

New-York Historical Society

**A Teacher's Guide to  
Using Primary Sources  
in the Classroom**

# Seneca Village

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Cover image: "*Shanty*" at Fifth Avenue and 94th Street, 1888. Collection of the New-York Historical Society. There are no known photographs of Seneca Village. However, images such as this provide an indication of how the village may have looked.

# Introduction

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## What Was Seneca Village?

Seneca Village was Manhattan's first significant community of African American property owners. It was located between 82nd and 89th Streets and Seventh and Eighth Avenues from 1825 to 1857. Today, this area is part of Central Park.

The story of Seneca Village began in 1824 when a white couple, John and Elizabeth Whitehead, purchased farmland on what is now Manhattan's Upper West Side. They soon subdivided the land into smaller lots to sell. On September 27, 1825, a young African American named Andrew Williams purchased three lots from the Whiteheads for \$125. That same day, trustees for the African Methodist Episcopal Zion Church purchased six lots near 86th Street for use as a cemetery for "colored" people. Among the trustees was Epiphany Davis, an African American store clerk, who purchased twelve lots for \$578. These transactions laid the foundation for the development of Seneca Village.

By the 1840s, immigrants also had begun to move into Seneca Village. These were primarily Irish, but included some Germans as well. Though inclusive, the New York State census of 1855 reported approximately 264 people living in the village. In addition to homes, there were three churches, several cemeteries and a school. However, this stable community was soon to be destroyed by plans being made elsewhere in the city. Lower Manhattan, where most New Yorkers lived, had become overcrowded and unsanitary, and many affluent

and civic-minded New Yorkers were concerned that commerce and industry were taking over the island. They were also displeased that communities of poor immigrants were changing the character of downtown. As a result, they proposed that a large park be built in upper Manhattan, where new neighborhoods for the wealthy could be created.

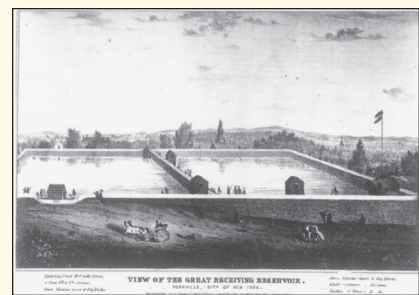
From 1849 through 1853, wealthy New Yorkers debated issues concerning the creation of a “grand” park. In the summer of 1853, the city government authorized taking the land between 59th and 106th Streets, between Fifth and Eighth Avenues, to lay grounds for a public park. The city claimed the right of “eminent domain,” which permits the state to take private land for public use, with compensation afforded to the land owners. However, renters receive no compensation. In the case of Seneca Village, all residents were forced to vacate beginning in 1856. Approximately 1,600 people, spread over 7,500 lots of land, were directly affected by this decision. Nearly 300 of them lived in Seneca Village.

As plans to build the park developed, the inhabitants of the communities in the park area were characterized negatively by newspapers and magazines and by the park’s advocates. To facilitate evictions, the area was portrayed as a “wasteland” occupied by “squatters,” “shanties,” “bloodsuckers,” and “insects.” Many residents fought for the right to keep their land and their community intact through the legal system, filing objections to their forced removal and requesting higher compensation for their land.

The residents of Seneca Village were given final notice to leave in the summer of 1856. Some are known to have left New York; others settled in other parts of the city or on Long Island. It is likely that some moved into other racial or ethnic enclaves within the city. By 1857, a substantial community with deep spiritual and familial ties—some that went back more than thirty years—had vanished without leaving much evidence of its past. To date, no living descendants of a Seneca Village resident have been located.

## Primary and Secondary Sources

To reconstruct and understand history, whether of Seneca Village or any community, one must compare, evaluate, and think critically about the factual evidence presented through the available sources. Historical documents are grouped into two main categories: primary and secondary sources.



N. Currier. *View of the Great Receiving Reservoir: Yorkville, City of New York, 1842.* Colored lithograph. The Eno Collection, Miriam and Ira D. Wallace Division of Art, Prints and Photographs, The New York Public Library, Astor, Lenox and Tilden Foundations.

Primary sources are firsthand records or accounts of events. They include government and legal records (censuses, birth and death registers), church records, photographs, newspapers, portraits, maps, diaries, eyewitness accounts, and artifacts (clothing, instruments, tools).

Secondary sources are produced by people who have researched primary documents and other secondary sources. These include history books, documentary films, and encyclopedias.

## How to Use this Guide

This guide is intended to provide teachers with a general overview of the use of primary sources in the classroom. Using Seneca Village as an example, this guide offers a means of discovering history through the use of newspapers, manuscripts and church records, government and legal records (census records and affidavits), prints and photographs, and maps. Students will be given access to a wide range of materials, primarily from the collections of the New-York Historical Society, private collections, church archives, and other cultural and public institutions. They will be asked to analyze, collect, and interpret data from the sources provided to reconstruct the story of Seneca Village.

The guide is designed for middle and high school grades, although the lessons may be adapted for use with younger students and varying audiences. In the course of their research, students will be recording information; we suggest that each student keep a notebook or folder to record observations, conclusions, facts, and sketches. These notebooks will function as the students' own investigative journals of their explorations as they play the role of historians.

Divided into seven parts, this guide is arranged so that you may choose which kinds of primary sources you wish to approach and in what order. Each part consists of a lesson focusing on Seneca Village and includes a short introduction and lesson rationale, questions for a classroom discussion, a list of key words, and suggested activities.

While some parts of this guide contain photos of primary sources as illustration for the text, a separate section at the back provides copies of primary sources to be used with the activities. Where needed, transcriptions of text are provided. Also included are a reading list for teachers and a section on locating additional information.

## Students will be able to

- Understand the importance of selected reference tools;
- Use various reference tools to locate contemporary and historical sources;
- Gather, compare, contrast, and assimilate materials from various sources;
- Organize materials by writing outlines, correlating notes, journal entries, etc., from more than one source;
- Learn to evaluate issues through critical analysis;
- Gain a broader understanding of various ethnic groups and communities and appreciate their values and traditions.

# Part One Origins

Why did so many African American and Irish New Yorkers move to Seneca Village? Because no letters, diaries, or personal papers of Seneca Village residents survive, historians are left to speculate and theorize about their motives based on other forms of available evidence. One possible explanation comes from a close examination of Five Points, the neighborhood in lower Manhattan where most of the city's black and Irish residents lived. Named for a curious five-cornered intersection formed by the joining of three streets in Lower Manhattan, Five Points emerged as one of America's first slums in the 1820s. Its population was diverse, but the two main groups were African Americans and Irish immigrants. They lived in run-down houses, warehouses, and stables that had been turned into "rookeries" —ramshackle housing for multiple families crammed into spaces as small as one room. By the 1830s Five Points was known throughout the United States as a neighborhood racked by poverty, crime, drunkenness, rioting, prostitution, and disease. In the 1840s its reputation became international after the renowned English author Charles Dickens wrote a description of the neighborhood in his 1842 book, *American Notes*. While nativism and racism led writers, reformers, and public officials to exaggerate the evils of Five Points, records show that it was a neighborhood beset by high rates of crime, destitution, and violence. In 1850 journalist George Foster also commented on Five Points in his book, *New York by Gas-Light and Other Urban Sketches*.

## Rationale

By analyzing images and documents, students acquire the necessary background knowledge to study and comprehend the story of Seneca Village. Paintings and similar works of art illustrate history to students who might otherwise have difficulty conceptualizing it. Works of literature create a historical dialogue in the voice of the particular time period. Students will understand the impact public opinion has on a place and/or group of people.

## Class Discussion

Begin by having a discussion with students about the role art and literature play in helping us understand the past. Students should understand that artists and authors have unique points of view that they convey in their works. Address the following questions with students:

- What does an artist do?
- Would you consider an author an artist? Why or why not?
- Where might artists find their inspiration?
- How might artists' depictions of people, places, or events differ from reality?
- Why might artists make these alterations in their works?
- Who is an artist's audience? How might that affect their creations?
- How can works of art (paintings, sculptures, novels, etc) teach us about the past?
- What do we have to keep in mind when looking at art as history?

## Key Words

**Slum:** An overpopulated, run-down area of a city, often inhabited by poor people.

**Cholera:** An intestinal disease that often leads to death.

**Rookery:** An overcrowded tenement house.

**Tenement:** An apartment building characterized by its poor health and sanitary conditions and run-down appearance.

**Lithograph:** A print created on a flat surface such as sheet zinc or aluminum that is treated to retain ink.

**Temperance Movement:** A social movement that seeks to limit or ban alcohol consumption.

**Nativism:** The policy of favoring established inhabitants of a country or area over immigrants.

**Racism:** Discrimination or prejudice based on race.

## Activities

### Reading An Historical Image

**Objective:** To observe artwork in order to glean information about history. Students should think critically about the artist's point of view and describe what they see in objective terms.

**Skills:** Observing, analyzing, interpreting, visual literacy, writing.

**Subject areas:** Social studies, language arts, art.

**Sources needed:** #1a & b Five Points, 1827.

**Part A)** Hand out copies of the lithograph of Five Points in 1827 from *Valentine's Manual*. Have students draw a 3x3 grid over the image and number each box 1-9. Students should then take time looking at each box individually and recording observations they notice in each as they go. Give students the following guiding questions: What different groups of people are in the painting? How are different groups of people portrayed? What are different groups of people doing? What kinds of stores and buildings appear in the scene? How many pigs can you find in this painting? What does their presence tell us about the Five Points neighborhood?

**Part B)** Once students have finished their focused observations of the image, have them put together the story of each section of the image to think about "the big picture." Students should write a brief essay describing the image. They should also answer the following guiding questions: What is going on in the scene? What does it suggest about the reputation of Five Points? Who painted this picture? Do his or her sympathies lie with the neighborhood's inhabitants? What title might you give this painting?

### Five Points in Literature

**Objective:** To read and comprehend works of historical literature. To use literature to understand public opinion of Five Points in the 1840s and 1850s.

**Skills:** Differentiation, writing, interpretation, analysis.

**Subject areas:** Social studies, language arts.

**Sources needed:** #2 Transcription of excerpt from Charles Dickens' *American Notes for General Circulation* and excerpt from George Foster's "The Points at Midnight" in *New York by Gas Light and Other Urban Sketches*.

**Part A)** Charles Dickens visited Five Points on his tour of America in 1842. His observations appeared in the book he wrote about his travels entitled *American Notes* (1842). Hand out copies of the excerpts from Charles Dickens. Introduce students to Charles Dickens as the accomplished and recognized British novelist of *Oliver Twist* and *Great Expectations*. Read the Dickens excerpt aloud as a class. Have students listen for and make notes of descriptions of the appearance of Five Points. Then, read the excerpt aloud

### Why Move North?

**Objective:** To understand the conditions under which African American and Irish New Yorkers lived in lower Manhattan. To understand the appeal of moving to relatively unsettled land uptown.

**Skills:** Observation, analysis, writing, drawing.

**Subject areas:** Social studies, language arts, art.

**Part A)** Have students draw on their knowledge about Five Points from the previous activities to compose a brief expository essay about Lower Manhattan in the mid-nineteenth century. Tell them to be sure to include only facts and not opinions.

again, having students listen for and take note of loaded words in the text such as "wretchedness." Based on this excerpt, how would Dickens feel about living in Five Points? Have students cite specific examples of things he may have liked or disliked.

**Part B)** Introduce George Foster as a journalist and social commentator for the *New York Tribune*. Have students create a T-table with "description" on one side and "opinion" on the other. Warn students that they will encounter racially insensitive language that was relatively common at the time, but that is no longer acceptable to use today. Have students read Foster's "The Points at Midnight" individually or with a partner. As they read, have students take notes on their table, differentiating between factual descriptions of the area and words that express the author's opinion.

**Part C)** As a class, discuss the two literary works. How are they similar? How are they different? How do they describe Five Points? What sectors of society do their opinions represent? Based on these readings, would you want to live in Five Points?

**Part B)** Explain to students that at this time, most of Manhattan was unsettled. Most New Yorkers lived below 14th Street, where conditions were often crowded and unsanitary, especially for the city's poor. Break students into groups of three. Have each group create an advertisement for a new settlement further uptown in Manhattan. The land uptown is open, inexpensive, and available to people of any race or ethnicity. Students should be creative, drawing on their knowledge of conditions in Lower Manhattan to sell the land uptown to New Yorkers.

**Part C)** Each group should present their finished product to the class, explaining why they designed their advertisement in the way they did and why they think it would appeal to New Yorkers in the 1840s.

# Part Two African American New Yorkers

On July 4, 1827 slavery officially ended in New York. While the city's approximately 12,000 African Americans (nearly all of them already free) welcomed this event, most saw little immediate improvement in their difficult lives. Racism and employment discrimination confined most of them to poorly paid work as day laborers, chimney sweeps, and hucksters (for men); and domestic servants, launderers, and rag pickers (for women). While a small number of African Americans earned decent livings as skilled artisans, most lived in poverty. Some years saw as many as 70 percent of black families receive outdoor relief. African Americans also faced intensifying racism in the antebellum period as the number of European immigrants (most from Ireland and Germany) in the city surged and the national debate over slavery intensified. In 1821 the state legislature eliminated the property requirement for white voters, but limited suffrage to blacks who owned \$250 or more of property—a mere 16 men. Most skilled trades adopted rules that barred black members. Incidents of violence against African Americans also rose in the 1830s and 1840s, including an attack in 1834 by a white mob on a church hosting a largely black audience gathered to hear a black minister deliver an abolitionist sermon. Despite these trials, the city's African Americans developed a wide range of institutions to strengthen their community, including newspapers, schools, charitable societies, libraries, and churches. Many also were active in the struggle against slavery, hiding fugitive slaves, raising funds for the abolitionist movement, and establishing antislavery newspapers like Frederick Douglass's *North Star* (1847). On more than one occasion crowds of African Americans gathered at City Hall to protest the seizure of escaped slaves by civil authorities. By the 1850s most African Americans lived in the lower west side of Manhattan, Five Points, and Greenwich Village, but several hundred also chose to reside uptown in Seneca Village.

## Rationale

By studying two documents, students learn to identify arguments, analyze their strengths and weaknesses, and compare and contrast them. Students will understand the social underpinnings that may have motivated African American New Yorkers to move north.

## Class Discussion

Begin by having students define the term community. As a class, make a list of different communities students may be a part of simultaneously, such as a class, school, neighborhood, religious group, cultural group, etc. Then, as a class, consider the following questions:

- Why and how do people form communities?
- What makes a strong community?
- What are some different goals different communities may have? For example what are the goals of a school, a religious organization, and/or a cultural organization?
- How do communities work toward achieving these goals?
- How can we learn about communities of the past? What are some things they may have left behind for us to study?

## Key Words

**Abolition:** The legal end of slavery.

**Antebellum:** Period before the Civil War

**Segregation:** The separation of groups of people based on race.

**Domestic servant:** A person who works in someone else's home.

**Huckster:** A person who sells small items on the street.

**Outdoor relief:** Small amounts of money, food, or fuel given to the poor in their times of need.

**Fugitive slave:** An African American who had escaped slavery and fled to the North.

**Suffrage:** The legal right to vote.

**Sermon:** A speech given as part of a religious service, often based on Scripture.

**Caricature:** A ridiculously exaggerated drawing or description.

**Homine replegiando:** A legal writ that allowed a prisoner to be released on bail and required a jury trial.



Reverend Samuel Cornish, engraving by J. Paradise. Collection of the New-York Historical Society.

## Activities

### An African American Voice

**Objective:** To identify and analyze arguments in an editorial. To understand the challenges that African American New Yorkers faced and the ways they worked to overcome those challenges.

**Skills:** Analyzing, synthesizing, reasoning, interpreting, writing.

**Subject areas:** Social studies, history, language arts.

**Sources needed:** #3 *Freedom's Journal*, March 16, 1827 ("To Our Patrons.")

**Part A)** Distribute copies of the article *Freedom's Journal*, March 16th, 1827. Introduce students to *Freedom's Journal* as the first African American newspaper, founded in 1827 by Samuel Cornish and John Russwurm. Explain that this article was an editorial by Cornish and Russwurm in the first issue. Read through the excerpts as a class. As they read, students should consider the following questions: According to this article, why did Cornish and Russwurm found this newspaper? Who is the intended audience for this newspaper? Against whom and/or what are the publishers fighting?

**Part B)** In groups, students should identify and make a list of the different goals of *Freedom's Journal*. What specific concerns of the African American community does the newspaper plan to address?

**Part C)** Individually, students should use their notes from parts A and B to analyze the article's arguments. Have students write an essay explaining these arguments and how a newspaper helps achieve the goals of a community. Students should consider the significance of the first African American newspaper. How did this mark a shift in African American New York?

### The New York Committee of Vigilance

**Objective:** To identify and synthesize an argument from an historical document. To understand the threat slave-catchers posed to African American New Yorkers.

**Skills:** Analyzing, reasoning, interpreting, writing.

**Subject areas:** Social studies, history, language arts.

**Sources needed:** #3 New York Committee of Vigilance, 1836 Resolutions.

**Part A)** Distribute "New York Committee of Vigilance, 1836 Resolutions" to students. As a class, identify key words in the first sentence. What inferences can readers make about the argument and author of this document based on these key words? Lead a "popcorn read" of the document as a class. Ask one student to begin reading the document aloud. After reading a couple sentences, the student should call out the name of a classmate, who will resume reading. Continue "popping" among students until the end of the document. As students read, have

them listen for and underline keywords.

**Part B)** Break the class into at least four groups. Assign each group a paragraph from the document to read closely. Have students define keywords; they may need to reference the glossary at the beginning of Part Two or a dictionary. Then have each group rewrite their paragraph in modern English. Once all groups have finished, a representative from each group should read their new paragraph aloud to the class.

**Part C)** Create an updated version of the document by compiling all four paragraphs the groups wrote. Lead a "popcorn read" of the new, student-created Resolutions. Discuss the document as a class. What does the formation of the Committee of Vigilance suggest about the African American community in New York City in 1835? What was the major threat to free black New Yorkers that the Committee of Vigilance sought to combat? How did the government respond to this threat? How did the Committee of Vigilance seek to combat it? Why might this inspire African American New Yorkers to move further north in Manhattan?

### African American Community and Seneca Village

**Objective:** To compare and contrast two arguments. To synthesize information about African American communities in New York in the time of Seneca Village.

**Skills:** Analyzing, synthesizing, reasoning, writing.

**Subject areas:** Social studies, history, language arts.

**Sources needed:** #3 *Freedom's Journal*, March 16th, 1827 ("To Our Patrons"); New York Committee of Vigilance, 1836 Resolutions.

**Part A)** Have students look back at *Freedom's Journal* and the New York Committee of Vigilance, 1836

Resolutions and identify the main argument of each. Students should rewrite each author's thesis in one concise sentence. Then, have students compare and contrast the two theses. How are the arguments similar? Which argument is stronger? Why? Which argument is more persuasive? Why?

**Part B)** Have students write a persuasive editorial or speech addressing one goal of the African American community (i.e. end to slave-catching, universal abolition, improved education, active voting, etc.). Essays should answer the following questions: What is the problem that needs to be solved? What is the context of this problem? How might a community effort help solve this problem?

# Part Three Newspapers

Newspapers play an integral part in uncovering the story of Seneca Village. Newspapers are full of facts and dates that, when pieced together, tell a larger story of what happened to the residents of Seneca Village. They extend this story beyond the City of New York and give readers a general sense of the era in which Seneca Village existed.

Newspapers can be an invaluable source of information about a time period, person, subject, place, or event. Because newspapers have traditionally been the voice of the people, the articles, advertisements, cartoons, illustrations, photographs, and editorials are fascinating and vital records of daily life. They can be viewed as a first draft of history, detailing the intricacies of business, society, economics, and politics. By reading between the lines, we discover that newspapers also raise important questions about the histories that are neglected. Who were the intended audiences for these articles? What are the biases of the reporters?

## Rationale

Studying newspapers can encourage a deeper understanding of the role of news in society and newspapers' complex, evolving relationship with the public and with such institutions as government, law, business, and religion.

## Class Discussion

Before beginning your study of newspapers, have students collect and bring in a wide variety of recent newspapers for use in the classroom. Using these, have a class discussion addressing the following questions:

- What do you already know about newspapers?
- What information do you find in newspapers and where? How are newspapers organized and what are the different parts? (Be sure to go over such items as editorials, cartoons, advertisements, etc.)
- What do you notice about how newspapers look? How does the organization of newspapers indicate the importance of each story?
- Who do you think reads them? What are some ways that you might tell?
- Who writes newspapers and how do you know?

## Activities

### Today's News

**Objective:** To observe newspapers objectively and subjectively, and to encourage students to describe what they see in as much detail as possible, using critical thinking to communicate their ideas and understanding.

**Skills:** Observing, classifying, identifying, differentiating.

**Subject areas:** Social studies, language arts.

With the current newspapers you have collected for use in the classroom, have students create a compare/contrast chart, focusing on the differences and similarities among papers. Things to look for include the writing style of the articles, the size of the newspapers, the style of the mastheads and other features of the layouts. Students should be encouraged to compare and contrast how papers cover the same event. How does the coverage indicate the paper's point of view?

## Key Words

**Advertisement:** A paid announcement that gives information about a product, company, or service with the intention of attracting customers.

**Article:** A printed story that gives information about a person, place, thing, or event.

**Banner:** A very large headline across an entire page.

**Boldface Type:** Heavy, dark print that makes special words stand out.

**Byline:** The name, and sometimes a brief background, of the writer of an article.

**Caption:** The written explanation accompanying a drawing or photograph.

**Credit:** For articles, a line of text telling where a writer has found information that appears in the article, especially if it is taken from another writer's work; for photographs, a line of text citing the photographer and/or the institution that owns the photograph.

**Dateline:** The place where an article originates and its date of composition.

**Editorial:** A written piece that expresses the opinion of a newspaper's editors.

**Headline:** A title to a story in a newspaper.

**Layout:** The way a newspaper is organized.

**Masthead:** Information at the top of the front page of a newspaper that lists the name of the paper, the place where it is printed, and the motto of the paper, if it has one.

**Political cartoon:** A drawing, sometimes humorous, that expresses an opinion about a current political situation.

**Table of contents:** A list of the contents of the newspaper.

## Learning about Seneca Village from Newspapers

**Objective:** To draw conclusions based on evidence gathered from newspaper text.

**Skills:** Reasoning, interpreting, reading, writing.

**Subject areas:** Social studies, history, art, language arts.

**Sources needed:** #4 Article, *New-York Herald*, August 11, 1871 (“Yesterday afternoon...”).

#5 Article, *New-York Daily Tribune*, August 5, 1853 (“Laying of a Corner-Stone”).

**Part A)** Distribute copies of the article from the *New-York Herald*, August 11, 1871 (“Yesterday afternoon...”) to each student. Read the article to the class as the students follow along. Be sure to mention the date on the newspaper. Ask students what information they can gather from reading the article. What does the article say? What can we learn about the persons mentioned in the article? Where did this incident occur? Did Central Park exist at this time? Write the students’ answers on the chalkboard.

**Part B)** Next, distribute the article from the *New-York Daily Tribune*, August 5, 1853 (“Laying of a Corner-Stone”) to each student. Have students read the article and write down as much information as

they are able to obtain from it. For what kind of building is the cornerstone being laid? Why were objects placed in the cornerstone? What kinds of objects were they? Where was the building located? How big was the building? What did it look like? What was in the basement of the building? Make sure students take note of the name of the newspaper and the date.

**Part C)** Together as a class, review the students’ findings. Then, compare the two articles. Students should note the eighteen-year gap between the publication of the two articles. What happened during this time? Students should be able to discover that a church and graveyard once existed at the site where coffins were discovered eighteen years later.



*New-York Daily Tribune*, 1856.

## Reporting from Seneca Village

**Objective:** To gain an understanding of how newspapers are created, to encourage students to develop and expand their own points of view and to use critical thinking and creative writing to communicate their ideas and understanding.

**Skills:** Reasoning, interpreting, organizing, writing and/or drawing, research.

**Subject areas:** Social studies, history, art, language arts.

**Sources needed:** #6 *New-York Daily Times*, July 9, 1856 (“The Present Look of Our Great Central Park”).

#7 *New-York Daily Tribune*, May 28, 1856 (“City Items: Central Park Lands”).

**Part A)** With the class, go over the information contained in the articles “The Present Look of Our Great Central Park,” from the *New-York Daily Times*, July 9, 1856, and “City Items: Central Park Lands,” from the *New-York Daily Tribune*, May 28, 1856. Discuss how the communities in the park area are represented. Whose point of view is being presented in these articles? What effect do you think it had on the

inhabitants of Seneca Village? Who do you think would most likely be reading these newspapers? (Note: In the middle of the nineteenth century, newspapers like the *New-York Daily Times* and the *New-York Daily Tribune* were extremely popular. They were commonly referred to as the “penny press” because they originally cost one cent. Both rich and poor read the penny press because they emphasized local news, human interest, and crime, and their low cost made them affordable.)

**Part B)** Have students assume the role of newspaper reporters who are covering the Seneca Village story. As such, they are to create their own newspaper. Each student will be responsible for writing an article, editorial, or advertisement, or creating a political cartoon or illustration. Students should take different positions—some might write editorials in support of the park, for example, while others protest the destruction of the village. Teams may write headlines and design a layout. In addition to information on Seneca Village, the students’ newspaper can include other topics relating to events of the same time period.

# Part Four Maps

Maps are used in different ways: to establish boundaries and land ownership, and to show land formations, street designs, water routes, etc. Two maps, the *Manhattan Square Benefit Map*, made circa 1838, and the *Central Park Condemnation Map*, made in 1856, are very important in researching Seneca Village. Both maps were produced by the same surveyor, Gardner A. Sage. Not only do they show boundaries, structures, and inhabitants' lot sizes, but when they are compared you can see what changed and what stayed the same over approximately two decades. The 1856 map is particularly useful because it includes structures as well as the names of property owners and renters.

(Note: In the Primary Sources section, the *Manhattan Square Benefit Map* contains two parts. When doing the activities, you must place the two parts side by side. The *Central Park Condemnation Map* contains four parts. These must be placed side by side based on the order of the lot numbers, beginning with lot 780 and ending with lot 790. The maps are not reproduced in their entirety.)

## Rationale

By analyzing and interpreting maps, students can acquire a broader understanding of how events have an impact on the physical environment over time.

## Class Discussion

Start by showing a map to the class and discussing maps as a basic resource. Perhaps the class could use a familiar map, such as a subway map or a map of the United States, to explore the following ideas:

- What is a map? What is its purpose?
- Who would use this map?
- What does this map tell you about this place?
- Do you think people live in this place? What makes you think so?
- What might life be like for people who live here? How do you think they get around?
- Are there words on the map? If so, what clues do they give you about this place?
- Do you see different shapes on this map? What do you think they mean?

## Activities

### Mapping our Schools & Homes

**Objective:** To have students create their own maps, thereby gaining an understanding and appreciation of maps as a means of interpreting time and place.

**Skills:** Drawing, observing, analyzing, interpreting, reasoning, math (using distance scales).

**Subject areas:** Geography, art, math, social studies.

**Part A)** Have students make a map from memory of the school building or neighborhood using directional symbols, legends, and scales. Then, pair the students

and have each one follow his or her partner's map to a designated area. How accurate were maps made from memory?

**Part B)** As an at-home assignment, have students make maps of their houses, apartments, rooms, blocks, or neighborhoods. This map should *not* be from memory, but from a survey of the site. Instruct the students to be as specific and detailed as possible, and to create symbols and a legend.

**Part C)** In class, have the students exchange maps with each other. Have them observe, analyze, and interpret the map. Then,

## Key Words

**Key:** A word or phrase that explains abbreviations or symbols on a map.

**Legend:** A list of words that explains symbols on a map.

**Scale:** A measurement indicating the relationship of distances on a map to real distances.

**Symbol:** A sign used to represent something, such as a roadway or building.



Victor Prevost. "Summer House from West Side in 6th Avenue. September 22, 1862." *Central Park in 1862*. Collection of Rare Books Division, The New York Public Library, Astor, Lenox and Tilden Foundations.

have each student list five things that tell something about the person who created the map. Ask each student to describe a walk from one point on the map to another, using directions. (For example, heading north in Sally's room I passed the five-drawer dresser, but not before I stepped on the blue throw rug...) In a group discussion, talk about how maps reveal the characteristics of not only a place, but also of the people who made them and the civilizations that they represent. This discussion is intended to lead to the discovery that maps, like photographs, diaries, or census records, are another way to document a people's history.

## Same Place, Different Time

**Objective:** To observe and compare two maps of the same area from two different time periods and to draw conclusions based on the evidence presented.

**Skills:** Observing, differentiating, analyzing, interpreting, reasoning.

**Subject areas:** Social studies, history, art, language arts.

**Sources needed:** #8 a & b Gardner A. Sage, *Manhattan Square Benefit Map*, c. 1838. #10 a & b, c & d Gardner A. Sage, *Central Park Condemnation Map*, 1856.

Hand out the *Central Park Condemnation Map* and the *Manhattan Square Benefit Map*. The *Manhattan Square Benefit Map*, drawn by Gardner A. Sage in about 1838, shows the lots of land owned by residents of Seneca Village. This map was created to determine which landowners would be affected by a park (which was never built) planned for Manhattan Square (now the site of the American Museum of Natural History). The *Central Park Condemnation Map*, drawn by Sage about eighteen years later, was created to determine the amount of compensation due to the property owners.

Have students study the maps to find the following information.

- What do these maps show?
- What can we learn about Seneca Village by looking at these maps?
- Can you locate the lot of Andrew Williams and his family on each map? (For information on Andrew Williams, see *Part Three: Government and Legal Records*.)
- How are the two maps different?
- Did the village change in the time span between the drawing of the two maps? If so, how?

## SUPREME COURT.

In the matter of the Application of the Mayor,  
Aldermen and Commonalty of the City of  
New-York, relative to the

## OPENING AND LAYING OUT A PUBLIC PLACE

Between 59th and 106th Streets, and the Fifth  
and Eighth Avenues,

IN THE CITY OF NEW-YORK.

The Mayor, Aldermen and Commonalty of the City of New-York, pursuant to statute in such case made and provided, hereby give notice, that they will apply to the Supreme Court of the State of New-York, at a Special Term of the said Court, to be held at the City Hall of the City of New-York, on Saturday, the 17th day of September, 1853, at the opening of the Court on that day, or as soon thereafter as counsel can be heard, for the appointment of five Commissioners of Estimate and Assessment in the above entitled matter; that the nature and extent of the improvement hereby intended, is the opening and laying out of a Public Place, bounded southerly by 59th Street, northerly by 106th Street, easterly by 5th Avenue, and westerly by 8th Avenue, in the 12th 19th, and 22d Wards of the City of New-York, as laid out on the map or plan of said city, under and by virtue of an Act entitled "An Act relative to Improvements in the City of New-York, and for other purposes," passed April 3d, 1807; and, also, an Act entitled "An Act to alter the map or plan of the City of New-York, by laying out thereon a Public Place, and to authorize the taking of the same," passed July 21st, 1853, three-fifths being present.

ROBERT J. DILLON,

Dated New-York, August, 19, 1853.

Counsel to the Corporation.

COLLINS, BOWNE & CO. Printers and Stationers, 174 and 176 Pearl Street, New-York.

Handbill declaring the intended construction of Central Park. Collection of The New York City Municipal Archives, Bureau of Old Records.

## Same Place, Different Maps

**Objective:** To compare and contrast different visual perspectives presented by three different kinds of maps and to interpret the information presented.

**Skills:** Observing, differentiating, writing.  
**Subject areas:** Social studies, history, art, language arts.

**Sources needed:** #8 a & b Gardner A. Sage, *Manhattan Square Benefit Map*, c. 1838. #9 Egbert Viele, *Topographical Survey for the Grounds of Central Park*, 1856 (with inset showing the location of Seneca Village). #11 George Colbert and Gunther Vollath, *Profile of Central Park*, 1994.

Hand out copies of the *Manhattan Square Benefit Map*, the *Topographical Survey for the Grounds of Central Park*, and the *Profile of Central Park* to the students. Have students study and compare the three kinds of maps and write down the similarities and differences they see.

In particular:

- What do the three maps show?
- When were the three maps made? How do you know? What are the time differences?
- Describe how the area has changed over the years.
- How is the topographical map different from the others?
- What are some of the features of Central Park today that did not exist during the pre-park era of Seneca Village?

# Part Five Government and Legal Records

All levels of government—local, state, and national—collect information about people and places, including census, immigration, and naturalization records; title deeds (which document real estate transactions); pension and military records; and court records. Long after these records have been used for their initial purposes, historians, family genealogists, and other researchers can consult them for historical information. Many are available to the general public and are found in national archives, libraries, historical societies, and museums. Some records are only available through copies preserved in books or on microfilm. Still others exist in their original form. The population census and court documents are used in piecing together the history of Seneca Village.

## Census

Census records are excellent resources that provide data about the population of the United States. Since 1790, the year the nation's first census was recorded, censuses have been taken on the national and state levels as a means of documenting personal data, such as names, birth dates, marital status; institutions, such as houses of worship, schools, universities, and hospitals; and information on industry, agriculture, and manufacturing. From this data we can derive other information, such as birth and death rates.

The federal census has always been conducted at ten-year intervals for years ending with zero. New York State, between 1825 and 1875, conducted census polling every ten years for years ending with five; however, in the late nineteenth and early twentieth centuries four additional census were taken. These censuses are said to be the most comprehensive in the country because the data collected include birth/naturalization status, voting right status, literacy, property ownership, property value, and other detailed information regarding New York residents.

## Affidavits of Petition

Affidavits are legal documents that record a statement in writing, usually made under oath before a public official. An affidavit of petition makes a request of the court. When the state legislature permitted the New York City government to take land for Central Park, many property owners filed affidavits of petition to protest the valuations that had been given their land. In the time before typewriters, these documents were hand written for the property owners by legal representatives. Seneca Village property owners were among the hundreds who filed affidavits. These petitions reveal many details about how people felt when they found out their land was being purchased by the city.

## Rationale

By examining and analyzing public records, students gain an understanding of the individual's role in the larger society. Census records provide vital information regarding familial relationships, gender roles, ethnicity, race, occupation, and education. This information can be interpreted to reconstruct stories from the past.

## Key Words

**Data:** Collections of related facts.

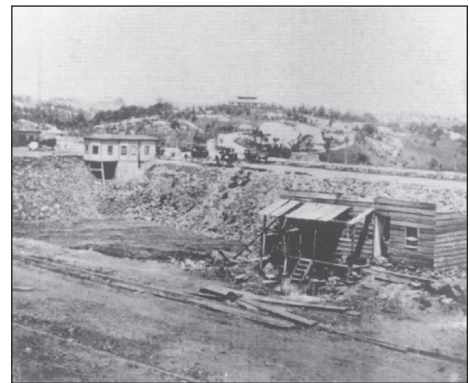
**Demographics:** Statistical information relating to a population.

**Place of nativity:** The place of a person's birth.

**Naturalization:** One of the processes by which citizenship is granted to the individual.

**Population:** The total number of persons in a region or country.

**Statistics:** The collection, analysis, and interpretation of numerical data and facts.



Victor Prevost. "Summer house East from 8th Avenue. August 28, 1862," *Central Park in 1862*. Victor Prevost. Collection of Rare Books Division, The New York Public Library Astor, Lenox and Tilden Foundations.

## Class Discussion

Begin your lesson by explaining to students what an affidavit and a census are. Census records are formatted in an easy-to-understand layout, designed in vertical and horizontal columns with headings. Typical headings include “Name of head of household,” “Name of other occupants in the same household,” “Relationship of other occupants to head,” “Age,” “Race,” “Occupation,” and “Place of nativity.” Most census records have been microfilmed and can be found at many resource centers such as local public libraries, regional national archives offices, country clerks offices, and branches of the Genealogical Society of the Church of Jesus Christ of Latter-day Saints.

Use Andrew Williams’s affidavit of petition and the census pages from Seneca Village included in the Primary Sources section at the back of this book as examples for a general classroom discussion. (The contents of these documents are examined more fully in the activities section.)

### Census

- Why is this information gathered?
- Who collects this information and why?
- Why is it important to gather this type of information?
- What does the data say about the society collecting it?

### Affidavit of Petition

- This is a legal document. Is it difficult for the average person to understand?
- How is the language different from that used in newspapers of the period? (See newspaper articles in the Primary Sources section.)
- How does it look different from a newspaper article? How does it look different from the census?

## Activities

### Exploring the Census

**Objective:** To examine a census and to interpret data and draw conclusions based on the information presented.

To reflect on the significance of documenting population at the national and state levels.

**Skills:** Observing, analyzing, interpreting, writing, compiling statistics, identifying, classifying, researching.

**Subject areas:** Social studies, history, math.

**Source needed:** #12 a & b *Population Census of the 22nd Ward, New York.*

**Part A)** Divide the class into three groups. Distribute copies of the census pages; be sure to explain that this is only part of a larger document. Ask students to analyze

and interpret the census by focusing on the questions below. Have students write down their answers. Later, in a class discussion, review the students’ findings. Then, based on the class’s combined information, have students write a character sketch of Seneca Village. (For example, “The residents of Seneca Village included African Americans and Irish and German immigrants. Many of the residents worked as laborers; some were waiters.”)

#### Group #1: Families

- What is the composition of each family?
- Are they nuclear families, consisting of a father, mother, and their children?
- Are they extended families, consisting of the above as well as other relatives?
- Who are heads of households? Do they tend to be male or female?
- Are there any single-parent households?
- If so, who tends to head the single-parent households, males or females?

- What is the age range of the household members?

#### Group #2: Occupations

- What are some of the occupations listed?
- Who works outside the household?
- Compare the work of males to the work of females.
- Compare the jobs of members of one ethnic group to another. Do the jobs require certain skills? What are they?

#### Group #3: Demographics and Literacy

- Is this a literate community? How many members of each household over twenty-one years old can read and write?
- Are the people natives to the community? If not, where are they from?
- Was there a lot of movement from a particular city or country? If yes, what does this tell you?
- Is one ethnic/racial group more numerous than another in the community? If so, which group is it?
- What effects, if any, might literacy/illiteracy, migration and immigration have on a community?

#### Part B) Have students compile statistics on:

1) the number of individuals between nine and seventeen years of age who work and the number of individuals between nine and seventeen who do not; and 2) the number of individuals between eighteen and seventy years of age who work and the number of individuals between eighteen and seventy who do not. Compare all data, including race, national origin, sex, and job. Once the information has been analyzed and interpreted, have students write a short essay on their findings, integrating specific and detailed information from the census into the essay.

**Part C)** Using other primary and secondary sources, have students discover more about occupations listed for the period of the census. What kinds of jobs did people have? Were certain jobs more prevalent than others? Who was working? Do jobs help define a society/community/country? Have students discuss their findings with the class.

## The Families of William Godfrey Wilson and Andrew Williams

**Objective:** To gain an understanding and appreciation for research and to use critical thinking and creative writing to communicate ideas and understanding.

**Skills:** Classifying, interpreting, reasoning, creative writing.

**Subject areas:** Social studies, history, language arts.

**Source needed:** #12 a & b *Population Census of the 22nd Ward, New York.*

William Godfrey Wilson and Andrew Williams are among the best documented residents of Seneca Village. Wilson was the sexton of All Angels' Church in Seneca Village. (A sexton takes care of church property and performs certain duties such as ringing the church bells for services.) After the village was demolished,

All Angels' Church was re-established on the southeast corner of 81st Street and Eleventh Avenue (now West End Avenue). William Godfrey Wilson appears to have been the only villager to remain affiliated with the church after its move. He remained an active member of All Angels' until 1890, shortly before his death. All Angels' Church remains a thriving congregation on New York's Upper West Side.

As mentioned in the Introduction, Andrew Williams was the earliest landowner in Seneca Village. Over the course of his thirty years in the village, Williams raised a family and participated in the life of AME Zion Church. He is also one of the few persons from the village who can be traced using more than one primary document from the final years of Seneca Village: he is included in the 1855 census; he filed an affidavit of petition, and his property

location is documented on maps of the village.

**Part A)** Study the information contained in the census about the families of Wilson and Williams. Have students construct family trees for each, including the names of the family members, their dates of birth (students can figure this out using simple arithmetic, as the census was conducted in 1855 and lists ages from that year), and place of birth.

**Part B)** Have students write historical narratives of the families based on the data collected from the census. (Include in the story references from several column headings.) Students may limit their narrative to one family or explore what interactions may have occurred between members of both. Possible story titles might include "An Irish Family Moves in Next Door," or "The Wilsons and the Williamses Face the Prospect of Having to Leave Seneca Village."

## Andrew Williams's Affidavit of Petition

**Objective:** To examine a legal document and draw conclusions based on the text. To use three primary sources (affidavit, map, and census) to piece together the history of a specific individual.

**Skills:** Observing, analyzing, interpreting, organizing, writing, drawing.

**Subject areas:** Social studies, history, art, language arts.

**Sources needed:** #13 *Andrew Williams's Affidavit of Petition.*

#10 a, b, c & d Gardner A. Sage, *Central Park Condemnation Map.*

#12 a & b *Population Census of the 22nd Ward, New York.*

When the city government surveyed Seneca Village in order to build Central Park, many residents were dismayed at the low values the city surveyor placed on their property. Andrew Williams was one of them. Like others in the village

he filed an "Affidavit of Petition to the Commissioners of Central Park" in the State Supreme Court of New York.

Hand out copies of Andrew Williams's affidavit to the class. Carefully examine the document together and read the transcription. What information in the document strikes you as interesting? Locate Andrew Williams's name at the bottom of the affidavit. What is above his name? What do you think "his mark" means? Why is there an "X" by the words "his mark"? What inferences can you make from this?

**Part A)** Have students write down the location of Andrew Williams's home as described in the affidavit. What are the lot numbers? The block number? The street numbers? Then, hand out copies of the *Central Park Condemnation Map* and ask students to locate Williams's property on the map. According to the affidavit, how much was Williams offered for his property? How much did Williams claim it was worth? Was he willing to settle for less? Did he have a choice?

(Note: Regarding the affidavits of petition, a ruling by Judge James I. Roosevelt stated that, although Judge Roosevelt was sympathetic to the cause of those residents who filed the petitions, he could not rule in their favor, as the action taken by the city government was not illegal.)

**Part B)** While history is made up of events, it is important to emphasize that these events result from the interaction of individual people. This part of the activity is designed to help students personalize their study of Seneca Village. You will need a large role of butcher block paper and colored markers. Cut the paper into separate sheets about six feet in length and distribute one to each student. Place the paper on the floor or tape it to a wall and have students trace the outlines of each other's bodies. Then have students write down inside their outlines all the facts they have learned about Andrew Williams based on his affidavit and the census. Encourage them to add drawings and to be as artistic as they can with the drawing and the writing.

## Manuscripts

The word “manuscript” is derived from the Latin *manu scripus* and means “hand written.” (Today the work also refers to a document in its typed form prior to publication.) Although any hand-written document may be considered a manuscript, the work usually refers to documents such as letters or diaries that often provide historians with personal insights into people and their times. If you have ever kept a diary or written a long letter to a friend, you can imagine how valuable these items can be to historians. Manuscripts can reveal writers’ innermost thoughts as well as mundane details such as what they ate for dinner. Unfortunately, there are few surviving manuscripts written by Seneca Villagers. As students research the community, they should be encouraged to speculate about why this is the case and to consider the challenges faced by historians researching the lives of anonymous people at a time when many people were illiterate.

## Church Records

In any community, houses of worship play an important role in recording history. Churches, synagogues, and mosques document many significant events in peoples’ lives, including baptisms, bar mitzvahs, marriages, and burials. Seneca Village was a strongly religious community, as evidenced by the fact that there were three churches: African Union Methodist Church, African Methodist Episcopal Zion Church Branch Militant, and All Angels’ Church. Only the records of All Angels’ Church survive. Having been maintained meticulously by Reverend Thomas McClure Peters, *The Parish Register of All Angels’ Church, 1847-1871* provides information about individuals and reveals many details about congregation members’ lives and relationships.

## Rationale

Hand-written documents encourage students to explore the personal side of history. By studying items such as manuscripts and church records, students gain the understanding that history is the collective story of individual people whose lives have influenced a particular time and place.

## Class Discussion

Begin by introducing students to the use of manuscripts and other hand-written documents as a way of discovering the past.

- What can we learn from reading letters? What do letters tell us about the writer of the letter? About the recipient of the letter?
- Why are church records important? What do they tell us?
- Why is this information recorded?
- Who might have recorded this information?
- How can it be helpful for future generations?
- Besides letters and church records, what are some other kinds of hand-written documents?

## Key Words

**Document:** An original paper conveying information.

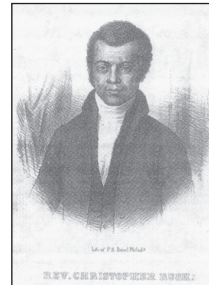
**Diary:** A written record of an individual’s activities, reflections, and/or feelings, often recorded on a daily basis.

**Letter:** A message written to a particular individual or organization.

**Log:** A written record of events or activities, maintained to monitor and record an activity as it takes place.

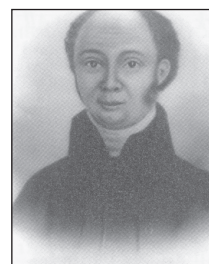
**Manuscript:** A hand-written or typed document.

**Register:** A book containing a list of entries, usually names and addresses, relating to a particular topic, such as births or of people using a library.



*Christopher Rush*, superintendent of the African Methodist Episcopal Zion Church. Rush founded various African American social reform societies and political organizations.

Collection of the New-York Historical Society.



*Leven Smith*, a trustee of the African Methodist Episcopal Church and one of the first African American property owners who appears to have purchased land on behalf of the AME Zion church in Seneca Village. Portraits such as these of African Americans known to have resided, visited, or owned land in Seneca Village are rare.

Collection of Mother AME Zion Church.



*Thomas McClure Peters*, the rector of All Angels' Church in Seneca Village from 1846 to 1857.

Collection of Saint Michael's Protestant Episcopal Church.

*All Angels' Church*, 11th Avenue (today's West End Avenue) between 80th and 81st Streets, c. 1859. The wooden structure to the far right is believed to be the original building found in Seneca Village. With the construction of Central Park, the church was moved to the location pictured here. The brick building was added, and the wooden structure later torn down. The church at this location has since been demolished.



Collection of All Angels' Church.

## Activities

### Rediscovering our Relatives

**Objective:** To observe, analyze, and interpret private documents, giving students the opportunity to reflect on their own family histories.

**Skills:** Observing, analyzing, interpreting, writing.

**Subject areas:** Social studies, language arts.

Have students bring to class a copy of a document recording an important event in their lives or the life of someone in their family, such as a birth certificate, diploma, citizenship papers, etc. Distribute the family documents to groups, taking care that no group has documents belonging to one of its students. Have students examine and analyze the documents to discover information regarding the

individual represented, and record their interpretations. Then, ask one representative from each group to present the group's findings to the class. The owners of the documents should then verify whether or not the information gleaned from the documents is accurate. If it is not accurate, have students speculate on why they made the assumptions they did.

### Exploring Church Records

**Objective:** To study church records and compare them with a census schedule.

**Skills:** Observing, analyzing, interpreting, differentiating, reasoning.

**Subject areas:** Social studies, history, language arts.

**Sources needed:** #14 a & b

*All Angels' Parish Records.*

#12 a & b *Population Census of the 22nd Ward, New York.*

*Burials in the Pre-Park as Recorded in All Angels' Parish Records* (a chart of derived information included on the opposite page).

**Part A)** Distribute copies of the church register pages from All Angels' Church. (Explain that, like the census pages, this is only part of a larger document.) Have students research and record the following information:

- What kind of information is recorded in this document?

- How many kinds of religious rituals are recorded?
- What can we learn about the individual noted in each entry?

With students, go over the information in the chart *Burials in the Pre-Park as Recorded in All Angels' Parish Records*. This information was derived from the parish records of All Angels' Church circa 1831 to 1846. Notice that there is an unusually high number of burials in certain years and not others. Which years have the most burials? What are the ages of the deceased from those years? What do you think might have happened during that time to cause this mortality pattern? (Note: large numbers of deaths in a given area, affecting a random-aged population in a short span of time, usually result from natural disasters, war, or epidemics. In the nineteenth century, New York City was hit with several cholera epidemics, one of which occurred in 1849. The parish records of All Angels' Church indicate

that many of the residents of Seneca Village, ranging from babies to adults, were victims of this epidemic and died between 1849 and 1850. Presumably, many were buried in All Angels' churchyard.)

**Part B)** Hand out copies of the census pages included in the Primary Sources section. (If you have not done the lesson from *Part Three: Government and Legal Records*, briefly explain to students what a census is.) Ask students to compare the two documents. What can we learn from one that we cannot learn from the other? What kinds of information are contained in both? What, if any, is the difference between the styles in which the two documents are written? Have students write their answers in an essay.

**Part C)** Have students find the name of James Wilson on both documents and write down all the information they can learn about him by studying the two documents.

## John Wallace's Home

**Objective:** To draw conclusions based on the information contained in a letter and to gain an understanding and appreciation of personal writing as a source of historical information.

**Skills:** Reasoning, interpreting, creative writing, drawing.

**Subject areas:** Social studies, history, art, language arts.

**Source needed:** *Transcription of John Wallace's Letter to Commissioners of Central Park* (included below).

John Wallace was a resident of Seneca Village employed by the Croton Aqueduct Department, which supplied water to the city. Wallace's job involved maintaining one of the department's reservoirs, located near his home. When asked to move out of the area to make way for the creation of the park, Wallace wrote a letter to the park commissioners requesting that he be allowed to move

his house, which was to be destroyed by the construction of the park. We do not know if this move occurred, as we have no record of the park commissioners' response.

Read John Wallace's letter with students. Discuss who John Wallace was. Where did he live? What did he do for a living? What can we tell about his family? His home? Why was his home so important to him and why did he want to have it moved?

Based on the description in the letter, have students sketch a picture of John Wallace's home, including what they imagine the surrounding area to look like (near the reservoir, etc).

Then, have students create a letter from the park commissioners to John Wallace, answering Wallace's request with what they imagine may have been the response.

## Burials in the Pre-Park as Recorded in All Angels' Parish Records

c. 1831-1850	Sarah Clark
c. 1809-1849	Samuel Armstrong
c. 1803-1850	George Clark
c. 1821-1849	Ellen Alkana Miller
1850-1850	Sarah Matilda White
1850-1850	Christopher Alfred Puckridge
1850-1850	Barbara Feder
1850-1850	Alonzo See
1850-1850	Agnes Franklin
1850-1850	Truss Polk
1850	Wegner Son
1850	John Dunn
1849-1851	Catherine Rohrs
1849-1850	Morris Riddles
1849-1849	Carl Carlsen
1849-1849	Mary Ann Rohrs
1849-1849	Filetta Townsend
1849-1849	David Augustus Ryerson
1849	Stairs daughter
1848-1849	Thomas Cobert
1847-1850	Josephine Benson
1847-1849	Eliza Louisa Cables
1847-1849	James Shipley
1847-1849	Thomas Henry Manning
1847-1847	William Brown
1846-1849	Sophia Willet
1841-1843	Charles Anthony Low
1840-1841	Mary Elizabeth Low
1840-1841	Morris grandchild
1835-1852	Margaret McIntay
1833-1850	Sara White
1827-1851	Charles Jacobs
1825-1849	Matilda Polk
1824-1843	Sarah Davis
1817-1850	Ann Polk
1816-1849	Phoebe Willett
1810-1850	Jane Bolden
1810-1850	Joanna Griffin
1803-1843	Mary Miller
1790-1850	Nancy Morris
1783-1852	Elizabeth A. M. Evers
1775-1850	Elizabeth Davis
1770-1849	Neptune Burchell
1755-1851	Phoebe Jackson
1755-1850	Mary Wilson
1737-1842	Samuel Conover
?1846?	Hannah Miller
?-1846	Mrs. Green

## Transcription of John Wallace's Letter to Commissioners of Central Park

*Original letter from the collection of the Library of Congress.*

Yorkville May 2nd 1859

To the Honorable

The Commissioners of the Central Park

Gentlemen

Having been in the employment of the Croton Aqueduct Department for the pasts thirteen years, nine years of which, I have been engaged on the Old Reservoirs at 86th Street, with the privilege four years since, of erecting a small house at my own expense close to the reservoir, in order that I might be at all times available, in case my services were suddenly required — which small tenement cost me about two hundred dollars when I put it up on the 7th Avenue, and which it appears is now situated on land within. The limits of The Central Park, and from which I have lately received notice from your assessment to vacate — I would respectfully ask of your Honorable Board to grant me the privilege of removing the little house, which only contains two rooms and a cooking shed attached, and which, although comparatively worth less to the authorities of the Park, is to me of considerable importance, having a wife — and four little children to support — the oldest of them not nine years old; Suffering as I and some of my children have been from sickness, during a great part of the last winter and spring, I do hope, that your Honorable body will grant my request.

I am, Gentlemen,

Most Respectfully

Your Obedient Servant

John Wallace (signature)

7th Avenue 84th and 85th Streets

# Part Seven Prints and Photographs

The oldest existing photographs of New York City date to 1853, just four years before the destruction of Seneca Village. Not surprisingly, then, there are no known photographs of Seneca Village. However, the creation of Central Park was well documented in photographs and prints. These related images provide an indication of how the village and its surroundings once looked.

## Rationale

Prints, photographs, and daguerreotypes—an early type photo—are records that provide a window into the past, allowing students to visualize what people, places, and things looked like. Analyzing prints and photos can reveal information about the point of view of the artist on whose work the print is based, or the photographer, as well as about the technology of the period.

## Class Discussion

Begin your lesson with a classroom discussion on what can be learned from prints and photographs by focusing on the following questions:

- How can prints and photographs help us learn about the past?
- What can prints and photographs tell us about the persons and/or landscapes represented?
- How did people record visual data before the invention of the camera?
- How are prints and photographs used in today's society?

## Activities

### Photos: Impressions and Expressions

**Objective:** To interpret the subject of a photo based on the information presented by the image. To analyze different visual perspectives used by different artists and photographers.

**Skills:** Observing, analyzing, interpreting, reasoning, creative writing, researching, differentiating.

**Subject areas:** Social studies, language arts, art history.

**Part A)** Have each student bring in a photo from home. Students should exchange with their classmates so that they will not be studying their own

photos. Based on what they see, students should write down as much information as they can. Are there people in this photo? If so, what are they doing? Do you think the people are related? Why or why not? Where and when does this scene take place? After the students have completed their work, have them return their photos to the owners. Go over the students' findings and have the owners of the photos verify whether or not the information is correct. If it is not correct, have students speculate on why they made the assumptions they did.

**Part B)** Have students look for photos in magazines that show at least two people interacting. Basing their work on such observations as facial expression,

## Key Words

**Daguerreotype:** An early form of photography wherein an image is recorded on a silver plate rather than on film.

**Print:** A mass-produced image of an artist's or photographer's work. Engravings, etchings, and lithographs are all prints.

**Photograph:** An image recorded on a prepared surface such as glass, tin, or film. A photograph may be printed on paper, or reproduced as a slide, negative, or transparency.

relative age of the people, background activity, etc., have students write a dialogue between the persons in the photo.

**Part C)** Have students research the life and work of a professional photographer, such as Bernice Abbott or Jacob A. Riis, or Roy DeCarava, who photographed New York City. What can be learned about the subject of each? About the photographer?

## Words and Images

**Objective:** To have students describe what they see using critical thinking and creative writing to communicate their ideas. To expand and develop their own point of view and to appreciate different perspectives.

**Skills:** Observing, interpreting, analyzing, reasoning, writing.

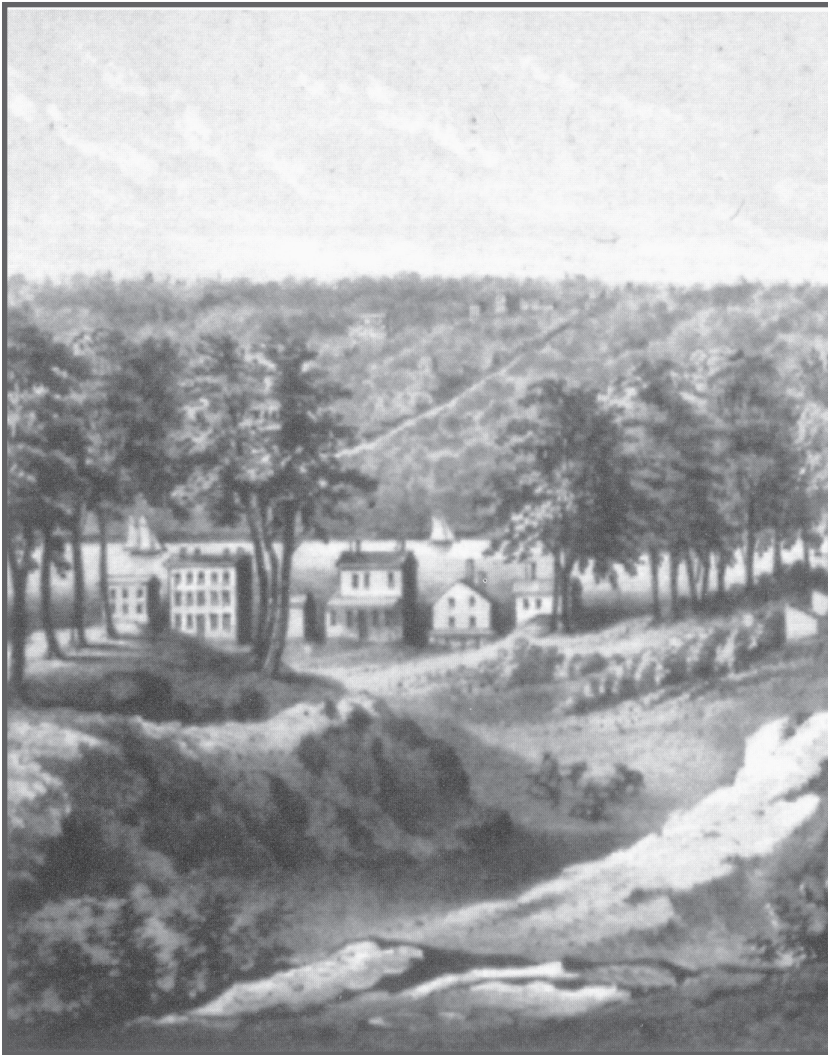
**Subject areas:** Social studies, history, language arts.

**Source needed:** #15 “Shanty” at Fifth Avenue and 94th Street.

Have students look at the photo “Shanty” at Fifth Avenue and 94th Street. After Central Park was built, the real estate surrounding it became attractive to rich New Yorkers. Land was quickly bought and sold, and by the late nineteenth century Fifth Avenue, on the eastern border of the Park, became one of the most prestigious streets in the nation.

Read the photo’s caption. When was it written? What is the author suggesting

by his use of words and the tone of his language? Is this an accurate description of the photo? Based on the image and what students have learned about Seneca Village so far, have them rewrite the caption to reflect the reality of the image, paying close attention to detail, and the points of view of the individuals (man, woman, girl) pictured in the photo. What can you learn about their lives by looking at the places where they live? Is this a typical city scene? A rural scene?



*View West Towards the Hudson, c. 1845. Lithograph. Collection of the New-York Historical Society.*

## Reading Prints and Photos

**Objective:** To observe different prints and photos and draw conclusions about the images.

**Skills:** Observing, analyzing, interpreting, visual literacy, reasoning, writing.

**Subject areas:** Social studies, history, language arts.

**Sources needed:**

#15 “Shanty” at Fifth Avenue and 94th Street.

#16 *Land Flooded to Make Central Park Lake, c. 1860.*

#17 John Bachman, *Central Park, 1863.*

Hand out copies of the three images included in the Primary Sources section. According to the information before them, have students place the images in chronological order showing when the events represented occurred. Then, using the images as guides, have students write a short commentary of the area’s development. (For example: the area now known as Central Park was once a community with homes. After residents left the area, the landscape was changed ...) Encourage students to be as detailed as possible.

The information contained in this guide has been designed so that students, using primary sources, can learn about the past in general and about Seneca Village in particular. Review in class the information provided in the Primary Sources section, and ask students to draw some general conclusions about the history of the village. In particular:

- What did the area of Central Park look like before the park was built?
- Why did some people want to build Central Park?
- What evidence do we have to show that the current area of Central Park was once used for something else before the park was built? What does this evidence prove?
- Who lived in Seneca Village? Who were the people and what were their lives like? Did they have jobs? Did they own property?
- What happened to the people of Seneca Village? Give as many details as you can, based on the sources you have studied.

## Suggested Reading for Teachers

Auchincloss, Louis, ed. *The Hone and Strong Diaries of Old Manhattan*. New York: Abbeville Press, 1989. First-hand accounts of nineteenth-century New York from the diaries of Philip Hone and George Templeton Strong.

Bayor, Ronald H. and Timothy J. Meagher, eds. *The New York Irish*. Baltimore: Johns Hopkins University Press, 1996. *The Irish* experience in New York beginning with the colonial period.

Berlin, Ira and Leslie M. Harris, eds. *Slavery in New York*. New York: New Press, 2005. This companion book to the critically acclaimed 2005 N-YHS exhibition *Slavery and New York* chronicles and analyzes New York City's complicity in the African slave trade, and the African American presence, both slave and free, from the seventeenth century to the end of the nineteenth century.

Burns, Ric, James Sanders and Lisa Ades. *New York: An Illustrated History*. New York: Knopf, 2001. This engaging and arresting companion guide to the PBS series is an exacting overview of the growth and

development of New York City that spans centuries of enriching history.

Burrows, Edwin G. and Mike Wallace. *Gotham: A History of New York City to 1898*. New York: Oxford University Press, 1999.

A narrative of New York City history from the seventeenth to the nineteenth century.

Harris, Leslie M. *In the Shadow of Slavery: African Americans in New York City, 1626-1863*. Chicago: University of Chicago Press, 2003.

The black experience presented from a variety of primary source materials including travel accounts, newspapers, engravings, photographs, ephemera, diaries, letters, and more. Must have in any collection for understanding American, New York City, and African American history.

Jackson, Kenneth T., ed. *The Encyclopedia of New York City*. New Haven: Yale University Press and The New-York Historical Society, 1995. Essential reference book on New York City.

Johnson, James Weldon. *Black Manhattan*. Amsterdam: Da Capo Press, 1991.

## Follow-up Activities

Have students:

- Write their impressions and interpretations of the history of Seneca Village in the form of a short story or poem, either from the point of view of an inhabitant of Seneca Village or of one of the park advocates.
- Write a historical essay about Seneca Village and the creation of Central Park.
- Produce a classroom play based on the story of Seneca Village. Some students may write dialogue, some may draw scenery on butcher block paper and some may act out the parts.
- Create a model of what Seneca Village may have looked like.

Recounts the story of African Americans in New York from the seventeenth through the early twentieth century.

Reed, Henry Hope. *Central Park: A History and Guide*. New York: Clarkson N. Potter, Inc., 1972.

An introduction to the park with suggestions for walking tours.

Rosenzweig, Roy and Elizabeth Blackmar. *The Park and the People: A History of Central Park*. New York: Henry Holt and Company, 1994. The history of New York and the building of the park during the mid-nineteenth century. This book provided the basis for much of what we know about Seneca Village.

Salwen, Peter. *Upper West Side Story: A History and Guide*. New York: Abbeville Press, 1989.

A narrative of this Manhattan neighborhood with suggestions for walking tours.

Spann, Edward K. *The New Metropolis: New York City, 1840-1857*. New York: Columbia University Press, 1983. An in-depth look at New York City at the time of Seneca Village.

## Exploring Further

The following resources are available for further research. In some cases, on-site class visits may be arranged. Call for information.

### **African Burial Ground National Monument**

290 Broadway  
New York, NY 10007  
(212) 637-2019  
<http://www.africanburialground.gov>  
Dating to the eighteenth century, the African Burial Ground is the oldest African cemetery in New York City.

### **American Irish Historical Society**

991 Fifth Avenue  
New York, NY 10028  
(212) 288-2263  
<http://www.aihs.org>  
The American Irish Historical Society contains a research library and collections pertaining to the Irish in America.

### **The Central Park Conservancy**

14 East 60th Street  
New York, NY 10021  
(212) 310-6600  
<http://www.centralparknyc.org>  
For information on educational programs and events, visit [www.centralparknyc.org](http://www.centralparknyc.org) or call 212-310-6600.

### **Lower East Side Tenement Museum National Historic Site**

97 Orchard Street  
New York, NY 10002  
(212) 431-0233  
<http://www.tenement.org>  
Housed in a circa 1863 tenement building, The Lower East Side Tenement Museum is an excellent resource on immigration.

### **Museum of the City of New York**

Fifth Avenue at 103rd Street  
New York, NY 10029  
(212) 534-1672  
<http://www.mcny.org>  
The Museum of the City of New York has collections dating from the seventeenth century to modern times

relating to all aspects of New York City history.

### **National Archives and Records Administration, Northeast Regional Office**

201 Varick Street, 12th Floor  
New York, NY 10014  
(212) 401-1620  
<http://www.nara.gov>  
The Northeast Regional Office contains over 63,000 cubic feet of court records from New York State, New Jersey, Puerto Rico, and the Virgin Islands.

### **The New-York Historical Society**

170 Central Park West  
New York, NY 10024  
(212) 873-3400  
<http://www.nyhistory.org>

#### • **N-YHS Education Department**

The Education Department offers onsite and outreach programs to schools. For more information visit [www.nyhistory.org/education](http://www.nyhistory.org/education) or call 212-485-9293.

#### • **N-YHS Library (for teachers)**

*The Historical Society's library holdings include 500,000 volumes documenting the history of New York and the expanding nation. The Society requires that students at the high school level or younger visiting the library be accompanied by an adult, such as a teacher or parent, and that the teacher or parent call ahead to discuss briefly the nature of the student's project with a reference librarian. The library's research collections are not geared primarily to school history projects, so the Society asks students to undertake secondary source research prior to visiting the library.*

*Because so many of the Historical Society's special collections, such as manuscripts and pamphlets, are fragile and rare, they require careful and controlled handling and thus are open only by separate registration to adults pursuing advanced research. The means by which students and the general public are introduced to such rare documents is through exhibitions and, in some*

*instances, through educational programs.*

*School groups are not permitted in the library except through special arrangement with the N-YHS Education Department.*

*Library hours are Tuesday through Saturday, 10am to 5pm (Tuesday through Friday during summer months). No appointment necessary.*

#### • **N-YHS Print Room (for teachers)**

The Historical Society's Print Room features an extensive collection of prints, photographs, and architectural materials.

#### • **N-YHS Seneca Village Web site**

Visit Seneca Village on the Internet at <http://www.nyhistory.org/seneca>. This educational website, created in collaboration with Columbia University, includes information on Seneca Village and how its history was reconstructed, New York City in the 1800s, the story of Central Park, African Americans in early New York, a bibliography for students, and student work relating to Seneca Village and its history.

#### **The New York Public Library**

General Information (212) 930-0800  
<http://www.nypl.org>  
The New York Public Library is an excellent source of information on primary documents, particularly newspapers, which are often available on microfilm, and maps. You may contact your local branch or the following: The Center for the Humanities and Social Sciences Library at Fifth Avenue and 42nd Street, which houses approximately 2,000,000 volumes and contains a map division, among others. The Schomburg Center for Research in Black Culture at 515 Malcolm X Boulevard, which contains a vast collection of manuscripts, personal letters, photographs and other materials relating to African American history. Both of these branches mount exhibitions regularly. Please call the general information phone number listed above to inquire about student visitation.

## Acknowledgements:

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The exhibition *Before Central Park: The Life and Death of Seneca Village* was made possible by the research of Roy Rosenzweig (1950-2007) and Elizabeth Blackmar, on whose book, *The Park and The People: A History of Central Park*, the exhibition was based.

### The New-York Historical Society wishes to thank the following contributors, researchers, and volunteers:

Cynthia R. Copeland, Stewart Desmond, Nancy Katzoff, L.J. Krizner, Lisa M. Sita, Grady T. Turner, Sarah Cedar-Miller, Fritz Coupet, Cornell Edwards, Nelson Fitz, Terry Goldman, Carol May, Monica Mundstuk, Olivia Ng, Kamwano Romeo, Nan Rothschild of Barnard College (Columbia University), Herbert Seignoret, Rodger Taylor, Chris Terriault, Diana Wall of City College of New York (CUNY), Eric K. Washington, Tim Watkins, David Webb, Ann Weissmann, Carole Zicklin, the seventh graders of I.S. 49 in Williamsburg, Brooklyn, the staff at All Angels' Church and the staff at Mother AME Zion Church, summer (2000 & 2001) and fall (2004 & 2005) interns, Suanna Selby, Larry Conyers, Roelof Versteeg and the members of the Seneca Village Advisory Committee. We would also like to thank Edward T. O'Donnell, Ph.D. for scholarly contributions to the second edition of this teacher's guide.

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## Primary Sources

### Origins

#1 **a & b** Five Points, 1827, *Valentine's Manual of Old New York*, 1922.

#2 Transcription of excerpt from Charles Dickens's *American Notes for General Circulation* and excerpt from George Foster's "The Points at Midnight" in *New York By Gas-Light and Other Urban Sketches*.

### African American New Yorkers

#3 *Freedom's Journal*, March 16, 1827 ("To Our Patrons"); New York Committee of Vigilance, 1836 Resolutions.

### Newspapers

#4 *New-York Herald*, August 11, 1871: ("Yesterday afternoon . . .")

#5 *New-York Daily Tribune*, August 5, 1853: ("Laying of a Corner-Stone")

#6 *New-York Daily Times*, July 9, 1856: ("The Present Look of Our Great Central Park")

#7 *New-York Daily Tribune*, May 28, 1856: ("City Items: Central Park Lands")

### Maps

#8 **a & b** Gardner A. Sage, *Manhattan Square Benefit Map*, c. 1838.

#9 Egbert Viele, *Topographical Survey for the Grounds of Central Park, 1856*.  
(with inset showing the location of Seneca Village)

#10 **a, b, c & d** A. Sage, *Central Park Condemnation Map, 1856*.

#11 George Colbert and Gunther Vollath. *Profile of Central Park, 1994*.

### Government and Legal Records

#12 **a & b** *Population Census of the 22nd Ward, New York*.

#13 *Andrew Williams's Affidavit of Petition*.

### Manuscripts and Church Records

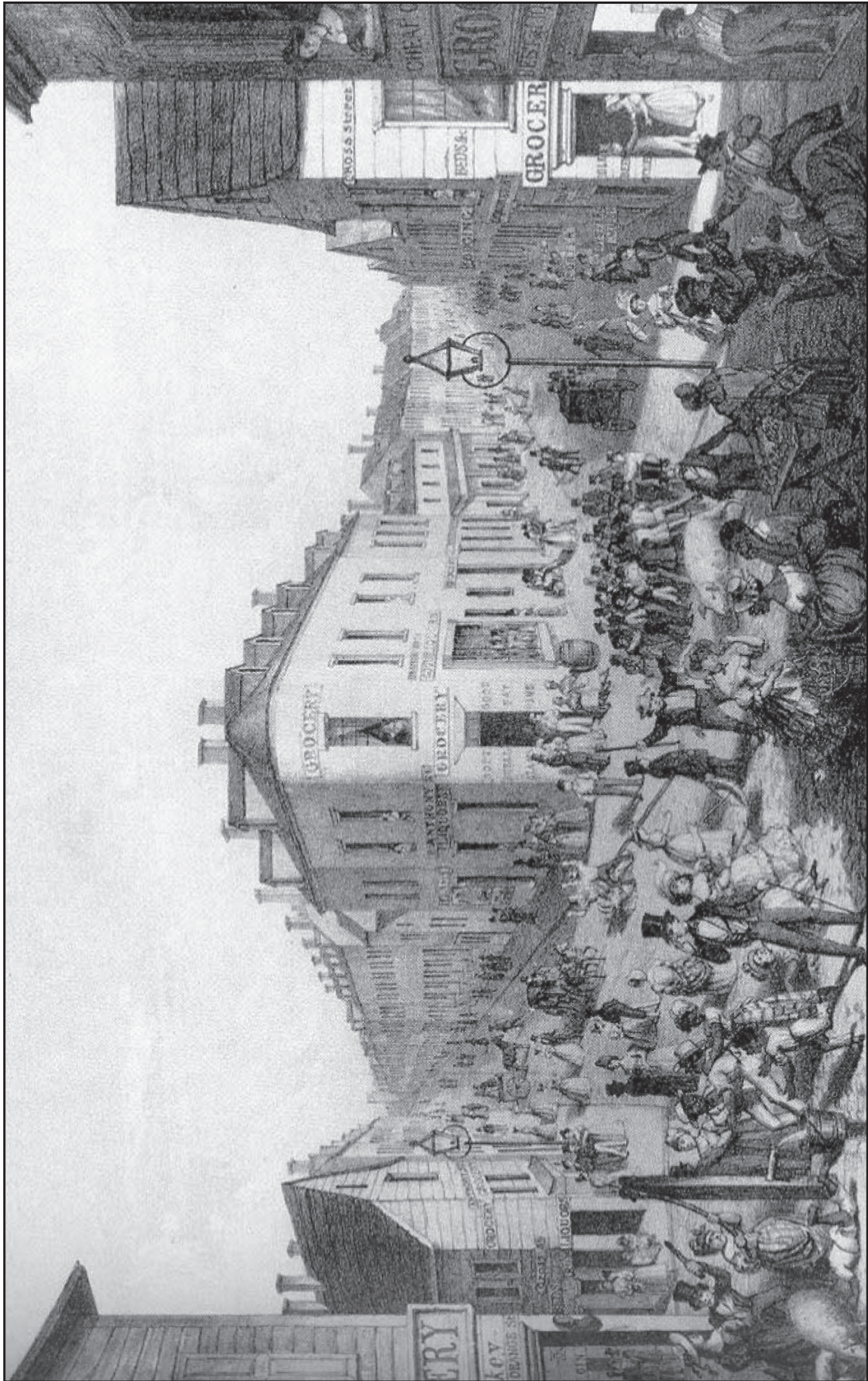
#14 **a & b** *All Angels' Parish Records*.

### Prints and Photographs

#15 "Shanty" at Fifth Avenue and 94th Street, 1888.

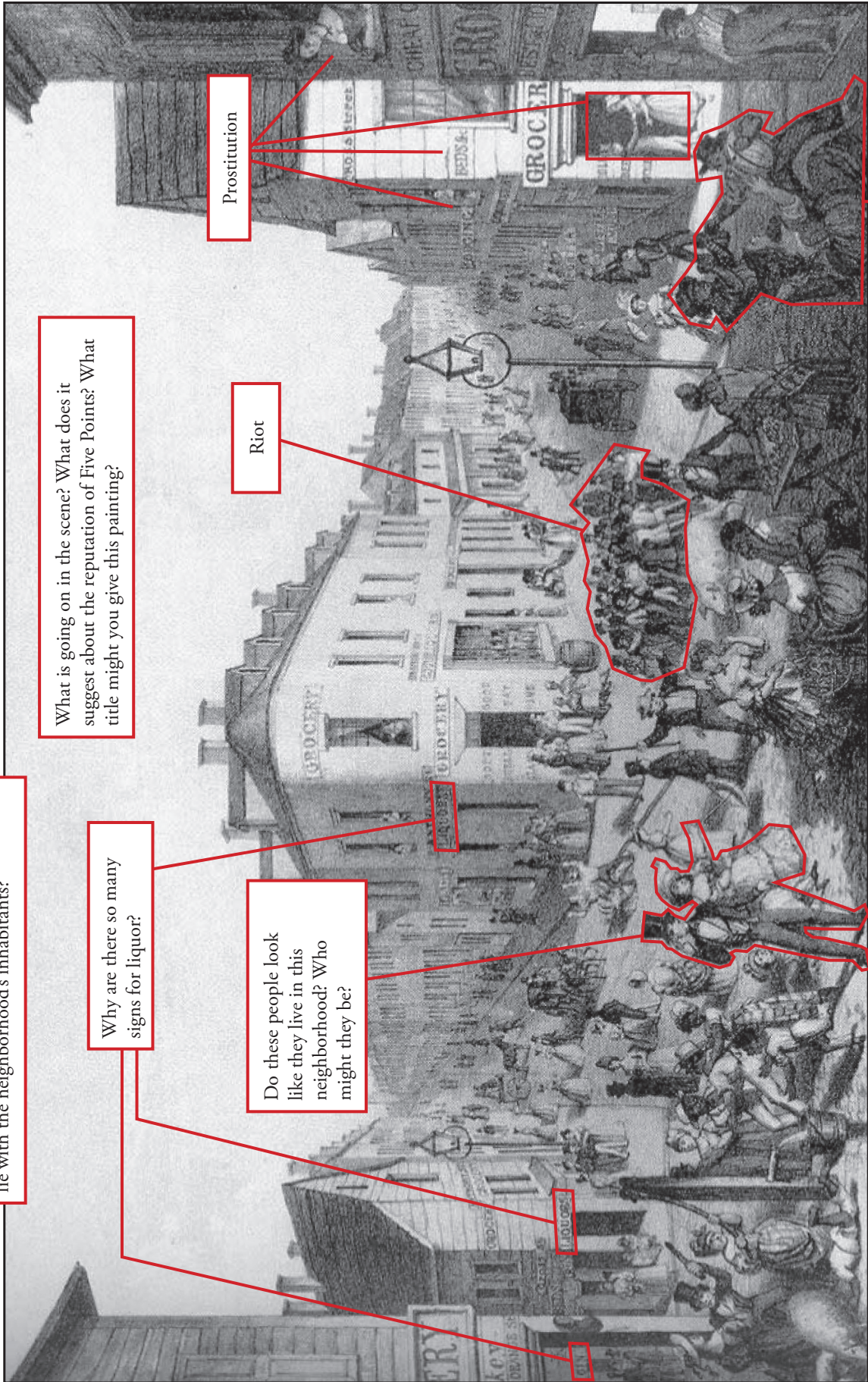
#16 *Land Flooded to Make Central Park Lake*, c. 1860.

#17 John Bachman, *Central Park*, 1863.



#1a Five Points, 1827, *Valentine's Manual of Old New York*, 1922. Collection of the New-York Historical Society.

## How to Read a Historical Image: Five Points in 1827



Who painted this picture? Do his or her sympathies lie with the neighborhood's inhabitants?

What is going on in the scene? What does it suggest about the reputation of Five Points? What title might you give this painting?

Why are there so many signs for liquor?

Do these people look like they live in this neighborhood? Who might they be?

Prostitution

Riot

How many pigs can you find in this painting? What does their presence tell us about the Five Points neighborhood? About its reputation?

The artist presents Five Points as a multiracial neighborhood. How does he or she depict African Americans?

Why are these men fighting? How many other scenes of violence are depicted in this scene?

**Charles Dickens, *American Notes for General Circulation* (1842):**

There is one quarter, commonly called the Five Points, which in respect of filth and wretchedness, may be safely backed against Seven Dials, or any other part of famed St. Giles's [a London slum]... These narrow ways, diverging to the right and left, and reeking everywhere with dirt and filth. Such lives as are led here, bear the same fruits here as elsewhere. The coarse and bloated faces at the doors, have counterparts at home, and all the wide world over. Debauchery has made the very houses prematurely old. See how the rotten beams are tumbling down, and how the patched and broken windows seem to scowl dimly, like eyes that have been hurt in drunken frays. Many of those pigs live here. Do they ever wonder why their masters walk upright in lieu of going on all fours? and why they talk instead of grunting?

**George Foster, "The Points at Midnight," from his book, *New York by Gas-Light and Other Urban Sketches* (1850):**

So, then, we are standing at midnight in the center of the Five Points. Over our heads is a large gas-lamp, which throws a strong light for some distance around ... Opposite the lamp, eastwardly, is the "Old Brewery" ... The building was originally, previous to the city being built up so far, used as a brewery. But when the population increased and buildings, streets and squares grew up and spread out all around it, the owner ... [had it] floored and partitioned off into small apartments, and rented to persons of disreputable character and vile habits, who had found their inevitable way gradually from the "Golden Gates of Hell," through all the intermediate haunts of prostitution and drunkenness, down to this hell-like den—little less dark, gloomy and terrible than the grave itself, to which it is the prelude. ... All the houses in this vicinity, and for some considerable distance around—yes, every one—are of the same character and are filled in precisely the same manner. The lower stories are usually occupied as drinking and dancing rooms; and here, soon as evening sets in, the inmates of the house, dressed in most shocking immodesty, gather. ... In the cellars of these houses are the "oyster saloons," &c. &c. for the accommodation of thieves, burglars, low gamblers and vagabonds in general, who haunt these quarters, and whose "pals" are up-stairs carrying on the game of prostitution ... They are the obscene night-birds who flit and howl by night, and whose crimes and abominations make them shun the light of day—not merely because they fear detection, but because day is hateful to them. Dropping in from their expeditions of the night—some from picking pockets at the theaters ... and others from more important and regularly-ordered expeditions of robbery or burglary or arson—they recognize each other with a sullen nod or gather in noisy riot, as the humor takes them. ... A few steps from the Points is a little alley ... called "Cow Bay," and is chiefly celebrated in profane history as being the battlefield of the negroes and the police. Of course the negroes form a large and rather controlling portion of the population of the Points, as they bear brutalization better than the whites. ... [T]hey are savage, sullen, reckless dogs, and are continually promoting some "muss" or other, which not infrequently leads to absolute riot.

***Freedom's Journal*, March 16, 1827 ("To Our Patrons")**

To Our Patrons ...

We wish to plead our own cause. Too long have others spoken for us. Too long has the publick been deceived by misrepresentations in things which concern us dearly...

Education being an object of the highest importance to the welfare of society, we shall endeavour to present just and adequate views of it, and to urge upon our brethren the necessity and expediency of training their children, while young, to habits of industry, and thus forming them for becoming useful members of society.  
...

The civil rights of a people being of the greatest value, it shall ever be our duty to vindicate our brethren, when oppressed, and to lay the case before the public. We shall also urge upon our brethren, (who are qualified by the laws of the different states) the expediency of using their elective franchise; and of making an independent use of the same. We wish them not to become the tools of party. ...

And while these important subjects shall occupy the columns of the FREEDOM'S JOURNAL, we would not be unmindful to our brethren who are still in the iron fetters of bondage. ...

Our vices and our degradation are ever arrayed against us, but our virtues are passed by unnoticed. And what is still more lamentable, our friends, to whom we conceded all the principles of humanity and religion, from these very causes seem to have fallen into the current of popular feeling and are imperceptibly floating on the stream—actually living in the practice of prejudice, while they abjure it in theory, and feel it not in their hearts. ... We intend by a simple representation of facts to lay our case before the publick, with a vow to arrest the progress of prejudice, and to uphold ourselves against the consequent evils.

**New York Committee of Vigilance, 1836 Resolutions**

Whereas, the barbarous practice of kidnapping continually menaces, endangers, and invade the peace, safety and *liberty* of every colored citizen in these United States. And, whereas, Captains of Merchant's vessels, Slaveholders, Slavetraders, and their kidnapping agents have sold into slavery, citizens of the State of New York. And, whereas, the alarming precedent, lately established in this city, has firmly convinced us in the belief that the people of color can expect no protection from the laws, as at present administered, with out the benefit of trial by jury.

And whereas, we view with grief and indignation the conduct of the Hon. Richard Riker, Recorder of the city of New York, in the case of Abraham Goslee, whom he refused the benefit of *three* important witnesses, and pronounced him a *slave* - then denied him the benefit of the writ of *Homino replegiando*, and unjustly granted or issued a writ of *Habeas Corpus* to reduce him to slavery.

Be it therefore, Resolved, that while we the people of color are deprived of the *bulwark of personal freedom*, a trial by jury, it is in vain to look for justice in the courts of law, especially where every advantage is given to slaveholders and kidnappers by the law and practice of those courts.

Resolved, That humanity and justice dictate, that every colored citizen unite his every effort to procure for every person who may be arrested a fugitive slave a trial by jury; and the removal of such legal abuses as may at present exist, and continue those efforts in every proper and legal manner, until our rights be established.

**#3 *Freedom's Journal*, March 16, 1827 ("To Our Patrons").**

appointed to draw up a constitution and set of laws.

The Ninth Ward German Michael Norton Association held a meeting at their club room, 239 Bleecker street, last evening. The following officers were elected for the ensuing year:—J. H. Sturken, President; J. A. Franke, Vice President; A. Eicks, Secretary; J. Rosenthal, Treasurer. A working committee was formed for the coming campaign, when, after a series of resolutions expressing the unanimous satisfaction of all assembled in the past acts of their Senator, the meeting adjourned till Friday evening, August 11, at eight o'clock, to appoint a delegation to collectively work with the kindred associations of the Eighth, Fifteenth and Sixteenth wards.

Yesterday afternoon, while laborers were engaged in uprooting trees at the new entrance to the Central Park, corner of Eighty-fifth street and Eighth avenue, they discovered, fourteen inches beneath the surface, a black rosewood coffin, richly mounted and in a state of good preservation. On the lid was a plate with the engraving, "Margaret McIntay, died February, 1852, aged sixteen years, three months and fourteen days." Within the coffin was the body of a woman, decayed almost to a skeleton. At a short distance from the spot another coffin was found, enclosing the body of a negro, decomposed beyond recognition. This land was dug up five years ago, when the trees were planted there, and no such coffins were there at that time.

A large meeting of the citizens of the west side of the Twenty-first ward met last night at 1,259 Broadway, corner of Thirty-first street, to organize a Shandley club. After eloquent speeches had been made by Captain Eyttinge, W. M. Babbett, W. A. Hall, Mr. Sullivan, David M. Holdredge and others, and some delightful music, Dr. Theophilus Steele

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... girls at midnight through the streets crying "hot corn," to support a drunken mother, whose first glass was taken in a "fashionable saloon," or first-class liquor-selling hotel.

"Hot corn," then be the watchword of all who would rather see the grain fed to the drunkard's wife and children, than into the insatiable hot maw of the whisky still.

Let your resolutions grow hot and strong every time you hear this midnight city cry, that you will devote, if nothing more,

"Three grains of corn, mother,  
Only three grains of corn,"

toward the salvation of the thousand equally pitiable objects as the little girl, whose wailing cry has been the inciting cause of this present dish of "Hot Corn—smoking hot!"

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LAYING OF A CORNER-STONE.—The corner-stone of the First African Methodist Episcopal Church of Yorkville, was laid yesterday afternoon. It is situated in Eighty-fifth st., between Seventh and Eighth-avs. The sermon on the occasion was preached by Rev. Christopher Rush, Superintendent of the African Churches, who also laid the corner-stone. His text was a part of the 6th verse of the first chapter of the First Epistle of Peter. The box which was deposited in the corner-stone contained a copy of the Bible, a copy of the Hymn-book of the African Methodist Episcopal Zion Church in America, a copy of the Discipline of the same Church, a letter with the names of the five trustees of this Church, and a copy of *The Tribune* and one of *The Sun*. The building will be 22x40 in size, will be built of wood, and painted white. The basement of it will be a school-room for the education of colored children. Toward fifty colored families reside in the neighborhood of this Church. There are thirty members in this Society, and the congregation usually numbers about 100 persons. Circuit preachers of the African Methodist Church, will supply the pulpit.

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cut through from Yorkville to Eighth-avenue, and will divide the present reservoir south of it from the new one. An arch of solid masonry will be thrown over the road and connect the two sheets of water. The old reservoir covers 35 acres. Its architecture is by no means elegant, and we hope some improvement will be made in it before the Park is finished. The ground in this vicinity is very high, and from a rocky promontory which juts out into the water another fine view is presented. West of the reservoir, within the limits of the Central Park, lies a neat *little settlement*, known as "Nigger Village." The Ebon inhabitants, after whom the village is called, present a pleasing contrast in their habits and the appearance of their dwellings to the Celtic occupants, in common with hogs and goats, of the shanties in the lower part of the Park. They have been notified to remove by the first of August. The policemen find it difficult to persuade them out of the idea which has possessed their simple minds, that the sole object of the authorities in making the Park is to procure their expulsion from the homes which they occupy. It is to be hoped that their removal will be effected with as much gentleness as possible. Below Seventy-ninth-street the country is still undulating, but less bold and majestic. Immediately south of the Reservoir, on a very pretty knoll, a continuation of the Reservoir Hill, a small cedar grove has been left standing—the only approximation to a grove to be found within the grounds. There are hardly any trees in the whole Park, though there are several orchards. In the southern portion of the Park limits there are several swamps and pools of stagnated water, from which a nauseous odor arises. The expense of draining these low lands will be felt by the tax-payers. If some of the hogs, goats, and other inmates of the shanties in this vicinity do not die of the yellow fever this Summer, it will only be because Death himself hesitates to enter such dirty hovels. The State Arsenal is situated within the precincts of the Park.

There are nearly 800 acres, in all, within the limits of the Park. They have *not* commenced to build

advanced to receive employment to son school.

In November, 1854 Mission Church, at library for the distri During the past twel books: of this numl of twelve and twe their number is con volumes loaned du about 4,000, and as t by other members c readers would be pr

Contributions fo scriptions may be CHARLES ABBENETH or the Treasurer Fourth-street.

MARY ANN DI Prison from the ef of arsenic,) which pose of self-destruct years of age, and reason she gave fo ed to die." Coron body. Verdict—S

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pital..... 18  
..... 859

Company. Their loss will not probably exceed that amount.

## CITY ITEMS.

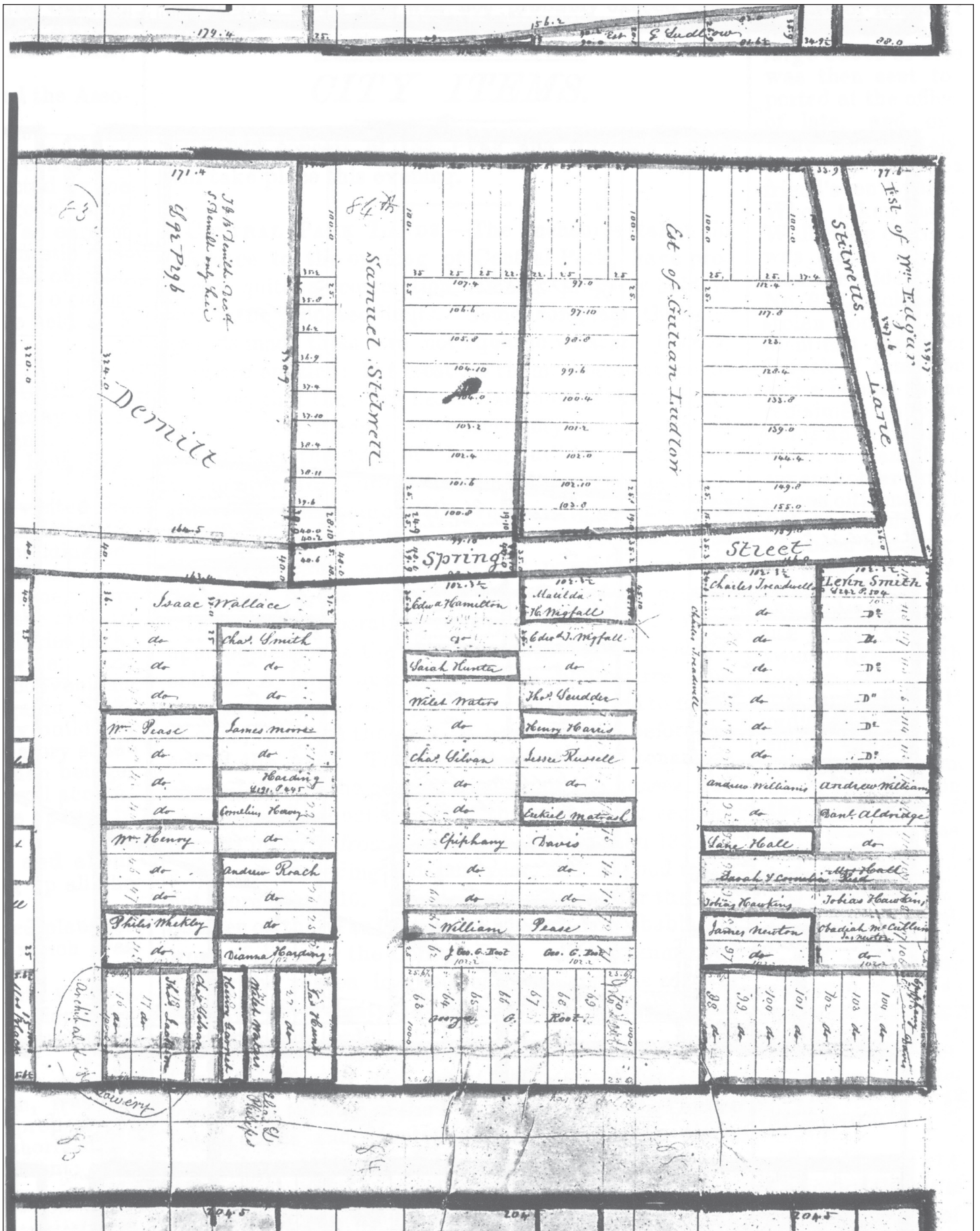
The last concert of the Pyne and Harrison troupe will take place this evening.

**CENTRAL PARK LANDS.**—The measures taken in reference to the opening of Central Park, have produced quite a commotion among property-holders within the proposed limits. Some complain that the awards made them are not equal to what, in justice, they are entitled; but most of them, doubtless, could truly say that the sums named fall short of their expectations. There being an uncertainty as to the actual period when the work of "laying out" will commence, and in order to secure to the city all the revenue available from this source, the various tenements and lands on the new Park grounds, have been rented as far as practicable and on the best possible terms, for the period of one year from the first of the present month; the Corporation reserving the right to enter upon possession of the premises, on giving ninety days' notice. A large number of these houses are now empty, the former occupants having preferred to move at once, than run the risk of being ousted before the end of the year. The present number of tenants is about 180, and the general quality of the houses, and the present productiveness of the land in that section, may be inferred from the fact that more than 130 pay a rent not exceeding \$40 per year, and a good many not more than \$10. The amount received for the first quarter of the year is some \$1 800. It is probable the work of opening the Central Park will be commenced during the season in good earnest, and the reign of squatter sovereignty in that locality will therefore have a speedy end.

**SALE OF FERRY LEASE.**—According to previous adjournment, the sale of the Ferry Lease between Thirty-fourth street and Hunter's Point, L. I., took place yesterday at the City Hall, at noon. Mr. A. J. Bleecker was the auctioneer. The first bid was \$50—and it was run up by two competitors to \$125, at

articles of female containing money and large bunch of nice was then sent to ported at the office of late, and on were immediately property. Mrs. Sa friend's on Lydius. When taken there Walbridge of No. 1 was stolen a pure monnaies, identified No. 22 Quackenbus stolen from her. M identified the band Huyck of same hou and a bonnet as the reclaimed up to las office an invisible g dress, a mantilla, several other article of our citizens. Th \$93 50 in gold, \$20 has been boarding the 17th inst. She identified were bro resembles her very use of her trunk. twenty-five and th plexion and small and large nose. H ordinary. She wor shawl, and her bon She gave her name ized by a Hudson the most noted fe Her practice was and, if she found th help herself to all discovered in the employment. Offi door of Mr. Audier street, and, having she said she was a domestic at the h course, that the s however, did not After the examinat ferent charges—tv petit larceny.

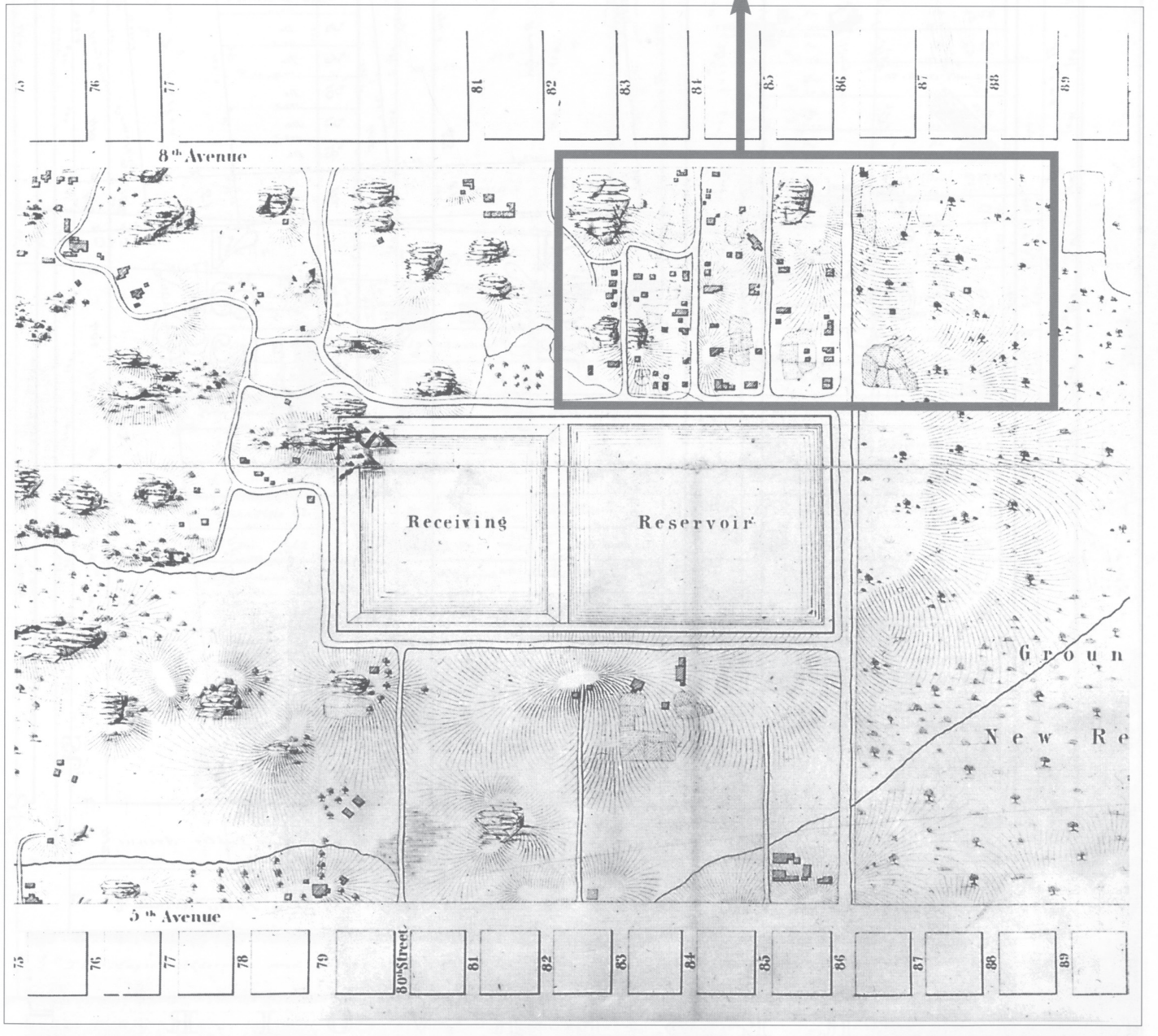
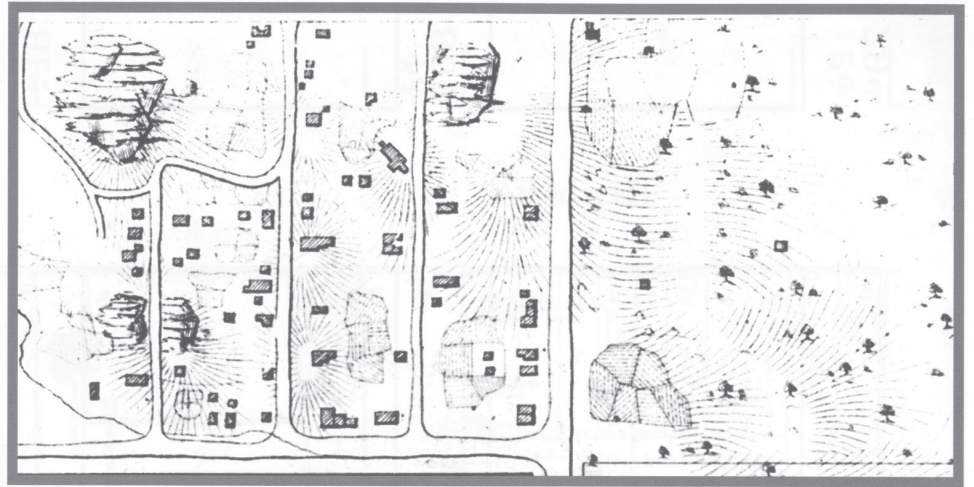
**THE LATE FATA:  
CORONER'S INQUE:  
upon the body of**



#8a Gardner A. Sage. Manhattan Square Benefit Map, c. 1838. Collection of the New-York Historical Society.



This enlargement shows the location of Seneca Village.

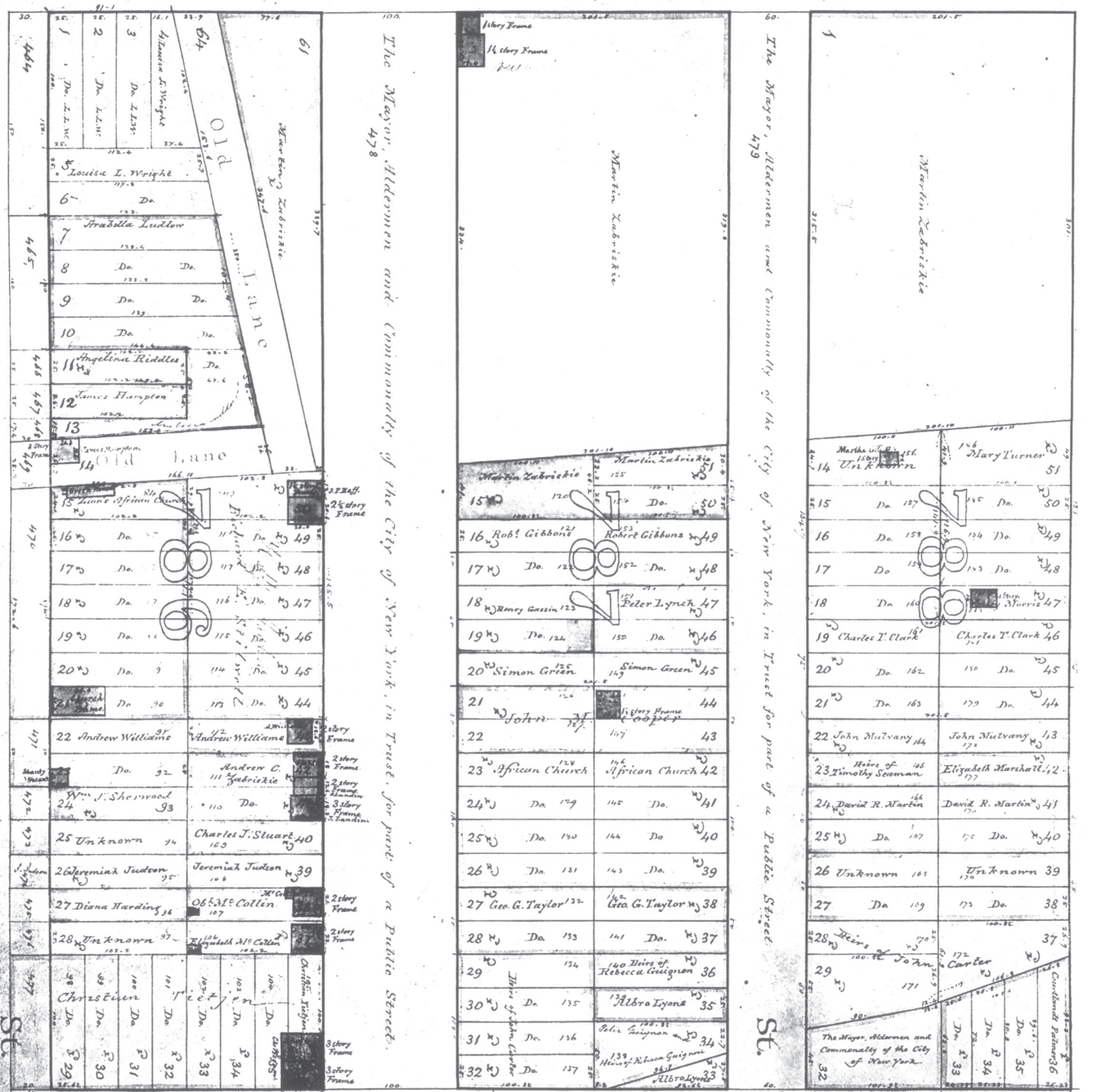






Eighth

Avenue



The Mayor, Aldermen and Commonalty of the City of New York, in Trust, for part of a Public Street.

The Mayor, Aldermen and Commonalty of the City of New York, in Trust, for part of a Public Street.

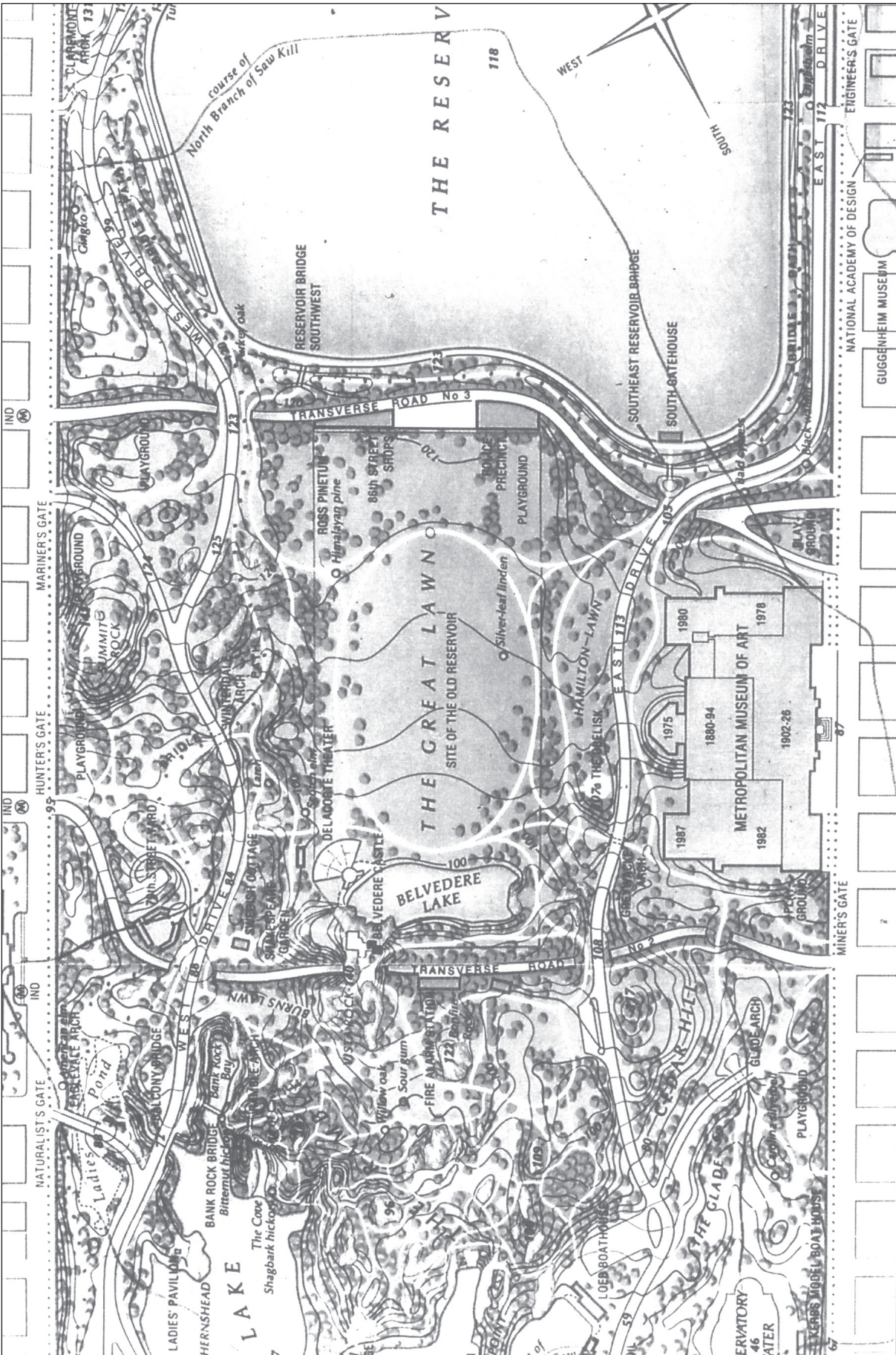
The Mayor, Aldermen and Commonalty of the City of New York, in Trust, for part of a Public Avenue.

7th

The Mayor, Aldermen and Commonalty of the City of New York, in Trust, for part of a Public Avenue

8th





#11 George Colbert and Gunther Vollath. *Profile of Central Park*, 1994.  
Published by the Greensward Foundation, Friends of Central Park.

**I. Population.** CENSUS of the Inhabitants in the Third Election District of the 22<sup>nd</sup> Ward of the City of New York in the County of New York taken by me on the Smith day of July, 1855.

Wm. H. Aldis Marshal.

In- ter- viewed in order of his name	Of what ma- terial built.	Value.	Families numbered in their return.	Name of every person whose usual place of abode on the first day of June was in this family.	Age.	Sex.	Whether born in this City or Town.	Relation to the head of the family.	In what county of this State, or in what other State or Foreign Country born.	Married.	Years resident in this City or Town.	Profession, Trade, or Occupation.	VOTERS.			Persons of color over 21 years who cannot read and write.	Orphans of land.	Deaf, Blind, Lame, or Idiotic.		
													Native.	Naturalized.	Alien.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
				Bridget Cavanagh	49	F		Wife	Ireland		21									
				Richard Cavanagh	18	M		Child	New York		17	Labourer								
				Catharine Cavanagh	13	F		Child	New York		12									
				John Cavanagh	12	M		Child	New York		11									
				Patrick Cavanagh	9	M		Child	New York		8									
				Margt Cavanagh	5	F		Child	New York		4									
				Bridget Cavanagh	1	F		Child	New York		1									
				Ann Hagglin	61	F		Boarder	Ireland		1	5 Domestic								
399	Frame 1000	519		Henry Turbust	25	M			Germany		1	5 Gardener								
				Cath Turbust	21	F		Wife	Germany		1	2								
				Jesard Turbust	17	M		Brother	Germany		1	1 Labourer								
				Mary Koch	20	F		Boarder	Germany		1	1 Domestic								
400	Frame 500	520		Cath <sup>e</sup> Rotten	42	F			Germany		1	15 Chair-Brtch <sup>r</sup>								
				Emma Rotten	16	F		Child	Germany		15	Chair Brtch <sup>r</sup>								
			521	Jacob Hildenhaut	29	M			Germany		2	2 Pedlar								
401	Frame 800	522		Gerry Dryer	23	M			Germany		1	7 Milkman								
				Ann Dryer	22	F		Wife	Germany		1	5								
				Henry Dryer	2	M		Child	New York		2									
				John Dryer	5	M		Child	New York		5									
				John Wagner	9	M		Boarder	New York		9	1 Domestic								
				Thompson August	25	M		Boarder	Germany		2	2 Servant								
402	Frame 1600	523		Bernard Oak Gillwee	34	M			Germany		1	9 Grocer								
				Ann Van Gillwee	40	F		Wife	Germany		1	11								
				Livia Van Gillwee	6	F		Child	New York		6									
				Bernard Tremad	18	M		Boarder	Germany		1	1 Servant								
				Peter Gillwee	60	M		Father	France		3	1 None								
403	Frame 400	524		Pleasant Smith	39	M	13		Virginia		1	8 Waiter								
				Susan Smith	35	F	13	Wife	Virginia		1	8								
				Sarah Smith	1	F	13	Child	New York		5									
				Pleasant Smith	5	M	13	Child	New York		1									
404	Frame 900	525		William C. Wilson	41	M	13		New York		1	30 Porter								
				Charlotte Wilson	39	F	13	Wife	New York		1	30								
				Wm H. Wilson	17	M	13	Child	New York		17	1 Waiter								
				Joseph Wilson	15	M	13	Child	New York		15	1 None								
				John Wilson	13	M	13	Child	New York		13									
				Isaac Wilson	11	M	13	Child	New York		11									
				Charlotte Wilson	7	F	13	Child	New York		7									
				James Wilson	5	M	13	Child	New York		5									
				Mary Wilson	3	F	13	Child	New York		3									
				Sarah Wilson	2	F	13	Child	New York		2									
405	Frame 800	526		William Benson	37	M	13		Virginia		1	5 Labourer								
				Sarah Benson	39	F	13	Wife	New York		1	5								
				William H. Benson	3	M	13	Child	New York		3									
			527	James Hamilton	36	M	13		Virginia		1	10 None								

Wm H Aldis

**Population. CENSUS of the Inhabitants in the Third Election District of the 22 Wand of the City of New York in the county of New York taken by me on the Ninth day of July, 1855**

**Wm. H. Aldis Marshall**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
				Bridget Cavanaugh	49	F		Wife	Ireland	1		2		-	-	1	-	1	-	
				Richard Cavanaugh	18	M		Child	New York			17	Laborer	-	-	-	-	-	-	
				Catherine Cavanagh	13	F		Child	New York			12		-	-	-	-	-	-	
				John Cavanagh	12	M		Child	New York			11		-	-	-	-	-	-	
				Patrick Cavanagh	9	M		Child	New York			8		-	-	-	-	-	-	
				Marg <sup>t</sup> Cavanagh	5	F		Child	New York			4		-	-	-	-	-	-	
				Bridget Cavanaugh	1	F		Child	New York			1		-	-	-	-	-	-	
				Ann Halpin	61	F		Boarder	Ireland		1	5	Domestic	-	-	1	-	1	-	
399	Frame	1000	519	Henry Turburt	25	M			Germany	1		5	Gardener	-	-	1	-	1	-	
				Cath Turburt	21	F		Wife	Germany	1		2		-	-	1	-	1	-	
				Jerard Turburt	17	M		Brother	Germany			1	Laborer	-	-	1	-	1	-	
				Mary Koch	20	F		Boarder	Germany			1	Domestic	-	-	1	-	1	-	
400	Frame	500	520	Cath <sup>e</sup> Restler	42	F			Gemany		1	15	Chair Bottg	-	-	1	-	1	-	
				Emma Restler	16	F		Child	Germany			15	Chair Bottg	-	-	1	-	1	-	
			521	Jacob Hilderbrandt	29	M			Germany			2	Pedlar	-	-	1	-	1	-	
401	Frame	800	522	Gerry Dryer	33	M			Germany	1		7	Milkman	-	1	-	-	1	1	
				Annie Dryer	22	F		Wife	Germany	1		5		-	-	1	-	1	-	
				Henry Dryer	2	M		Child	New York			2		-	-	-	-	-	-	
				John Dryer	5/12	M		Child	New York			5/12		-	-	-	-	-	-	
				John Wagler	9	M		Boarder	New York			9	Domestic	-	-	-	-	-	-	
				Humphrey Sequot	23	M		Boarder	Germany			2	Servant	-	1	-	-	1	-	
402	Frame	1600	523	Bernard Van Gilluve	34	M			Germany	1		9	Grocer	-	1	-	-	-	1	
				Ann Van Gilluve	40	F		Wife	Germany	1		11		-	-	1	-	1	-	
				Louisa Van Gilluve	6	F		Child	New York			6		-	-	-	-	-	-	
				Bernard Kremer	18	M		Boarder	Germany			1	Servant	-	-	1	-	1	-	
				Peter Gilluve	60	M		Father	France			3	None	-	-	1	-	1	-	
403	Frame	400	524	Pleasant Smith	39	M	B		Virginia	1		8	Waiter	-	-	-	1	-	-	
				Susan Smith	33	F	B	Wife	Virginia	1		8		-	-	-	1	1	-	
				Sarah Smith	1	F	B	Child	New York			5		-	-	-	1	-	-	
				Pleasant Smith	5	M	B	Child	New York			1		-	-	-	1	-	-	
404	Frame	900	525	Willm G. Wilson	41	M	B		New York	1		30	Porter	1	-	-	-	-	1	
				Charlot Wilson	39	F	B	Wife	New York	1		30		-	-	-	1	R	-	
				W <sup>m</sup> H. Wilson	17	M	B	Child	New York			17	Waiter	-	-	-	1	-	-	
				Joseph Wilson	15	M	B	Child	New York			15	None	-	-	-	1	-	-	
				John Wilson	13	M	B	Child	New York			13		-	-	-	1	-	-	
				Josiah Wilson	11	M	B	Child	New York			11		-	-	-	1	-	-	
				Charlotte Wilson	7	F	B	Child	New York			7		-	-	-	1	-	-	
				James Wilson	5	M	B	Child	New York			5		-	-	-	1	-	-	
				Mary Wilson	3	F	B	Child	New York			3		-	-	-	1	-	-	
				David Wilson	4/12	M	B	Child	New York			4/12		-	-	-	1	-	-	
405	Frame	800	526	Willm Benson	52	M	B		Virginia	1		5	Laborer	-	-	-	1	R	-	
				Sarah Benson	39	F	B	Wife	Mayland	1		5		-	-	-	1	R	-	
				William H. Benson	3	M	B	Child	New York			3		-	-	-	1	-	-	
			527	James Hamilton	36	M	B		Virginia	1		10	Driver	1	-	-	-	-	1	

\* John P. Haff keeps an Inn out of my district but lives in it. Wm. H. Aldis 22:3:3.

- KEY**
- 1. Dwellings numbered in the order of visitation.
  - 2. Of what material built.
  - 3. Value
  - 4. Families
  - 5. Name of every person whose usual place of abode on the first day of June was
  - 6. Age.
  - 7. Sex.
  - 8. Color (whether black or mulatto.)
  - 9. Relation to the head of the family
  - 10. In what country of this State or in what other State or Foreign Country born.
  - 11. Married.
  - 12. Widowed
  - 13. Years resident in this city or town.
  - 14. Profession, trade or occupation. Voters
  - 15. Native.
  - 16. Naturalized.
  - 17. Aliens.
  - 18. Persons of color not taxed.
  - 19. Persons over 21 years who
  - cannot read and write.
  - 20. Owners of land.
  - 21. Deaf, dumb, blind or idiotic.

**I. Population.** CENSUS of the Inhabitants in the Third Election District of the 22<sup>d</sup> Ward of the City of New York in the County of New York taken by me on the Tenth day of July, 1855.

Wm H. Aldis Marshal.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			16			17	18	19	20	21
														22	23	24	25	26	27					
Family number of head of family	Of what material	Value	Family number of head of family	Name of every person whose usual place of abode on the first day of June was in this family.	Age	Sex	Color	Relation to the head of the family.	In what county of this State, or in what other State or Foreign Country born.	Married	Widowed	Years resident in this city or town.	Profession, Trade, or Occupation.	Native	Naturalized	Alien	Persons of color not taxed.	Persons of color taxed over 21 years of age, not taxed on land and trade.	Owners of land.	Freehold	Copyhold			
				Jane Thomas	2	F		Child	New York	-	-	2												
				Bridget O'Brien	32	F		Servant	Ireland			4	Domestic			1								
421	Frame	2400	546	Exp. Minnie Thomas	68	M			Wisc. Co. N.Y.	1	5	Merchant												
				John O. Thomas	58	M		Child	Utah Co. N.Y.			15	Bookkeeper											
				Mary Thomas	28	F		Child	Orange Co. N.Y.			5	None											
				Mary Washfort	14	F		Servant	Ireland			2	Domestic				1							
425	Frame	3000	547	John W. Anderson	29	M			New York	1		29	Coal Merchant											
				Maria W. Anderson	22	F		Wife	New York	1		22												
				Edmund Anderson	3	M		Child	New York			3												
				Colthamie Pancher	18	F		Servant	Ireland			5	Domestic				1							
426	Frame	5500	548	John P. Paulson	32	M			New York	1		18	Dr. in U.S.A.											
				Mary T. Paulson	27	F		Wife	New York	1		32												
				Joseph S. Paulson	3	M		Child	New York			3												
				Oliver Paulson	1	M		Child	New York			1												
				Samuel Conrad	11	M		Apprentice	Switzerland			6												
				Susan Winter	23	F		Servant	Ireland			9	Domestic				1							
				Frances Murphy	17	F		Servant	Ireland			2	Domestic				1							
				William Daley	21	M		Servant	Ireland			2	Domestic				1							
				Ann Thompson	65	F		Aunt	New York	1		20	None											
427	Frame	1000	549	John P. Hoff	50	M			New York	1		13	Bookkeeper											
				Ann C. Hoff	40	F		Wife	New York	1		13												
				John P. Hoff	17	M		Child	New York			13	Assist.											
				Lilian Hoff	15	F		Child	New York			13	None											
				Robert Hoff	13	M		Child	New York			13												
				Charles Hoff	9	M		Child	New York			9												
				Edwards Hoff	3	M		Child	New York			3												
428	Frame	600	550	Andrew Williams	55	M	B		New Jersey	1		40	Cartman											
				Elizabeth Williams	45	F	B	Wife	New Jersey	1		32					1							
				Jessie Williams	32	M	B	Child	New York			22	Wagon				1							
				Ann C. Williams	27	F	B	Servant	New Jersey			20	None				1							
				Oliver Williams	9	M	B	Child	New York			9					1							
429	Frame	500	551	John F. Butler	29	M	B		New York	1		20	Laborer				1							
				Ellen A. Butler	24	F	B	Wife	New York	1		24					1							
431	Frame	600	552	Jessie Sanders	50	M	B		Georgia	1		20	Laborer				1							
				Levi Sanders	40	M	B	Wife	New York	1		40					1							
				Louisa Sanders	18	M	B	Child	New York			18	None				1							
				Mary Sanders	16	F	B	Child	New York			16	None				1							
				Maria Sanders	11	F	B	Child	New York			11					1							
				Jessie Sanders	2	M	B	Apprentice	New York			2					1							
				Daniel Sanders	1	M	B	Apprentice	New York			1					1							
431	Frame	600	553	John Jackson	20	M	B		West Chester Co. N.Y.	1		48	None				1							
				Mary Jackson	29	F	B	Wife	West Chester Co. N.Y.			38					1							
				John Jackson jr	33	M	B	Child	West Chester Co. N.Y.			20	Laborer				1							
				Ann Jackson	2	F	B	Child	New York			2					1							

44

\* John P. Hoff keeps an inn out of my district, but lives in it.

Wm H. Aldis 22:33

**Population. CENSUS of the Inhabitants in the Third Election District of the 22 Wand of the City of New York in the county of New York taken by me on the Tenth day of July, 1855**

**Wm. H. Aldis Marshall**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
				Jan Stevens	2	F		Child	New York	-	-	2		-	-	-	-	-	-	-
				Bridget O'Brien	22	F		Servant	Ireland			4	Domestic	-	-	1	-	-	-	-
424	Frame	2400	546	Ephraim Stevens	68	M			Ulster Co. NY		1	5	Mercht	1	-	-	-	-	-	-
				John O'Stevens	38	M		Child	Dutchess Co. NY			15	Bookkeeper	1	-	-	-	-	-	-
				Mary Stevens	28	F		Child	Saratoga Co. NY			5	None	-	-	-	-	-	-	-
				Mary Rockport	19	F		Servant	Ireland			2	Domestic	-	-	1	-	R	-	-
425	Frame	3000	547	John N. Andrews	29	M			New York	1		29	Coal Merct	1	-	-	-	-	-	1
				Maria N. Andrews	22	F		Wife	New York	1		22		-	-	-	-	-	-	-
				Edward Andrews	3	M		Child	New York			3		-	-	-	-	-	-	-
				Catherine Vaughn	18	F		Servant	Ireland			5	Domestic	-	-	1	-	R	-	-
426	Frame	5500	548	John P. Paulison	32	M			New York	1		18	Merh Jas. Co, NY	1	-	-	-	-	-	1
				Margt. A. Paulison	32	F		Wife	New York	1		32		-	-	-	-	-	-	-
				Joseph D. Paulison	3	M		Child	New York			3		-	-	-	-	-	-	-
				Clara Paulison	1	F		Child	New York			1		-	-	-	-	-	-	-
				Daniel Comes	11	M		Child	Ireland (?)			9		-	-	-	-	-	-	-
				Susan Winters	23	F		Servant	Ireland			9	Domestic	-	-	1	-	-	-	-
				Frances Murphy	17	F		Servant	Ireland			2	Domestic	-	-	1	-	-	-	-
				William Daley	21	M		Servant	Ireland			2	Domestic	-	-	1	-	-	-	-
				Ann Traphagen	65	F		Aunt	New York		1	20	None	-	-	-	-	-	-	-
427	Frame	1500	549	John P. Haff	50	M			New York	1		13	Hotel Keeper	1	-	-	-	-	-	1
				Ann E. Haff	40	F		Wife	New York	1		13		-	-	-	-	-	-	-
				John P. Haff	17	M		Child	New York			13	Assist	-	-	-	-	-	-	-
				Delia Haff	15	F		Child	New York			13	None	-	-	-	-	-	-	-
				Robert Haff	13	M		Child	New York			13		-	-	-	-	-	-	-
				Charles Haff	9	M		Child	New York			9		-	-	-	-	-	-	-
				Edward Haff	3	M		Child	New York			3		-	-	-	-	-	-	-
428	Frame	600	550	Andrew Williams	55	M	B		New Jersey	1		40	Cartman	1	-	-	-	-	R	1
				Elizabeth Williams	45	F	B	Wife	New Jersey	1		32		-	-	-	1	R	-	-
				Jeremiah Williams	22	M	B	Child	New York			22	Waiter	-	-	-	1	-	-	-
				Ann E. Williams	37	F	B	Daughter-in-law	Con.t			20	None	-	-	-	1	1	-	-
				Elias Williams	9	M	B	G <sup>d</sup> Child	New York			9		-	-	-	1	-	-	-
429	Frame	500	551	John F. Butler	29	M	B		New York	1		20	Laborer	-	-	-	1	-	-	-
				Ellen A. Butler	27	F	B	Wife	New York	1		27		-	-	-	1	-	-	-
430	Frame	600	552	Josiah Landen	50	M	B		Georgia	1		20	Laborer	-	-	-	1	1	-	-
				Dinah Landen	40	F	B	Wife	New York	1		40		-	-	-	1	1	-	-
				Lawrence Landen	18	M	B	Child	New York			18	None	-	-	-	1	-	-	-
				Martha Landen	16	F	B	Child	New York			16	None	-	-	-	1	-	-	-
				Maize Landen	11	F	B	Child	New York			11		-	-	-	1	-	-	-
				Josiah Peterson	2	M	B	Adop <sup>d</sup> Child	New York			2		-	-	-	1	-	-	-
				Daniel Peterson	1	M	B	Adop <sup>d</sup> do	New York			1		-	-	-	1	-	-	-
431	Frame	600	553	John Jackson	70	M	B		Westches Co NY	-	1	43	None	-	-	-	1	-	-	-
				Mary Jackson	29	F	B	Child	Westches Co NY	-	-	28		-	-	-	1	1	-	-
				John Jackson Jr.	33	M	B	Child	Westches Co NY	-	-	20	Laborer	-	-	-	1	1	-	-
				Ann Jackson	2	F	B	G <sup>d</sup> Child	New York	-	-	2		-	-	-	1	-	-	-

\* John P. Haff keeps an Inn out of my district but lives in it. Wm. H. Aldis 22:3:3.

- KEY**
- 1. Dwellings numbered in the order of visitation.
  - 2. Of what material built.
  - 3. Value
  - 4. Families
  - 5. Name of every person whose usual place of abode on the first day of June was
  - 6. Age.
  - 7. Sex.
  - 8. Color (whether black or mulatto.)
  - 9. Relation to the head of the family
  - 10. In what country of this State or in what other State or Foreign Country born.
  - 11. Married.
  - 12. Widowed
  - 13. Years resident in this city or town.
  - 14. Profession, trade or occupation.
  - Voters**
  - 15. Native.
  - 16. Naturalized.
  - 17. Aliens.
  - 18. Persons of color not taxed.
  - 19. Persons over 21 years who
  - cannot read and write.
  - 20. Owners of land.
  - 21. Deaf, dumb, blind or idiotic.

Transcription  
of Andrew  
Williams's  
Affidavit of  
Petition

In the Matter of  
the application of the  
Mayor Aldermen and  
Commonalty of the City  
of New York relative to  
the opening and laying  
out a public place between  
59<sup>th</sup> and 106<sup>th</sup> Sts and  
the 5<sup>th</sup> and 8<sup>th</sup> Avenues  
in the City of New York

Andrew Williams the  
owner of Lots number  
22 (twenty-two) 23  
(twenty-three) and 43  
(forty-three) in Block  
number 786 (Seven  
Hundred and eighty-  
six) on Commissioners  
Map—lying between  
85th and 86th Streets  
Seventh and Eighth  
Avenues.—objects to the  
report of the Comrs on  
the ground that the  
Comrs have not allowed  
to said Williams a suffi-  
cient sum for the afore-  
said lots—they having  
allowed him the sum of  
\$2335. When he,  
Williams declares said  
lots with the house at  
\$4000—and said  
Williams further says  
that he has been offered  
the sum of \$3500—for  
said lots and that he  
refused the same.

Andrew Williams the owner of Lots  
Numbers 22 (twenty two) 23 (twenty  
three) and 43 (forty three) in Block  
Number 786 (Seven Hundred eighty six)  
of Commissioners Map - lying between  
85<sup>th</sup> and 86<sup>th</sup> Street Seventh & Eighth  
Avenues - Objects to the report of the  
Comrs on the ground that the Comrs  
have not allowed to said Williams  
a sufficient sum for the aforesaid  
lots - they having allowed him  
the sum of \$2335. When he Williams  
declares said lots with the house at  
\$4000 - and said Williams further  
says that he has been offered the  
sum of \$3500. - for said lots and  
that he refused the same

91  
Andrew Williams  
of New York. Andrew Williams

1849. &amp; 1850.

## Marriage

J. D. Cassidy  
M. O'Neil  
October eighth. Married at the house of Rev  
W. Dickinson (Birmingham, New York).  
James Dillon Cassidy & Mary O'Neil.  
Witnesses Thomas Cox; Philip Dunn;  
Mary Dunn & others.

## Baptism

E. Buchanan  
October twenty first. Baptized at their house  
in 84<sup>th</sup> St. New York. Eleanor, Born Octo-  
ber eighth with. eighteen hundred forty nine  
Daughter of John Buchanan & Mary Ann  
Kelly his wife. Sponsors Adam Elliott, Mrs  
Eleanor Elliott & Eleanor Bond.

## Baptism

E. Cassidy  
October twenty eighth. Baptized at the  
house of William Evans, eighty fourth Street New  
York. Emily. Born October twenty fourth,  
eighteen hundred forty nine. Daughter of  
James Dillon Cassidy & Mary O'Neil his  
wife. Sponsors Philip Dunn, Mrs Mary  
Dunn & the Mother.

## Burial

Still born daughter  
E. & C. Davis  
(colored)  
A female still born child of Egbert Davis (colored)  
& Catharine Coakley his wife (white) was bur-  
ied in (M. C. Angel Church yard), November eight-  
eenth, eighteen hundred and forty nine.

## Burial

M. Wilson  
(colored)  
1850  
January twentieth. Buried in Zion  
Cemetery on eighty fifth Street. Mrs Mary  
Wilson. Died January twenty fifth.  
Aged fifty five years.

## Burial

E. R. Wankroft  
March thirteenth. Buried in Marble Secon-  
dary on second Avenue Catharine Rollins  
daughter of Robert D. Wankroft & Almira  
Rollins his wife. Died March eleventh.  
Age - 4 years nine months.

Thomas M. C. Peter. Minister.

*Burial*  
*St. Morris*  
 (entered)  
 September first. Buried in Lion Church  
 Cemetery on 85<sup>th</sup> St. Mrs Nancy Morris widow  
 Died August twenty ninth. Aged sixty years.

*Burial*  
 J. Dunn September eleventh. In my absence was bur-  
 ied in All Angels' Churchyard John Dunn  
 Aged four hours.

*Burial*  
*M. Piddles*  
 (entered)  
 September sixteenth. Buried in Lion Church  
 Cemetery on 85<sup>th</sup> St. Morris Son of Peter Piddles  
 & Angelina Morris his wife. Died September  
 fourteenth. Aged one year seven and nineteen days

*Baptism*  
*J. M. Wilson*  
 (entered)  
 October thirteenth. In All Angels' Church  
 baptized James Morris Born February twenty  
 seventh eighteen hundred fifty. Son of William  
 Godfrey Wilson & Charlotte Morris his wife.  
 Sponsors. The Father, William H. Wilson &  
 Mrs Mary Ann Wright.

*Baptism*  
*F. C. Piddles*  
 (entered)  
 October thirteenth. In All Angels' Church  
 baptized Frederick Eugene, Born August  
 twenty sixth eighteen hundred fifty. Son of  
 Peter Piddles & Angelina Morris his wife.  
 Sponsors. The Father, George Derry & Mrs  
 Jane Jones.

*Baptism*  
*J. Thompson*  
 (entered)  
 October twenty sixth In All Angels' Church  
 baptized Joseph, Born February eighteenth  
 hundred forty four. Also James Thomson, Born  
 June third, eighteen hundred fifty. Children of  
 James Thompson & Eliza Eckard his wife  
 Sponsors. The Father & Mrs Thompson

Thomas M<sup>r</sup> & Peter  
 Rector

## 1849-1850

Marriage  
J.D. Cassidy &  
Mary O'Neil  
October eighth. Married at the house of Rev. W. Richmond, Bloomingdale, New York. James Dillon Cassidy & Mary O'Neil. Witnesses Thomas Cox; Philip Dunn; Mary Dunn & others.

Baptism  
E. Cassaddon  
October twenty first. Baptized at their house in 84th St., New York. Eleanor, born October eighteenth, eighteen hundred forty nine. Daughter of John Cassaddon and Mary Ann Kelly, his wife. Sponsors: Adam Elliott, Mrs. Eleanor Elliott & Eleanor David.

Baptism  
E. Cassidy  
October twenty eight. Baptized at the house of William Evers eighty fourth Street, New York. Emily, born October twenty fourth, eighteen hundred forty nine. Daughter of James Dillon Cassidy & Mary O'Neil, his wife. Sponsors: Philip Dunn and Mary Dunn & the Mother.

Burial  
Still born  
daughter  
E&C Stairs  
(colored)  
A female still born child of Egbert Stairs (colored) & Catherine Cochran, his wife (white) was buried in All Angels' Church-yard; November eighteenth, eighteen hundred and forty nine.

## 1850

Burial  
M. Wilson  
(colored)  
January twenty seventh. Buried in Zion Cemetery on eighty fifth Street, Ms. Mary Wilson. Died January twenty fifth. Aged fifty five years.

Burial  
C.R. Wynkoop  
March thirteenth. Buried in Marble Cemetery on second Avenue, Catherine Rollins, daughter of Robert D. Wynkoop & Morissa Rollins, his wife. Died March eleventh. Age 4 years, nine months.

Thomas M.C. Peters, Minister

## 1850

Burial  
N. Morris  
(colored)  
September first. Buried in Zion Church Cemetery on 85th St., Mrs. Nancy Morris, widow. Died August twenty ninth. Aged sixty years.

Burial  
J. Dunn  
September eleventh. In my absence was buried in All Angels' Church yard, John Dunn. Aged four hours.

Burial  
M. Riddles  
(colored)  
September sixteenth. Buried in Zion Church Cemetery on 85th St. Morris, son of Peter Riddles and Angelina Morris, his wife. Died September fourteenth. Aged one year, seven mo<sup>s</sup>, nineteen days.

Baptism  
J.M. Wilson  
(colored)  
October thirteenth. In All Angels' Church, baptized James Morris. Born February twenty seventh, eighteen hundred fifty. Son of William Godfrey Wilson & Charlotte Morris, his wife. Sponsors. The Father, William H. Webster & Mrs. Mary Ann Wright.

Baptism  
F.E. Riddles  
(colored)  
October thirteenth. In All Angels' Church, baptized Frederick Eugene. Born August twenty sixth, eighteen hundred fifty. Son of Peter Riddles & Angelina Morris, his wife. Sponsors:  
The father, George Dessy & Mrs. Jane Jones.

Baptism  
J. Thompson  
(colored)  
J.S. Thompson  
(colored)  
October twenty sixth. In All Angels' Church, baptized Joseph. Born February, eighteen hundred forty four. Also, James S. Thompson, born June third, eighteen hundred fifty. Children of James Thompson & Eliza Orchard, his wife. Sponsors:  
The father & Mrs. Thompson.

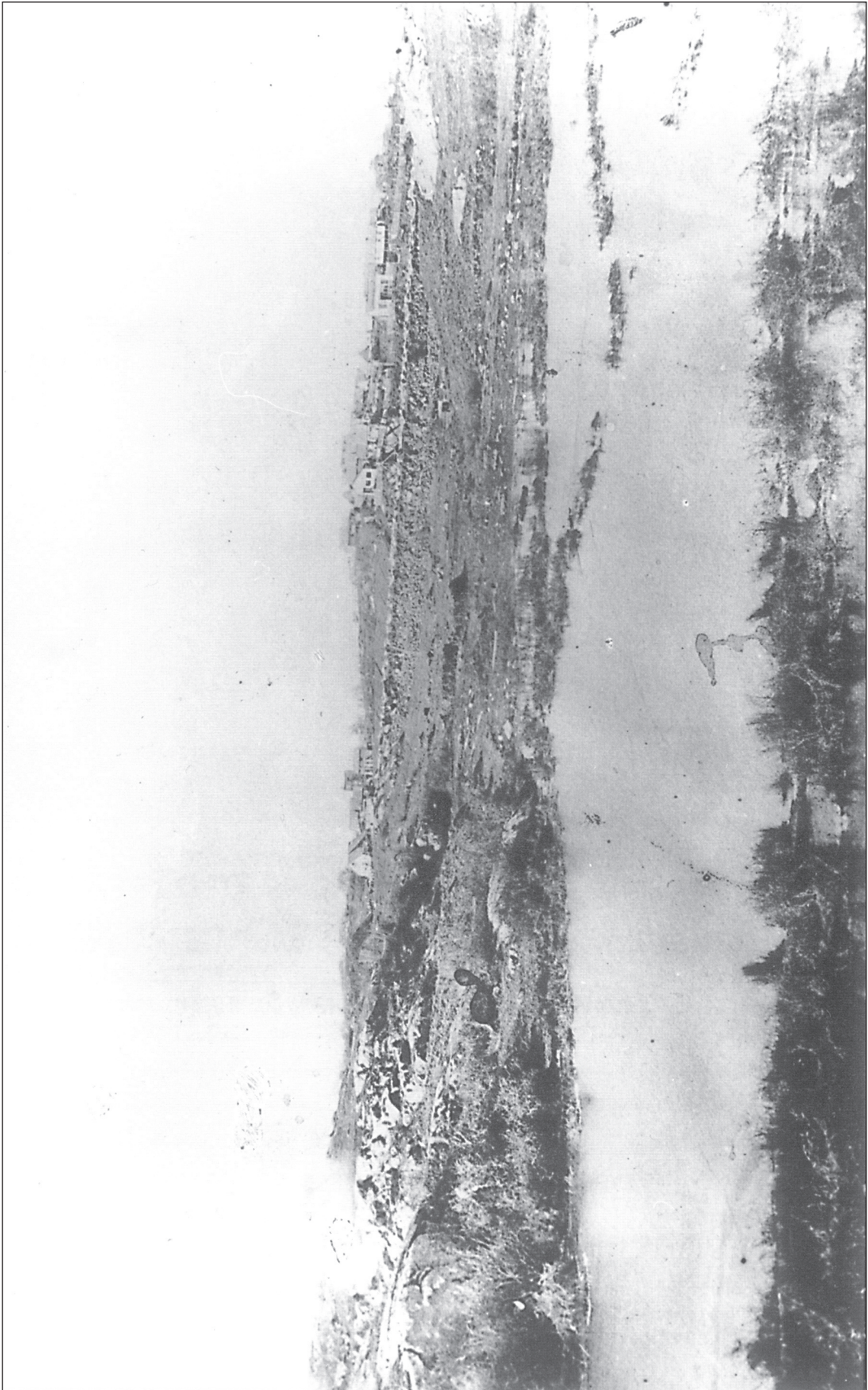
Thomas M.C. Peters, Rector



There's nothing like a Fifth Avenue address for social prestige, and these squatters have it over all the others on 94th Street. Central Park shows in the background. 1888.

#### Transcription of Caption for "Shanty" at Fifth Avenue and 94th Street

There's nothing like a Fifth Avenue address for social prestige, and these squatters have it over all the others on 94th Street. Central Park shown in the background. 1888.



**#16** *Land Flooded to Make Central Park Lake*, c. 1860. Collection of the New-York Historical Society.



#17 *Central Park*, 1863. Lithograph by John Bachman. Collection of the New-York Historical Society.

