), Oil on canvas, c.1890, 1951.64**

1. Identify four modes of transportation shown in the painting.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## Document Based Questions

### TRANSPORTATION

#### Historical Context

**For thousands of years people have traveled up, down and across the Hudson River and its surrounding valley. Modes of transportation have changed with the times. Whether for pleasure, trade, or industry, the river has offered its use for the benefit of settlement and cultural as well as commercial development.**

#### Task

Using information from the documents, Part A answers, and your knowledge of social studies, complete the Part B essay in which you will be asked to:

##### Grade 4/5

- Identify and write about the different kinds of transportation that have existed within the Hudson River Valley.

##### Grade 7/8

- Discuss the development of transportation exhibited within the Hudson River Valley.
- Discuss how the varying modes of transportation positively effect the growth of the Hudson River Valley.

**You may use the documents from the Constructed Response Question section to help answer the question in Part B.**



## Part A

### Short-Answer Questions

**Directions:** Analyze the documents and answer the short-answer questions that follow each document in the space provided



**Document 1** Fort New Amsterdam on Manhattan, Engraving 1651, from Joost Hartgers, *Beschryyinghe van Virginia, Nieuw Nederlandt, Nieuw Engelandt*, Courtesy New-York Historical Society

1. Identify two types of transportation shown in the 1651 engraving.

1. \_\_\_\_\_
2. \_\_\_\_\_

2. Fort New Amsterdam on Manhattan was located near the mouth of the Hudson River. What importance does this have to the transportation of goods along the Hudson River?

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---

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**Document 2** The Steamer Clermont, Robert Havell (1793–1878), Oil on canvas, 1840, 1944.13

3. Identify three types of transportation shown in the above painting.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. How did steamboats change transportation on the Hudson River?

---

---

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### Document 3

**Entrance of the Canal into the Hudson**, James Eights, 1823, watercolor and pencil on paper, Gift of James Eights, 1836.1.5

5. How did the linking of the Erie Canal to the Hudson River contribute to the growth of NY State?

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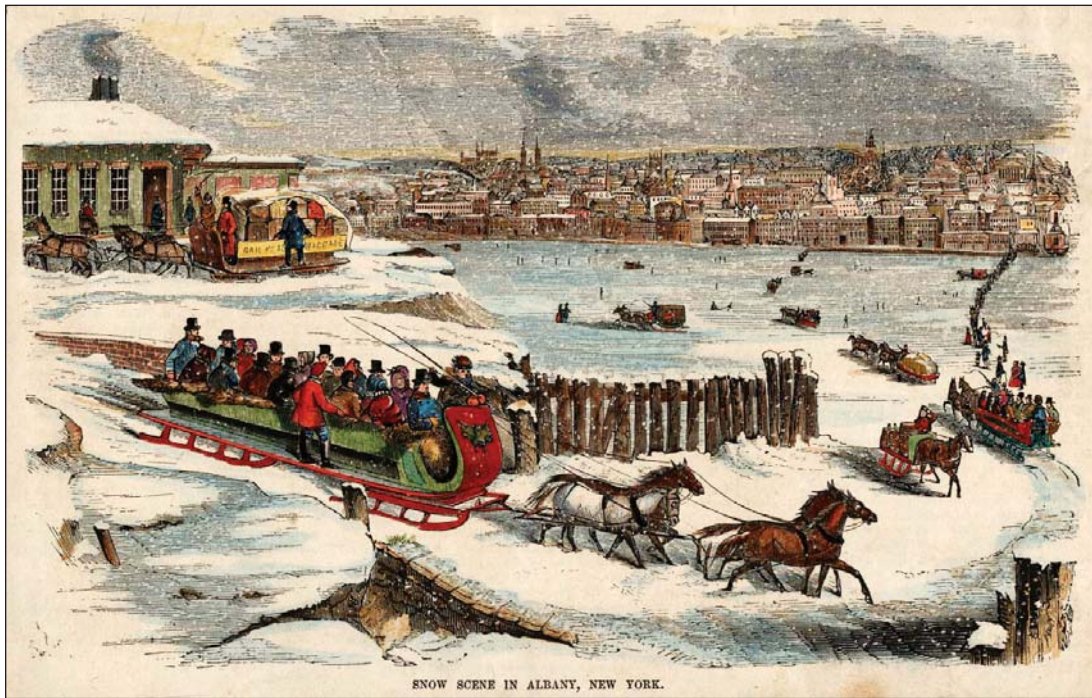
**Document 4 Storm King in the Heart of Hudson Highlands**, Walter L. Green (1870–1956), Oil on canvas, 1925–31, Gift of the New York Central Railroad, 1959.130.165

6. Identify two ways in which the image at left shows travel and commerce in the Hudson Valley.

1. 

---
2. 

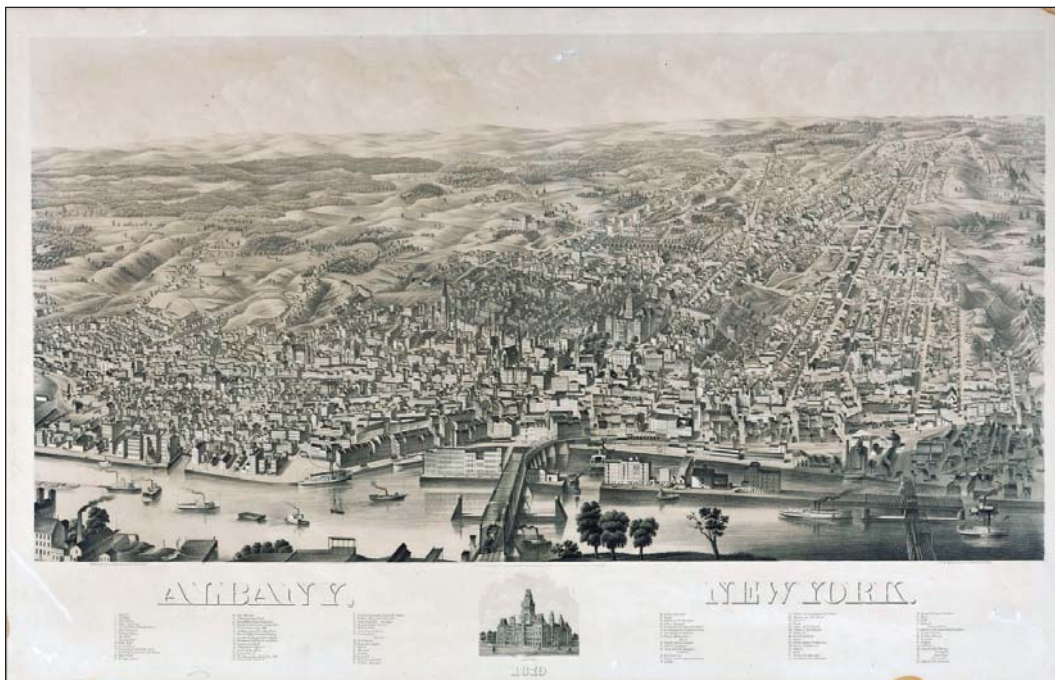
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#### Document 5

**Snow Scene in Albany, New York**, Unidentified artist, Colored woodblock print, 1850, U2005.19

7. How was transportation across the Hudson River accomplished in winter in the first half of the 19th century?
- 
- 

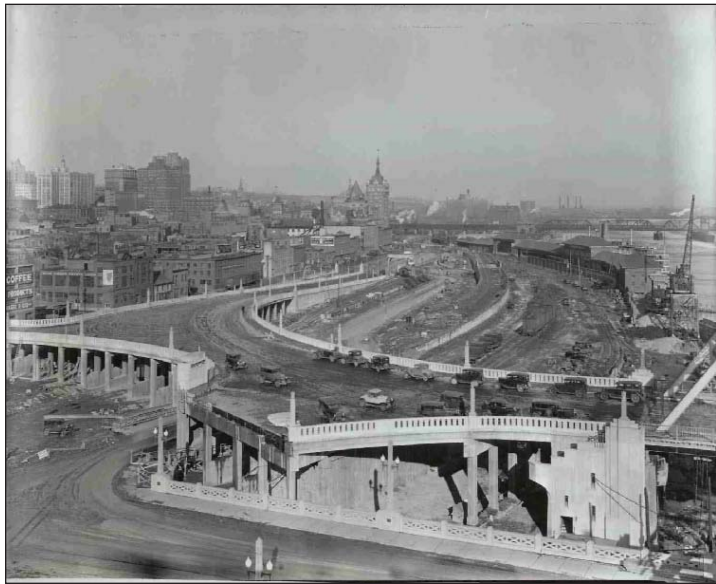


#### Document 6

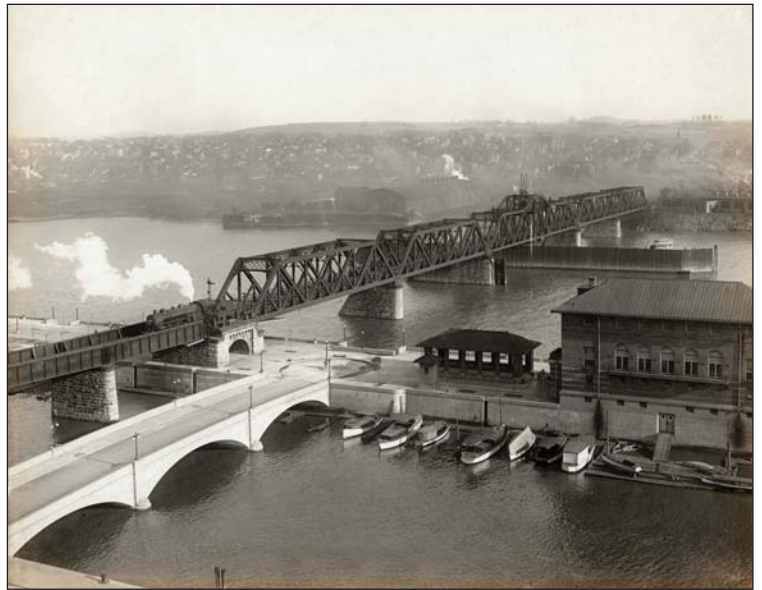
**View of Albany, New York**, Published by H.H.Rowley & Co. Hartford, CT, Lithograph, 1879, Gift of National Savings Bank, 1971.14.1

8. What late 19th-century innovation made east-west travel and trade across the Hudson River more convenient?
- 
-





**Document 7a** Construction of bridge over Hudson River, c.1920



**Document 7b** Albany Yacht Club and Maiden Lane Railroad Bridge looking east, Unidentified, Photographic print, c.1910, PC 3 138

9. Based on the images above, identify two ways in which modernization has contributed to transportation across the Hudson River.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



## Document Based Questions

### TRANSPORTATION

#### Historical Context

**For thousands of years people have traveled up, down and across the Hudson River and its surrounding valley. Modes of transportation have changed with the times. Whether for pleasure, trade, or industry, the river has offered its use for the benefit of settlement and cultural, as well as commercial development.**

#### Task

Using information from the documents, Part A answers, and your knowledge of social studies, complete the Part B essay in which you will be asked to:

Grade 4/5

- Identify and write about the different kinds of transportation that have existed within the Hudson River Valley.

Grade 7/8

- Discuss the development of transportation exhibited within the Hudson River Valley.
- Discuss how the varying modes of transportation positively effect the growth of the Hudson River Valley.

**You may use the documents from the Constructed Response Question section to help answer the question in Part B.**





Constructed Response Question

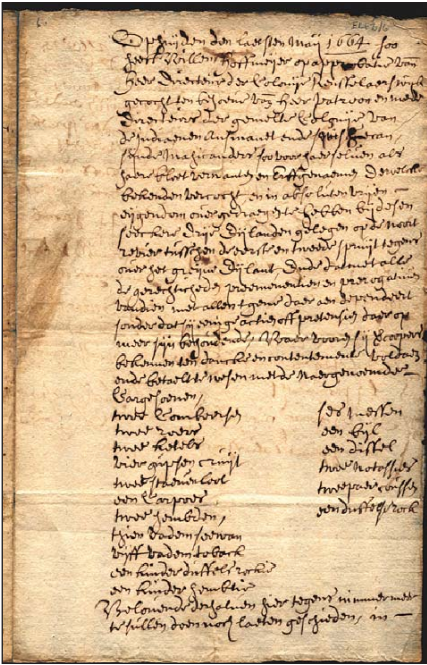
**TRADE, COMMERCE AND INDUSTRY**

The rich farmlands, abundant natural resources, and industrious inhabitants of the Hudson River Valley have supplied products and manufactured goods for trade and export to local markets and ports around the world. International trade also opened the Valley to foreign styles, ideas and beliefs.



French neoclassical clock purchased by Stephen Van Rensselaer IV in France, Unidentified maker, Marble, brass, ormolu, enamel, glass, c.1813, Gift of Mr. and Mrs. Arnold Cogswell, 1967.37

Constructed Response Question One



**Land Deed**, Willem Hoffmeyer and three Mahicans, Rensselaerwyck, May 31, 1664, Ink on paper, EL 670/6

**Document Transcription:**

Today, May 31, 1664, Willem Hoffmeyer bought with the approval of the Honorable Director of the Colony of Rensselaerswyck and for the Lord Patroon and his Co-Director of the above mentioned Colony from the Mohican Indians Ansinaneth and Squishecan, acting for themselves and their entire family, who agree to sell and present, as their original property, a certain three islands in the North River (Hudson River) between the First and Second stream, opposite the Green Island, as well as the rights of ownership, control and authority of the three islands and all that may be found on the islands, without keeping any rights or control of their own to the islands: Ansinaneth and Squishecan understand that they have been fully and satisfactorily paid by the following goods:

- |                          |                    |
|--------------------------|--------------------|
| two rugs (blankets)      | six knives         |
| two muskets (guns)       | one hatchet        |
| two kettles              | one adze           |
| four handfuls of powder  | two pouches        |
| two bars of lead         | two pairs of socks |
| one fur cap              | one wool coat      |
| two shirts               |                    |
| ten fathoms of wampum    |                    |
| five strings of tobacco  |                    |
| one child's coat of wool |                    |
| one child's shirt        |                    |

Ansinaneth and Squishecan promise never to do or allow to be done anything that is against this land sale, all in good faith, done in the Colony of Rensselaerswyck, May 31, 1664, translated by Jacob Theunissen and Jan Mangelsen (who speak the Mohican language) as agreed.

1. What lands did the Dutch receive according to the deed?

---

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---

2. Identify three items traded to the Mohicans and provide a reason why they would benefit from receiving these items.

Item 1: \_\_\_\_\_

Benefit: \_\_\_\_\_

Item 2: \_\_\_\_\_

Benefit: \_\_\_\_\_

Item 3: \_\_\_\_\_

Benefit: \_\_\_\_\_



## Constructed Response Question Two



**Plate with view of the Surrender of Bourgoyne,** Wedgwood, England, Transfer-printed earthenware, c.1920-1960, Gift of the estate of Elizabeth S. and Henry A. Edwards, 963.61.1



**Dutch earthenware cup,** Tin-glazed earthenware, c.1690, Gift of Dr. & Mrs. Roderic H. Blackburn, 1986.26.10



**Japanese fan,** Unidentified artist, Silk and wood, c.1919, x1940.27.27



**French neoclassical clock purchased by Stephen Van Rensselaer IV in France,** Unidentified maker, Marble, brass, ormolu, enamel, glass, c.1813, Gift of Mr. and Mrs. Arnold Cogswell, 1967.37



**Chinese export porcelain teacup and saucer imported on the Albany sloop Experiment,** Porcelain, c.1786, Gift of Peter Gansevoort Ten Eyck, x1940.700.562

1. Based on the objects shown, identify five locations that exported goods to the Hudson Valley

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2. Based on the objects shown, identify two different types of goods exported from foreign countries

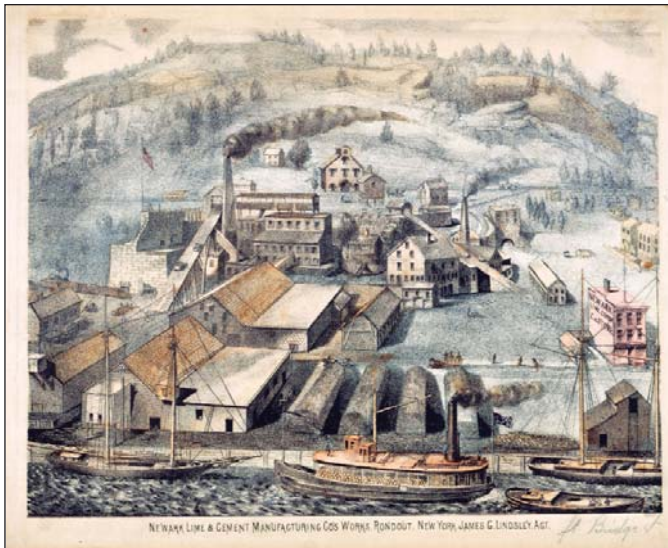
1. \_\_\_\_\_
2. \_\_\_\_\_



## Constructed Response Question Three

(left) 1. **Newark Lime & Cement Manufacturing Co.'s Works, Rondout, New York**, Unidentified printer, Colored lithograph, 1880, u1977.146

(below) 2. **Quinn and Nolan Ale Brewing Company**, James MacGregor, 1902, Watercolor on paper, Gift of Mr. & Mrs. Richard C. Rockwell, 1965.43



1.

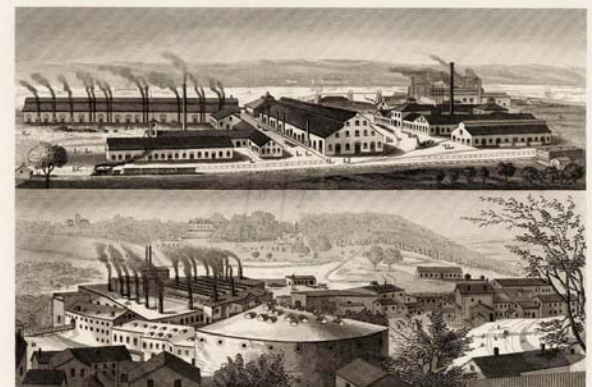


2.



3.

3. **Harmony Company Mills, Cohoes**, c.1870, Stereo view by John H. New, Cohoes

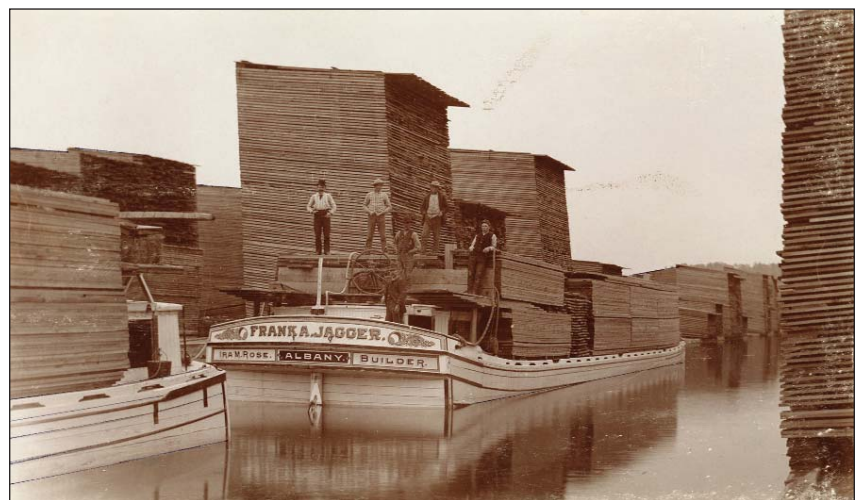


4.

(right) 4. **Burden Iron Works**, Engraving, c.1860, 1944.17.6a



5.



6.

(left) 5. **Cole & Wing Ship Changers**, Photographic print, c.1870, Wing Collection

(above) 6. **Frank A. Jagger lumber boat at Albany Lumber District**, Unidentified photographer, Albumen photographic print, 1870-80, PA 19, no. 13



### Constructed Response Question Three



7. **Women polishing celluloid billiard balls**, Unknown photographer, Photographic print, ca. 1910

7.

1. Identify the seven industries shown in the images on the preceding page and above.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

2. Identify three raw materials/natural resources, located in or around the Hudson Valley, that the industries in the preceding images used to produce goods:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3. Identify two reasons why the depicted manufacturers located their businesses along the Hudson or Mohawk Rivers.

1. \_\_\_\_\_
2. \_\_\_\_\_

## Constructed Response Question Four



Fort New Amsterdam on Manhattan, engraving, 1651, from *The Lordly Hudson*



View of Albany, Photographer C.S. Rabineau, 1869, Wing Collection



## Constructed Response Question Four

Using the images provided on the previous page answer the questions below.

1. How have ports of the 17th and 19th centuries remained the same?

---

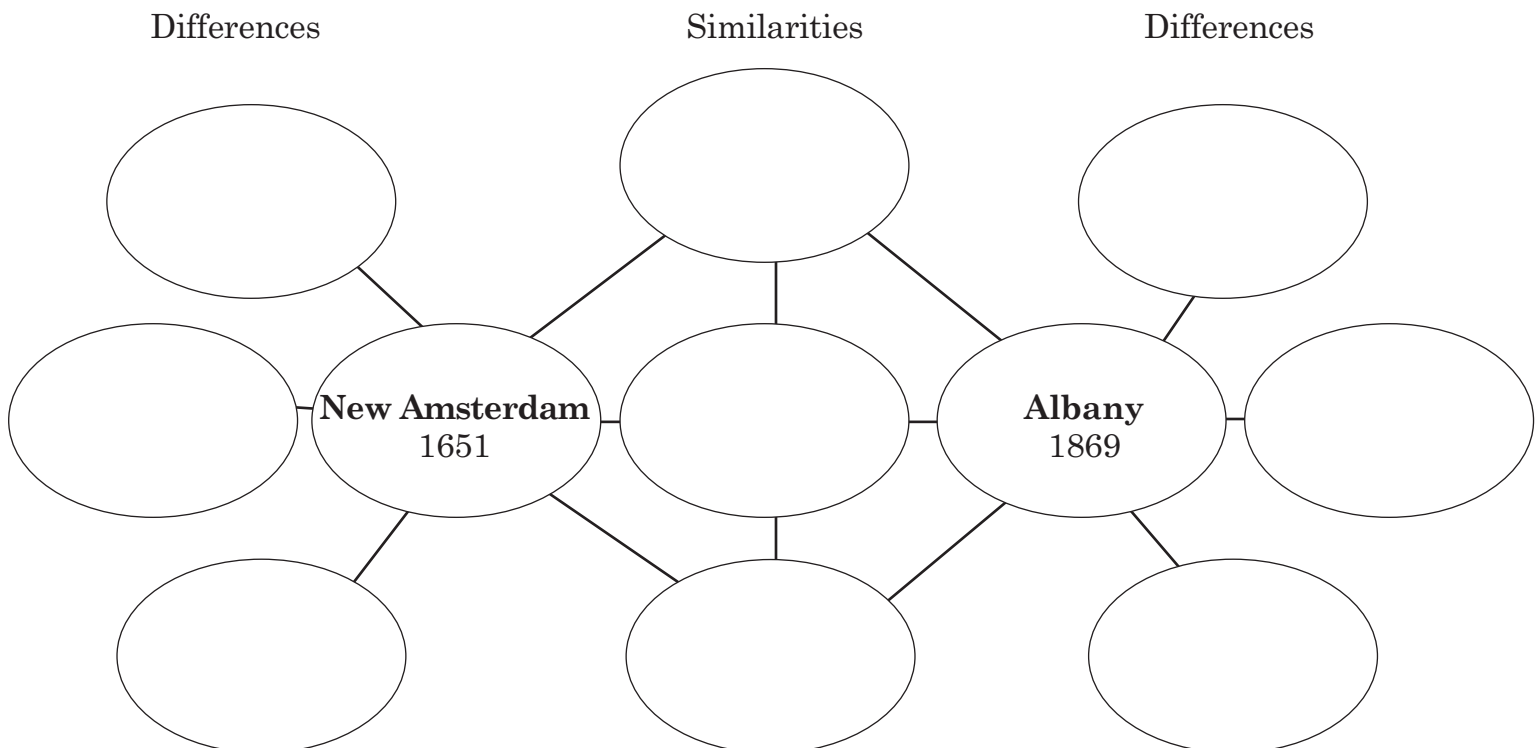
---

2. How have ports of the 17th and 19th centuries changed?

---

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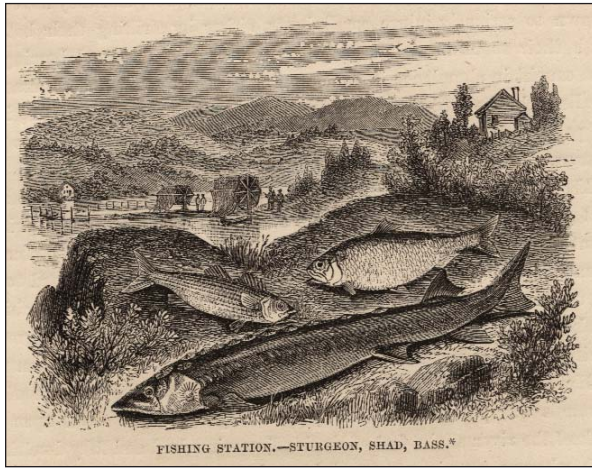
3. Complete the Double-Bubble Graphic Organizer below by listing similarities between New Amsterdam and Albany in the center bubbles, and differences for each port in the side bubbles.



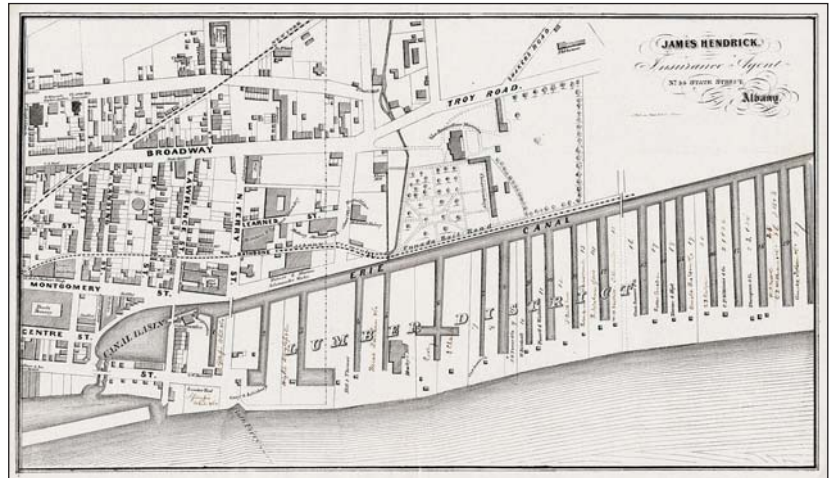
## Constructed Response Question Five



Ice Handsaw Cutting  
on the Hudson, From  
*Scribner's Monthly*, 1875



Fishing Station, Sturgeon, Shad, Bass from *The Lordly Hudson*



Map of Albany Lumber District, Printed by Hoffman, Pease & Tetley, Albany, NY, Lithograph, 1857, Map 0050b

1. Identify three ways in which the actual waters of the Hudson River provide for commerce and industry.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



## Constructed Response Question Six

After the American Revolution, the whaling industry sought larger seaports and markets. Many whalers moved from the outer islands off Cape Cod, and from the Rhode Island coast, to the city of Hudson, NY.



**Whale oil lamps**, Possibly Boston and Sandwich Glass Company, Glass, metal, enamel and whale oil, c.1845, Gift of Dr. Peter Lacovara

(right)  
**Parasol with baleen ribs**, Unidentified maker, Silk, metal and baleen, 1845-50, 1985.11



**Barnard & Curtis Sperm Oil and Candle Factory**, Hudson NY, Reproduction from *The Rural Repository*, 1841



1. Identify three products made from whales:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

2. What did the Hudson River provide for the whalers?

---

---

3. Which Hudson River seaport was used by the whaling industry?

---



## Document Based Questions

### TRADE, COMMERCE AND INDUSTRY

#### Historical Context

The rich farmlands, abundant natural resources, and industrious inhabitants of the Hudson River Valley have supplied products and manufactured goods for trade and export to local markets and ports around the world. International trade has also opened the Valley to foreign styles, ideas, and beliefs.

#### Task

Using information from the documents, Part A answers, and your knowledge of social studies, complete the Part B essay in which you will be asked to:

##### Grade 4/5

- Identify and write about three goods produced from materials found in the Hudson Valley that contributed to its growth of trade, commerce and industry.

##### Grade 7/8

- Describe and discuss three goods that were produced from materials available in the Hudson Valley, **and** explain how these goods contributed to the growth of the Valley's trade, commerce and industry.

**You may use the documents from the Constructed Response Question section to help answer the question in Part B.**



## Part A

### Short-Answer Questions

**Directions:** Analyze the documents and answer the short-answer questions that follow each document in the space provided.



**Document 1a**

**Hudson River Landing**, Albertus del Orient Browere (1814–1887), Oil on wood panel, c.1840, Gift of J. Townsend Lansing, x1940.590.80,



**Document 1b** **Panoramic photograph of the Port of Albany**, Glen S. Cook, photographer, Photographic print, 1932, Wing collection

1. Identify two examples of trade and commerce in each of the images.

Hudson River Landing

1. \_\_\_\_\_
2. \_\_\_\_\_

Port of Albany

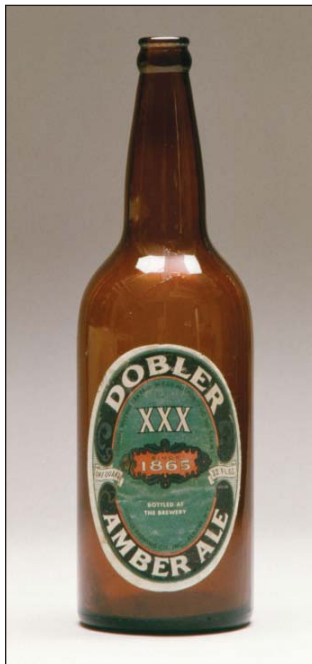
1. \_\_\_\_\_
2. \_\_\_\_\_

"As soon as there is a supply of grain on hand,  
I intend to erect a brewery to provide all New  
Netherland with beer."

– Kiliaen Van Rensselaer, 1632



**Document 2a Hedrick Beer 6-Pack**, Printed cardboard and aluminum, c.1960, Gift of Anna Cipollo, 1994.23.1



**Document 2b**  
**Dobler XXX Amber Ale**  
bottle, Glass and paper,  
c.1935, 1992.58.2



**Document 2c Quinn and Nolan Ale Brewing Company**, James MacGregor, 1902, Watercolor on paper, Gift of Mr. & Mrs. Richard C. Rockwell, 1965.43

2. What Hudson River Valley agricultural crop was used by breweries?

---

3. Identify two reasons why the depicted brewery located its business along the Hudson River.

1. 

---

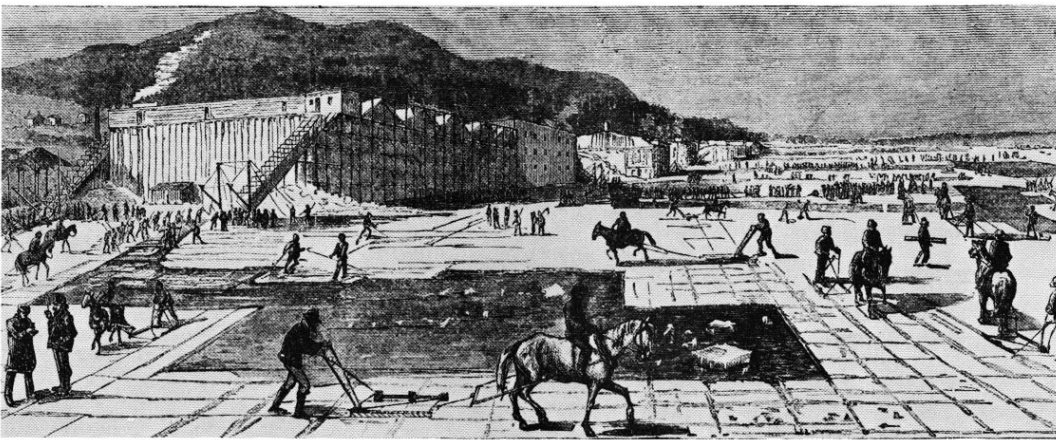
---

2. 

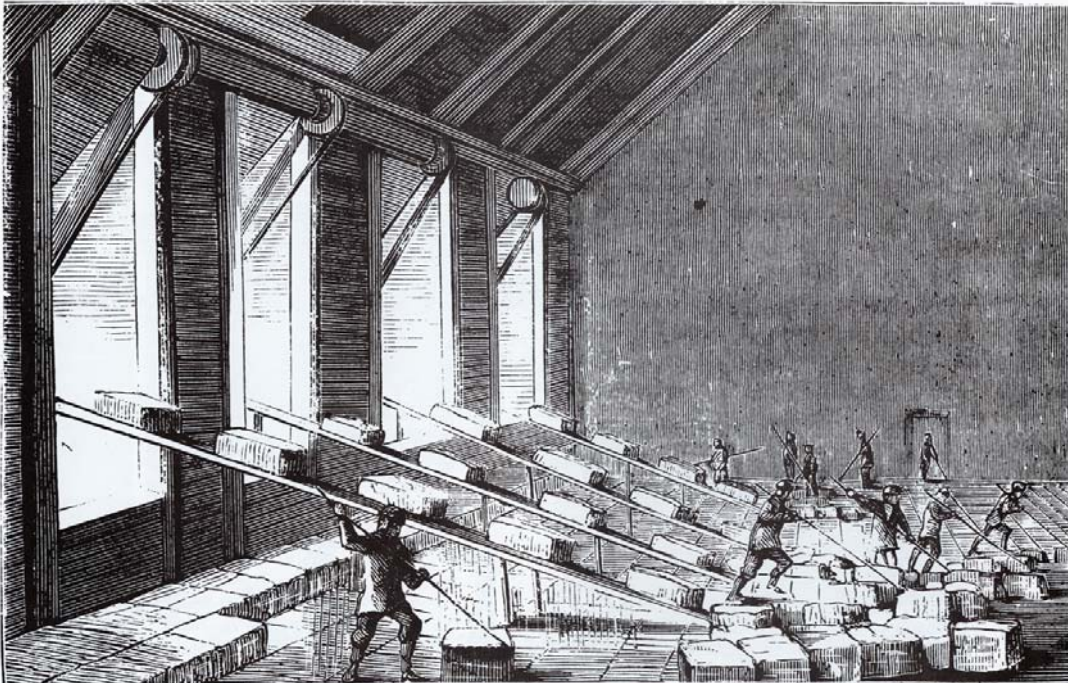
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**Document 3a** Ice Cutting on the Hudson, From Henry Hall, *The Ice Industry of the United States*, 1888



**Document 3c** Interior of Mammoth Ice House, Print, February 25, 1871



**Document 3b**  
Ice Tongs and Ice Splitting Fork, Gifford Ice Company, Hudson, NY, Gift of Derek Plass, 2003.50.8



**Document 3d**  
Ice Hook, Gifford Ice Company, Hudson, NY, Gift of Derek Plass, 2003.50.9

4. What Hudson River industry is shown in the images?  

---
5. Based on the images, what other Hudson River manufacturers' goods would need to be used so that the depicted industry is successful?  

---

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## Document Based Questions

### TRADE, COMMERCE AND INDUSTRY

#### Historical Context

The rich farmlands, abundant natural resources, and industrious inhabitants of the Hudson River Valley have supplied products and manufactured goods for trade and export to local markets and ports around the world. International trade has also opened the Valley to foreign styles, ideas, and beliefs.

#### Task

Using information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to:

##### Grade 4/5

- Identify and write about three goods produced from materials found in the Hudson Valley that contributed to its growth of trade, commerce and industry.

##### Grade 7/8

- Describe and discuss three goods that were produced from materials available in the Hudson Valley, **and** explain how these goods contributed to the growth of the Valley's trade, commerce and industry.

**You may use the documents from the Constructed Response Question section to help answer the question in Part B.**





## Graphic Organizers

### CULTURE AND SYMBOL

Ideas, social movements and cultural creations have originated along the Hudson River from writers, artists, architects, and educators who were inspired by the region's landscape and history. This rich storehouse of inspiration initiated a national school of art, a distinctive style of architecture and landscape design, and provided visual and cultural commodities for tourism. The Hudson River directly contributed to the formation of regional and national identities.



**Morning,  
Looking East  
over the  
Hudson Valley  
from the  
Catskill  
Mountains,**  
Frederic  
Edwin Church  
(1826–1900),  
Oil on canvas  
1848, Gift of  
Catherine  
Gansevoort  
(Mrs. Abraham)  
Lansing,  
x1940.606.7

On the following pages you will find four sets of documents and graphic organizers. You will explore four ways to organize information found in the documents. Complete the **Graphic Organizer: Visual Inventory** first. For questions two, three & four select one set of documents and complete a visual inventory, then choose any of the three graphic organizer formats to answer the questions that accompany the three sets of documents.

## Building A Visual Inventory

A visual inventory is an itemized list of things you can find in a work of art.



State Street Parade, c.1920, Unknown photographer, Photographic print

### What do you see in this image?

On the following page write a list all of the things that you can find (nouns).

Then write the adjectives that describe those nouns.

Complete the third column by creating a list of what the people are doing (verbs).

Once you have put at least two items in each column, look at the image again to see what else you can find.

The last part of this assignment is to write a letter to a friend describing your observations of the image as if you were there. Use a separate sheet of paper for your letter.



**Question One — Graphic Organizer**

**Building A Visual Inventory — What do you see in this image?**

Write a list all of the things that you found (nouns) in the document.

Then write the adjectives that describe those nouns.

Complete the third column by creating a list of what the people are doing (verbs).

Once you have put at least two items in each column, look at the image again to see what else you can find.

The last part of this assignment is to write a letter to a friend describing your observations of the image as if you were there. Use a separate sheet of paper for your letter.

| Nouns | Adjectives | Verbs |
|-------|------------|-------|
|       |            |       |
|       |            |       |
|       |            |       |
|       |            |       |
|       |            |       |
|       |            |       |
|       |            |       |
|       |            |       |
|       |            |       |
|       |            |       |

Other things I found:

## Question Two — Rip Van Winkle



**Rip Van Winkle Leaving Home**, Albertus Del Orient Browere (1814–1887), Oil on board, c.1836, 1943.75



**Rip Van Winkle Returns from the Mountains**, Tompkins Matteson (1813–1884), Oil on canvas, 1860, 1993.6



**Question Two — Graphic Organizer**

**Similarities and Differences**

Look closely at the documents. Write the title of each image where indicated. Complete the graphic organizer below by listing similarities in the first column and differences in the second column. Upon completing the graphic organizer, write a short descriptive essay about your findings.

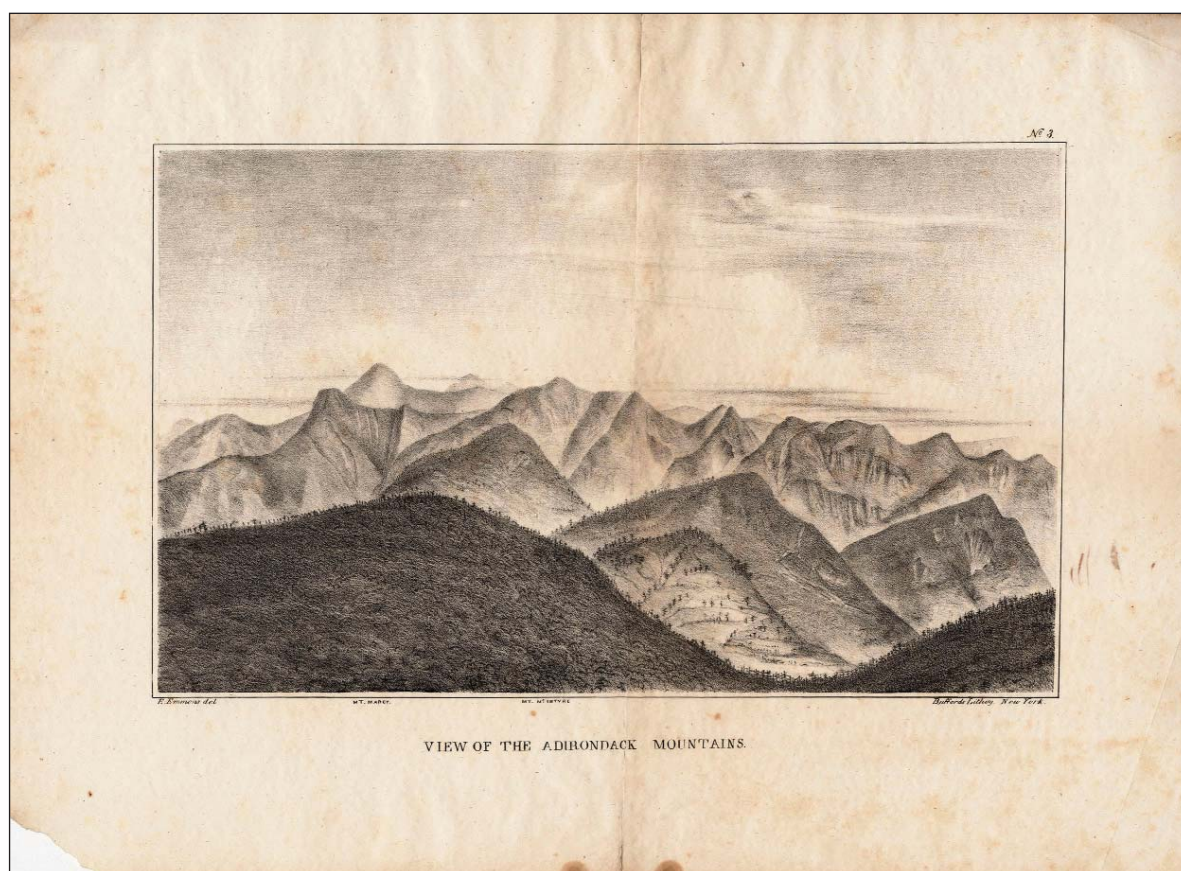
Title \_\_\_\_\_ Title: \_\_\_\_\_

| Similarities | Differences |
|--------------|-------------|
|              |             |
|              |             |
|              |             |
|              |             |
|              |             |
|              |             |
|              |             |
|              |             |
|              |             |
|              |             |

### Question Three — Catskills and Adirondacks



**Panorama  
of Catskill  
Mountains,**  
Drawn by  
H. Schile,  
Colored  
lithograph,  
c.1870, 1997.9.2



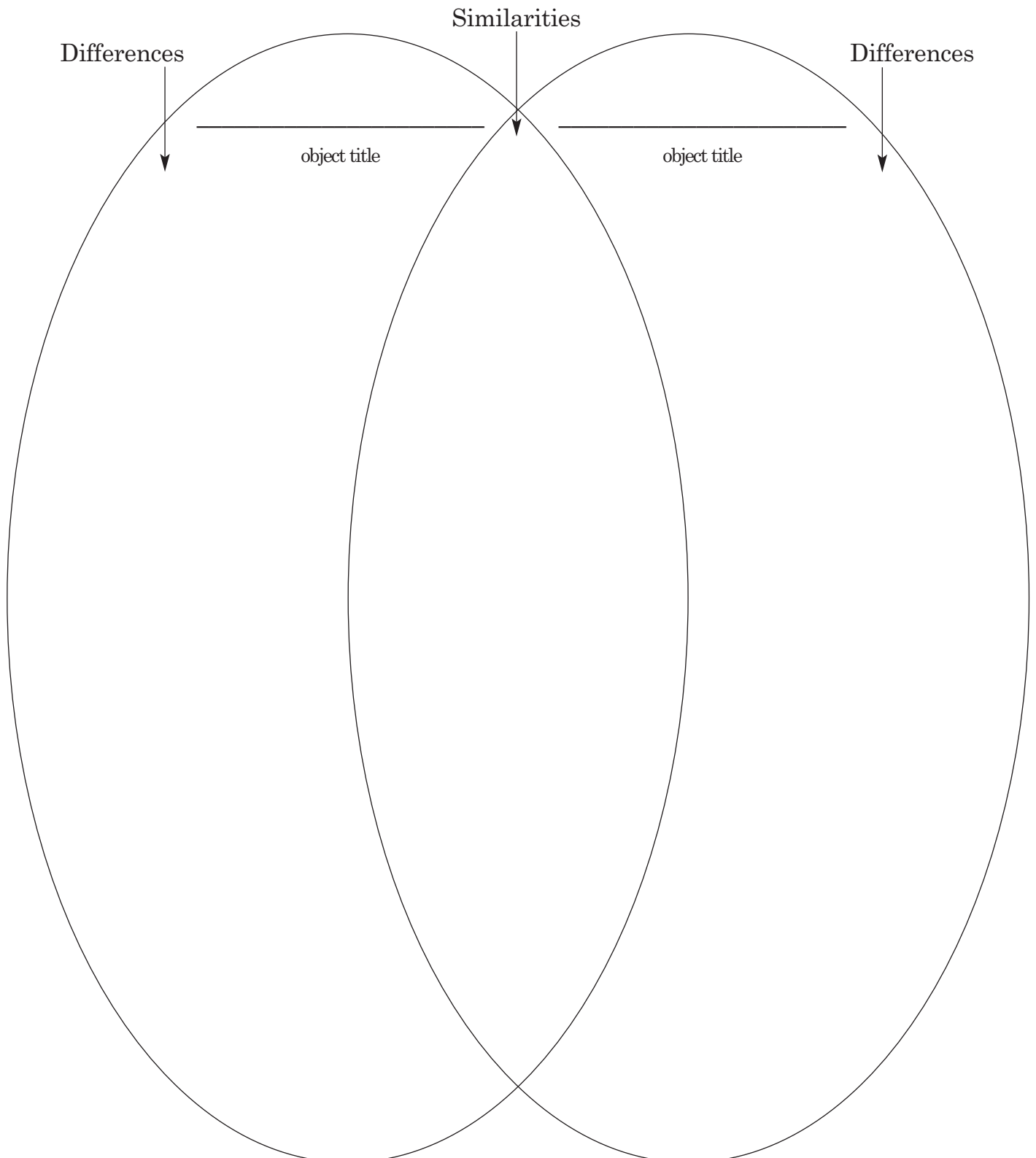
**View of the  
Adirondack  
Mountains,**  
Drawn by  
Ebenezer Emmons  
(1799–1863),  
Printed by  
John Bufford  
(1810–1870),  
Lithograph, 1837,  
U1989.7.3



### Question Three — Graphic Organizer

#### Venn Diagram

Complete the following Venn diagram graphic organizer. Write the title of each image where indicated. Similarities between the two images should be placed in the center section of the diagram, respective differences to the left and right of the diagram. Upon completion of the graphic organizer, write a short descriptive essay to compare and contrast the mountain images.



#### Question Four — Art & Nature, The Hudson River School



**Dawn of Morning, Lake George**, Jasper Cropsey (1823-1900), Oil on canvas, 1868, 1943.95

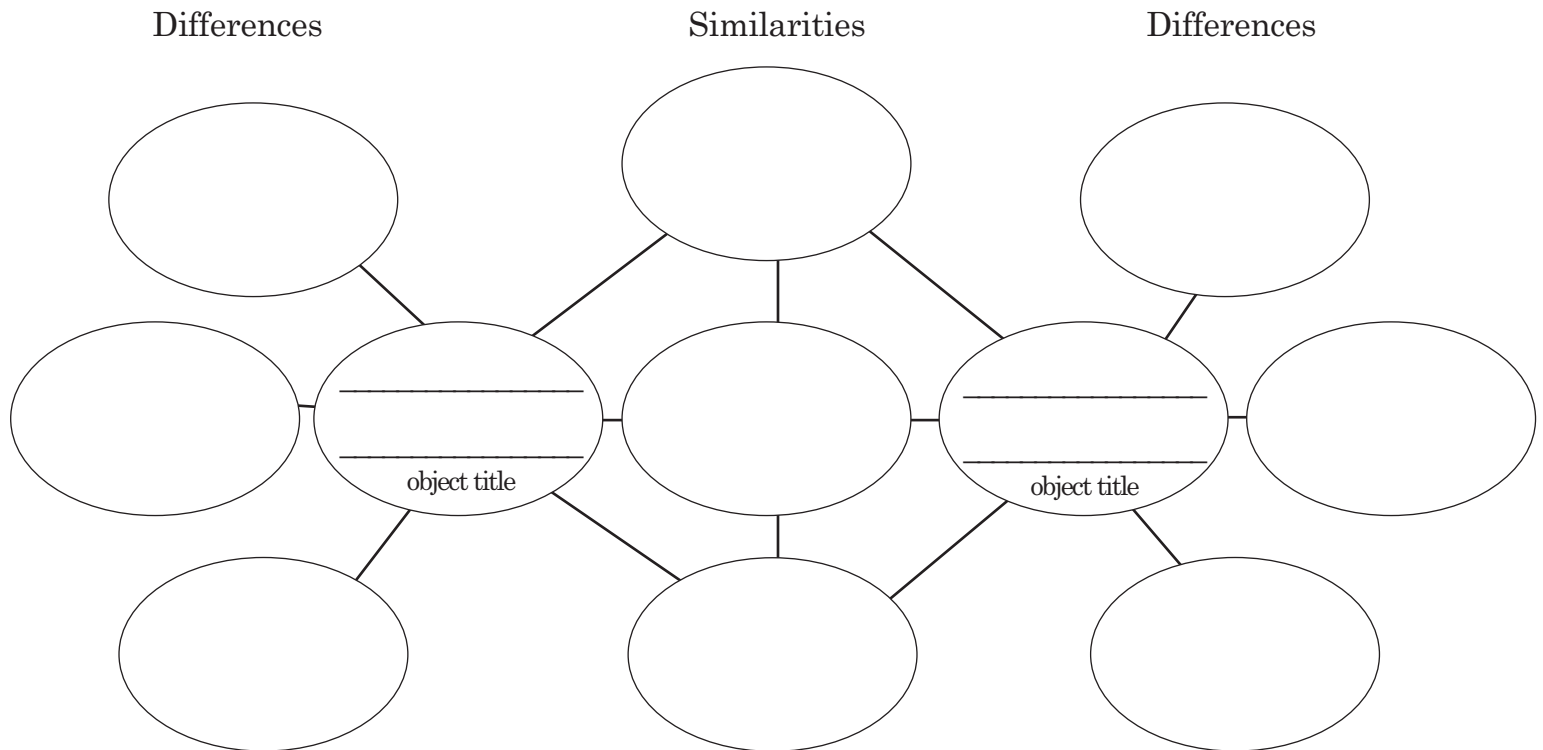


**Morning, Looking East over the Hudson Valley from the Catskill Mountains**, Frederic Edwin Church (1826-1900), Oil on canvas in original gilt frame, 1848, Gift of Catherine Gansevoort (Mrs. Abraham) Lansing, x1940.606.7



#### Question Four — Graphic Organizer

Complete the Double-Bubble graphic organizer below. Write the title of each image where indicated. Similarities between the two images should be placed in the center section of the diagram, respective differences to the right and left of the diagram. Each bubble can contain more than one identification. Upon completion, write a short descriptive essay to compare and contrast the images.



# HUDSON RIVER

## PANORAMA

*400 years of history, art, and culture*

Constructed Response Questions  
and Document Based Questions

HIGH SCHOOL STUDENTS



**Entrance to the Highlands of the Hudson**, Hippolyte-Louis Garnier (1802–1855), France, Oil on canvas, c.1845, Gift of Albert B. Roberts, 2006.49.6

ALBANY INSTITUTE  
OF HISTORY & ART

125 Washington Avenue | Albany NY 12210 | (518) 463-4478 | [albanyinstitute.org](http://albanyinstitute.org)



# NATURAL HISTORY AND ENVIRONMENT

## Constructed Response Question One

29

DE 56.2/1/12.50

| <p style="text-align: center;"><b>INDICATIONS OF SPRING,</b><br/>BY<br/><b>ROBERT MARSHAM, Esq. F.R.S.</b></p> <p><i>To the Many Learned</i> <span style="float: right;"><i>Printed by J. J. J. J.</i></span></p> |                          |                         |                            |                        |                                      |                       |                       |                     |                           |  |  |
|---|--------------------------|-------------------------|----------------------------|------------------------|--------------------------------------|-----------------------|-----------------------|---------------------|---------------------------|--|--|
|   | <b>Snow Drops Appear</b> | <b>The Thrush Sings</b> | <b>Hawthorn Leaf</b>       | <b>Hawthorn Flower</b> | <b>Frogs &amp; Toads Croak</b>       | <b>Sycamore Leaf</b>  | <b>Birch Leaf</b>     | <b>Elm Leaf</b>     | <b>Mountain Ash Leaf</b>  |  |  |
|   | Years                    | Years                   | Years                      | Years                  | Years                                | Years                 | Years                 | Years               | Years                     |  |  |
| <b>Earliest</b>   | 1778 Dec. 24             | 1755 Dec. 4             | 1757 Feb. 11               | 1750 Apr. 13           | 1751 Feb. 20                         | 1751 Feb. 22          | 1750 Feb. 21          | 1777 March 4        | 1777 March 5              |  |  |
| <b>Latest</b>   | 1795 Feb. 10             | 1766 Feb. 13            | 1782 Apr. 32               | 1779 June 2            | 1771 May 4                           | 1771 May 4            | 1771 May 4            | 1780 May 6          | 1771 May 2                |  |  |
| <b>Greatest Diff<sup>y</sup></b>  | Observed in 55 days      | Observed in 56 days     | Observed in 59 days        | Observed in 59 days    | Observed in 57 days                  | Observed in 57 days   | Observed in 57 days   | Observed in 57 days | Observed in 57 days       |  |  |
| <b>medium Time</b>  | 1750 Aug. 15             | 1747 Aug. 14            | 1755 March 19              | 1744 May 12            | 1765 March 30                        | 1744 March 30         | 1745 March 29         | 1775 Apr. 6         | 1775 Apr. 6               |  |  |
|   | <b>Oak Leaf</b>          | <b>Beech Leaf</b>       | <b>Horse Chestnut Leaf</b> | <b>Chestnut Leaf</b>   | <b>Hornbeam Leaf</b>                 | <b>Ash Leaf</b>       | <b>Ring Doves Coo</b> | <b>Rooks Build</b>  | <b>Young Rooks</b>        |  |  |
| <b>Earliest</b>   | 1750 March 21            | 1779 Apr. 5             | 1763 Apr. 10               | 1764 Mar. 28           | 1794 March 7                         | 1777 Apr. 2           | 1751 Dec. 27          | 1800 Feb. 2         | 1747 March 26             |  |  |
| <b>Latest</b>   | 1799 May 20              | 1771 May 10             | 1771 May 2                 | 1770 May 12            | 1771 May 7                           | 1772 May 26           | 1761 March 20         | 1767 March 14       | 1766 April 20             |  |  |
| <b>Greatest Diff<sup>y</sup></b>  | Observed in 54 days      | Observed in 55 days     | Observed in 47 days        | Observed in 56 days    | Observed in 46 days                  | Observed in 54 days   | Observed in 53 days   | Observed in 53 days | Observed in 52 days       |  |  |
| <b>medium Time</b>  | 1757 Apr. 26             | 1785 Apr. 23            | 1784 Apr. 23               | 1776 Apr. 21           | 1789 Apr. 9                          | 1787 Apr. 29          | 1750 Jan. 22          | 1746 Feb. 21        | 1787 Apr. 10              |  |  |
|   | <b>Swallows Appear</b>   | <b>Cuckoo Sings</b>     | <b>Nightingale Sings</b>   | <b>Churn Owl Sings</b> | <b>Bellflower Butterflies Appear</b> | <b>Turnip Flowers</b> | <b>Lime Leaf</b>      | <b>Maple Leaf</b>   | <b>Wood Anemone Blows</b> |  |  |
| <b>Earliest</b>   | 1756 March 30            | 1752 Apr. 9             | 1752 Apr. 7                | 1751 Apr. 29           | 1790 July 14                         | 1796 July 10          | 1794 March 19         | 1794 March 15       | 1790 March 10             |  |  |
| <b>Latest</b>   | 1796 Apr. 26             | 1767 May 7              | 1792 May 19                | 1772 Aug. 26           | 1783 Apr. 17                         | 1790 Aug. 15          | 1756 May 7            | 1771 May 7          | 1784 Apr. 22              |  |  |
| <b>Greatest Diff<sup>y</sup></b>  | Observed in 62 days      | Observed in 57 days     | Observed in 59 days        | Observed in 46 days    | Observed in 93 days                  | Observed in 55 days   | Observed in 53 days   | Observed in 53 days | Observed in 52 days       |  |  |
| <b>medium Time</b>  | 1777 Apr. 13             | 1757 Apr. 23            | 1784 Apr. 23               | 1760 May 29            | 1775 March 3                         | 1742 Apr. 15          | 1796 Apr. 13          | 1788 Apr. 12        | 1775 Apr. 5               |  |  |

Indications of Spring chart, Robert Marsham (1708–1797), Ink on paper, c.1800, Museum Archives, Box 3.1.1

1a. Describe the purpose of the chart.

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1b. How are these recordings of the environment useful today?

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Constructed Response Question One

Transcription of Indications of Spring Chart as seen on previous page.

| INDICATIONS OF SPRING       |                      |                   |                   |                  |                   |                     |                   |                   |                   |                          |                   |                |                   |                |                   |             |                   |                    |      |
|-----------------------------|----------------------|-------------------|-------------------|------------------|-------------------|---------------------|-------------------|-------------------|-------------------|--------------------------|-------------------|----------------|-------------------|----------------|-------------------|-------------|-------------------|--------------------|------|
| BY                          |                      |                   |                   |                  |                   |                     |                   |                   |                   |                          |                   |                |                   |                |                   |             |                   |                    |      |
| ROBERT MARSHAM, Esq.F.R.S.  |                      |                   |                   |                  |                   |                     |                   |                   |                   |                          |                   |                |                   |                |                   |             |                   |                    |      |
| Presented by Jesse Buel Jr. |                      |                   |                   |                  |                   |                     |                   |                   |                   |                          |                   |                |                   |                |                   |             |                   |                    |      |
|                             |                      | Snow Drop Appears |                   | The Thrush Sings |                   | Hawthorne Leaf      |                   | Hawthorne Flowers |                   | Frogs & Toads Croak      |                   | Sycamore Leaf  |                   | Birch Leaf     |                   | Elm Leaf    |                   | Mountain Ash Leaf  |      |
|                             |                      | Years             |                   | Years            |                   | Years               |                   | Years             |                   | Years                    |                   | Years          |                   | Years          |                   | Years       |                   | Years              |      |
| Earliest                    | 1778                 | Dec. 24           | 1735              | Dec. 4           | 1759              | Feb. 11             | 1750              | Apr. 13           | 1758              | Feb. 20                  | 1750              | Feb. 22        | 1750              | Feb. 29        | 1779              | March. 4    | 1779              | March 5.           |      |
|                             | 1795                 | Febr. 10          | 1766              | Febr. 13         | 1784              | Apr. 23             | 1799              | June. 2           | 1776              | May. 4                   | 1771              | May. 4         | 1771              | May. 4         | 1784              | May. 6      | 1771              | May. 2             |      |
|                             | Observed in 55 Years | 48 days           | Observed in 56 Y. | 81 days          | Observed in 59 Y. | 70 days             | Observed in 59 Y. | 50 days           | Observed in 57 Y. | 73 days                  | Observed in 57 Y. | 71 days        | Observed in 52 Y. | 72 days        | Observed in 47 Y. | 63 days     | Observed in 43 Y. | 57 days            |      |
| Greatest Difference         | 1750                 | Jan. 15           | 1747              | Jan. 14          | 1755              | March. 19           | 1764              | May. 12           | 1763              | March. 30                | 1744              | March 30.      | 1745              | March. 29      | 1773              | Apr. 6      | 1773              | Apr. 6             |      |
| Medium Time                 |                      |                   |                   |                  |                   |                     |                   |                   |                   |                          |                   |                |                   |                |                   |             |                   |                    |      |
|                             |                      |                   |                   |                  |                   |                     |                   |                   |                   |                          |                   |                |                   |                |                   |             |                   |                    |      |
|                             |                      | Oak Leaf          |                   | Beech Leaf       |                   | Horse Chestnut Leaf |                   | Chesnut Leaf      |                   | Hornbeam Leaf            |                   | Ash Leaf       |                   | Ring Doves Coo |                   | Rooks Build |                   | Young Rooks        |      |
| Earliest                    | 1750                 | March. 31         | 1779              | Apr. 5           | 1763              | March. 25           | 1764              | Mar. 28           | 1794              | March. 7                 | 1779              | Apr. 2         | 1779              | Dec. 27        | 1751              | Feb. 2      | 1800              | Feb. 2             | 1747 |
| Latest                      | 1799                 | May. 20           | 1771              | May. 10          | 1772              | May. 2              | 1770              | May. 12           | 1771              | May. 7                   | 1772              | May. 26        | 1772              | Mar. 20        | 1761              | March. 14   | 1767              | March. 14          | 1766 |
| Greatest Difference         | Observed in 54 Y.    | 50 days           | Observed in 55 Y. | 35 days          | Observed in 47 Y. | 52 days             | Observed in 36 Y. | 45 days           | Observed in 40 Y. | 61 days                  | Observed in 36 Y. | 54 days        | Observed in 47 Y. | 83 days        | Observed in 53 Y. | 40 days     | Observed in 52 Y. | 29 days            |      |
| Medium Time                 | 1757                 | Apr. 26           | 1785              | Apr. 23          | 1784              | Apr. 23             | 1776              | Apr. 21           | 1789              | Apr. 9                   | 1787              | Apr. 29        | 1750              | Jan. 22        | 1744              | Feb. 21     | 1789              | Apr. 14            |      |
|                             |                      |                   |                   |                  |                   |                     |                   |                   |                   |                          |                   |                |                   |                |                   |             |                   |                    |      |
|                             |                      | Swallows Appear   |                   | Cuckoo Sings     |                   | Nightingale Sings   |                   | Churn Owl Sings   |                   | Yellow Butterfly Appears |                   | Turnip Flowers |                   | Lime Leaf      |                   | Maple Leaf  |                   | Wood Anemone Blows |      |
| Earliest                    | 1736                 | March. 30         | 1750              | Apr. 9           | 1752              | Apr. 7              | 1781              | Apr. 29           | 1790              | Jan. 14                  | 1796              | Jan. 10        | 1794              | March. 19      | 1794              | March. 15   | 1790              | March. 16          |      |
| Latest                      | 1796                 | Apr. 26           | 1767              | May. 7           | 1792              | May. 19             | 1792              | June. 26          | 1783              | Apr. 17                  | 1790              | Aug. 15        | 1756              | May. 7         | 1771              | May. 7      | 1784              | April. 22          |      |
| Greatest Difference         | Observed in 62 Y.    | 27 days           | Observed in 51 Y. | 29 days          | Observed in 59 Y. | 42 days             | Observed in 46 Y. | 58 days           | Observed in 36 Y. | 93 days                  | Observed in 55 Y. | 129 days       | Observed in 43 Y. | 47 days        | Observed in 34 Y. | 53 days     | Observed in 30 Y. | 37 days            |      |
| Medium Time                 | 1777                 | Apr. 13           | 1789              | Apr. 23          | 1784              | Apr. 28             | 1760              | 29-May            | 1773              | March. 3                 | 1742              | Apr. 15        | 1796              | Apr. 13        | 1788              | Apr. 12     | 1778              | Apr. 5             |      |



## Constructed Response Question Two



**Lake Tear of the Clouds**, Frontispiece from Verplanck Colvin, *Report on the Progress of the Topographical Survey of the Adirondack Region of New York*, Drawn by Verplanck Colvin (1847–1920), Published by Weed, Parson & Co. Albany, 1880, Lithograph on paper

Many people were interested in discovering the source of the Hudson River. It was decided that the highest tributary should receive credit for the source, but many tributaries were contenders. A report to state Legislators in 1872 described the Lake Tear of Clouds with such eloquence that it was decided upon as the official source. Verplanck Colvin described the lake as “a lonely pool, shivering in the breezes of the mountains.”

2a. Describe what the men in the picture are doing:

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2b. Lake Tear of the Clouds received credit for what?

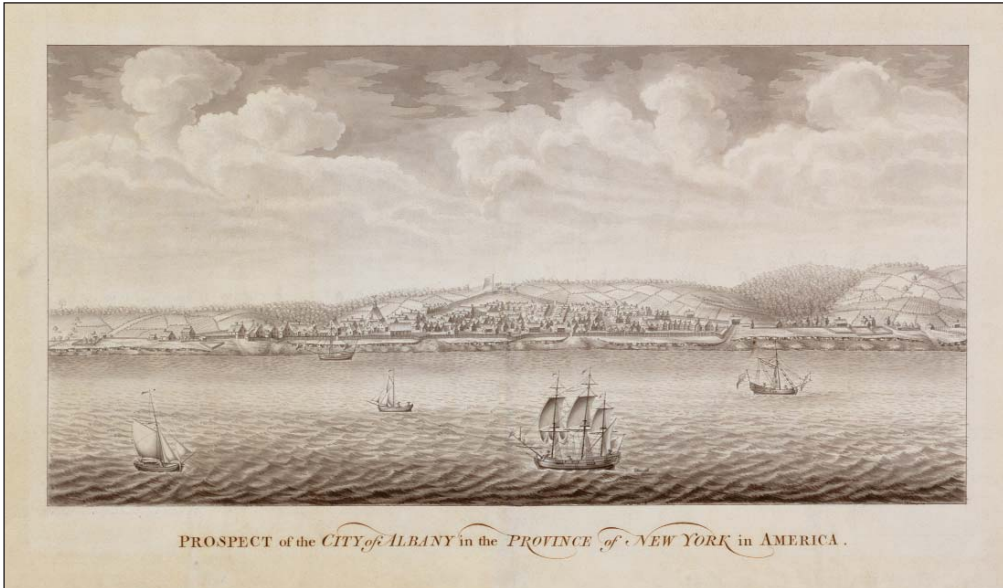
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2c. List two reasons that could have contributed to the lake’s recognition.

1. \_\_\_\_\_ 2. \_\_\_\_\_

### Constructed Response Question Three



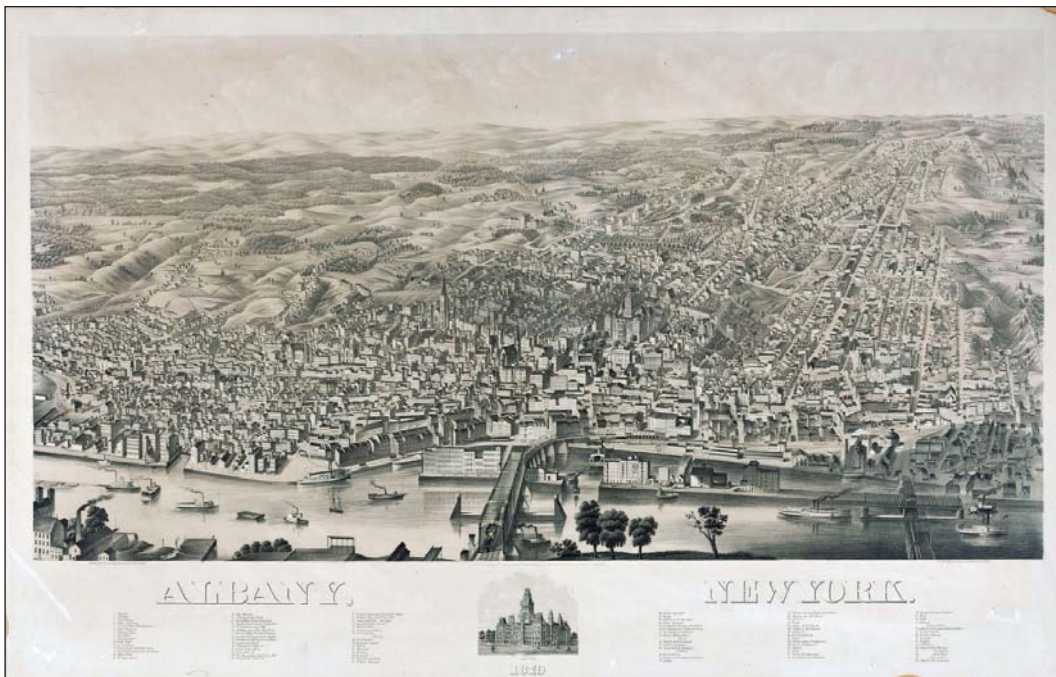
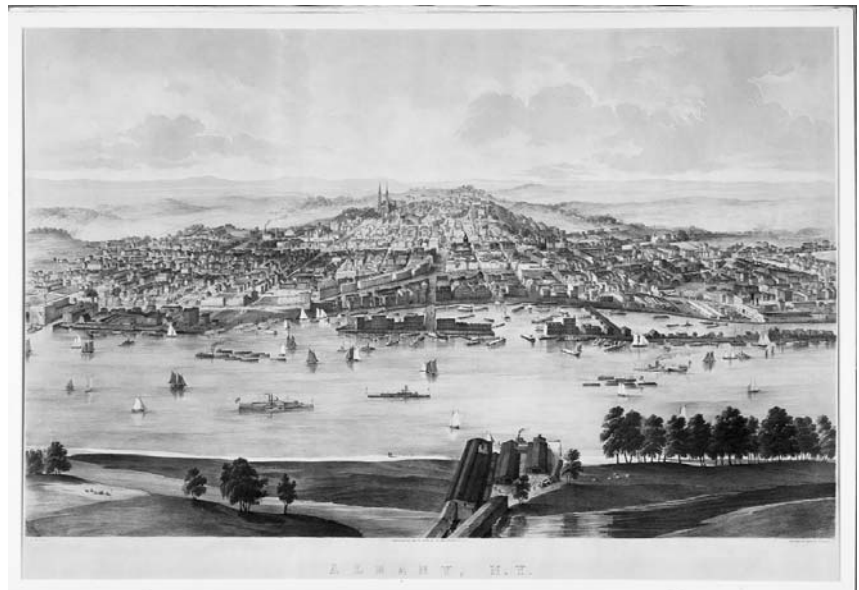
#### Document 3a

##### **Prospect of the City of Albany in the Province of New York in America;**

Attributed to Thomas Davies probably after an original drawing by William Burgis, Ink wash on paper, c.1760, Gift of Mrs. Richard C. Rockwell, 1980.17

#### Document 3b

Albany, NY, Drawn by John William Hill, (1812–1879)  
Lithograph, 1853, U1977.64



#### Document 3c

**View of Albany, New York,** Published by H.H. Rowley & Co. Hartford, CT, Lithograph, 1879, Gift of National Savings Bank, 1971.14.1



### Constructed Response Question Three

3a. Examining the three documents (prints) on the opposite page (3a, 3b, 3c) which image is the oldest? How can you tell?

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3b. Comparing the three prints, describe how they portray Albany differently.

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3c. Comparing the three prints, describe the changing river banks.

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3d. Make an inference describing the cause of the change in the river banks throughout time, based on evidence from the prints.

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Constructed Response  
Question Four

*The Cultivator*,  
December 1840,  
Jesse Buel & Company,  
Ink on paper, PB0262

CULTIVATOR EXTRA. ALBANY, DECEMBER, 1840.

"TO IMPROVE THE SOIL AND THE MIND."

# THE CULTIVATOR:

A CONSOLIDATION OF BUEL'S  
CULTIVATOR AND THE GENESSEE FARMER.

"I know of no pursuit in which more real or important services can be rendered to any country, than by improving its Agriculture."—Washington.  
"Agriculture is the Great Art which every Government ought to protect, every proprietor of lands to practice, and every ingenuous nation to improve."—Dr. Adams.

CULT. VOL. 8. FOR 1841. CULT. AND FARM. VOL. 2.  
WILLIS GAYLORD AND LUTHER TUCKER, EDITORS.

## SUBSCRIPTIONS RECEIVED HERE.

The *Cultivator* was established to improve and elevate the Agriculture of the country; to give a proper tone to the morals and mind of the farmer; to show him the dignity and importance of his profession; to store his mind with useful knowledge, and convince him that while all classes are and must be more or less dependant on each other, he alone of the whole can make any near approach to independence. If there is one thing more than another, which in this country gives a man superiority over his fellow men, it is knowledge; and this knowledge—knowledge which is as essential to the success of the farmer as of other men—it is the design of the *Cultivator* to aid in imparting.

✓ The volume for 1840, is filled entirely with ORIGINAL CORRESPONDENCE, embracing articles from more than 250 Correspondents, from almost every State in the Union.

If an increase of subscription beyond any precedent in the history of Agricultural Journals,—if the almost unanimous voice of the public press in our favor,—if the multitude of private yet flattering testimonials we have received, added to a circulation, amounting the first year to

### Twenty-Two Thousand,

may be admitted as evidence, then we have certainly most abundant reason to be gratified with the success which has attended the Union of the *Cultivator* and *Genessee Farmer*. No expense has been or will be spared to render the *Cultivator* worthy of the patronage it has received. In the number, variety and excellence of its ILLUSTRATIONS, it is without a rival at home or abroad, the last volume being embellished with nearly

### One Hundred Engravings,

Illustrating the Improved Breeds of  
**HORSES, CATTLE, SHEEP, SWINE, BUILDINGS, IMPLEMENTS,**  
&c. making the *Cultivator*, all things considered, it is believed, the

### CHEAPEST AGRICULTURAL PAPER

Ever published in this or any other country.

THE CULTIVATOR IS PUBLISHED MONTHLY  
AT ALBANY, N. Y. BY  
JESSE BUEL & COMPANY.  
To whom all Orders should be addressed.

One Dollar a Year, ALWAYS IN ADVANCE.  
Six Copies for Five Dollars.

A commission of twenty per cent will be allowed to Agents who obtain twenty-five or more subscriptions, and twenty-five per cent to those who obtain one hundred or more. All subscriptions to commence with a volume.

BACK VOLUMES.  
All the published volumes of the *Cultivator* can be furnished to new subscribers. The price is, for vols. 1, 2, 3 and 4, 50 cents each—vols. 5, 6 and 7, \$1 each. They are handsomely done up in printed covers, and can be sent by mail at the expense of newspaper postage.

Gentlemen who receive this Sheet, are requested to act as Agents. 24

4a. Explain the mission of *The Cultivator*:

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4b. If you were a farmer, what type of information might this journal provide?

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## Constructed Response Question Five

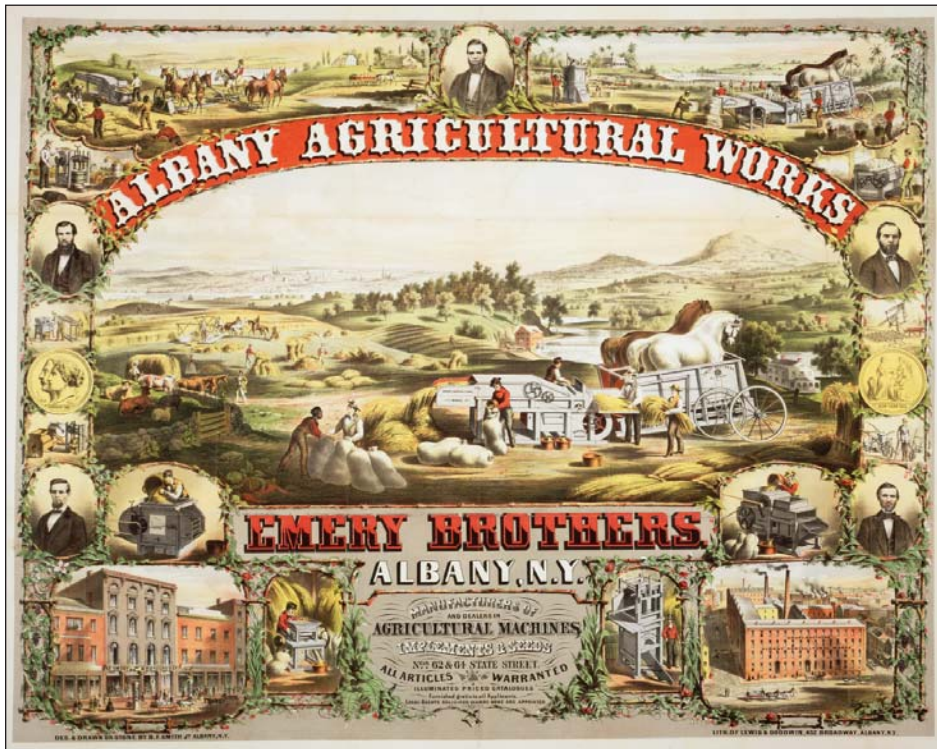
5a. After reading *The Cultivator* advertisement, discern why the harrow might be featured in this journal.

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(above)  
**Patent Model for a Harrow**  
used to refine soil for planting  
after plowing, Charles LaDow  
of Albany, July 8, 1894, Wood  
and metal, 1894, 2008.5.5



(left)  
**Albany Agricultural Works**,  
Drawn by Benjamin Smith,  
Published by Lewis and  
Goodwin, Chromolithograph  
on paper, c.1865, 1964.67

5b. List 3 items that could be found in the Emery Brothers catalogue.

1. 

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2. 

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3. 

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5c. Are the Emery Brothers targeting a consumer who specializes in a particular type of agriculture? Provide evidence from the document to support your response.

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Advertising poster for First Prize Ham "Finest in the Land," Albany Packing Co., Inc., Albany, NY, Ink printed on cardboard, c.1940, 1993.50.22

6a. What product is being advertised?

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6b. Describe how this product represents local farms and industries.

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6c. Describe the portion of the advertisement that demonstrates the impact of government regulation on local industry.

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## Document Based Questions

### NATURALISTS

This question is based on the accompanying document. The question is designed to test your ability to work with historical documents. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

#### Historical Context

**Beginning in the late 18th century, the Hudson River and surrounding terrain began attracting the attention of regional naturalists and scientists from Europe. Their detailed surveys, studies, and illustrations serve as records of the environment and reveal some of the prevailing ideas of the era in which they were made.**

#### Task

Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to:

Choose three different descriptions and/or interpretations of the Hudson River environment and for each:

- Explain the artists' unique depiction of the Hudson River environment
- Discuss how the interpretation informed the public

**Part A**  
**Short-Answer**  
**Questions**

**Document 1**

**Wild Animals of New Netherlands**, John E. Gavit (1817-1874), Albany, NY, Engraving, c.1850, copy of 1671 original print, U1990.86



**17th century European mapmakers often illustrated charts of the New World with exotic and mythical beasts.**

1a. Describe the mythical and non-mythical animals depicted in this picture.

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1b. Why might the artist have drawn the animals in such an exotic form?

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1c. Is the artist's depiction of the environment accurate for NY State? Provide two examples and explain.

1. \_\_\_\_\_

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2. \_\_\_\_\_

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**Document 2** **Storm King on the Hudson**, Homer Dodge Martin (1836–1897), Oil on canvas, 1862, Gift of the estate of Anna Vandenberg, 1909.19.3

2a. How is this artist’s depiction different from Document 1?

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2b. Explain the information that the audience might ascertain from looking at this painting:

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### Document 3

**Brook-Lime, Distant View of Albany,** From Emma Emsbury, *American Wildflowers in their Native Haunts*, Drawn by Edwin Whitefield (1816-1892), Printed by Lewis and Brown, NY, Published by D. Appleton and Co., NY, Colored engraving on paper, 1845, U1990.067

3a. What might have been the artist's motive in drawing the Brook-Lime?

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3b. Why might the artist place the Brook-Lime plant in the foreground of a scene of Albany?

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4a. Describe the detailed individual sketches included in this print.

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4b. How might this information have been useful in 1865?

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**John Torrey was a medical doctor and NY State Botanist who published *Flora of the State of New York*. Saint John's Wort has been utilized for many different purposes throughout history. Some of these less modern uses have been nerve tonic, painkiller, and relief for gastrointestinal problems.**

5a. Describe the various parts of the artist's print.

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5b. List two purposes of the artist's drawing.

1. 

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2. 

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5c. How have botanical drawings impacted our society today?

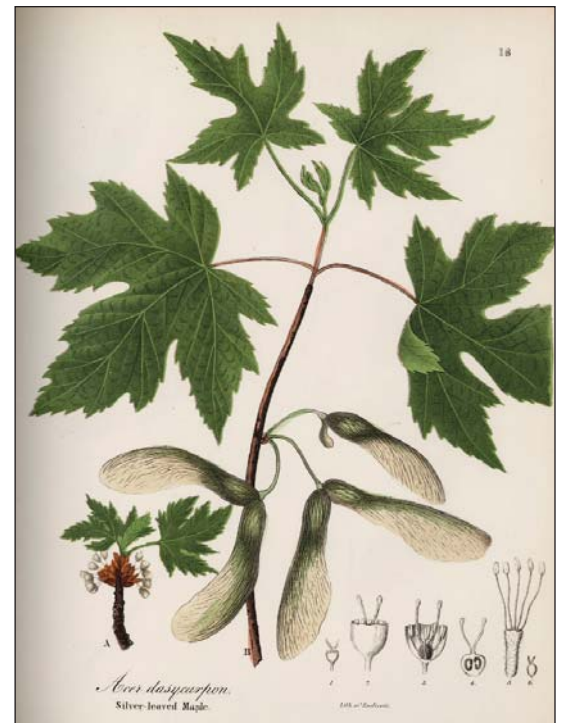
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**Document 4** Silver Maple

Both Images are:  
Chromolithographs, c.1843, from John Torrey,  
*A Flora of the State of New-York* (Albany:  
Carroll and Cook, 1843)

**Document 5** Giant St. John's Wort



In 1785, fifteen-year-old François André Michaux of Paris accompanied his father André Michaux, a French diplomat and botanist, on an exploration of North American forests. François André returned to America in 1802 to collect and document tree specimens for the restoration of forests following the French Revolution.

6a. Describe the print.

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6b. Explain the global impact of botanical documentation.

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6c. Compare André's mission to the work of contemporary environmentalists.

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**Document 6** Rock Chestnut Oak, From François André Michaux, *The North American Sylva*, Drawn by Pancrace Bessa (1772– c.1836), Published by Rice, Rutter & Co., Philadelphia, PA, Colored stipple engraving, 1865, 2008.19.2



# TRANSPORTATION



The Steamer Clermont, Robert Havell (1793–1878), Oil on canvas, 1840, 1944.13

## Constructed Response Question One

In 1807 Robert Fulton's steamboat *The Clermont* made its first trip from NYC to Albany.

1. Who built the first successful steamboat?

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2. Why did steamboats make river travel faster?

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3. How did steamboat travel contribute to the growth of NY State?

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4. How many hours did it take to travel on the *Daniel Drew* from 80th Street, NYC to Albany?

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*First Come at 10:00  
June 16 7.10*

## DAY BOAT BETWEEN NEW-YORK & ALBANY

Fare Lower than by any other Route  
AND NO DETENTION ON THE BARS.

**THE LARGE, SWIFT AND COMMODIOUS STEAMER  
DANIEL DREW!**

CAPT. D. H. HITCHCOCK,

**WILL LEAVE NEW-YORK,**  
From foot of Jay Street, N. R.  
EVERY  
Tuesday, Thursday and Saturday,  
At 7 A. M.

**WILL LEAVE ALBANY,**  
From the foot of Hamilton Street  
EVERY  
Monday, Wednesday and Friday,  
At 9 A. M.

| LANDING AT              | O'CLOCK | MILES | On Arrival of the Saratoga Trains. |
|-------------------------|---------|-------|------------------------------------|
| 80th Street, .....      | 7.10    | 4     | LANDING AT O'CLOCK MILES           |
| Yonkers, .....          | 8.00    | 18    | Hudson, .....                      |
| Cozzens, .....          | 9.40    | 49    | Catskill, .....                    |
| West Point, .....       | 9.50    | 60    | Tivoli, .....                      |
| Newburgh, .....         | 10.20   | 60    | Rhinebeck, .....                   |
| Poughkeepsie, .....     | 11.20   | 75    | Poughkeepsie, .....                |
| Rhinebeck, .....        | 12.10   | 95    | Newburgh, .....                    |
| Tivoli, .....           | 1.00    | 108   | West Point, .....                  |
| Catskill, .....         | 1.40    | 118   | Cozzens, .....                     |
| Hudson, .....           | 2.00    | 124   | Yonkers, .....                     |
| Arriving in Albany 4.00 | 150     |       | Arriving in N.York 5.30            |

12 Passengers for the MOUNTAIN HOUSE are transferred at Catskill to fast and easy Stages, and reach the top of the Mountain in about four hours. At Hudson this Steamer connects with the Cars for Lebanon Springs and the East, arriving at the Springs at 7 1/2 P. M.; at Albany with the Afternoon Train to Saratoga and Lake George, placing Passengers in Saratoga at 7.55 and Lake George at 10.30 same evening. Also connects with Lake Champlain Night boat at Whitehall, enabling Passengers to reach Montreal next morning. Trains leave Albany for Niagara Falls and Suspension Bridge at 6 and 11 P. M.

N. B. The Daniel Drew connects with the Cincinnati Express and Rensselaer & Saratoga Railroad, and Lake Champlain Steamboats, at Albany.

**J. ELMENDORF, Agent.**

13 Hudson Express Co. CADMUS & Co., Proprietors, attend on the Boat to deliver Parcels and Baggage of all kinds.

W. E. Castle, Printer, Albany Morning Express Office.

Broadside for Daniel Drew Steamer, W.E. Castle; printer, Albany, c.1876, paper, ink, PB 182

## Constructed Response Question Two

Entrance of the Canal into the Hudson, James Eights, 1823, Watercolor and pencil on paper, Gift of James Eights 1836.1.5

**The Erie Canal created a water route between NYC and Buffalo, NY. The canal linked the Hudson River in eastern NY with Lake Erie in western NY.**



1. Define canal. \_\_\_\_\_

\_\_\_\_\_

2. What two bodies of water does the Erie Canal connect?

\_\_\_\_\_

3. How did the Erie Canal improve travel and trade in NY?

\_\_\_\_\_

\_\_\_\_\_

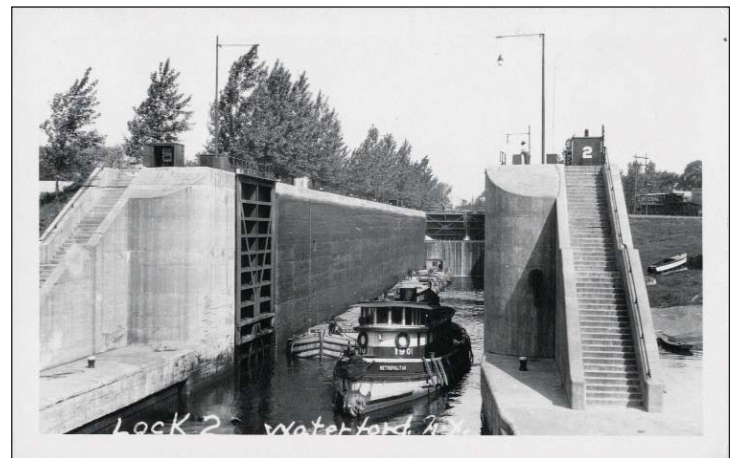
**Because Lake Erie is 568 feet higher than the Hudson River, 83 locks were needed to raise or lower a boat, depending on the direction of travel.**

4. Define lock. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Barge passing through Locke 2, Waterford, Photographic print, c.1940, postcard collection

5. Why were locks necessary for traveling on the Erie Canal?

\_\_\_\_\_

\_\_\_\_\_



Early river crossings were accomplished by small ferry boats called scows.



**Haying on the Hudson**, Showing a Rope Ferry, Will H. Low (1853-1932), Watercolor on paper, 1870, Gift of Mary B. Danaher, 1969.47.98

1. Based upon the painting, how did this scow cross the river?

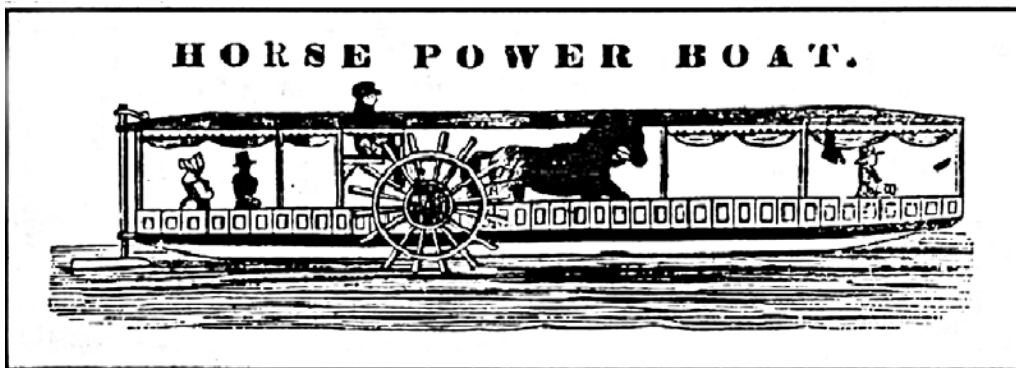
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2. What problems might a scow encounter during a river crossing?

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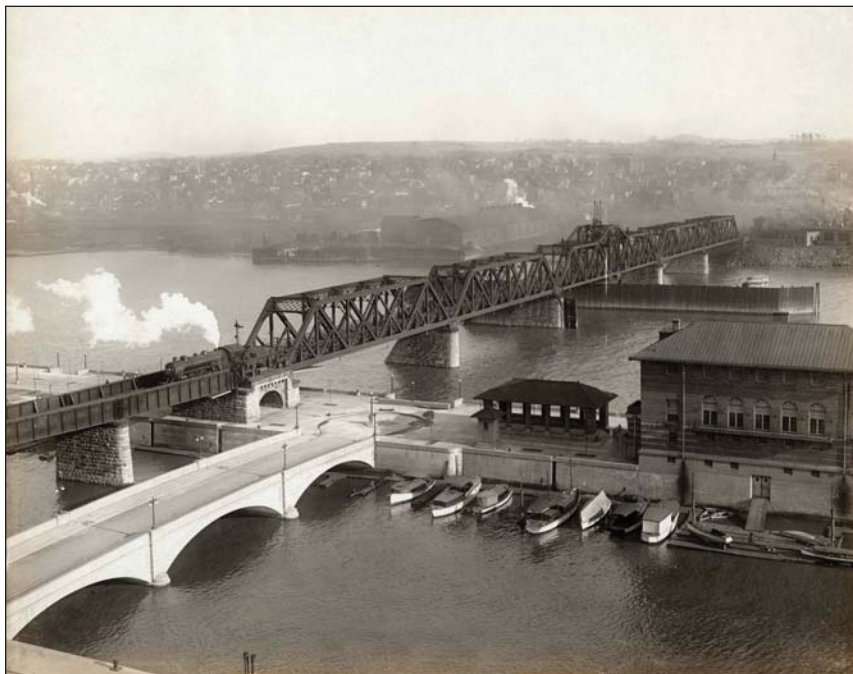
**Horse-Powered Ferry on the Hudson River**, woodblock print, c.1800

3. How are the horses able to move the ferry through the water?

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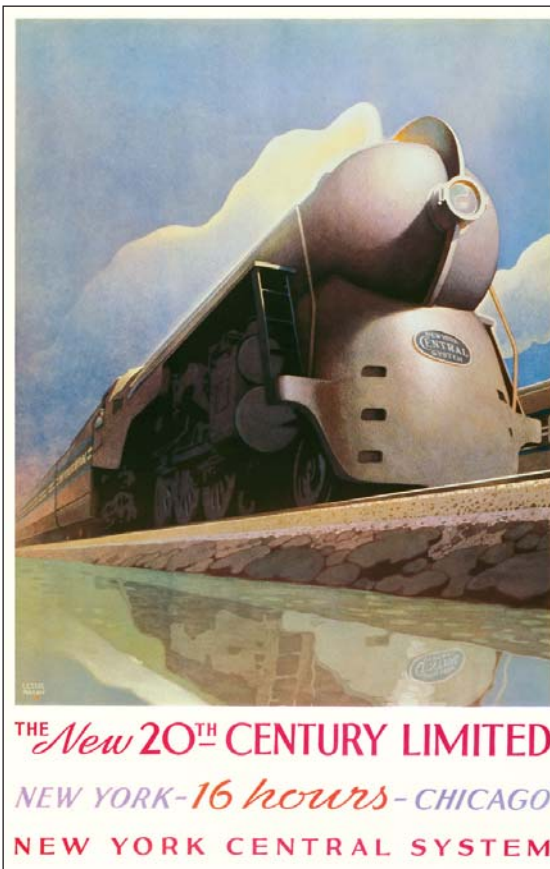
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## Constructed Response Questions Four and Five



**Document 4** Albany Yacht Club and Maiden Lane Railroad Bridge looking east, Unidentified, Photographic print, c.1910, PC 3 138

**Document 5** The New 20th Century Limited, Leslie Ragan, (1897–1972), Lithograph by Latham Litho.Co., NY, Half-tone print, 1938, Gift of New York Central Railroad, 1959.130.94



### In reference to Document 4:

1. How has crossing the Hudson River changed over time?

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2. Why are bridges a more reliable and convenient river crossing than ferries?

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### In reference to Document 5:

1. How long did it take to travel on the 20th Century Limited from NY to Chicago?

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2. What 20th century invention led to the decline of railroad travel?

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## Document Based Questions

### TRANSPORTATION

#### Historical Context

For thousands of years people have traveled up, down and across the Hudson River and its surrounding valley. It has been a vital artery for the flow of people, goods, and information. Modes of transportation have changed with the times. Whether for pleasure, trade or industry, the river has offered its use for the benefit of settlement, cultural, and commercial development.

#### Task

Using the information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers will help you write the essay in part B in which you will be asked to:

Identify two changes in transportation that led to the growth of the Hudson River Valley and for each change:

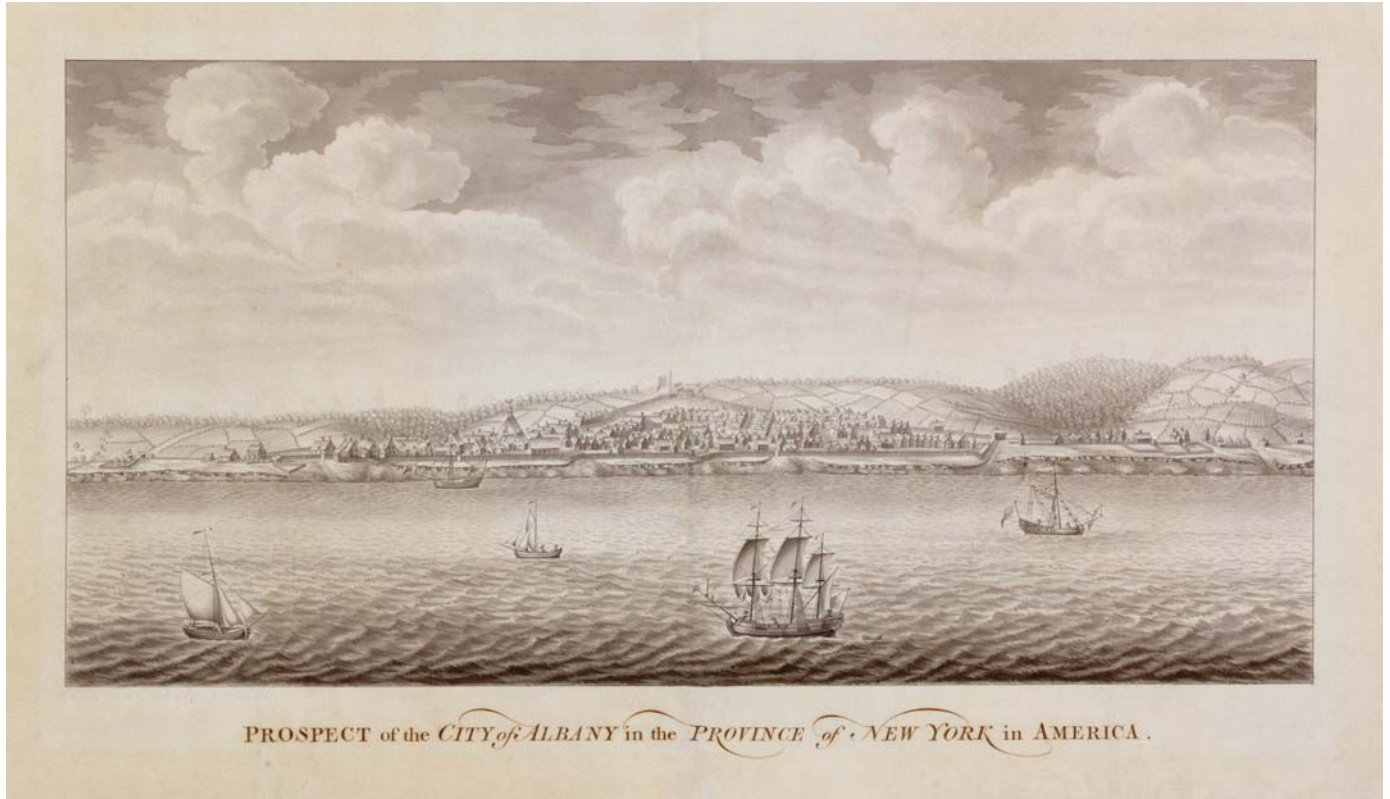
- Explain how it led to the growth of NY's economy
- Explain how it led to the growth of NY's population
- Discuss one positive effect of each change and one negative effect of each change



City of Troy from  
West Bank, William  
James Bennett, 1842,  
Watercolor, 1944.35

**Part A**  
**Short-Answer Questions**

*Directions:* Analyze the documents and answer the short-answer questions that follow each document in the space provided.



**Document 1** Prospect of the City of Albany in the Province of New York in America; Attributed to Thomas Davies probably after an original drawing by William Burgis, Ink wash on paper, c.1760, Gift of Mrs. Richard C. Rockwell, 1980.17

**For two centuries sloops dominated river traffic on the Hudson River between Albany and NYC. Dutch settlers brought their indigenous watercraft designs to the New World, and over time local builders adapted those forms to suit regional needs.**

1. What were Hudson River sloops dependent on for motion?

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2. How did Hudson River sloops support the Hudson River Valley's growth?

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Robert Fulton's maiden voyage of *The Clermont* inaugurated steamboat travel as a quick, reliable alternative. Steamboats could move against currents and strong winds. The NY State Legislature granted Fulton a monopoly on steam navigation on state waters.



**Document 2** *The Steamer Clermont*, Robert Havell (1793–1878), Oil on canvas, 1840, 1944.13

3. Identify three types of transportation in the painting.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. Why was the steamboat an important change in water transportation?

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The period from 1825 to 1850 is often called the Age of Canals. Completed in 1825, the massive Erie Canal created a water route between NYC and Buffalo, NY.

5. How did the Erie Canal help the growth of trade in NY?

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**Document 3** *Entrance of the Canal into the Hudson*, James Eights, 1823, Watercolor and pencil on paper, Gift of James Eights 1836.1.5



**Document 4** *Thoroughbreds*, Walter L. Greene (1870–1956), 1927, Oil on canvas, Gift of the New York Central Railroad, 1959.130.162

6. What were two advantages that railroads had over canals and steamboats?

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

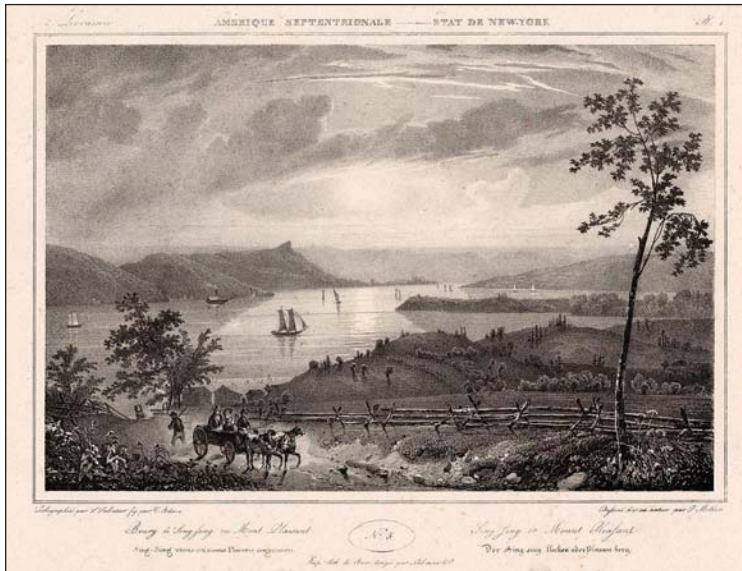
\_\_\_\_\_

\_\_\_\_\_

7. What effect did the growth of railroads have on the use of the canal system?

\_\_\_\_\_

\_\_\_\_\_



**Document 5**

*Sing Sing or Mount Pleasant*, Jacques-Gérard Milbert, 1829, lithograph from *Itinéraire Pittoresque du fleuve Hudson et des Parties Latérales*, 1944.22.5

Early roads began as paths and later became military, plank, and paved roads. In 1802 the first turnpike opened connecting Albany and Schenectady. On a turnpike travelers had to pay a toll. By 1821, there were 4,000 miles of turnpikes in NY.

8. What were two advantages of toll roads as a means of transportation in NY?

1. \_\_\_\_\_

2. \_\_\_\_\_

9. What were two disadvantages of toll roads as a means of transportation in NY?

1. \_\_\_\_\_

2. \_\_\_\_\_





#### Document 6

**View of Albany, New York, H. H. Rowley and Company, printers, lithograph, 1879, 1971.14.1**

10. What 19th-century innovation made east-west travel and trade across the Hudson River more convenient and reliable?

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#### Document 7

**Greenbush toll bridge to Rensselaer, Unidentified photographer, Photographic print, c.1910, Hinkleman Collection, PC3.139**

11. What mode of transportation used this bridge?

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12. How did this mode of transportation help the growth of suburbs?

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**Document 8** Spinning props before take-off, First Municipal Airport, 1954, gelatin silver print, Morris Gerber Collection 1993.010.262P

The first successful flight of an airplane took place in North Carolina in 1903. In 1928, Albany was the location of the first municipal landing site in the country and by 1930 it was known as the “aerial crossroads” of the Northeast.

13. How did air travel bring new jobs and businesses to NY?

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## TRADE, COMMERCE, AND INDUSTRY

### Constructed Response Question One



City of Troy from  
West Bank, William  
James Bennett, 1842,  
Watercolor, 1944.35

**Industry-friendly towns sprang up along the river to create a cultural landscape of remarkable diversity and prosperity.**

1a. Describe how this painting represents an industry-friendly town.

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1b. Provide evidence from the painting to support the statement, “Troy was a prosperous river town.”

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## Constructed Response Question Two



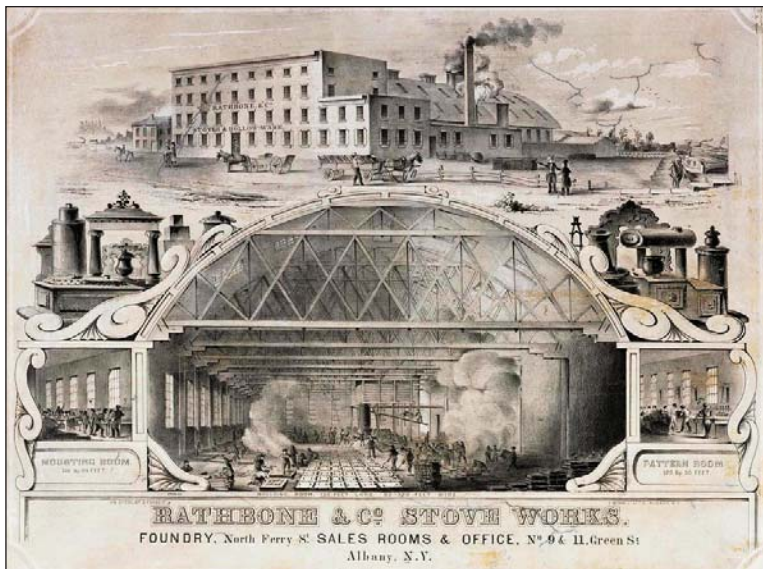
Simeon DeWitt map of New York, Ink on paper, 1804, M 0172

The Hudson River flows some 315 miles, from the Adirondack Mountains at Lake Tear of the Clouds to the Atlantic Ocean at NYC. The river was one of the principal waterways in North America, with a rich history of commerce, transportation, culture, and recreation.

2. Explain how the location of the two major waterways in NY State has impacted the economic and social development of NYS and surrounding states.



### Constructed Response Question Three



**Rathbone & Co. Stove Works**, On stone by E. Forbes,  
Lithograph by J.H. Hall, Albany, NY, 1954.59.11



**Newark Lime & Cement Manufacturing Co.'s Works, Rondout, New York**, Unidentified printer, Colored lithograph, 1880, u1977.146

**Beginning in 1825, the Erie Canal connected the Hudson to the Great Lakes. Soon after, the Delaware & Hudson Canal linked the river to Pennsylvania.**

3. The above documents depict factories located in two different cities; describe how the NY State waterways influenced the economic success of these and other industries throughout the state.

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## Constructed Response Questions Four and Five

4a. List three items a client of the ship chandlers would be able to purchase.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4b. Describe the typical client of the ship chandler.

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5a. List three things that a person could purchase from Robert R. Henry.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

5b. Based on location of the sale and details from the advertisement, describe the typical client that would patronize Henry's sale.

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**Broadside for merchant Robert R. Henry**, Printed by Websters and Skinner, Albany, NY, 1808, PB 0023



Cole & Wing Ship Chandlers, Photographic print, c.1870, Wing Collection

**Robert R. Henry,**  
At No. 1, QUAY-STREET, (adjoining the *FISH-SLIP*,)  
**OFFERS FOR SALE,**

**F**OUR Thous<sup>d</sup> bush. coarse, } SALT...Contant supplies of which will  
One Thousand do. fine } be kept at very reasonable prices, by  
110 chests TEAS (superior qualities) Hyfon, Young Hyfon, Hyfon-skin, Souchong } large or small quantities.  
[and Bohea.

4 pipes Old Madeira,  
5 do. Port,  
8 do. Sherry,  
8 do. Teneriffe, Colmanar and Corfica, } **WINES ;**  
12 boxes best Claret, } Of superior qualities.

5 pipes 4th proof Cogniac and Barcelona Brandy,  
4 do. 4 .. Holland Geneva,  
1 do. 5 .. Country do.  
25 pun<sup>4</sup> 4 .. Jamaica Spirits,  
15 do. 3 & 4 .. St. Croix do.  
20 do. 1 & 4 .. Country do.  
2 do. very old Jamaica do.  
2 do. Cherry and Raspberry Brandy,  
25 hhd. } **BROWN SUGARS**, from 8 1-2 to 14 dollars <sup>per</sup> C.  
40 bbl. }

8 hhd. Loaf and Lump Sugar,  
23 tierces fresh Rice,  
12 do. best Brown Stout,  
2,500 lbs. best Coffee (in bbls. and bales,) West-India and Bourbon,  
146 boxes Spanish and American Segars, best qualities, from 2 1-4 to 14 1-2 doll... M.  
12 crates Earthen Ware, at a low advance on the sterling cost,  
12 casks Railins---1 cask Shrub---1 bale Twine,  
24 large Demijohns,  
50 doz. black Bottles,  
2 bales Pepper---with 6-8, 7-8, 8-10 Window Glass---Havanna and India Sugars---  
Florence Oil---Cotton---Pimento---Spices---Anchovies---Capers---Olives---Soap and Candies---Basket Salt---Superior Bitters---Almonds---Snuff, &c.

Altogether forming a very extensive and complete assortment of **GROCERIES**, which he offers for sale on the most moderate terms---His Stock will be continually encreased by additional Supplies during the season.

Also on hand, eight tons Ruffia flat and English square **IRON**, which will be sold uncommonly low, either in large or small quantities, to clothe the concern.

A large **STOCK** of old Madeira and other Wines, Spiritous Liquors, Teas, &c. selected particularly for **RETAIL**, of very superior qualities.

The Produce of the Country (or Merchandize) stored in his Fire-proof Store, on reasonable terms, and thipt for sale when required. **CASH** paid for **ASHES, WHEAT, &c.**

ALBANY, 15th SEPTEMBER, 1808. [Printed by Websters and Skinner, Albany.]





## Document Based Questions

### TRADE, COMMERCE AND INDUSTRY: FISH TALES

This question is based on the accompanying document. The question is designed to test your ability to work with historical documents. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

#### Historical Context

**As a tidal estuary, the Hudson River has tides as far north as Troy providing an environment that is conducive to marine and fresh water species. Scientists have identified 215 different species of fish within the Hudson River.**

#### Task

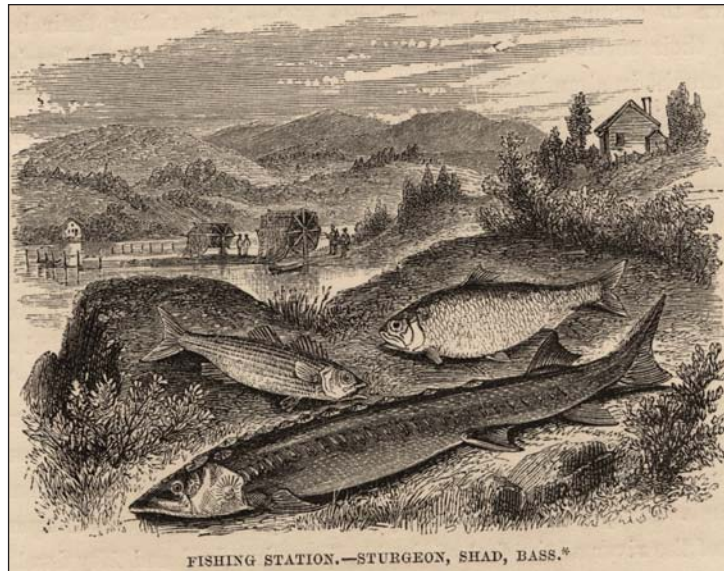
Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to:

- Discuss the extent to which the marine life of the Hudson River has influenced the economic and social life of the people living in the surrounding area.

**Part A**  
**Short-Answer**  
**Questions**

**Document 1a**

**Butter Churn**  
with cow suckling  
a sturgeon,  
Paul Cushman  
(1767– 1833), Albany,  
NY, Stoneware with  
cobalt decoration,  
1809, Gift of John  
P. Remensnyder,  
1977.20.4



**Document 1b** Fishing Station, Sturgeon, Shad,  
Bass from *The Lordly Hudson*

**The sea-going Atlantic sturgeon is the largest fish found in the Hudson River. The Atlantic sturgeons were once so large and plentiful in the Hudson River that early 19th century Albanians referred to the fish as “Albany Beef.”**

1a. Discuss the significance of the depiction of the cow suckling a sturgeon.

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1b. How does this historic object depict the role of the sturgeon in 19th c. life along the Hudson?

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1c. List three factors that impact fishing in the Hudson.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**Document 1c**

**Striped Bass**, Don Nice, anodized  
aluminum, 2004, Courtesy of  
Babcock Galleries

1d. Describe the impact on commercial fishing. \_\_\_\_\_

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1e. How has government legislation and lack of legislation impacted commercial fishing on the Hudson?

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In 1783, a group of Quaker whalers, known as the “Nantucket Navigators” sailed up the Hudson looking for a new whaling port. These Quakers wanted to avoid paying the tariffs imposed by the British for whale oil after the American Revolution. This whaling venture was short lived, but was revived again in 1830 and lasted another fifteen years. As the demand increased for whale oil and blubber for lamps, candle wax and lubrication for machinery grew, so did the use of baleen (whalebone) for corsets stays, hoop-skirts, umbrella and parasol ribbing, and fishing rods. The City of Hudson was the most successful whaling port on the Hudson, along with whaling companies in Poughkeepsie and Newburgh.



**Document 2a** Parasol with baleen ribs, Unidentified maker, Silk, metal and baleen, 1845-50, 1985.11

**Document 2b** Whale oil lamps, Possibly Boston and Sandwich Glass Company, Glass, metal, enamel and whale oil, c.1845, Dr. Peter Lacovara  
(left)

2a. List three ways in which whale byproducts were utilized in everyday life.

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2b. How did the American Revolution impact the whaling industry on the Hudson River?

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### Document 3

**Isaac Newton Eddy  
Memorial on Comoro  
Island, Indian Ocean,**  
Ralph A. Savage (1827–  
1904), Waterford, NY  
Oil on canvas, 1855  
Gift of Albert B. Roberts,  
2006.49.5



Many men had heard stories about life on the seas and were lured into joining a crew. One such man, Alonzo Wheeler, a wagon-maker from Chatham, NY, moved to Hudson to join the crew of the whaling ship, *Martha*. In his journal, Wheeler discusses how he was influenced by the popularity and proliferation of romantic stories of adventure, such as the well known story of Isaac Newton Eddy of Waterford, NY, who ran away to sea, died on a whaling ship, and was buried on Comoro island off the coast of Madagascar. The story that has been passed down is that another crew member created a sketch of the sailor's burial location and presented it to the parents of Isaac. His family commissioned the Waterford artist Ralph Savage to create this memorial painting.

3a. How did Isaac Newton Eddy and other sailors influence people like Alonzo Wheeler?

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3b. How might whaling and whaling stories be viewed as romantic?

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## Document Based Questions

### TRADE, COMMERCE AND INDUSTRY: RIVER AS PRODUCT: ICE HARVESTING

This question is based on the accompanying document. The question is designed to test your ability to work with historical documents. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

#### Historical Context

**Ice harvesting from the Hudson River, nearby ponds, lakes and canals was a major industry from about 1860 until 1919. During its heyday Hudson River natural ice was sold locally and shipped to NYC and as far away as India and China.**

#### Task

Using information from the documents and your knowledge of U.S. history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to:

- Discuss the technological, economical, and social impacts of Hudson River ice harvesting.

## Part A

### Short-Answer Questions



**Document 1** Ice Handsaw Cutting on the Hudson, From *Scribner's Monthly*, 1875

### Ice Harvesting on the Hudson

This river industry provided seasonal employment for workers, like farmers in the winter months, to fulltime employment year round. The actual harvesting of ice was accomplished by men with long saws cutting through the many inches of ice, creating large uniform cubes. These blocks were loosened from the frozen river ice sheet, removed from the river, and transported to ice houses for storage or shipped to far reaching destinations.

1. List three ways harvesting impacted the local economy.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_





**Document 2a (left)**

**Ice Hook**, Gifford Ice Company, Hudson, NY, Gift of Derek Plass, 2003.50.9

**Document 2b (below)**

**Ice Tongs and Ice Splitting Fork**, Gifford Ice Company, Hudson, NY, Gift of Derek Plass, 2003.50.8



Once the ice cakes reached the ice house the large cakes needed to be maneuvered and stacked on top of each other. In some cases elevators or pulley systems were used to position the cakes. Ice tongs and hooks were used by the employees to place the cakes on the mechanism to move the ice.

2a. If the ice house company was placing an advertisement for employees, name two required qualifications for employment.

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2b. Describe the equipment used to move the ice blocks.

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**Document 3a** Interior of Mammoth Ice House,  
Print, February 25, 1871



**Document 3b** Haying on the Hudson, Showing a  
Rope Ferry, Will H. Low (1853–1932),  
Watercolor on paper, 1870, Gift of Mary  
B. Danaher, 1969.47.98

In colonial America, ice houses filled with large blocks of ice insulated with salt and hay were common in both rural and urban areas. These ice houses ranged from small facilities to a 6-story building. Pulley systems assisted in storing the large blocks of ice. The blocks were arranged so that a space of two or three inches between the cakes afforded the circulation of air and gave room for natural melting. When the ice house was filled, loose hay was thrown over the vast amount of ice. Hay was a major agricultural resource that was widely utilized in insulating ice houses. Farmers shifted from growing subsistence agriculture to producing commercial agriculture, such as the hay used for the refrigeration of ice. During harvest season the Hudson was used to transport hay to multiple ice houses.

3a. Explain how can ice harvesting was a stimulus for economic growth in the Hudson Valley in the late 19th and early 20th centuries.

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3b. Describe the technology utilized in the harvesting and storing of ice.

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**Document 4** Monteith bowl, Unidentified maker, England Tin-glazed earthenware, c.1725, Gift of Herbert L. Shultz and Eleanor Shultz Adams, 1995.22.1

Ice was used sparingly to cool dairy products and beverages. One popular method used to chill wine glasses was a Monteith. Typically made of silver or ceramic, this bowl with its distinctive indented rims held the stems, while the bowls of the glasses were suspended in ice or chilled water.

4a. Explain if this Monteith Bowl would represent a handmade item or a purchased item?

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4b. Describe the decorations on the bowl.

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4c. How did ice and refrigeration represent social status?

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## Document 5a

Pamphlet by the  
Hygienic Ice and  
Refrigerating Co.,  
Albany, NY, 1907,  
Epamera Collection

## Document 5b (below)

Ice Boxes made  
by Maine  
Manufacturing  
Company in  
America's Icemen, by  
Joseph C. Jones Jr.,  
pg.146, c.1900, 621.58

**DANGER OF IMPURE ICE FOR REFRIGERATING**

Because you do not use ice in the water you drink you believe you can safely use Impure Ice for your refrigerator. You were never more mistaken in your life, because Impure Ice melting in the upper part of your refrigerator gives off the poisonous disease germs which are absorbed by the surrounding air, and as air becomes cold, it descends through the air chambers of the refrigerator, coming in direct contact with the food, depositing the germs of typhoid and other intestinal germs directly in the warm gelatines surrounding cooling meats, milk, butter and other food stuffs, which act as culture beds breeding and multiplying these deadly germs, making the refrigerator the unseen specter of death, constantly threatening every member of your family. You cannot afford to take the risk. Think it over and see if the refrigerator should not be the cleanest part of your house.

**FACTS ABOUT ARTIFICIAL ICE**

It is part of your education to be posted about Artificial Ice, as it is discussed more than any other subject at the present time. We answer below a few questions asked many times a day. Keep this for reference.

We do not use River water in the ice.

We distill every drop of water used, our distilling plant furnishes 6000 gallons per day.

There is no ammonia used in the water to freeze the ice nor does ammonia come in contact with it; in fact no chemical can possibly get into the ice. Ignorance of the process has led some people to think otherwise, do not lay yourself open to ridicule by making such a mistake.

It lasts longer because it is all ice.

It makes your refrigerator colder, because being all ice it has more cold producing quality.

We deliver the ice into your refrigerator, we think ice thrown on the sidewalk a great danger to the consumer, coming as it does, in direct contact with the spital of people suffering with tuberculosis.

You will always find your ice box clean, sweet and wholesome. The ice box should be the cleanest part of your house.

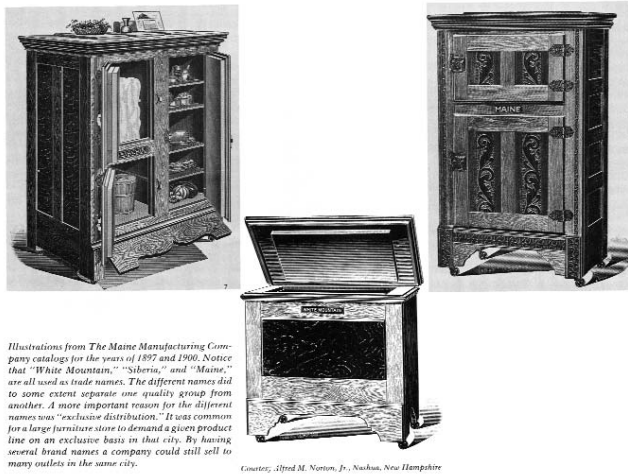
**OLD WAY**

**NEW WAY**

We reproduce the Distilling Plant installed in our factory by the Pure Water Company of America, its capacity is 6,000 gallons per day. Every pound of ice we make is made from distilled water chemically pure. We do not use river water.

Dr. Daniel D. Jackson, Chemist of the Department of Water Supply of the City of New York, says in a report to the Merchants' Association of New York, in March, 1907:

"There are numerous ice houses just below the South Bridge at Albany, and the ice from there is represented by samples 21, 22, 23, this ice is well described by the term solidified sewerage." This conclusion was arrived at by actual chemical analysis. He further says, "It is a verdict that ice can not safely be used for domestic purpose where it is cut between Troy and Albany or five miles below the latter City, and that much of this ice is sold for domestic use, both in Albany and New York City, and undoubtedly is the source of many cases of typhoid fever, and other intestinal diseases. Protect yourself and family by using ice made from distilled water chemical pure, in which river water is NOT used."



Illustrations from The Maine Manufacturing Company catalogs for the years of 1897 and 1900. Notice that "White Mountain," "Volcanic," and "Maine," are all used as trade names. The different names did to some extent separate one quality group from another. A more important reason for the different names was "exclusive distribution." It was common for a large furniture store to demand a given product line on an exclusive basis in that city. By having several brand names a company could still sell to many outlets in the same city.

Courtesy: Alfred M. Norton, Jr., Nashua, New Hampshire

As industrialization continued, the anxiety over contaminated natural ice grew. Companies devised a new process to manufacture artificial ice by distilling water. Proponents of natural ice believed that the bacteria in water would die over time, resulting in natural ice providing better quality than the manufactured ice. Advertisements by artificial ice companies often included pictures of horses standing

on the ice with manure, called "diamonds" nearby in hopes of persuading customers to buy artificial or hygienic ice.

Some ice boxes had a wall of insulation filled with charcoal, cork, flax, or wool with an interior lining made of zinc, slate, porcelain, or galvanized metal. An ice block would last a day or two. Electric or gas-powered refrigerators made their debut with companies such as Frigidaire and General Electric by 1915.

5. How did the changing society impact the ice harvesting industry and why?

6. Describe how the industry changed over time and why?





## Document Based Questions

### TRADE, COMMERCE AND INDUSTRY: REST STOPS

This question is based on the accompanying document. The question is designed to test your ability to work with historical documents. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

#### Historical Context

**Inns, hotels, and taverns have furnished room and board for travelers who journeyed up and down the Hudson Valley. For hundreds of years they have been important service industries contributing to the regional economy.**

#### Task

Using information from the documents and your knowledge of U.S. history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to:

- Discuss how hotels, inns, and taverns have contributed to the economy of the region.

Describe:

- The multiple reasons for consumers to patronize various inns, hotels, and taverns throughout the Hudson Valley.
- The geographic implications of the river’s impact on the prosperity of hotels, inns, and taverns along the river.
- The similarities of advertisements and artists’ depictions of hotels, inns, and taverns.

Part A  
Short-Answer Questions



Document 1

A North West View of the Cohoes or Great Cataract of the Mohawk River, Drawn by Thomas Davies (c.1737–1812), Engraved by Peter Mazell (active 1764–1797), Colored engraving, c.1768, 1945.30

Cohoes Falls is the second largest falls in NY State after Niagara Falls. They are 75 feet high and 1,000 feet wide, making for scenery filled with beauty and grandeur. The beauty of the falls was captured by Reverend J. Megapolensis in 1692, when he wrote to friends in Holland: “we saw not only the river falling with such a noise...but the water boiling and dashing with such a force in still weather, that it was all the time as if it were raining... I saw there in clear sunshine when there was not a cloud in the sky... in a great abyss the half of a rainbow.”

1a. Why might a traveler from downstate or the western part of the state be drawn to visit these falls?

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1b. Describe how the artist captured the historic description of a traveler in 1692?

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## Document 2

**Cataract House,  
Cohoes Falls,  
Printed by  
Charles Magnus,  
NY, NY, Colored  
lithograph, c.1867,  
2007.43**

The Cataract House is beautifully situated upon a bluff overlooking the Cohoes Falls, and from its observatory the country can be seen for miles around. The first Cataract House was built in 1860. The house had a central fireplace large enough to roast a whole ox. Breakfast consisted of steak, fish, eggs, cakes, coffee, and tea. The evening meal was a variation on breakfast, plus cold meat. Certain alcoholic beverages were free, others cost extra. The rates were \$2.00 per day which was more than the average worker made in a day.

2. Describe two reasons for a tourist to be drawn to this hotel.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



### Document 3

Mansion House,  
Albany, NY,  
Drawn by  
Frederick Swinton,  
Lithograph, 1845,  
Bequest of Ledyard  
Cogswell, Jr.,  
1954.59.9

Albany's *Mansion House* hotel advertised in 1873 that it was “one block and a-half from steamboat landing, and the direct route to all the railroad depots.”

3a. Why might a visitor choose to stay at the Mansion House?

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3b. Would the Cataract House and The Mansion House compete for the same customers? How might the customers be different and/or similar?

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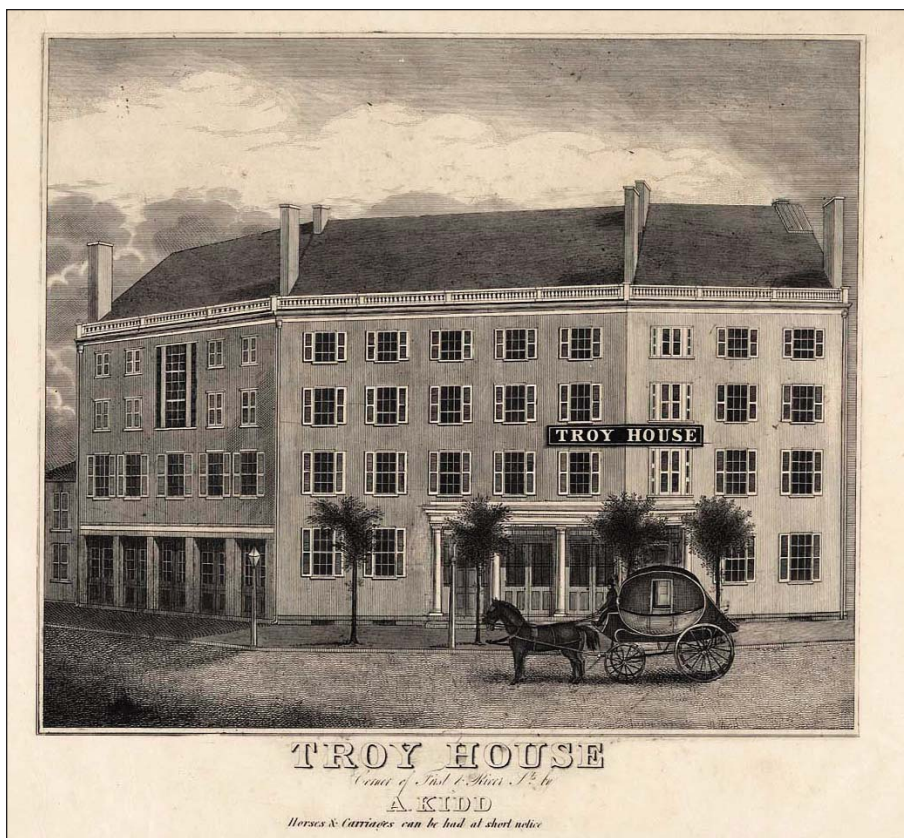
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#### Document 4

**Troy House (corner of 1st and River Streets) Troy, NY, Drawn by A. Kidd, Ink on paper, c.1830, u1973.114**

**In 1827, Troy experienced growth and prosperity; with no less than 330 buildings constructed. In 1829, the city of Troy paved River Street with cobblestones, making the city feel more metropolitan. In 1832, a**

**charter was secured to build the Rensselaer and Saratoga RR, which traveled from Troy to Ballston Spa. The train would stop on the bridge and horses would drag the cars to the front of the Troy House.**

4a. List two amenities the Troy House offered its customers:

1. \_\_\_\_\_
2. \_\_\_\_\_

4b. Why was it important for cities to be well known for their hotels and amenities?

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4c. Describe the interconnected relationship between railroad expansion and Troy city commerce.

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## Document 5

**A View of the Catskill Mountain House**, Sarah Cole (1805–1857), Oil on canvas, 1848, 1964.040



The hotel originally opened in 1824. The Mountain House was enlarged in 1845 resulting in a massive structure 2,000 feet up and 40 feet from the mountain's edge, providing an expansive scenic view. The hotel, later owned by Charles Beach, was able to supply amenities and exquisite scenery to draw people from all over the state, including urban professionals and merchants with financial means.

5a. Describe the type of person who might have been attracted to the Catskill Mountain House.

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5b. Describe how the artist portrays the hotel and the setting.

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5c. How might this portrayal of the Catskills and the building assist in convincing tourists to visit this hotel?

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| THE CATSKILL MOUNTAIN RAILROAD  |        |        |        |            |                     |                                     |        |        |      |  |  |  |
|---|--------|--------|--------|------------|---------------------|-------------------------------------|--------|--------|------|--|--|--|
| From Catskill Landing, on the Hudson River, to the Catskill Mountains.  |        |        |        |            |                     |                                     |        |        |      |  |  |  |
| THE SHORTEST, QUICKEST, CHEAPEST AND MOST DESIRABLE ROUTE   |        |        |        |            |                     |                                     |        |        |      |  |  |  |
| To the Catskill Mountain House, Hotel Kaaterskill, Haines's Falls, Tannersville, Laurel House, Palenville, Cairo, Durham, Windham and other points in the Catskill Mountain Region.   |        |        |        |            |                     |                                     |        |        |      |  |  |  |
| TIME TO AND FROM THE CATSKILL MOUNTAIN HOUSE AND HOTEL KAATERSKILL TWO HOURS QUICKER BY THIS ROUTE THAN PRACTICABLE BY ANY OTHER.   |        |        |        |            |                     |                                     |        |        |      |  |  |  |
| TIME-TABLE NO. 2. TAKES EFFECT MONDAY, AUGUST 14th, 1882.   |        |        |        |            |                     |                                     |        |        |      |  |  |  |
| Catskill to Mountain House Station.   |        |        |        |            | STATIONS.           | Mountain House Station to Catskill. |        |        |      |  |  |  |
|   | No. 1. | No. 3. | No. 5. |            |                     | No. 2.                              | No. 4. | No. 6. |      |  |  |  |
|   | A.M.   | P.M.   | P.M.   | Distances. |                     | A.M.                                | P.M.   | P.M.   |      |  |  |  |
|   | 7.15   | 12.30  | 3.40   |            | Catskill Landing    | 16                                  | 10.40  | 2.45   | 5.45 |  |  |  |
|   | 7.20   | 12.35  | 3.45   | 1          | Catskill Village    | 15                                  | 10.35  | 2.40   | 5.40 |  |  |  |
|   |        |        |        | 6          | Leeds               | 10                                  |        |        |      |  |  |  |
|   | 7.45   | 1.00   | 4.10   | 8          | South Cairo         | 8                                   | 10.00  | 2.10   | 5.10 |  |  |  |
|   | 8.00   | 1.15   | 4.25   | 12         | Lawrenceville       | 4                                   | 9.45   | 1.50   | 4.50 |  |  |  |
|   | 8.05   | 1.20   | 4.30   | 14         | M't'n House Station | 2                                   | 9.40   | 1.45   | 4.45 |  |  |  |
|   |        |        |        | 16         | Palenville          |                                     |        |        |      |  |  |  |
|   | A.M.   | P.M.   | P.M.   |            |                     | A.M.                                | P.M.   | P.M.   |      |  |  |  |
| <p>A — indicates that trains stop only on signal. The small figures opposite Mountain House Station denote that trains are not yet running to or from that Station. It is expected that trains will run regularly to Mountain House Station within a few days and to Palenville before September 1st. When trains run to and from Mountain House Station the time given above will apply to that station. Until trains run to Mountain House Station stages will meet passengers for the Catskill Mountain House, Laurel House, Hotel Kaaterskill, Palenville and Tannersville at <b>LAWRENCEVILLE</b>. Stages for Cairo, Durham, Windham and other points will meet Trains at <b>SOUTH CAIRO</b>.</p> <p>ON SATURDAYS Special Trains will leave <b>Catskill Landing</b> at 7 P.M., connecting with N. Y. C. &amp; H. R. RR. Saratoga Special which leaves New York at 3.30 P.M., and on arrival of Steamer <b>Kaaterskill</b>, which leaves New York at 1 P.M.</p> <p>ON SUNDAYS Trains will leave <b>Catskill Landing</b> at 8.15 A.M. and 7 P.M. and <b>Mountain House Station</b> (or Lawrenceville) at 4.20 P.M. to connect with 5.43 P.M. train and Night Boat for New York; and at 8.45 P.M. to connect with Steamer <b>Kaaterskill</b> for New York.</p> <p>ON MONDAYS Train No. 1 will leave Catskill at 8.15 A.M. and arrive at Mountain House Station at 9.05 A.M.</p> <p>All Trains will run on regular time and stop at all regular stations.</p> <p><b>Connections from New York, Albany and Saratoga:</b></p> <p>TRAIN No. 1 connects with Catskill Night Boats from New York, except on Mondays. On Mondays it connects with Trains from Albany and Poughkeepsie.</p> <p>TRAIN No. 3 connects with Day Boat from Albany and four trains of the N. Y. C. &amp; H. R. RR. from Saratoga, Albany and New York.</p> <p>TRAIN No. 5 connects with Day Boat from New York and trains of the N. Y. C. &amp; H. R. RR. leaving New York at 11 A.M. and Albany at 2 P.M.</p> <p><b>Connections to New York, Albany and Saratoga:</b></p> <p>TRAIN No. 2 connects with Day Boat for New York and four trains of N. Y. C. &amp; H. R. RR. for New York, Albany and Saratoga.</p> <p>TRAIN No. 4 connects with Day Boat for Albany and N. Y. C. &amp; H. R. RR. trains due in New York at 7 P.M.</p> <p>TRAIN No. 6 connects with Catskill Night Boats for New York and trains of N. Y. C. &amp; H. R. RR. for New York, Albany and Saratoga.</p> <p>Through Tickets and Baggage checked to New York, via all Lines, from South Cairo, Lawrenceville and Mountain House Station.</p> <p>C. R. VAN BENTHUYSEN, General Passenger Agent.<br/>Vestry Street Pier, New York City.</p> <p>C. A. BEACH, SUPERINTENDENT,<br/>CATSKILL, N. Y.</p> |        |        |        |            |                     |                                     |        |        |      |  |  |  |

Charles Beach owned the Catskill Mountain House and the stage line for Catskill Landing to the Mountain House. In 1882, he built the Catskill Mountain Railroad from the Hudson River to the base of the mountain.

Document 6 Catskill Mountain Railroad time schedule, Ink on paper, 1882, SpC 974.738 Eph 3 of 3

6a. Describe the impact of the triangulation of transportation and hotel ownership.

6b. The Catskill Mountain Railroad provided multiple benefits for using its service. List three benefits.

1.
2.
3.

6c. According to the flyer, this service connected travelers to the Catskill Mountains from what other form of transportation?



## CULTURE AND SYMBOL

### Constructed Response Question One

In 1935, President Roosevelt appointed Dr. Mary McLeod Bethune as National Director of the National Youth Administration's Division of Negro Affairs.

1a. List two titles Dr. Mary McLeod Bethune held.

1. \_\_\_\_\_

2. \_\_\_\_\_

1b. Based on details from the broadside, infer what Carver's Cultural Society promoted.

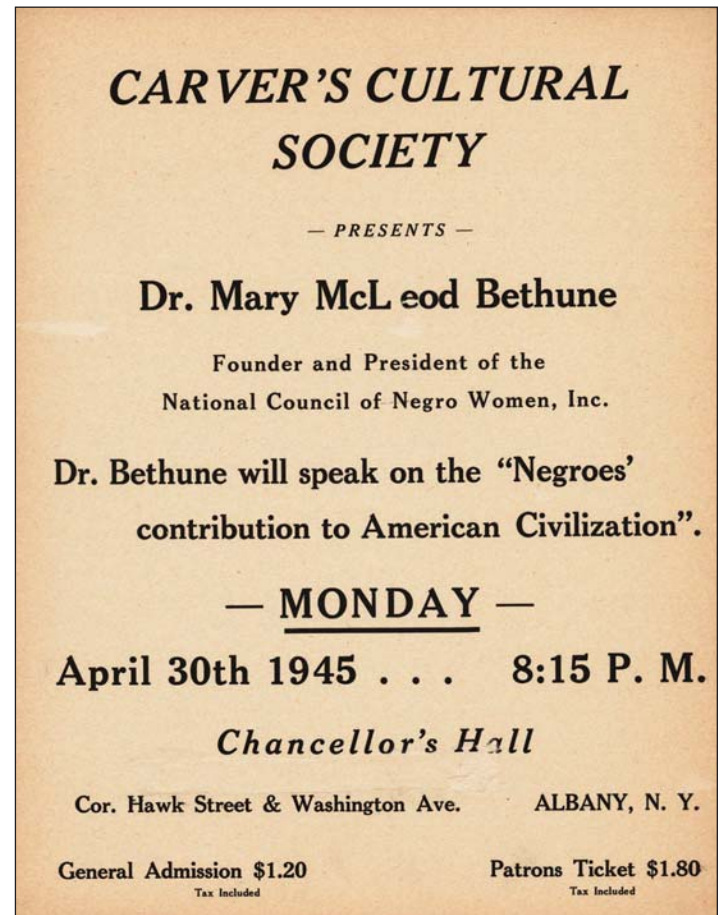
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\_\_\_\_\_

\_\_\_\_\_

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Broadside for Carver's Cultural Society, Albany, 1945, Ink on paper, PB 0214

1c. Describe the culture of the time period and the possible negative and positive implications of the topic.

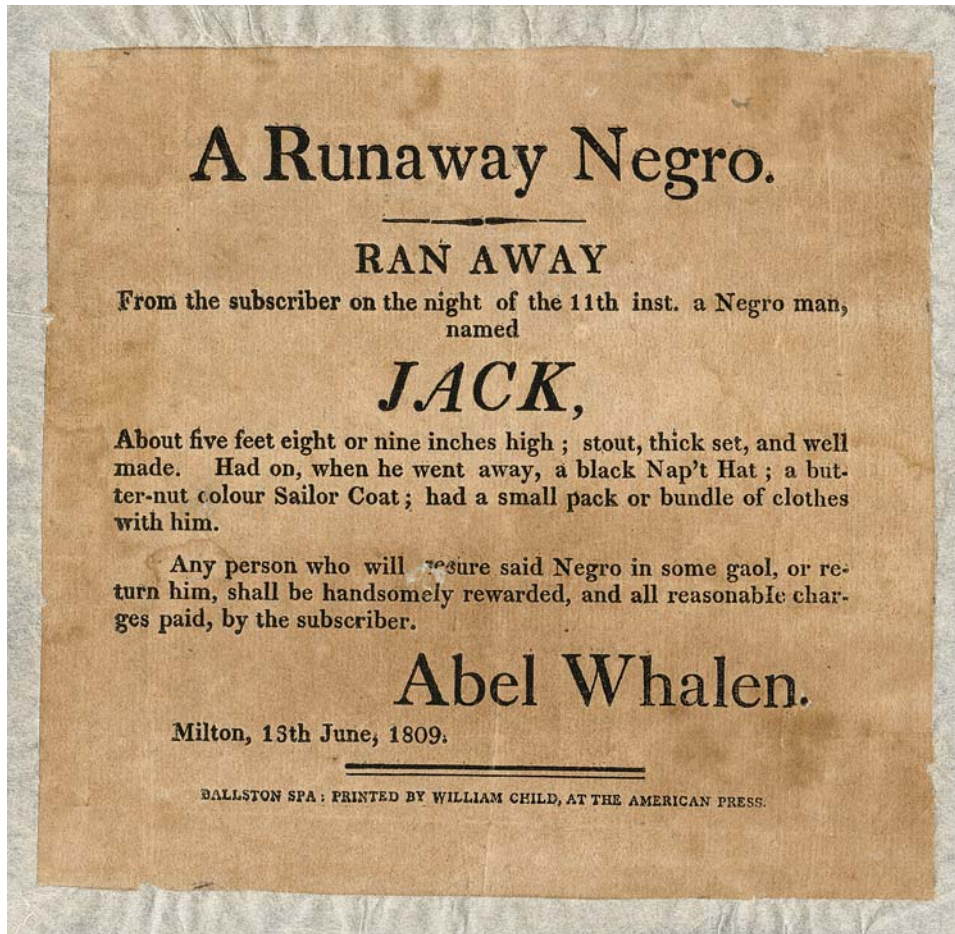
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**Broadside for A Runaway Negro, Jack, June 13, 1809,**  
Printed by William Child,  
Ballston Spa, NY, Ink on paper,  
1809, PB 0028

2a. What could the language used to describe Jack be compared to in society today?

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2b. Explain the correlation between an upstate NY (Milton) advertisement for a runaway slave and the concept of the Northern states promoting abolitionism.

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**Constructed Response  
Question Three**

**Picnic Scene near  
Albany, Tivoli  
Falls, William Hart,  
1851, oil on canvas,  
1949.27**

**Paintings in which artists captured the natural beauty along the shores of the Hudson were displayed in fashionable art galleries in NYC. Many of these paintings were engraved on steel plates and printed by the hundreds for sale.**



3a. Explain the implications of the Hudson River artists' work and the diverse socioeconomic response among admirers.

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3b. Describe how this relationship made an impact economically and socially on the artists and the geographic areas along the Hudson.

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## Document Based Questions

### CULTURE AND SYMBOL: HUDSON RIVER SCHOOL

#### Historical Context

The combination of grand scenery and notable historic sites created a varied scene or picturesque landscape, in other words one resembling a picture. By the end of the 19th century, accessible transportation and stunning scenery contributed to a thriving tourist trade in the Hudson River Valley.

#### Task

Using the information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers will help you write the essay in part B.

#### Part B

#### Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least four documents to support your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

- Discuss how American artists helped transform the economic, social, aesthetic, and architectural culture of the region. Refer to the increase of accessible transportation and cultural awareness for the natural beauty of the Hudson River Valley.

## Part A Short-Answer Questions

*Directions:* Analyze the documents and answer the short-answer questions that follow each document in the space provided.



### Document 1

**Panorama of Catskill Mountains,**  
 Drawn by H. Schile,  
 Colored lithograph,  
 c.1870, 1997.9.2

1a. How did travel brochures and promotional material contribute to the expansion of the tourism industry?

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1b. Describe what the people are doing in this promotional poster:

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**Document 2a and 2b**

(left)

**Tabletop stereo viewer**, Possibly England, Rosewood veneer, glass, metal, c.1860-70, u1981.8

Above is a view looking through the Tabletop Stereo viewer.

**Between the 1850s and the 1920s the most far-reaching medium to bring tourist sites into the home was the stereoscope. The three-dimensional effect produced by the dual photographs provided entertainment and education.**

2a. Describe what a tabletop stereo viewer is used for.

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2b. How could a stereo viewer impact tourism of the Hudson River region? Describe one positive and one negative impact.

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**Document 3** **Lake Winnepesaukee**, Thomas Cole (1801–1848), Oil on canvas in original gilt frame, 1827 or 1828  
Gift of Dorothy Treat Arnold (Mrs. Ledyard) Cogswell, Jr., 1949.1.4

**For the first time, Artists captured the beauty of the land, and the American countryside became “landscape.” These paintings and the land they depicted became a source of national pride.**

3a. What is the person doing in this painting? \_\_\_\_\_

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3b. Is the person in the picture depicted as an affluent man? Provide evidence.

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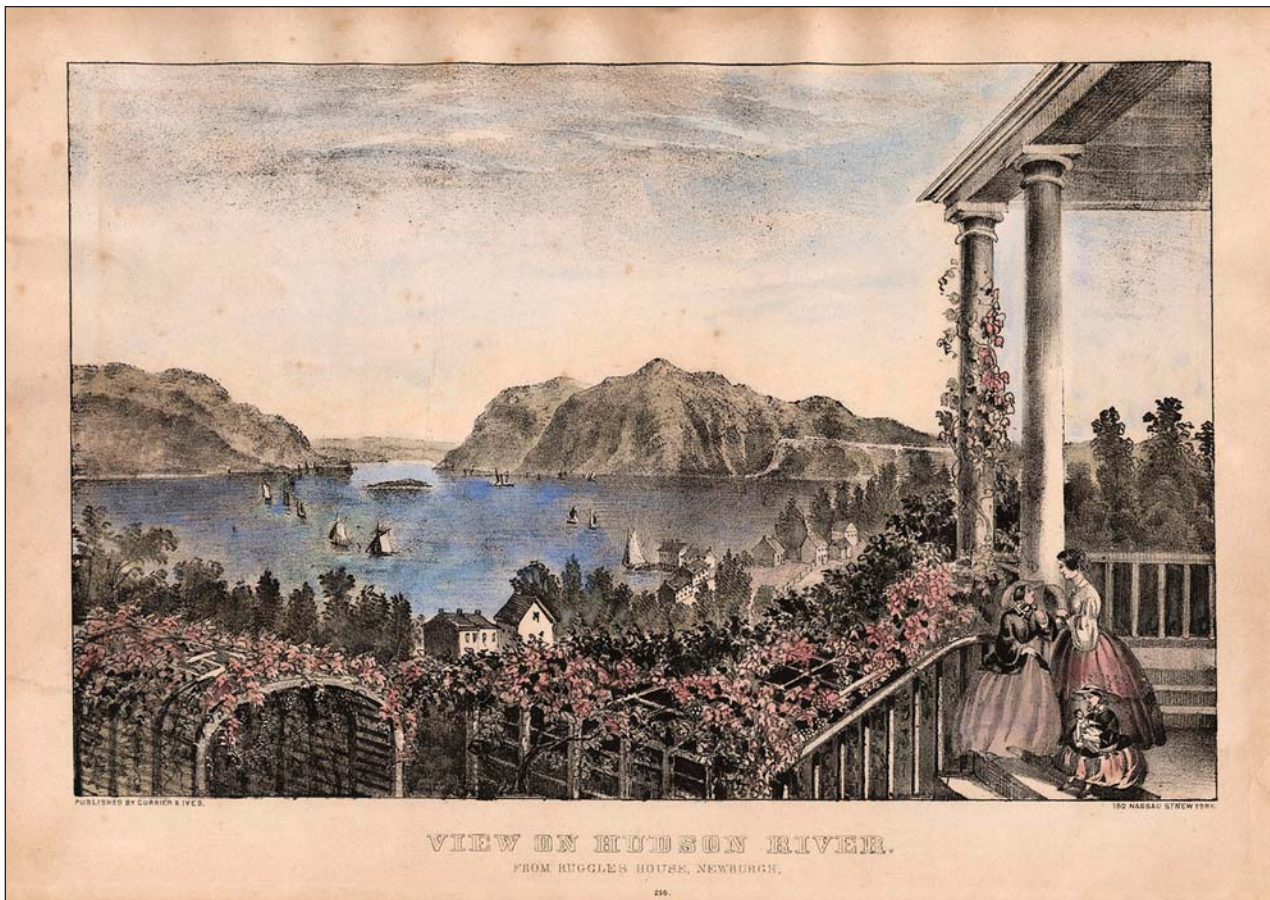
3c. Explain how paintings, like Cole’s, could be used to increase tourism.

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**Document 4** View on Hudson River From Ruggles House, Newburgh, Unidentified artist, Published by Currier & Ives, u2005.22

4a. Explain why the artist depicted part of the house in this scene.

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4b. What types of boats are on the water?

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4c. Is this painting demonstrating the industrial or leisurely aspects of living on the Hudson?

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4d. Is the scene depicting an affluent or working class family and house? Provide evidence.

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## Document 5

**Residence of James Wager,**  
Published by Harry Pease, Albany, NY,  
Lithograph, c.1860,  
Bequest of Ledyard Cogswell, Jr.,  
1954.59.95

The enduring image of the Hudson Valley as a sublime landscape was inspired by the Romantic artists in the latter half of the 19th century. Buildings were designed and settings were composed to be appreciated as works of art.

5a. What is the focal point of the house? Where is your eye drawn to first?

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5b. Explain how this home could be compared to a work of art.

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5c. Describe the socioeconomic status of the home owner. Provide evidence.

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## Document Based Questions

### CULTURE AND SYMBOL: AMERICAN REVOLUTION

#### Historical Context

The American Revolution played out along the banks of the Hudson River leaving a multitude of artifacts and symbols to mark the events that made history.

#### Task

Using the information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers will help you write the essay in part B.

#### Part B

#### Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least four documents to support your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

- Discuss how historic artifacts and paintings reflect the attitudes emotions, and beliefs of the people who created them.
- Infer what these symbols mean to Americans today.

## Part A

### Short-Answer Questions

*Directions:* Analyze the documents and answer the short-answer questions that follow each document in the space provided.



Lady Harriet Ackland followed her husband and his regiment from England to America. In the second Battle of Saratoga, her husband was wounded and taken to an American camp. Lady Ackland requested permission to be able to go to the American camp and nurse her husband back to health. The painting shows her traveling down the river to the American camp with a chaplain, a waiting maid and Major Ackland's valet.

**Document 1** Lady Harriet Ackland at Saratoga, Drawn and engraved by Robert Pollard, England, Aquatint, 1784, Gift of Col. William Gorham Rice and William Rice, his son, 1941.2.7

1a. Describe how this painting depicts the social and emotional side of war.

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1b. Explain the implications of social class in a time of war.

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1c. Why do you think the artist decided to paint this scene?

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## Document 2

**Iron link from the Great Chain,**  
Sterling Iron Works, Orange  
County, NY, Wrought iron, 1778,  
Gift of Charles Webster, 1831.1

**In 1778, Captain Thomas Machin supervised the floating of a large iron chain across the river on log rafts, from West Point to Constitution Island, to deter the British from trying to gain control of the river. Cannons were positioned on both sides of the river, so when the British ships slowed down to avoid running into the chain, they would be fired upon.**

2a. How did the Captain keep the chain from sinking in the river?

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2b. Describe the purpose of the chain.

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2c. Evaluate the possible effectiveness of this military strategy.

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2d. Explain how this chain link represents a symbol of American ingenuity.

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#### Document 4a

**Der Americanische Gener. Arnold (The American General Benedict Arnold)**, Unidentified engraver, Engraving, 1771, Gift of Mrs. Charles M. Hamlin, 1944.12.1

**The British never attempted to break the chain, but Benedict Arnold, in a written correspondence, claimed that a well-loaded ship could break the chain.**

3a. Why would Benedict Arnold question the American military strategy?

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3b. To whom might Benedict Arnold have written the correspondence?

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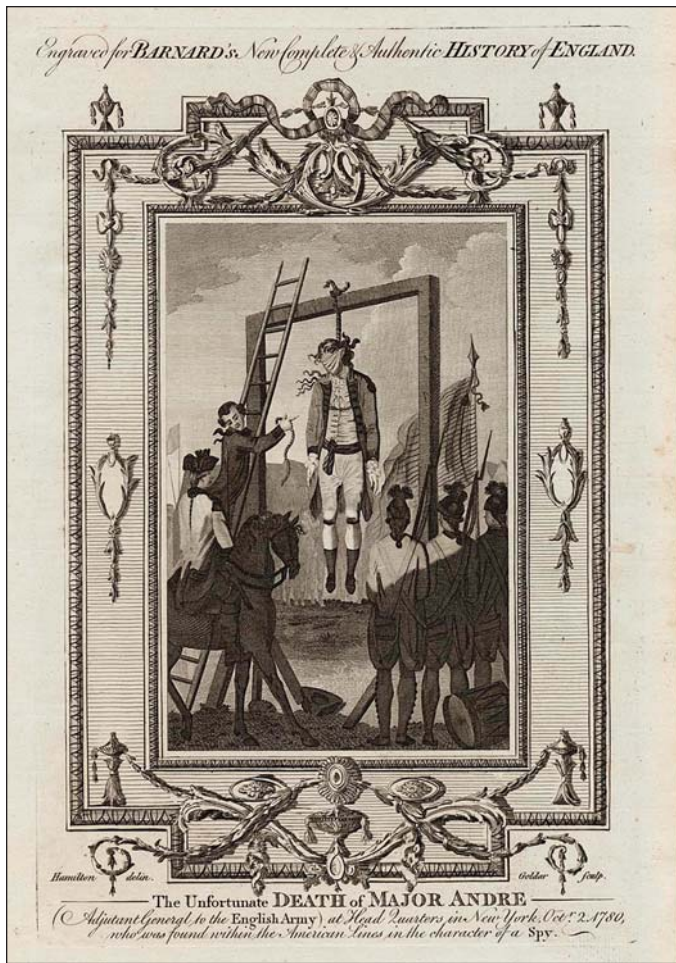
3c. What type of a symbol does Benedict Arnold represent in American History?

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#### Document 4b

**The Unfortunate Death of Major André**, Edward Barnard, *The New, Comprehensive and Complete History of England: from the Earliest Period of Authentic Information, to the Middle of the Year, MDCCLXXXIII*, Published in England 1783, Drawn by William Hamilton, Engraved by John Goldar, Mixed method print, 2008.7

**Major André (Adjutant General to the English Army) at Head Quarters in NY, Oct. 2, 1780, who was found within the American Lines in the character of a Spy.**

4a. Who was Major André? Which army did he represent?

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4b. Explain why Major André was executed.

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4c. Infer why the print was titled **The Unfortunate Death of Major André**.

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4d. Why do you think the border of the picture of an execution would be so ornate?

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*A View of FORT GEORGE with the CITY of NEW YORK from the SW.*

**Document 5** A View of Fort George with the City of New York from the SW, John Carwitham, engraver, depicted date, c.1731–36, issued date, c.1764, Hand-colored engraving, Gift of the Estate of Mrs. Richard C. Rockwell, 1995.30.8

5a. Which side possessed Fort George? Provide evidence.

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5b. List two reasons this fort was strategically located.

1. 

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2. 

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5c. What symbols in the painting assist the viewer in identifying this as a fort?

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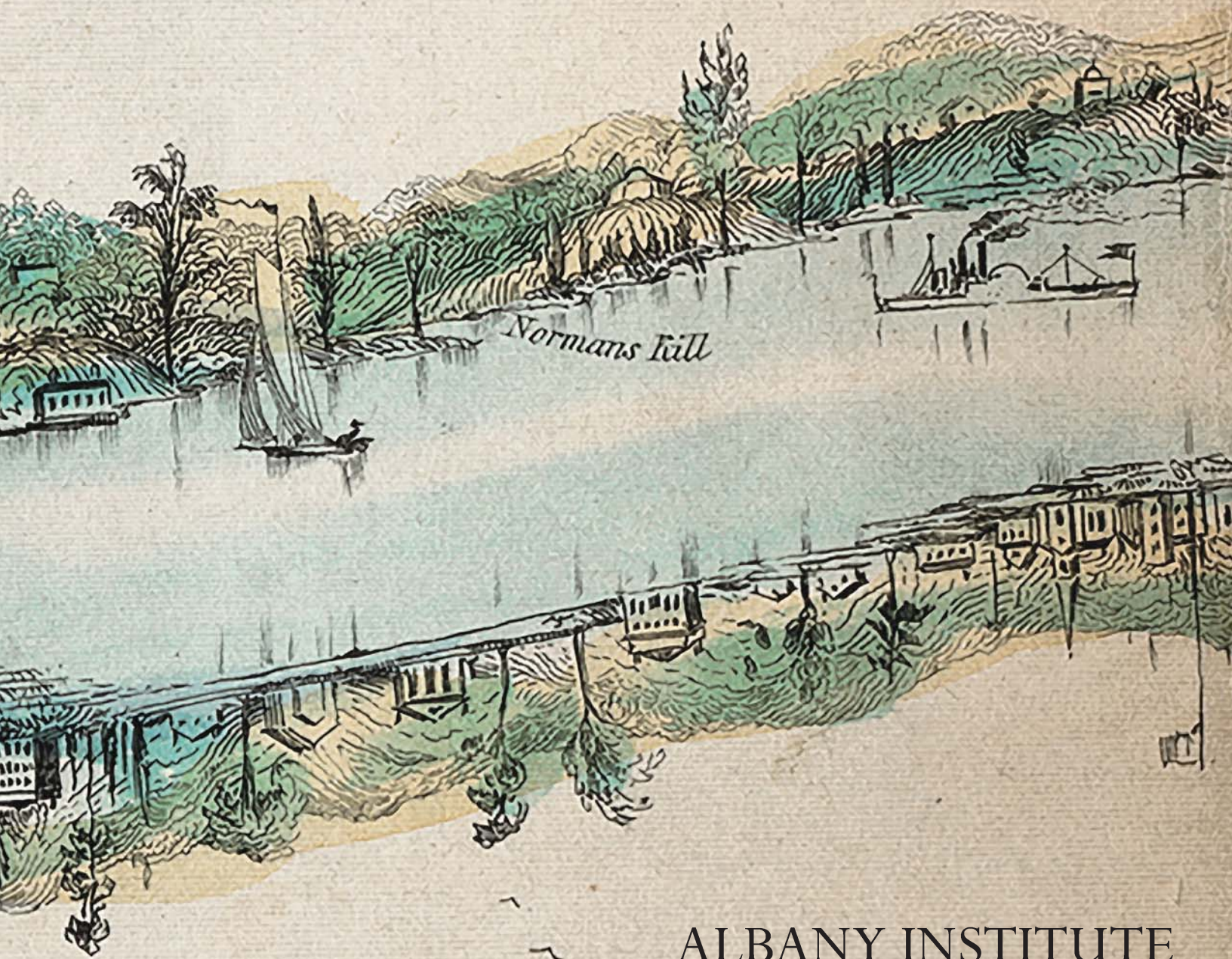


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OF HISTORY & ART

125 Washington Avenue, Albany NY 12210  
(518) 463-4478 | [albanyinstitute.org](http://albanyinstitute.org)