

The Greater Astoria Historical Society's

## LONG ISLAND CITY



Coat of Arms, 1873

## TEACHER'S GUIDE

## OVERVIEW

Long Island City is the western most part of Queens County. It is comprised of the neighborhoods of Astoria, Steinway, Ravenswood, Hunters Point, Dutch Kills, and Sunnyside. The people living there either work just minutes from Manhattan or enjoy a short commute. Although their occupations, types of housing, means of transportation and recreations would change over time, their pride in their neighborhood remained constant.

In the beginning, the coast of western Queens was a landscape of rocky shores and swamps left by the last ice age. Native Americans occupied the land and left behind shell heaps as evidence and had summer camps on Newtown Creek, Pot Cove and Bowery Bay. Most of the history of the area we know began with the founding along the East River in the 17<sup>th</sup> century of a plantation by William Hallett. In 1839, the village of Astoria was founded by Stephen Halsey. By the middle of the 19<sup>th</sup> century, there was a small settlement at Hunters Point at the southern tip of Long Island City. At the same time, magnificent estates sprang up along the East River in Ravenswood. But the entire area that was to become Long Island City was still a suburban setting, just across the East River from Manhattan.

All of that began to change in 1861, when the Long Island Railroad constructed rail lines to a terminal at Hunters Point, where passengers could be ferried across the river to Manhattan. All sorts of support services sprang up, and the industrialization and growth of the Hunters Point area became possible.

By the end of the 1860s the villages of Astoria, Dutch Kills, Hunters Point and Ravenswood and Blissville (near today's Sunnyside) realized that they should merge to form a city and they called it "Long Island City." Hunters Point led the way toward the formation of the new city, but the process was not painless. The talks dragged on for almost two years, with the wealthy residents of Astoria not wanting to pay taxes to subsidize the working classes of Hunters Point. Ravenswood was about to incorporate itself, but was dissuaded. Along the way, the areas of Bowery Bay (now known as "Steinway") and Blissville (now known as "Sunnyside") were also included in the plan. Finally, after numerous trips to Albany by the city fathers of the towns, the new municipality was born on Wednesday, May 4, 1870.

In the early 1870s, Steinway & Sons piano factory moved to a location on the East River at Bowery Bay. The company built not only factories to manufacture pianos, but also an entire town to house its workers.

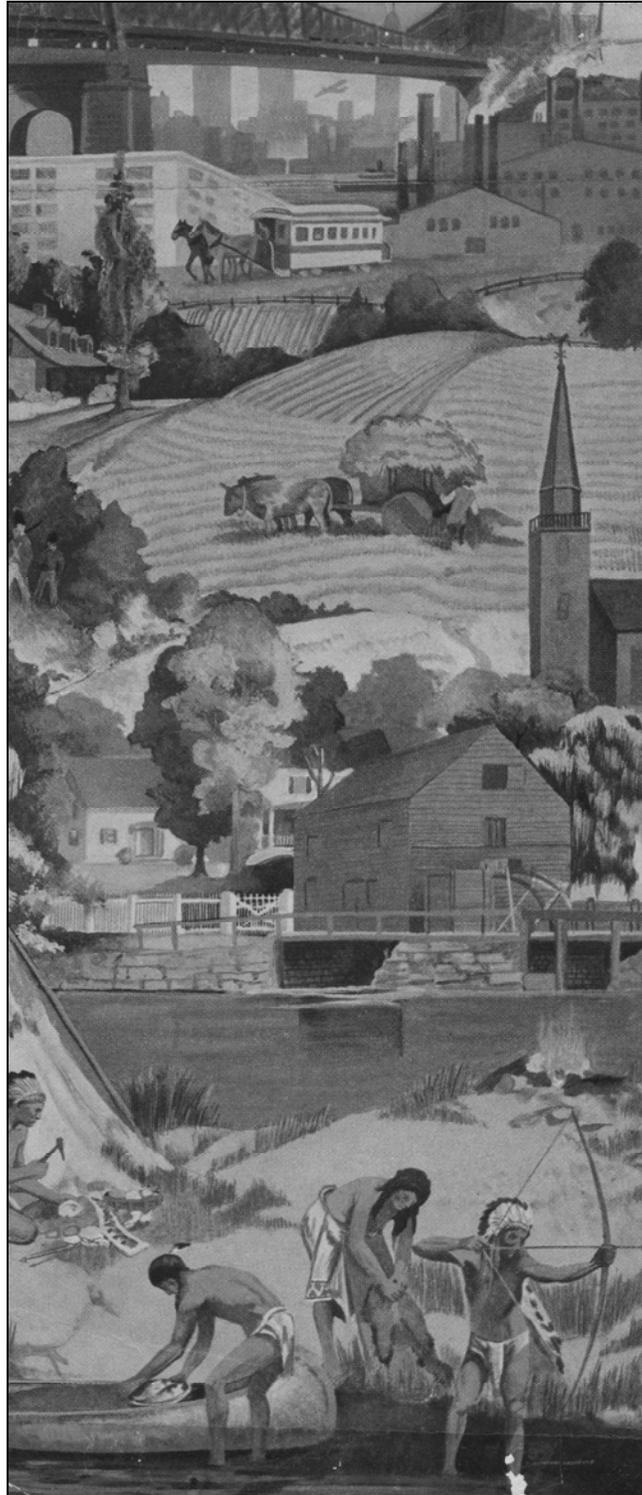
The year 1898 saw "Consolidation," when a new municipality called "New York City" was created from the modern day counties of Queens, Kings (Brooklyn), the Bronx, New York (Manhattan), and Richmond (Staten Island). Long Island City no longer existed as a separate city, but its small towns and hamlets (now known as "neighborhoods") remained.

During the next twenty years, new bridges and trains made access to Long Island City quicker and easier than ever before. After the opening of the Queensboro Bridge (1909), the totally undeveloped Queens Plaza, at the foot of the bridge, became a commercial center with many businesses moving into the area. Some of the items made in Long Island City were: Swingline Staples, Hellmanns Mayonnaise, and Ronzoni Macaroni. With this new industry and the Queensboro Bridge, the result was a building boom which coincided with the innovative housing ideas (Matthews Model Flats and Sunnyside Gardens) that were developed to address the ills of the tenements of Manhattan. The Depression of the 1930s brought WPA projects, the Triborough Bridge and the Queens-Midtown Tunnel, which would bring Long Island City ever closer to Manhattan.

## 1. INTRODUCTION (OVERVIEW OF LONG ISLAND CITY'S HISTORY)

*Activity: Visual Interpretation*

Have students study this image and answer the questions posed.



## **Background information on the Mural**

*Long Island City*, by Vincent Aderente, was commissioned in 1939 for the Long Island Savings Bank. The painting was lost (c. 2000) when the bank building was converted into a nightclub. From top to bottom, are: the Queensboro Bridge, an airplane, an East River tugboat, and Manhattan in the distance; a new factory of concrete and glass contrasting with the old factory belching smoke, dark and dingy; the horsecar line that ran from the 34<sup>th</sup> Street ferry to Astoria, passing Queens Plaza; the 1656 Lent Homestead (near LaGuardia Airport), the oldest private dwelling in Queens; redcoats in Newtown during the American Revolution; the 1654 Poor Bowery, kept under cultivation for the benefit of the poor; St. James Church (built in 1735 on Broadway in Elmhurst), the second-oldest structure in Newtown; the 1656 Jackson Homestead and Mill, located on Jackson Creek by the Grand Central Parkway at 94<sup>th</sup> Street; the Mespachtes Indians at Newtown Creek, the first people in Queens; a wampum worker making the first form of currency from a clamshell.

### *Activity:*

“This is a large picture with many themes or “things going on” in it. We will refer to it as a **mural**. Let’s look at it first on the bottom and work our way to the top.” This mural is called “Long Island City” and it was painted by a man named **Vincent Aderente** in 1939. It shows how our neighborhood, Long Island City, changed over time. (It wasn’t always called Long Island City.)

- a. What kind of people do you see? What are they doing?
- b. Let’s take a look at the mural’s scenery (*if need be, define **scenery** as “outdoor views”*). What is in the “scenery” that looks interesting?
- c. How does this mural show us how people lived in the past? What features in it show how we live today?
- d. (*Remind students to look at the mural from bottom to top.*) How have the buildings/structures that people made changed over time?
- e. We can trace its beginnings to about 380 years ago. About what year would that be? (Have the students figure a starting point through subtraction:  $2009 - 380 = 1629$ ).

## **2. THE HISTORY OF THE HALLET FAMILY**

*Activity: Word Skills, Reading Comprehension & Map Skills*

### **Background Information**

In 1652, the area we call New York today is known as New Amsterdam. The Dutch control the area. William Hallett received a grant of land that eventually became known as Hallets Cove from Governor Peter Stuyvesant (the colonial leader at the time). In 1664, he ratified (formally approved) this by purchasing the land from the Native Americans for 58 fathoms (lengths) of wampum (“money” used by the Native Americans), seven coats, one blanket, and four kettles. The tract was 2,200 acres in all. This deed, signed by four Native American chiefs and witnessed by three white men, still exists in the state archives in Albany.

*(adapted from V. Seyfried, “300 Years of Long Island City, 1630 – 1930”)*

***Note to teacher: the family name Hallett has two “t’s”, the place Hallets Cove has one “t”.***

*Activity: Word Association*

Have students come up with possible definitions for the word “grant”. Do this by lending them context: present a scenario whereby someone in some authority bestows a gift or favor to an underling through the latter’s request or as recognition for a job well done. For example, “A king looks favorably to a knight who performed bravely in battle and bestows upon him a reward, or service, of some kind. (If this isn’t effective, try a scenario whereby a fairy godmother or genie grants wishes to someone deserving of them.) Formulate the word “grant” as a verb first then transition its noun equivalent.

***Note to teacher: After you’re confident that students understand the meaning and the concept of what a grant is, or the act of granting something, convey to them that Astoria was first founded by William Hallett, who previously belonged to “the Colonists of New England.” (J.S. Kelsey, “History of Long Island City,” 1896) Note, however, that Hallett didn’t have an easy time of it afterward: local Native Americans would destroy his house and plantation (you might want to elaborate on what a plantation is) forcing Hallett to move to Flushing. He later returned and lived to be 90. For two hundred years, the area we call Astoria was known as “Hallets Cove.”***

Copy of Land Grant

*Peter Stuyvesant* Doth  
Declare that on the Day of the Date here underwritten he  
hath granted and allowed unto William Hallett a Plot  
of ground at Hell Gate upon Long Island (called Jarcks  
Farm) beginning at a great Rock that Lays  
in the meadow (or rather Valley) goes upwards South  
East to the end of a very small Cripple Bush two hundred  
and ten rods, from thence North East two hundred and  
thirty rods in Breadth, on the West Side two hundred  
and thirty rods, on the North Side it goes up to a  
running Water two hundred and ten rods, containing  
in the whole eighty Morgans and three hundred rods  
Upon Condition &c

This Done the first of December 1652 in New Amsterdam  
in New Netherland

*P. Stuyvesant*  
By Ordinance of the Honourable Director  
General, and the Honourable Council  
of New Netherland  
Carel van Brugga, Secretary

New York, as far as hath been taken,  
This be a true Translation  
Aug. 26. 1752

Activity: Reading Comprehension

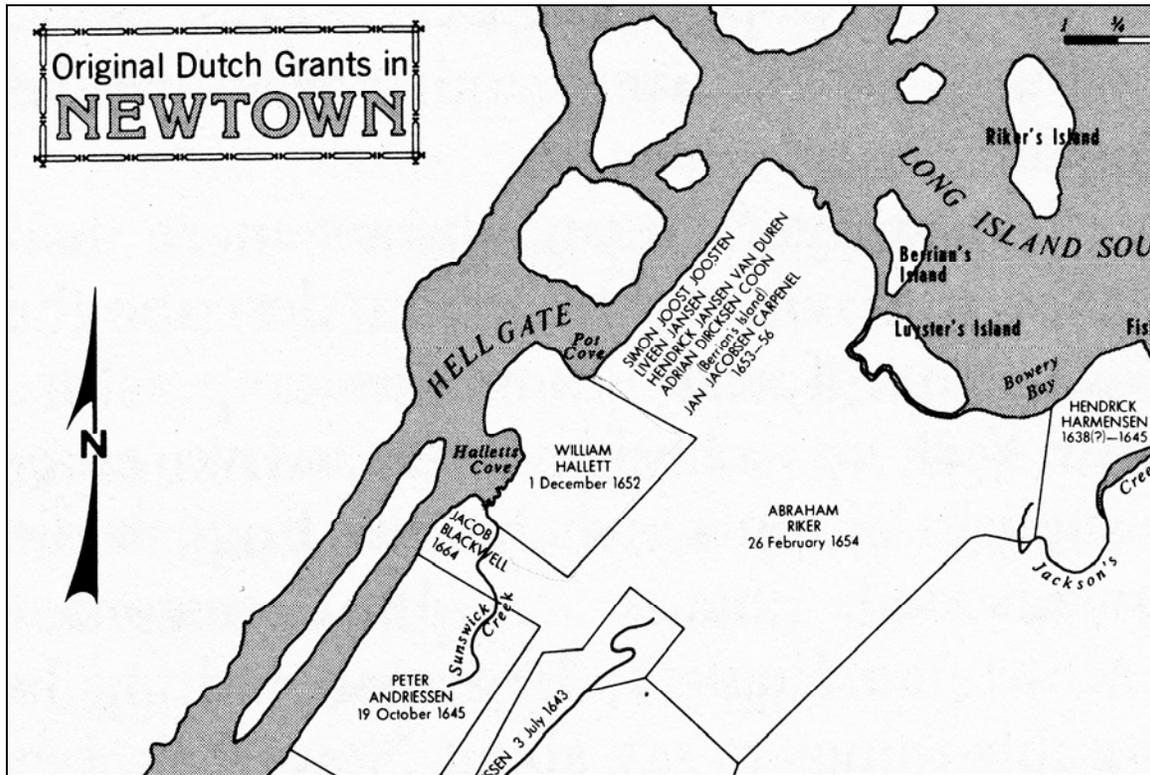
Wording from text:

“I, Peter Stuyvesant, Governor of New Amsterdam, declare that...I grant and allow William Hallett a plot of ground at Hell Gate upon Long Island called Jarck's farm, beginning at a great rock that lays in the meadow (or rather valley), goes...southeast to the end of a very small bush two hundred and ten rods, and from there north east two hundred and thirty rods wide; on the west side two hundred and thirty rods; on the north side it goes up to a running water two hundred and ten rods, containing in the whole eighty morgans and three hundred rods...”

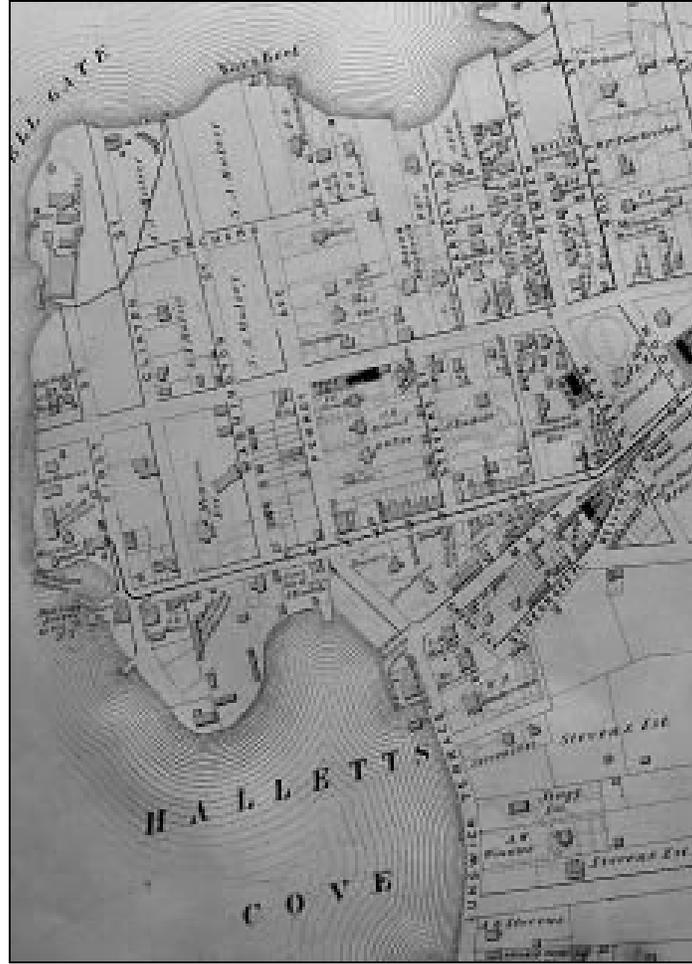
Governor Peter Stuyvesant in New Amsterdam on December 1, 1652

(Please note: May not match text word for word)

Activity: Map Skills



*In Seyfried's , "300 Years of Long Island City, 1630 – 1930" , his explanation is as follows: "In modern language the grant embraced 160 acres and extended from the river east to roughly 29th Street. The north boundary was a brook running just south of 25th Avenue and emptying into Pot Cove, while the southern boundary was Sunswick Creek. Hallett built a farm house at the head of Hallets Cove close to the water and very probably on the same cleared site as Bentyen's buildings. At the present 26th Avenue and 12th Street was a 57 foot hill, the highest point in Astoria, and from here Hallett could look out over his acreage. At this remote time, except for his own small clearing, all was forest or swampy meadow."*



According to *The History of Long Island City* (J.S. Kelsey, 1896) “Long Island City began its business career at Halletts Cove. Perhaps a lime-kiln erected by William Hallett was the first enterprise.

### **Questions for Students**

1. What do you think Governor Stuyvesant’s proclamation is all about?
2. Who is he allowing to own this parcel of land?
3. Why does Governor Stuyvesant refer to “a great rock” [lines 3] and “a very small bush” [line 4]? [*Note to teacher: these serve as markers, or reference points, presumably known by everyone in the colony.*]
4. Words like “rods” and “morgans” are not used anymore. But by reading what Governor Stuyvesant has to say, what do you think these words referred to? What words do we use today to measure land?
5. [Refer to map; point to designated area outlined:] Why would anyone want a piece of land like this?
6. Why would anyone want to have land near a river? Why would living at or near a river be useful?

### **3. THE AMERICAN REVOLUTION**

*Activity: Visual Interpretation*

#### **Background Information**

Astoria appears not to have been the scene of much military activity during the Revolution, but on one momentous occasion in September 1776, units of the British Army did march through the heart of Astoria. When the defeated American Army abandoned Long Island in August, the main body of the British Army moved from Bedford, leaving behind General Heister with two brigades on Brooklyn Heights and one brigade in Bedford. General Robertson with the main army, while on his way to the Brooklyn Ferry on August 30th, received orders to proceed to Hell Gate to oppose the American General Lee who, according to rumor, was planning an invasion of Astoria to outflank the British. Robertson, in a pre-planned flanking movement, marched through Bedford, Bushwick and Newtown Village (Queens Boulevard & Grand Avenue) and along today's Woodside Avenue and Newtown Avenue to Hell Gate, only to find no enemy there after all. Finding himself in need of quarters for his staff and his men, General Robertson requisitioned the house and farm of William Lawrence at the southeast corner of 30th Avenue and Steinway Avenue (formerly the farm of John Hallett). For two weeks Robertson lived in the farmhouse, while a few thousand of his men encamped in tents on the farm. At the same time the British took over Hell Gate and built shore batteries there, which cannonaded some American positions on the Manhattan shore. The Americans returned the fire, but their aim was so bad that some of the shot fell on the Lawrence farm a mile and more from shore.

After General Robertson pulled out of Astoria with his troops, Generals Clark and Heister arrived with their men for three weeks (Sept. 1776). Heister with his Hessian troops embarked from Hell Gate in flat-bottomed boats and other craft on October 12th. By this time William Lawrence was thoroughly sick of British guests and took to his bed with real or imaginary illness. The British insisted that he was shamming and had him examined by a Hessian camp surgeon. After October 1776 the British withdrew and left Lawrence once again in quiet possession of his farm.

*(adapted from V. Seyfried, "300 Years of Long Island City, 1630 – 1930")*

*Jacob Blackwell House*



### Information on the Blackwell House and Door

*Teacher should make it known the door pictured is what stood before the entrance of the Jacob Blackwell house.*

*The Jacob Blackwell house, c. 1730, was at the foot of the 37<sup>th</sup> Avenue in Ravenswood. . A successful businessman in peacetime, Jacob Blackwell fought in the French and Indian war as a Colonel and later emerged as a prominent patriot for the Revolution from this area. When the British invaded Newtown, he fled to New Jersey.*

*The house was confiscated by the British during the American Revolution. British troops hacked an arrow into the door with their sabers, indicating that the Blackwells were rebels whose home could be seized. In 1780 Blackwell returned home only to find that it was still occupied by British officers who made it their local headquarters.*

*After the war, the family returned to the house and lived in it until 1893. The house later became a school and then a picnic grove before being destroyed in 1901. Blackwell's (Roosevelt) Island was a portion of their estate on the East River.*

*(adapted from V. Seyfried, "300 Years of Long Island City, 1630 – 1930")*

*The door shown in the photo is part of a permanent exhibit on the Revolutionary War in Long Island City. Please contact the historical society to arrange for a class trip.*

### Questions for Students

1. **(Referring to the house)** Take a careful look at this house. How would you describe it? What kind of family do you think would live in a house such as this?
2. **(Referring to the door)** This is the door that stood at the entrance of the house. What is peculiar about it?
3. Would your parents allow such a mark to be carved into the door of your house? Why not?
4. This mark is actually an arrow that the British carved into the house. Do you suppose they would be more likely to carve it in a house whose owner was friendly to them or not? Why?

## **4. THE FOUNDING OF ASTORIA**

*Activity: Discussion of the community & Writing*

### **Background Information**

Stephen Alling Halsey, a New York merchant and son of a carpenter and lumber dealer, was born on April 7, 1798. The Halseys had come originally from New England and then moved to New York City. Stephen became involved in the fur business in New York with his older brother John and in the 1830s the two were in business together under the name of John C. Halsey & Co. In 1834 Stephen Halsey purchased a residence in Flushing and in commuting back and forth to New York by steamboat daily, he could not help noticing the green Astoria peninsula at Hell Gate and how rural and attractive it looked despite its close proximity to the city. Within a year's time he gave up his Flushing residence and moved to Hell Gate.

Halsey, on settling at Astoria, conceived the idea of founding a new village complete with homes, stores, factories, schools, churches, etc. Being a man of means, Halsey was able to see his dream fulfilled. He was fortunate in securing the help and cooperation of his elder brother, John C. Halsey who negotiated his first purchase, buying nearly all the land between Pot Cove and Hallets Cove. Between 1835 and 1840 Halsey developed his land into the center of a village, laying out streets, erecting houses and stores.

For two hundred years the place had been known as Hallets Cove but this suggested more a body of water than a land area. Mr. Halsey's own connection with the fur trade brought about the adoption of the name "Astoria." He was personally acquainted with John Jacob Astor, the most important fur merchant of the day. It occurred to Halsey that Astor might be persuaded to contribute to the new community if they did him the honor of naming the place "Astoria" after him. After all, there was a precedent: Astoria, Oregon, had been named after him. Halsey offered to drive Astor all around the new town and to show him the new buildings. Astor by this time was 76 years old and was too sickly to come to the new village and ride over its unpaved streets. It is said that he gave Halsey a contribution of only \$500 towards the village. Even though the donation was less than expected, Halsey graciously accepted the money and gave Astor's name to the new village.

On April 12, 1839 the New York State Legislature passed a bill entitled: "An act to incorporate the Village of Astoria." The boundary line was to be roughly 25<sup>th</sup> Avenue on the north, 31<sup>st</sup> Street, 30<sup>th</sup> Avenue and Crescent Street on the east, Broadway on the south and the East River on the West.

Halsey died in his home village on May 5, 1875, recognized by all as the "Father of Astoria" and was buried in one of the family vaults in the rear of the Dutch Reformed Church in the heart of the village he had founded. A tiny stone inscribed "Stephen Halsey, Family vault, 1842" marks his grave.

*(adapted from V. Seyfried, "300 Years of Long Island City, 1630 – 1930")*

*Activity:*

Talk with students in a group setting about the community in which they live. Lead the discussion to draw on students' awareness of buildings, streets, parks, or features unique to the community.

Based on the story of Stephen Halsey have the students imagine they are on a boat and discover a place where they would like to build a new community. If you were building a new community, what would you put in it? What buildings would you need? What would you name your streets? How would people travel in this new community? How would you get the money to finish? This assignment is only limited by their imagination.

***Stephen Halsey –the Father of Astoria***



## **5. HOUSES OF ASTORIA**

*Activity: Visual Interpretation*



## **Background Information**

Upper Photo—the Robert Tisdale House was a grand residence built during the 1820s in the style of a Southern planter’s mansion. With a commanding view of the East River from Hallets Cove to Pot Cove, it stood at the summit of the “Hill” in Old Astoria Village. This type of home represents a family of means.

Bottom Photo—this home belonged to the Strang Family and stood near Vernon Boulevard and Broadway. It dates back to 1806 and represents a more humble home.

### *Activity:*

Ask children why they need a home. Establish it is a place where we are sheltered, where we feel safe, where we can be with our family and not everyone else, etc. Tell children that people have always needed somewhere to live. Ask them to think about the activities that you do during the day, from the time you wake up in the morning to the time you go to sleep at night.

Show first photograph of mansion and ask the children to study the photograph for a moment. Then show the second photograph and study that one.

### Questions for Discussion or a writing assignment:

1. What are these photographs of?
2. How are these photographs similar? Different?
3. What kind of person would have lived in the *first* home? Why?
4. What type of job do you think this person would have had?
5. Use your imagination: What would the inside of this house be like? Why?
6. What kind of person would have lived in the *second* house? Why?
7. What type of job do you think this person would have had?
8. Use your imagination: What would the inside of this house be like? Why?
9. How do you think your grandparents' lives were different when they were growing up?
10. What's it like when all the lights go out?
11. Can you imagine living all the time without electricity or running water?

Children could then cut out pictures of different houses and write a story about the house and the people who live there.

## **6. THE STEINWAYS AND THE STEINWAY SETTLEMENT**

*Activity: Visual and Auditory Interpretation/Discussion*

### **Background Information on Steinway Pianos**

“The great contribution of the Steinways to piano making lay in far more than magnificent woodwork; they brought to piano making technical improvements that came from a profound study of the physics of sound production. One improvement was to overstring a piano by which an iron frame was so applied as to increase the durability and capacity to stay in tune for a long time, eliminating the thin, nasal tone that had been characteristic of such iron-frame pianos up to that time. Another vast improvement was the forging of a powerful steel frame to withstand the enormous pressure of dozens of taut strings; the wrought-iron frames of earlier pianos crumbled under too much tension. The third and perhaps most revolutionary improvement of all was the perfection of the upright piano, adapted to the limited space of the American home, yet with the ability to reproduce the tones and full harmonies of a concert grand. These improvements alone would have assured the Steinways an enduring place in the crafting of fine musical instrument but they went on to embody numerous other betterments in the design and production of quality pianos and the order that poured in to their studios from the keyboard masters of the world and the titled and wealthy in Europe were an eloquent tribute to the high standard of their product.”

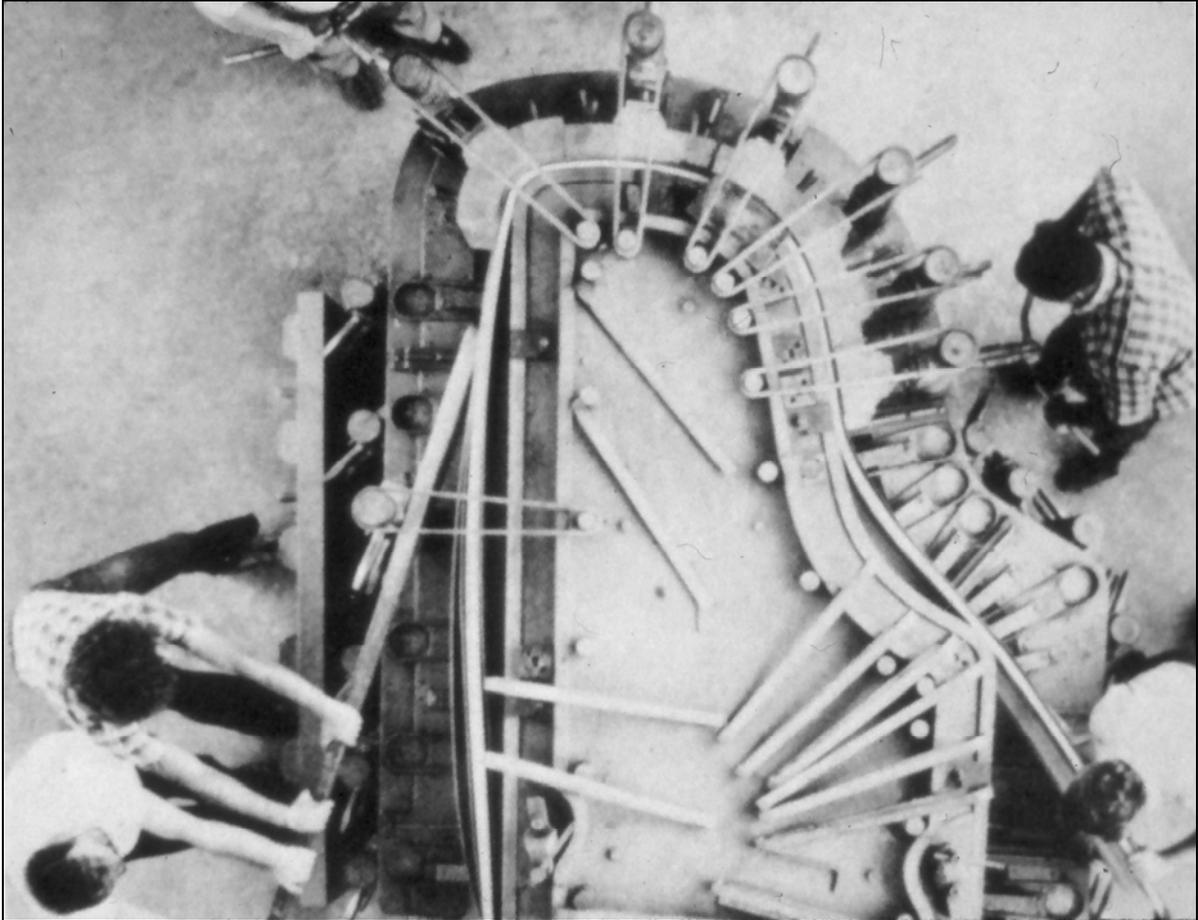
*(from V. Seyfried, “300 Years of Long Island City, 1630 – 1930)*

### **Background Information on the Steinways**

Some of you might know the name Steinway. To some, it is the name of a famous piano. To others, it is the name of a street or a subway stop. It is all of these things. It is also the name of the family that built the piano company and our neighborhood.

In 1870, William Steinway bought farmland in northern Astoria and moved the Steinway piano factory to Queens. In addition to the factory William Steinway built homes, churches, a kindergarten, and library for his workers. He also included a post office, fire department and transportation service (a trolley line) for the neighborhood. He called this community Steinway Village.

## *The bending of a piano rim at the Steinway Piano Factory*



### **Activities**

#### *Activity 1:*

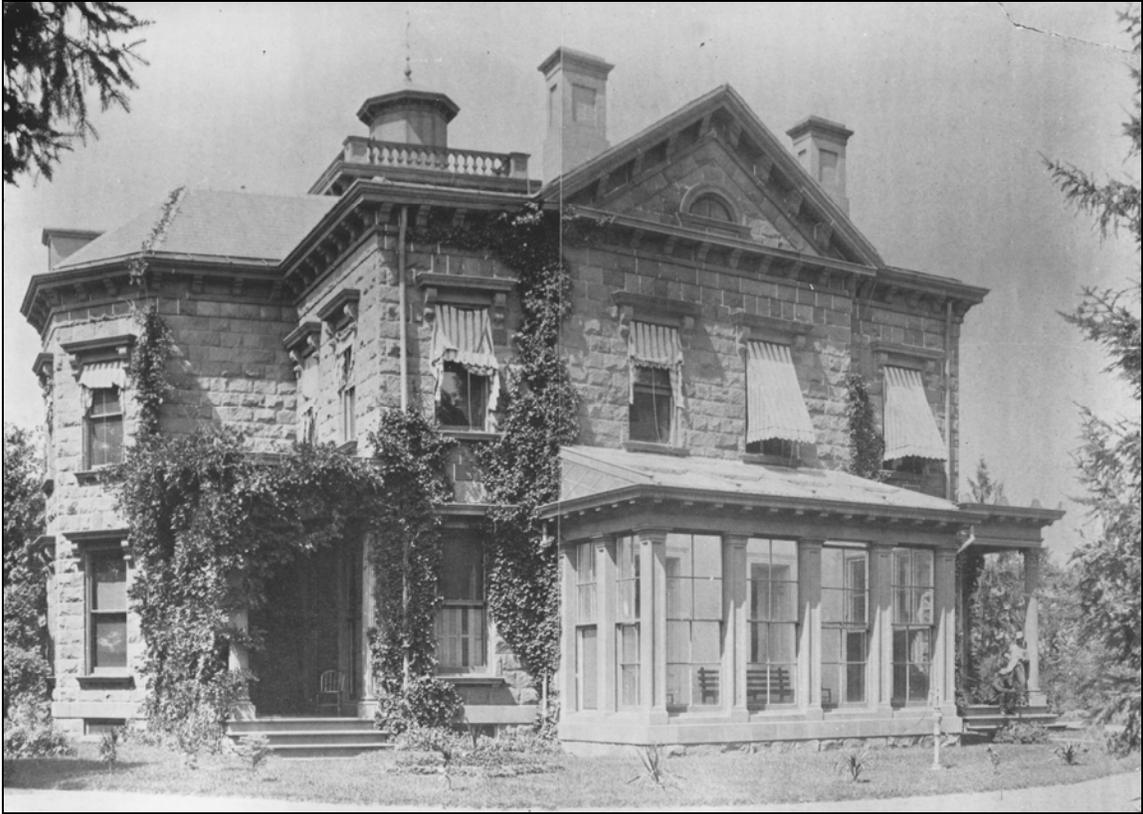
***\*\*Note:*** *This lesson would be enhanced if you can solicit the help of a music teacher or at least someone who plays the piano. (If among your talents you can play the piano, all the better!) Preparation for this lesson should include this person.*

*Take the class to the auditorium or any room that has a piano and sit them before it. Bring other instruments along; begin the discussion with a writing exercise about what makes them special or unique. (Prepare a sheet with the different instruments listed, piano last; show and even play each. Ask the students to write what they find pleasing about them. The discussion that follows should be based on their answers; build on their enthusiasm. Focus the attention more to the piano. Build a discussion about the characteristics of the piano. What makes it different than, say, the flute, violins, or drums?) Ask about what actually makes a piano work (strings and hammers). Have on hand a simplified diagram of a piano.) Segue into how the name “Steinway” has become synonymous with quality pianos known the world over. Paraphrase the above passage by Seyfried.*

*Activity 2: Visual Interpretation/Vocabulary building/General discussion*



*Mr. William Steinway in front of the Steinway Mansion, the summer home of the family located on 41<sup>st</sup> Street, between 19<sup>th</sup> Avenue and Berrian Boulevard. It is still standing today and is a New York City Landmark*



*The Steinway Mansion*



*Homes built for the Steinway workers*



*Children working at the Steinway Piano Factory in the late 1890s. Before child labor laws it was common for children to work in factories.*

### **Looking at the photos-have a general discussion with the students**

#### **1. (Referring to the image of William Steinway)**

How would you best describe this man? (Perhaps a word map to guide students would be helpful. Have dictionaries handy so they can, as the need arises, find definitions to the words you offer, examples of which can include: “distinguished”; “respectable”; “self-made”; “manager”; “wealthy”; “intelligent”. (Sprinkle in some words of your own choosing to make the discussion interesting!) A possible homework assignment would be to have students come up with synonyms with the words they used in class -or- to have students write their own sentences reinforcing the words they went over in class.

#### **2. (Refer to the image of the children working at the Steinway factory)**

What is going on in this picture? Why would children want to work at the factory? What do you think it was like working in the factory?

#### **3. (Contrast the Steinway Mansion and Steinway factory workers’ houses)**

Discuss the differences between the two houses. Why is housing important for the employees? What kinds of objects would you find in each house?

## **7. Our Community Through the Years**

*Activity: Visual Interpretation*

### **Background Information**

Our community has changed in many ways over the years. In its early days it was not an unusual thing to see cows walking the streets outside the center of the village. It was common for people to keep cows and chickens near their homes. Local newspapers used to have frequent ads for strayed cows found, followed by a description, or for lost cows with an offer of a reward. Today, our streets are crowded with cars, bicycles and people.

During the 1920s to the 1940s, Astoria became home to a large number of Italian, Greek, and Irish immigrants. After a change in U.S. Immigration policies in the late 1960s, Astoria received its biggest immigration boom in modern times, mostly from Greece. Today, Astoria boasts the largest number of Greek nationals and emigrants outside of Greece.

During the 1980s to present, immigrants from Bangladesh, India, Dominican Republic, Mexico, Ecuador, and Brazil have increasingly settled in Astoria. More museums and artists also moved into this neighborhood in the 1980s. During the mid 1990s, the population of Astoria and Long Island City increased. New housing began to be built and many new businesses flourished.

Today, Astoria is a multicultural haven for people from all corners of the earth. Steinway Street is still a favorite shopping street for the neighborhood.

### **Below is a list of some Steinway Street store owners and their businesses from the 1800s**

Roe H. Smith	bakery
William C. Crouthers	flour and feed
Donnelly & McAloney	carpet manufacturers
J. M. Whitney & H. Norton	lime, cement, plaster, laths, nails
Dr. Levi Marks	toothache medicine; botanic medicines
Nathaniel Filbey	draper and tailor
Rage & Shrader	stoves
William J. Townsend	groceries, medicine, boots & shoes
Sidney A. Ackley	house and sign painter
Bennett & Dale	masonry work; plastering
James A. Whitcomb	livery stable
W. Underdown	boot and shoe maker
Henry Hunt	candy, ice cream, tea, cakes, bread, pies
J. W. Wehrly	punch cutter and engraver
J. P. Quinn	dry goods, ribbons, laces
James Campbell	fruits and vegetables
Margaret J. Finerty	millinery and fancy articles
George P. Schaaff	lamps, globes, oils
Adam A. Hart & Arden N. Halleck	ship yards
James Carrington	coal and lumber
J. Martin	saddle and harness maker

**Images of Steinway Street**



Steinway Street (1900)



Steinway Street (1929)



Steinway Street (1945)



Steinway Street (1975)

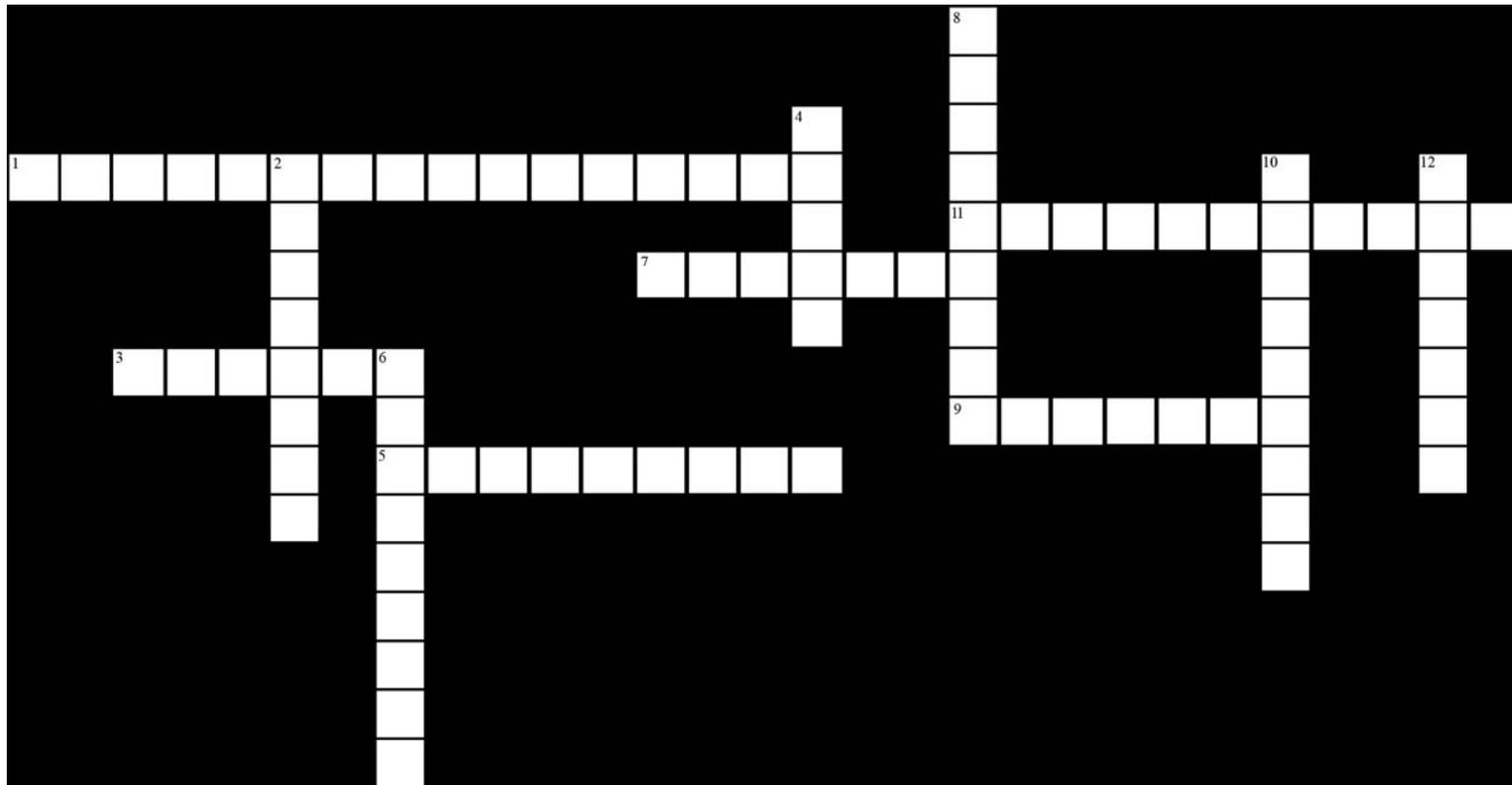
*Activity:*

***Note to teacher:*** *These images are arranged in chronological order. Have students study them in this order with the intent to spot any changes that have occurred over time.*

Questions:

1. Let's begin by describing each photograph. What words or phrases would you use to describe the first photo? The second? Third? Fourth?
2. How are the first two photographs similar to each another? How are the second two similar to each other?
3. How can you tell an earlier photograph from a later photograph?
4. From looking at these photos, what changes do you think have occurred in the community? How can you tell?
5. From looking at the photos, do you think the changes that have occurred are good or bad? Why?
6. Look at the list of businesses on Steinway Street from the 1800s. What types of things did they sell? Do any of the stores today sell the same items? What are some of the new things stores sell today?
7. Let's imagine what life would be like in the future. Do you think things will change or stay the same a year from now? Five years from now? Ten? Fifty? A hundred? What kind of changes do you think will take place?
8. What do you think you can do to make sure that any changes that occur are good changes?

## 8. A Crossword Puzzle for Fun



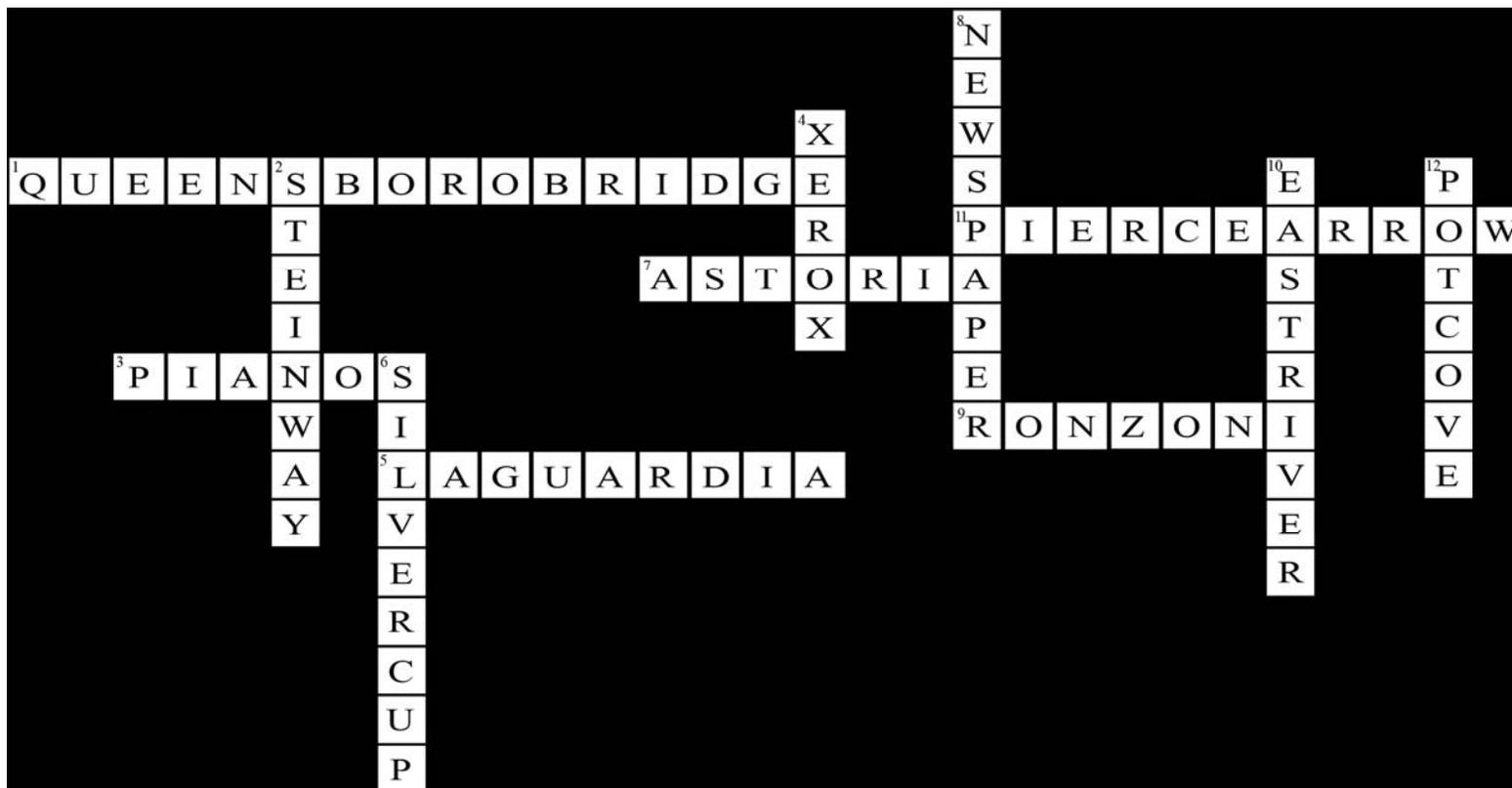
### ACROSS

1. a famous bridge that connects Queens and Manhattan
3. musical instruments manufactured in Long Island City
5. \_\_\_ Airport, located in Northwest Queens
7. the first word ever printed by a copy machine (see 4 down)
9. world famous pasta company started in Long Island City
11. this company made cars in LIC during the 1920s

### DOWN

2. a main shopping street (hint: also a name of the piano company)
4. name of a machine that makes copies, invented in LIC (hint: 7 across)
6. a TV and movie studio located in LIC today
8. what the *Long Island Star* was or what the *Daily News* is
10. the body of water that flows under 1 across
12. the site of a Native American settlement

## Answer Key



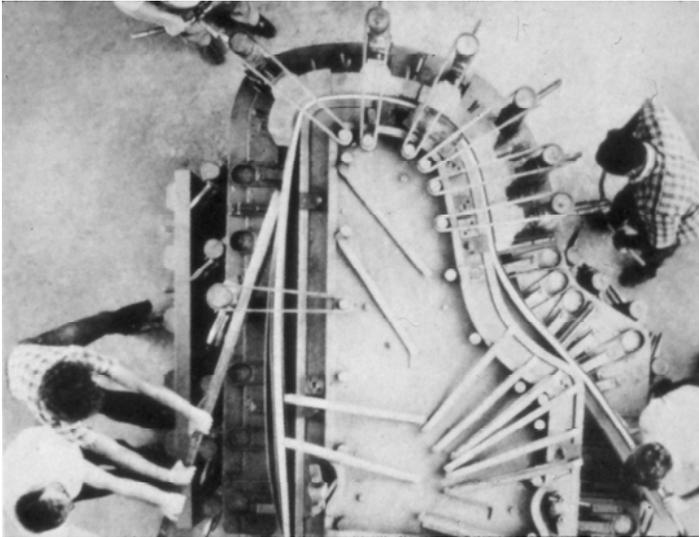
### ACROSS

1. a famous bridge that connects Queens and Manhattan
3. musical instruments manufactured in Long Island City
5. \_\_\_ Airport, located in Northwest Queens
7. the first word ever printed by a copy machine (see 4 down)
9. world famous pasta company started in Long Island City
11. this company made cars in LIC during the 1920s

### DOWN

2. a main shopping street (hint: also a name of the piano company)
4. name of a machine that makes copies, invented in LIC (hint: 7 across)
6. a TV and movie studio located in LIC today
8. what the *Long Island Star* was or what the *Daily News* is
10. the body of water that flows under 1 across
12. the site of a Native American settlement

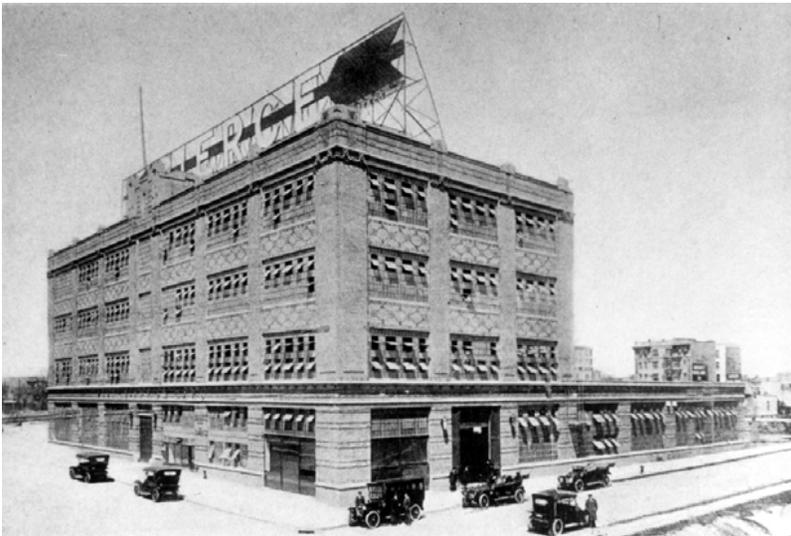
Please use the images for clues



Steinway Pianos are made in Astoria



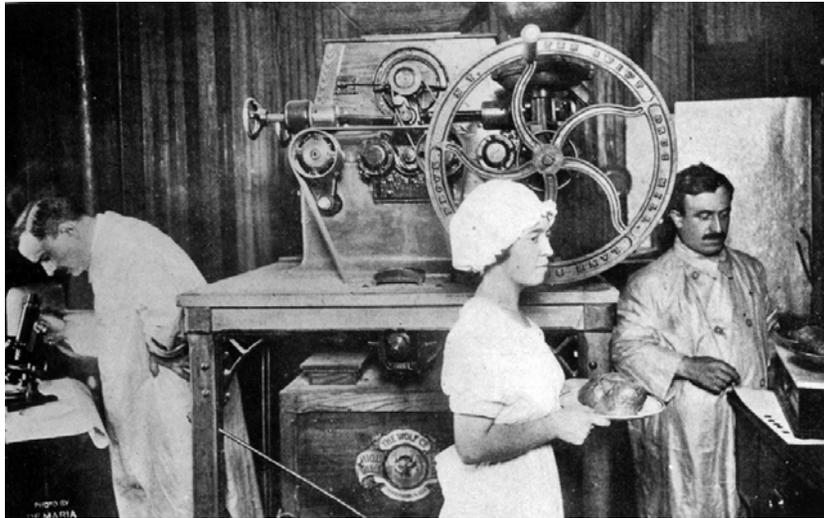
The Queensboro Bridge connecting Manhattan & Queens spans the East River



In the 1920s, Pierce Arrow cars were made in Long Island City



Steinway Street is a busy shopping street



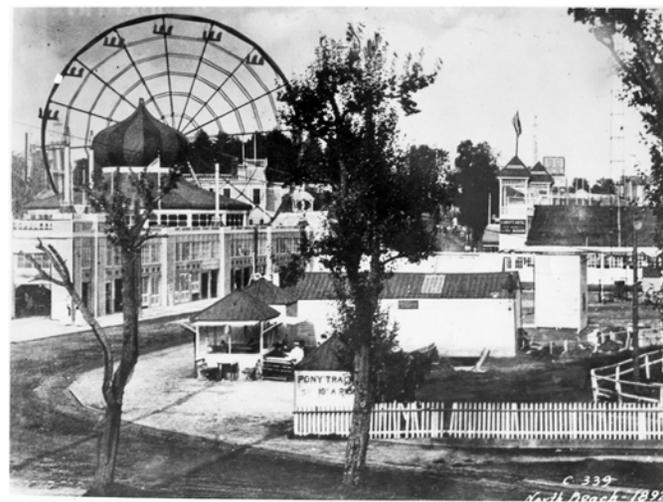
Ronzoni, a pasta company in Long Island City, had a plant on Northern Boulevard. Here in the pasta laboratory products are tested for quality assurance.



Chester Carlson produced the first successful photocopy in 1938. The process was called xerography. Astoria was the first word copied on the machine.



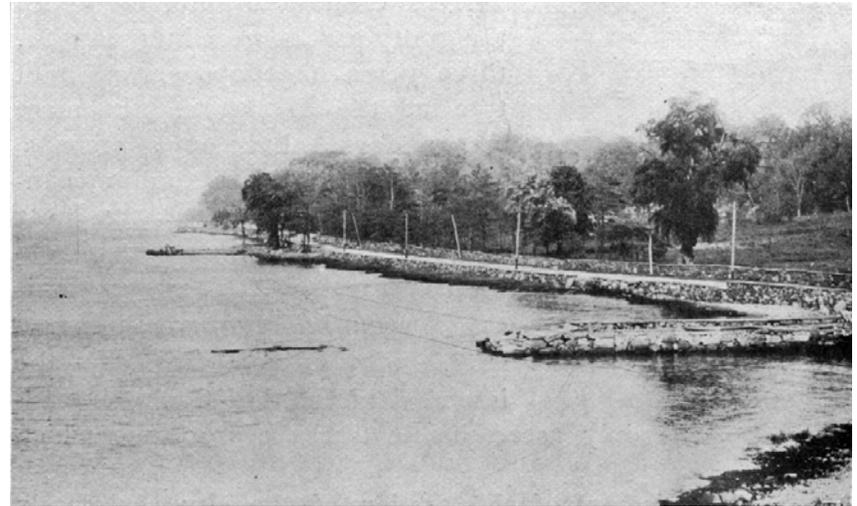
Silvercup Studios is a TV and movie studio located in Long Island City. It was once a bread factory that made Silvercup Bread.



North Beach was an amusement park located in Northwest Queens. Today it is the site of LaGuardia Airport.



The *Long Island Star* was an old newspaper just like the *Daily News* is today.



Pot Cove is the site of a Native American settlement

**For further information...**

Greater Astoria Historical Society, with Thomas Jackson and Richard Melnick **Long Island City** Arcadia Publishing, 2004. A fine pictorial book that evokes the area's bygone time. Interesting text makes for good reading.

Greater Astoria Historical Society, with Matt LaRose, Stephen Leone, and Richard Melnick **Long Island City, Postcard History Series** Arcadia Publishing, 2007. A pictorial book of historic postcards capturing the highlights of the day.

J.S. Kelsey, A.M. **History of Long Island City, New York: A Record of Its Early Settlement and Corporate Progress.** Published by the Long Island Star, 1896. A respected history on the Long Island City area.

Vincent F. Seyfried, **Three Hundred Years of Long Island City, 1630 – 1930** (1984, revised and digitized by the Greater Astoria Historical Society, 2009) Seyfried, a master local historian, made enormous contributions to further knowledge of communities in Queens and Nassau Counties. His book on Long Island City is replete with facts that reveal the area's evolution over time.

*The Greater Astoria Historical Society is proud to have played a role in furthering the education of children. It is of service to anyone who wishes to understand more about the history and dynamism of the Long Island City community. Contact us at 718-278-0700 or visit us on the web at [www.astorialic.org](http://www.astorialic.org).*

**Authors of The Greater Astoria Historical Society's Long Island City Teacher's Guide:**

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Deborah Van Cura, M.S., M.A., a lifelong Long Island City resident, is on the faculty of the Social Science Department in La Guardia Community College teaching classes in Urban Sociology. Her research, "The Beer Gardens of Queens: A Brief Historical Sketch" was used in the application of Bohemian Hall and Park for its designation on the National Registrar of Historic Places. She has lectured throughout New York City on this topic.