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| **Unit 1: Location, Location, Location**  (4 Weeks) | | In this unit students will explore the geographic regions, landforms, climate, and resources of New York State. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Students will study the land and its people analyzing the diverse groups that have contributed to the development of New York State beginning with the Haudenosaunee up to the post Revolution era.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * **People, Places and Environments** * How do people change he environment, and how does the environment influence human activity? | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * What factors influence where people live? * How has geography and natural resources influenced the development of Rochester, New York? * What physical features make Rochester, New York unique? | * Ask and find answers to geographic questions related to the school, community, state, region and world. * Investigate relationships amongst people, places, and environments in the school, community, state, region and world through the use of atlases data basis, charts, graphs, maps and geospatial technologies. * W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic. * RI.4.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. * L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. | | | 1. Students will demonstrate understanding of the physical and cultural characteristics of the Northeast region. 2. Analyze the environmental features of Rochester and New York State. 3. Students will acquire skills in geographic absolute and relative terms, major landforms, bodies of water and natural resources in New York State. | 1. **Local Geography**    1. State and local facts (state motto, capital, population, empire state, tree, flower, bird)    2. Rochester trivia (nickname, population, landforms, physical features, lakes, rivers, and neighboring states) 2. **World in Spatial Terms**    1. Use cardinal and intermediate directions to describe the relative location of significant places in the United States. Explain where Rochester, New York is located nationally and globally.    2. Use maps to describe elevation, climate, and patterns of population density in New York State. 3. **Places and Regions**    1. Describe ways in which the United States can be divided into different regions and the regional characteristics of Rochester, New York (e.g., political economic, landforms, vegetation regions). | | 1. Create, label and color code a map that depicts bodies of water, and landforms found on a topographical map. Compare this map with landforms found in Rochester, New York. 2. Present a research report that shows state and local facts, geographic features and land use locally, or in Cities throughout New York State (e.g., in farming industry, homes or businesses). 3. Students will demonstrate a clear understanding of maps by making their own topography maps. Using maps, textbooks, regional descriptions, and teacher directions, students will accurately build a New York State map that identifies regions, landforms, settlements, major cities, products, and industries in New York. (New York State Cookie Map) |
| Resources:  **History Alive/Geography**  [**Unit 1 SharePoint resources**](file:///C:/Documents%20and%20Settings/1646881/Desktop/-4D23-87BE-16D538A834B9%7d)  **New York State Facts**  [**http://www.infoplease.com/ipa/A0108252.html**](http://www.infoplease.com/ipa/A0108252.html)  **Physical Geography of New York**  [**http://www.nygeo.org/ny\_geo.html**](http://www.nygeo.org/ny_geo.html)  **What would you like to know about Rochester?**  [**http://www.usacitiesonline.com/nycountyrochester.htm**](http://www.usacitiesonline.com/nycountyrochester.htm) | | | **Google Earth**  [**http://www.google.com/earth/index.html**](http://www.google.com/earth/index.html)  **Google Earth lessons**  [**http://www.gelessons.com/lessons/**](http://www.gelessons.com/lessons/)  **New York Geography online fieldtrip**  [**http://www.resources4homeschoolers.com/New\_York\_Geography.html**](http://www.resources4homeschoolers.com/New_York_Geography.html)  **National atlas where we are**  [**http://www.nationalatlas.gov/index.html**](http://www.nationalatlas.gov/index.html) | | |  | |

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| **Unit 2: Native American Cultures in New York State**  (4 weeks) | | This unit will highlight the significant features of the Iroquois (Haudenosaunee, People of the Longhouse) and the Algonquian cultures, the first inhabitants of our local region and State. Understanding New York States geographic features will assist students as they explore how Native Americans met their basic needs of food, clothing, and shelter and how the environment shaped Native American settlement patterns. Students will analyze the significant accomplishments and important contributions that both the Haudenosaunee and Algonquians made to New Your State and the nation as a whole.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * **Culture** * How do the beliefs, values, and behaviors of a group of people help the group meet its needs and solve problems? * **People, Places, and Environments** * What are the physical and human characteristics of place? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * How did Native Americans influence the development of New York State? * What are some significant accomplishments and contributions made by the Native American tribes from New York State? * How has the identity of the Haudensosaunee changed over time and where are they today? | * Evaluate the consequences of human actions in environmental terms. * Students will use a variety of intellectual skills to demonstrate their understanding of major ideas and cultural contributions of the Iroquois Confederacy. * Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns * W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. * RI6: Compare and contrast a firsthand and secondhand account of the same event or topic: describe the differences in focus and the information provided. | | | 1. Students will develop an  understanding of the  geographic factors that  shaped Native American  settlements in New York  State  2 Students will understand  how people from different  cultures develop different  values and ways of life.  3. Students will develop  awareness that human  conflicts are based on  competition for land and  its resources and can give  examples.  . | | 1. **Early inhabitants of New York State**    1. Haudenosaune-People of the Longhouse and the Algonquian people    2. Native American settlements    3. Use of natural resources    4. beliefs, customs, language, social systems, economy, religion, and government    5. meeting basic needs, food clothing and shelter    6. important accomplishment and contributions | | 1. Students will design a wampum belt that tells a story 2. Students will investigate the commonly held beliefs, values, behaviors, and traditions that characterize New York’s Native American culture by creating a mural. 3. Students will research the Haudenosaune and or the Algonquian people and create a report that displays the accomplishments and contributions of the culture. |
| Resources:  [Unit 2 - SharePoint Resources](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%204/Forms/AllItems.aspx?RootFolder=%2fsites%2fRochester%20Curriculum%2fSocial%20Studies%2fGrade%204%2fUnit%202%20%2d%20Native%20American%20Resources)  [Land Ho ! Early Exploration and Settlement of the Americas](http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/445/Land%20Ho%20Early%20Exploration%20and%20Settlement%20of%20the%20Americas.pdf)  Online Activities: Iroquoian Longhouse  <http://www.rom.on.ca/digs/longhouse>  History of the Iroquois  <http://www.tolatsga.org/iro.html>  New York State Musuem  <http://www.nysm.nysed.gov/IroquoisVillage>  Oneida Indian Nation  <http://www.oneida-nation.net>  Onondaga nation school  <http://onondaganationschool.org>  New York State Prep  <http://www.studyzone.org/testprep/ss5/b/contributionsl.cfm>  Native Americans: First Inhabitants of New York State  <http://schools.nycenet.edu/offices/teachlearn/ss/41.pdf> | | | **Videos**  Keeper of the Western Door  Native American Culture  Native Americans, People of the  Forest  **Related Books**   * If You Lived with the Iroquois   by Ellen Levine   * Hiawatha & the Iroquois League   by Megin McCloud and  GeorgeYpsilantis   * Indian Summer   by Barbara Girion   * The Naked Bear: Folk Tales of the   Iroquois   * The Rough-Face Girl   by Rafe Martin   * More Than Moccasins,   by Barbara McCall   * Indian Captive   by Lois Lenski   * The Iroquois   by Barbara Graymont | | **History Alive, Chapter 3**, American Indian Cultural Regions  **Perry Ground/Native American Resource Center** | |  | |

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| **Unit 3: Converging Cultures**  (4weeks) | | This unit examines the positive and negative influences of the Dutch, English and French explorers and the impact they had on Native Americans. This unit focuses on the traditions and perspectives held by the native peoples, the European ideologies that explorers brought with them, the forced migration of people from Africa who were forcibly taken to America and the inevitable collisions of cultures. Students develop a historical understanding by connecting local history to the bigger chronicle of the American experience.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * **Culture** * How are groups of people alike and different? * **Time, Continuity, and Change** * What are the consequences of past events for the present and future? * **Global Connections** * How are people, places, and environments connected around the world? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * What were the political, economic and religious causes of European Exploration? * What were the political, economic and cultural effects of European exploration on Europe, Africa and the Americas? * Why is the legacy of Columbus so controversial? | * Students will ask and find answers to questions about the connections we have to other people and places around the globe. * Students will describe examples in which language; art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. * Examine the ways in which technology affects global connections. * L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. * SL4.1Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion * W4.1Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  Provide reasons that are supported by facts and details.   * W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. * RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | | 1. Students will examine the reasons   for Exploration and settlement.   1. Students will analyze the impact of exploration on what is known as New York State today. 2. Students will understand the impact exploration had on the indigenous people in the America’s, Europe and Africa. 3. Students will examine the multiple viewpoints of Columbus | | 1. **Political, economic and religious causes of Exploration**    1. God, Gold and Glory    2. astrolabe, navigation schools in Europe, Prince Henry trade routes    3. missionaries 2. **Famous explorers of New York State**    1. Henry Hudson, Samuel de Champlain, Giovanni da Verrazano, Jacques Cartier, John Cabot 3. **Impact of Exploration**    1. Native Americans, Columbian exchange,    2. Africans in North America    3. enslaved and Free    4. Plantation societies    5. Middle passage 4. **Legacy of Columbus** | | 1. Analyze images and primary source documents about the purchase of Manhattan from the Lenape. 2. Create a placard depicting exploration from the perspectives of both Native Americans and Europeans. 3. Prepare an action plan for the   Native Americans to organize and resist European dominance.  D. Design a poster depicting  Columbus as a hero and  Columbus as a villain. |
| Resources:  [Unit 3 SharePoint resources](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%204/Forms/AllItems.aspx?RootFolder=%2fsites%2fRochester%20Curriculum%2fSocial%20Studies%2fGrade%204%2fUnit%203%2d%20Converging%20Culutres%20Exploration&View=%7b8B449735%2d37E2%2d4D23%2d87BE%2d16D538A834B9%7d)  [Land Ho ! Early Exploration and Settlement of the Americas](http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/445/Land%20Ho%20Early%20Exploration%20and%20Settlement%20of%20the%20Americas.pdf)  **Internet Sites**  <http://www.mariner.org/age/navigation.html>  Early navigation methods  <http://mediatheek.thinkquest.nl>/  Voyage of Exploration: Discovering New Horizons  <http://www.halfmoon.mus.ny.us> | | | Henry Hudson’s *Half Moon*  <http://www.newnetherland.org>  New Netherlands Museum, Albany  <http://www.ulster.net~hrmm/halfmoon/1609moon.htm>  Hudson River Maritime Museum  <http://www.nnp.org>  [explorers](http://www.studyzone.org/testprep/ss5/b/majorexl.cfm) | | **Resource Books**  **Champlain, Father of New France** by Cecil Edwards  **Columbus Day: Celebrating a Famous Explorer** by Elaine Landau  **The Discovery of America: From Prehistory Through the Age of Columbus** by Betsy and Guilio Maestro  **Explorers of the New World** by Future Vision Media  **Exploring North America** by David Antram and Jacqueline Morley  **Henry Hudson: A Discovery Book** by Carl Carmer | | **Owl’s Journey: Four Centuries of an American Country** by Maura Shaw  **Pedro’s Journey** by Maura Shaw  **The Third Voyage of Master Henry Hudson** by Maura Shaw  **The Travels of Henry Hudson** by Joanne Mattern | |

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| **Unit 4: Settling New York, Early Colonial Settlements and the American Revolution**  (8 weeks) | | | This unit provides students with a framework for studying the political, social and economic issues that evolved from the Colonial Era to the American Revolution. Students will look at the cultural issues of this time period and examine the impact it had American Society. Students will go beyond cause and effect to analyze the differing viewpoints of this time to make historical assessments and utilize the skill of historical thinking.  The goals of this unit will be achieved through focused inquiry on the following themes:   * **Individuals, Groups and Institutions** * How can I learn to cooperate and collaborate with others? * **People, Places, and Environments** * How do people change the environment, and how does the environment influence human activity? * **Power, Authority, and Governance** * What is power and authority? | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | **RESULTS** | | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** | |
| * How were the 13 Colonies interdependent on each other? * What did a typical colonial family look like in New York State? * What were the causes of the American Revolution? * What is the impact of war on a society? | * Gather and interpret information about the different regions of the 13 Colonies and the economic, social and political attributes of each region. * Analyze conditions and actions related to power, authority, and governance that contribute to conflict and cooperation among groups and nations, or detract from cooperation. * R.4.I2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. * RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. * W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information   b. Provide reasons that are supported by facts and details | 1. Students will understand the  regional and cultural differences of  the 13 colonies.  2. Students will compare/contrast  Dutch and English rule in New  York State and identify key people  and events in the development of  New York State  3. Students will trace the events  leading up to the American  Revolution and analyze the impact  of the war from various  perspectives  4. Students will examine the role New  York State played during the  Revolutionary War | | | 1. **Regional Characteristics**    1. New England, Middle, and New England Colonies,   political systems: Mayflower Compact, Dutch and English rule, Peter Minuit, Lenape Indians, Peter Stuyvesant, Duke of York   1. **Life in the colony of New York**    1. early settlements, roles of   family members, economy,  religions, slave and free black  communities   1. **Tensions grow in the colonies**    1. causes of the American   Revolution, Declaration of  Independence, colonies  divided, New York’s role  in the war, famous leaders  during the war.   1. **Impact of the War**    1. Treaty of Paris 1783, “The   World Turned Upside Down” | | 1. Label and color a map of the 13 English colonies and emphasis New York and Rochester’s location in relation to the other colonies. 2. Students will research the roles of colonial family members and create a presentation that shares the importance of their social group   C. Wanted Poster s– Patriots and  British, listing their name,  offenses, punishment and rewards  if found.   1. Students will describe causes of conflicts between individuals and/or groups today and give examples of how to resolve them peacefully | |
| Resources  [SharePoint Resources](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%204/Forms/AllItems.aspx?RootFolder=%2fsites%2fRochester%20Curriculum%2fSocial%20Studies%2fGrade%204%2fUnit%204%20%2d%20Colonial%20Settlements%20and%20the%20American%20Revolution&View=%7b8B449735%2d37E2%2d4D23%2d87BE%2d16D538A834B9%7d)  DBQ Colonial Settlements  <http://www.edteck.com/dbq/eiq/4_ss_dbq1.pdf>  Website  <http://www.pbs.org/wnet/colonialhouse/php/quiz.php>  Maps  <http://www.bing.com/images/search?q=13+colonies&qpvt=13+colonies&FORM=IGRE&adlt=strict>  Colonial Art  <http://www.worcesterart.org/Collection/Early_American>  timeline  <http://www.historyplace.com/unitedstates/revolution/rev-early.htm>  Interactive Map  <http://www.softschools.com/social_studies/13_colonies_map/>  YouTube; Revolution  <http://www.youtube.com/watch?v=uZfRaWAtBVg> | | | |  | | **Book Resources:**  **Chronicle of America: Colonial Times,** Jay Mastoff  **The Day Peter Stuyvesant Sailed into Town**  Arnold Lobel  **Emma’s Journal: The Story of a Colonial Girl**  Marissa Moss  **Meet Felicity,** Valeria Tripp  **The New York Colony**  Dennis Brindell Fradin  **Samuel Eaton’s Day: A Day in the Life of a Pilgrim Boy,** Kate Water  **Sarah Morton’s Day**  Kate Waters  **Peter Stuyvesant of Old New York**,  Anna and Russel Crouse | |  |

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| **Unit 5: United We Stand/Local and State Government**  (4 weeks) | | Students will develop an understanding of government institutions and examine how power and authority relate to democracy. Learners will become more effective problem solvers and decision-makers when they address the persistent issues and social problems that exist today. By analyzing how governments attempt to cooperate and resolve conflicts students will learn how to use the same skills in creating a classroom Constitution.  The goals of this unit will be achieved through focused inquiry centered on the following theme:   * **Power, Authority, and Governance** * What are the rights and responsibilities of people in a group, and of those in authority? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * What is a government? * What are the roles and responsibilities of government? * What are the roles and responsibilities of citizen’s in a Democracy? * How are individual rights protected within the context of majority rule? | * Ask and find answers to questions about power, authority, and governance in the school, community, and state * Examine issues involving the richness of unity and diversity, as well as conflicts related to unity and diversity * RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. * RF.4.4: Read with sufficient accuracy and fluency to support comprehension   a. Read on-level text with purpose and understanding   * W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | | | 1. Students will investigate the origins of American Democracy by examining the Iroquois Confederacy, Mayflower Compact, The Declaration of Independence, The Bill of Rights 2. Ask and find answers to questions about power, authority, and governance in the school, community, and state 3. Students will understand the basic elements of government in the United States: executive, legislative, and judicial branches of government. | | 1. **What is a government?**     1. Role of citizens in a Democracy, Democratic Ideals; common good, justice, equality, liberty and   rule of law   1. **The New Nation**    1. Articles of Confederation, Constitution, Bill of   Rights, the law making  process, three branches of government separation of powers,  election process, Governor and Mayor of New York State and  local representatives . | | 1. Preparing a list of rules to support a just classroom; Classroom Constitution 2. Preparing and presenting descriptions of and possible solutions to school issues with those in positions of authority 3. Preparing and implementing an action plan addressing a local public issue or problem 4. Creating and illustration of systems of school, local, state or national governances |
| Resources  [SharePoint Resources](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%204/Forms/AllItems.aspx?RootFolder=%2fsites%2fRochester%20Curriculum%2fSocial%20Studies%2fGrade%204%2fUnit%205%20%2d%20United%20We%20Stand&View=%7b8B449735%2d37E2%2d4D23%2d87BE%2d16D538A834B9%7d)  School Library/Millmark Education leveled readers and lessons  School Library/Picturing America, artwork and lessons | | |  | |  | |  | |

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| **Unit 6: Rochester’s Story/**  **Immigration, Industrialization and the Erie Canal**  (10 weeks) | | In this unit students will learn about Rochester’s past from its first gristmill in 1789 to the advent of the Erie Canal making Rochester America’s first “Boom Town.” Students will examine Rochester’s early innovators, business tycoons and the overall cultural richness that makes Rochester the city it is today.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * **Time, Continuity and Change** * How was life in the past similar to and different from life today? * **People, Places, and Environments** * How do people change the environment, and how does the environment influence human activity? * **Production, Distribution, and Consumption** * How are goods made, delivered, and used? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * Why did people choose to settle in Rochester, New York? * What was it like to live in Rochester, New York in the 19th and early 20th Century? * What was the economic impact of the Erie Canal on Rochester, New York? * Why was Rochester, New York known as both the Flour and Flower City? * What attracted immigrants to settle in Rochester, New York? | * Identify examples of both continuity and change, as depicted in stories, photographs, and documents. * Use sources to learn about the past in order to inform decisions about actions on issues of importance today. * RI.4.5: Describe the overall structure (e.g., chronology,   comparison, cause/effect, problem/solution) of  events, ideas, concepts, or information in a text  or part of a text.   * W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. * SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led)   with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. | | | 1. Students will identify people, groups and institutions that helped contribute to the development of Rochester, New York  2. Students will analyze the importance of the Erie Canal and the social, political and economic impact the canal had on the City of Rochester through primary resources, maps, and charts.  3. Students will examine ways in which technology can have both positive and negative impacts on society.  4. Students will understand how values, beliefs and behaviors help shape the culture of a city. | | **1. Early inhabitants to**  **Rochester**   * 1. Ebenezer “ Indian” Allen Nathaniel Rochester, Charles Carroll, and Col. William Fitzhugh Jr., Jonathan Child, Frederick Douglass Jonathan Child Susan B. Anthony  1. **Rochester the Young Lion of the West**    1. “Clinton’s Ditch” The Erie Canal opens, Rochester becomes the first “Boomtown” 2. **The Flour/Flower City**     1. Early Rochester Industry    2. George Ellwanger, Patrick Barry, George Eastman of R, Hickey Freemen, Western Union, Kodak   **1. The Rochester Community**   * 1. Immigration, Rochester neighborhoods,   2. Corn Hill, Swillburg, Bull’s Head, South Wedge, Maplewood, Cobbs Hill, 19th Ward, Public Market  1. **Lewis Hine photo’s** 2. **impact of immigration on New York State** | | 1. Students will research important people in the Rochester community and explain their contributions. 2. Student s will examine how Rochester changed over time by creating an illustrated time line of Rochester from 1800 to the present. 3. Students will write stories and descriptions about the Erie Canal and how it made Rochester the first “Boomtown”. 4. Students will research their school and neighborhoods to learn why many immigrants chose to settle in Rochester. |
| Timeline of Rochester’s history  <http://www.cityofrochester.gov/175/>  The town of Rochester  <http://www.townofrochester.net/Pages/RochesterNY_Historian/full_history> | | |  | | [immigration effects on New York State](http://keep2.sjfc.edu/class/bnapoli/msti431/nmd4195/msti431/vpa/immigration.htm)  Rochester Democrat and Chronicle  [Immigrants enrich Rochester.docx](Immigrants%20enrich%20Rochester.docx)  [New York State Immigration](http://www.loc.gov/exhibits/haventohome/haven-century.html)  Immigration photos  [Lewis Hine Photo's](http://www.google.com/search?q=louis+hines&hl=en&prmd=imvnso&tbm=isch&tbo=u&source=univ&sa=X&ei=YIdcUMqqIsHk0QGKi4DQBA&sqi=2&ved=0CCcQsAQ&biw=1016&bih=487&safe=strict) | | [Erie Canal Field Guide](Erie%20Canal%20Items/Steve%20Lamorte%20%20Erie%20Canal%20Guide%202012.pub)  [Erie Canal PowerPoint](erie%20canal%20PD.pptx)  Rochester’s firsts  [Facts about Rochester](http://www.visitrochester.com/includes/media/docs/Facts_on_Rochester.pdf) | |