

The Streets of New York: Steps Through Time

What should my class do before we visit?

1. **Discuss.** Ask your students; “What is a Museum?” Explain that they will be visiting a history museum! What do they think history is?
2. **Review.** Learn the vocabulary words listed below.
3. **Brainstorm.** Tell your students that they will be visiting a gallery that is designed to look like New York City in the early 20th century. What do they think might have been different? What might have been the same? Why?

Vocabulary

Collection	A group of objects that a person or place gathers, usually with a theme.
Gallery	A room in a museum where objects from the collection are displayed.
Transportation	How people get from one place to another.
Carriage	A mode of transportation used before cars were invented.
Purpose-Driven Vehicle	A vehicle designed to be used for a specific purpose.
Horse	A large farm animal that often pulled carriages.
Reins	Leather ropes used to connect a horse to a carriage and help the driver to steer.

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What should my class do after the visit?

1. **Think back.** What purpose-driven vehicles did they see today? Why were they needed, and how did they help people living in New York City? Take a look at the photos included below and name that wagon!

Answers

- a. Doctor's Wagon
- b. Police Patrol Wagon
- c. Popcorn Wagon
- d. Steam Pumper

2. **Brainstorm.** Why do you think there were so many carriages on the streets of New York City in the early 20th century?
3. **Discuss.** Depending on your student's ages and backgrounds, the following themes and sample questions may be useful to discuss:
 - Fire safety
 - i. Why do you think there were so many fires in New York a long time ago?
 - ii. What sort of things started fires?
 - iii. How were fires put out?
 - Jobs and careers
 - i. What are some jobs people had in early 20th century NYC?
 - ii. Why were these jobs needed?
 - Immigration
 - i. Why were people immigrating to New York City?
 - ii. What were their lives like once they arrived?
 - Industrialization
 - i. How did industrialization change the face of New York City?
 - ii. What new jobs were created, and what jobs were no longer needed?
 - iii. How did transportation change both in and outside of the city?
 - Urbanization
 - i. How did urbanization affect the population and landscape of New York City?
 - ii. How do you think it affected the job market?
4. **Create.** Can your students think of another purpose-driven vehicle that could have been helpful to the people in NYC? Have them conceptualize and design their own carriage!

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