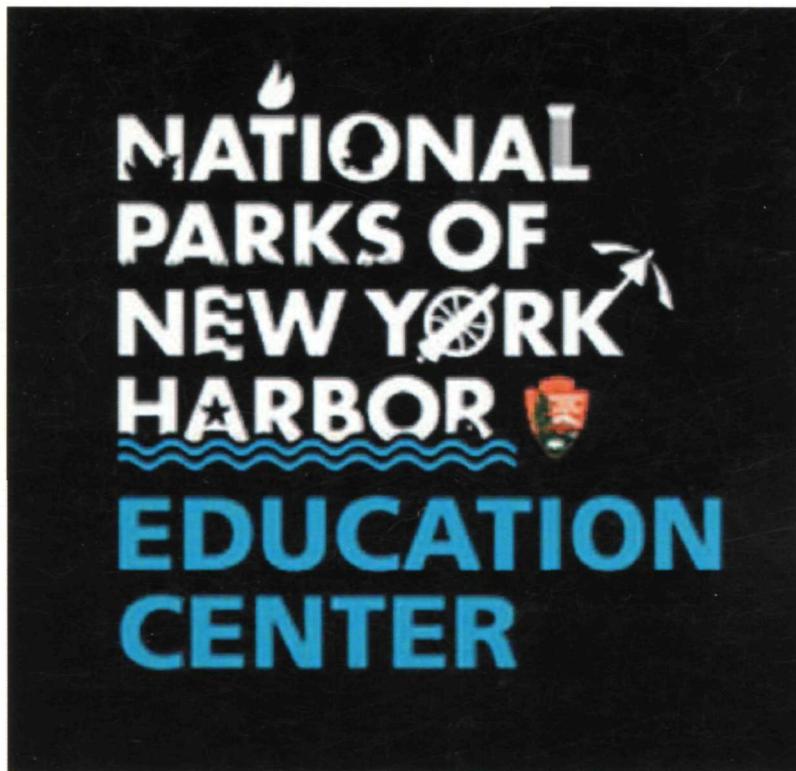


## The Place-Based Faculty Guide



A Collaborative Project of the National Park Service,  
Brooklyn College, and the College of Staten Island of  
the City University of New York

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## Foreword

On June 26<sup>th</sup>, 2008 the National Parks of New York Harbor hosted a meeting involving the administrators, staff and faculty of the NPS, Brooklyn College and the College of Staten Island of the City University of New York at the NPS Education Center in Fort Wadsworth, Staten Island, New York. The group's mission was to develop a faculty guide for the 2008-2009 academic years.

The meeting had two separate but related foci: to enhance place-based educational programs for students in grades K-12 by fostering learning opportunities for future teachers, and to expand utilization of the National Parks of New York Harbor resources to enhance teaching and learning for College students in a variety of academic disciplines. Goals and objectives set forth at this meeting, included ,allowing our faculty and college students to broaden their knowledge through a higher order of research and experimentation, and creating a collaboration between the National Park Service and two well known CUNY colleges that would lead to internships, and possible employment opportunities for the student body. The opportunities outlined in this faculty guide will introduce our faculty and students to place-based learning experiences that will engage College students across the disciplines and will, further, be aligned to the New York State curriculum and standards in the social studies, sciences, mathematics, arts, and literacy.

The experiences noted above will create and sustain a viable connection between institutions of higher education and the local, national and international communities. These experiences will be in the form of collaborative research projects in multiple disciplines and interdisciplinary programs, assigned by the faculty of both Brooklyn College and the College of Staten Island, and facilitated by the NPS staff. Programs may be extended to New York City schools (grades K-12) through class room visits and projects, and through professional development programs offered to K-12 administrators and their teaching staffs.

The Place-Based Faculty Guide will include a listing all of National Park Service sites in the New York Harbor area, including site addresses, contact personnel, and their contact numbers. It will include contact information for faculty participants from Brooklyn College and the College of Staten Island with a view to developing collaborations and promoting future conversations that will result in new and exciting learning, teaching and research experiences.

Special thanks go to each of the CUNY faculty from Brooklyn College and the College of Staten Island, and the NPS staff members who will be listed in our faculty guide. We wish to give special acknowledgement to the leaders of this exciting project who coordinated the events out of which this informative document emerged; Jeanette Parker (Assistant Director of the Education Center) and Patti Reilly (Program Manager for Partnerships) from NPS, Dean Deborah Shanley, Dean Donna Wilson, and Prof. Ellie Miele from Brooklyn College, and Dean Francisco Soto and Prof. Margaret Berci from the College of Staten Island.

We would also like to acknowledge the suggestions made by Rangers Dan Meharg and John Warren of the NPNH Education Center.

Michael B. Schoenfeld,  
Acting Project Coordinator, summer 2008

## The Place-Based Learning Experience

Place-Based learning presents an opportunity to change the way we teach and our students learn, the way we construct research projects, and our critical engagement with the communities we serve and the environment in which we live. It allows our students to make compelling connections among the disciplines of, for example, history, geography, science, math or literacy, which may be studied discretely in the classroom but converge in the realities of place, time, and lived experiences. Students become active learners, collecting and sharing data, doing research, in an effort to explore their physical, social, cultural, and historical contexts and to attempt to understand its problems and seek solutions to them. Rooting learning in 'place' inculcates the life-long learning that we promote in our education classes, in our history and government seminars, in our science labs, in our math designs, and in the development of multiple literacies. Students will graduate from the traditional classroom; they will never graduate from the classroom of 'place' if they have come to think of 'place' as sites for exploring new ideas, critical thinking, research, and changing or informing their perspectives. This unique collaborative project, will allow our faculty and students to use the National Parks as classrooms, and it will permit the NPS staff to come into our campus classrooms and laboratories (with their "traveling trunks" of artifacts) and open up new avenues of learning literally making the NPS sites a new textbook.

The opportunities for place-based learning featured in this Faculty Guide will make connections not only to College students across the disciplines, but through our future teachers to students in grades K-12 as we connect content to the New York State core curriculum and the educational standards. With concentrated concerns over improving mandated state test scores, the data shows us that Place-Based learning improves learning outcomes when combined with other forms of learning, including more traditional methods.<sup>1</sup>

The Place-Based Learning experience will allow Brooklyn College and the College of Staten Island to connect with the NPS to hold teacher workshops, set up internships, and create opportunities in the disciplines and 'interdisciplines'. It can provide opportunities for undergraduate research: in science, for example by using the Gateway National Park at Jamaica Bay and other national park resources to study various aspects of the coastal ecosystem.

For the social sciences it might be a walk through Floyd Bennett Field to explain the aeronautic designs of various airships from the Wright brothers to the SST, or to study the

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<sup>1</sup> Place-Based Education: Connecting the Classrooms & Communities by David Sobel, The Orion Society, Great Barrington, MA, (2004), pages 28-32.

personal letters and writings of President Theodore Roosevelt in the archives at his birthplace. Place-based learning in NPS of New York Harbor sites takes advantage of a network of expertise and resources, including our specialized faculty, NPS rangers and staff who can walk us through their sites, and NYC teachers and student teachers who can use their “educational imagination” to create exciting and engaging lessons and design unit plans that are aligned to the state curriculum and the state standards.

## Planning Field Trips

The National Park Service publishes a “Guide to Educational Programs at the National Park Sites in New York and New Jersey” that offers suggestions on how to successfully utilize their facilities in order to maximize the learning experiences. They suggest the following:

1. Visit the Website [www.nps.gov/ERT](http://www.nps.gov/ERT) . Doing your initial research on *The Exploring the Real Thing* Website will provide you with the curriculum based educational programs offered by the NPS and allow you to plan your learning goals and objectives.<sup>2</sup>
2. Review your curriculum needs and make sure it connects to your course syllabus, including all related work projects you will be assigning for the semester.<sup>3</sup>
3. Contact the park. After reviewing the website noted above, and checking over your curriculum needs and requirements, contact the personnel and arrange for your class visit. Remember to review the project goals and objectives with the site personnel, so they can set up a presentation to meet your needs. Check to make sure that you can reserve a spot for your visit and that the site can accommodate your entire class. Coordinate your class calendar with the calendar of events with the NPS site (some content areas may not be available when you want to schedule a visit.<sup>4</sup>)
4. Carefully design your pre-visit activities/projects to help your students with an understanding of how their visit to an NPS site will assist them with their classroom assignments.<sup>5</sup>

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<sup>2</sup> Exploring the Real Thing: A Guide to Educational Programs at National Park Sites in New York and New Jersey, NPS Publication (2001), page 9.

<sup>3</sup> Ibid, pg. 9

<sup>4</sup> Ibid, pg. 9

<sup>5</sup> Ibid, pg. 9

- Familiarize your students with the park brochure and/or map to acquaint them with the site.
- Describe the activities they will experience when they visit the site.
- Review the vocabulary so that they will understand what is being experienced and they will be able to connect it to the curriculum.
- Present your students with photographs, a power point showing, and other visual data so as to connect the experience to curriculum/syllabus.
- Design some kind of follow-up task which relates to the research or assignment you have implemented.<sup>6</sup>

## Teaching and Learning Options

- Class visits and individual visits to NPS sites.
- Using the archives of the NPS sites for research and lesson planning.
- Combining the NPS archives, primary and secondary sources, artifacts, CD's, DVD's, and tapes to augment similar research tools found at the BC and CSI campuses.
- Invite NPS staff (e.g., rangers) into the classroom for shared instruction.
- Offering stewardships and internships to BC and CSI students.
- Developing Teacher Training workshops for professional development.
- Orienting college students to employment opportunities with the NPS.
- Planning units of study for teacher/student teacher projects for NYC classroom instruction grades K-12.

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<sup>6</sup> Ibid, pg. 9-10.

## National Park Service Sites and Contact Information

- a. ***African Burial Ground*** – Office of Public Education & Interpretation (OPEI), 290 Broadway (corner of Duane Street), East End Lobby, New York, N.Y. 10007 – 212-637-2039 [www.africanburialground.gov](http://www.africanburialground.gov)  
**Contact Person**– Supervisory Park Ranger.

The African Burial Ground has its history deep in the heart of New York City, dating back to the 17<sup>th</sup> century when it was known as New Amsterdam. Over 15,000 enslaved Africans were buried in this 6.6 acre parcel of land, which was located outside the city boundaries of the colonial Dutch-owned port city. Uncovered at a building construction site in lower Manhattan in 1991, it is now the site of a national monument. The African Burial Ground National Monument holds many artifacts and resources for extensive research projects.

While the current program includes lectures, films, and a downtown tour of Manhattan, it basically caters to students in grades 4-11. Opportunities are offered for internships and research is available making connections between slavery and the socio-economic status of Africans in society today. There are opportunities to create poems in the form of epitaphs, or integrating other disciplines such as math and science. It opens the doors for additional research in the areas of:

- Urban slavery v. Rural slavery (Social Studies/History/Sociology/Political Science)
- "Food ways"(Sociology/Science and nutrition/History)
- Slave trade – analyzing the slave laws, the fugitive slave codes, and analyzing court cases. (An interesting education project in the form of a class debate) (History/Political Science/Economics/Sociology/Social Studies/Psychology/Math)
- African culture – including music and art, tribes and languages (History/Sociology/Art Education)
- Skeleton Biology report(Science)
- Analysis of Runaway Slave Ads(History/Sociology/Political Science/Literacy)

- Life style comparisons between the African population, the American Natives and the Caucasian populations(Sociology/Social Studies)
- Intensive study of "Blacks in the American Revolution" (History/Sociology/ Social Studies/Education)
- How does the Rediscovery of the Burials Reshapes History?
- The Struggle for Human Rights.
- Treatment of Sacred Sites – Sankofa and Scholarship.

### **Current programs being offered for schools or public programs**

- **Laying the Foundation:** How Enslaved Africans Helped Build New Amsterdam – Grade 7 students research the lives of Africans in Dutch New York and use maps and miniature buildings to construct New Amsterdam and the lives of the Africans living there. (Due for trial run in December 2008)
- **Historian for a Day:** How Does the Burial Ground tell a Story? – Grade 4 students study artifacts found at the burial ground along with 18th century escaped slave advertisements to recreate the lives of enslaved Africans in British New York. (Due for trial run in March 2009)
- **African Presence in Early New York** – 90 minute walking tours of lower Manhattan highlight how free and enslaved African helped develop early New York.

**b. *Castle Clinton National Monument*** – 26 Wall Street, New York, N.Y. 10005 212-344-7220 – [www.nps.gov/CACL](http://www.nps.gov/CACL) - **Contact Person:** Michael Darden – Supervisory Park Ranger – [Michael\\_Darden@nps.gov](mailto:Michael_Darden@nps.gov) or call 212-260-1616.

Castle Clinton was built between 1808 and 1811 as a battery defense for New York Harbor. Named after DeWitt Clinton, mayor of NYC, the site has a long history as it served as a fortification of defense, a restaurant and entertainment center, an opera house and theater, an immigration landing depot, and as the New York City Aquarium. It offers the following programs:

- **A Fort Adapts to the City's Changing Needs** is for all audiences and is available throughout the year, and is 60 minutes in length. (Social Science/Architecture/Education)

**c. *Ellis Island National Monument and the Statue of Liberty Monument***

Liberty Island, New York, N.Y. 10004 – 212-363-3200  
#134- [www.nps.gov/ELIS](http://www.nps.gov/ELIS) - Contact Person: Morgan Smith, Supervisory Park Ranger – [Morgan\\_Smith@nps.gov](mailto:Morgan_Smith@nps.gov)

Ellis Island was the home for over 12 million immigrants coming into the United States between 1892 and 1954. Today it has become a museum that helps for our students to learn the history of immigration. The Statue of Liberty, a gift from the people of France to the American population has become a symbol of freedom and democracy. It offers the following programs:

- **Shore to Shore** is for grades 4-8 and is offered during the fall, winter and spring. This program is 90 minutes in length. (English/Cross-content Workplace Readiness/Education).
- **Immigration Game Zone** is for grades 4-8 and is offered fall, winter, and spring. The program is 90 minutes in length. (English/Language Arts/Math/Science, Technology, Cross-content Workplace Readiness/Literacy/Education).
- **The Night that Changed America** is for grades 9-12 and is offered fall, winter, and spring. It is 45 minutes in duration. (Social Studies, Language Arts/Education).

**Suggested Research topics from the NPS staff:**

- Exploring the immigration experience
- Conducting further research into the subsequent lives of immigrants who passed through the Board of Special Inquiry
- Additional Research into the south side of the island (hospitals and wards for sick immigrants) , run by "Save Ellis Island" (a partner organization to the NPS)

**d. *Federal Hall National Memorial*** – 26 Wall Street, New York, N.Y. 10005 – 212-260-1616 – [www.nps.gov/FEHA](http://www.nps.gov/FEHA) - Contact Person: Michael Darden, Supervisory Ranger – [Michael\\_Darden@nps.gov](mailto:Michael_Darden@nps.gov)

Federal Hall is best remembered as the site where George Washington was sworn in as the first President of the United States on April 30, 1789, but its historical importance goes beyond that event. It is here at Federal Hall where John Peter Zenger was tried and acquitted of libel when his newspaper reported government corruption (an event which later led to Freedom of the Press in the First Amendment of the Constitution), and was the site where the Stamp Act Congress protested “taxation without representation” in 1765. It also was the original home of the Continental Congress which passed the Northwest Ordinance in 1787.

After the Revolutionary War ended, it served as the home of the First Congress until 1790, and it was here that the Bill of Rights was written. After the new capital moved to Philadelphia, it once again became City Hall until its demise in 1812. It would later re-open as a Customs House in 1842 and then become the site of the Sub-Treasury after Customs moved to 55 Wall Street. It would be the home of gold and silver species until it was replaced by the Federal Reserve Bank in 1920. Presently it promotes the following programs:

- **Birthplace of the Bill of Rights** for students grades 4-12 and is available year-round, with a 45 minute presentation. (History/Social Studies/Education/Political Science/Economics).
- **Living History: Inaugurating George Washington** is for all age groups and is only available during the month of April. The presentation lasts for 30-60 minutes. (History/Social Studies/Education/Political Science).

**Suggested Research Project from the NPS Staff:**

- The erosion of rights of free and enslaved Africans from Dutch to British rule. Focusing on the 1741 “uprising”.
- Passage of Hamilton’s plan to take up the states’ war debts in return for moving the capital out of the city.
- Focus on the importance of customs in New York City funding up to 90% of the US Treasury.

**Note: While the site is only opened to the public Mondays through Fridays during specific hours, arrangements may be possible for college and university groups (small in number) to conduct in-depth research. It is recommended that appointments should be made well in advance of the**

**projects being assigned, and that availability for participating numbers may be limited).**

**e. Gateway National Recreation Area** – 210 New York Avenue, Staten Island, N.Y. 10305 – [www.nps.gov/GATE](http://www.nps.gov/GATE) - **Contact Person:** Supervisory Ranger.

Established in 1972, this recreational and natural preservation area covers over 27,000 square miles in the New York Harbor area and is composed of several different units in Brooklyn, Queens, Staten Island, and New Jersey. The Jamaica Bay Unit includes Jacob Riis Park, Plumb Beach, Canarsie Pier, Floyd Bennett Field, Fort Tilden, Jamaica Bay Wildlife Refuge, and Breezy Point. The Staten Island Unit consists of Fort Wadsworth, Great Kills Park, Miller Field, Fort Wadsworth is also the location of the NPNH Education Center.

**1. Jamaica Bay Unit** – Cross Bay Blvd, Queens, N.Y. (off Exit 17S over the North Channel Bridge about ½ mile past the bridge to traffic light) 718-318-4340 – [www.nps.gov/GATE](http://www.nps.gov/GATE) - Contact person: Kathy Krause – Direct number 718-318-3486 – [Kathy.Krause@nps.gov](mailto:Kathy.Krause@nps.gov) The Jamaica Bay Unit includes **Jacob Riis Park, Jamaica Bay Wildlife Refuge, Plumb Beach, Ft. Tilden** and **Breezy Point**.

The Jamaica Bay Unit of the NPNH is one of the largest natural habitats and bird sanctuaries in the northeastern United States. Jamaica Bay Unit extends itself across Brooklyn and Queens.

- i. Canarsie Pier** – Off the Belt Parkway at the Rockaway Parkway Exit 13 ramp, Brooklyn, N.Y. – [www.nps.gov/GATE](http://www.nps.gov/GATE) - **Contact Person:** Kathy Krause 718-3338, # 222 – [Kathy.Krause@nps.gov](mailto:Kathy.Krause@nps.gov) – (Part of the Jamaica Bay unit). Originally designed to promote industrial development in the eastern part of Brooklyn in 1926, it was also the site of an amusement park and today the Canarise Pier has evolved into a recreational area and one of the most popular fishing spots in the city. (History/Sociology/Education).
- ii. Floyd Bennett Field** – Flatbush Avenue (off of the Belt Parkway, Exit 11S), Brooklyn, N.Y. – 718-333-3799 – [www.nps.gov/GATE](http://www.nps.gov/GATE) Contact Person: John Daskalakis – [John.Daskalakis@nps.gov](mailto:John.Daskalakis@nps.gov) . For the Ecology Village and program

camping contact Geri Kobryn-Blatter at 718-338-4311.- (Part of the Jamaica Bay unit).

When one rides along Flatbush Avenue in Brooklyn towards the beaches of southern Queens, one cannot help but notice a piece of history that is just waiting to be explored. It's a place-based site that is a textbook for historians, art students, science mavens, math majors, and hobby enthusiasts. Originally dedicated as New York City's first Municipal Airport in 1931, it was the home of such aviation pioneers as Wiley Post, Jacqueline Cochran, Roscoe Turner, Amelia Earhart, and Howard Hughes. After Municipal Airport # 2 (later named LaGuardia airport) opened in northern Queens in 1939, Floyd Bennett Field was sold by the city to the U.S. Navy.

Today Floyd Bennett Field is part of the Gateway National Park Service and has become a historical landmark, with its original flight tower, hangars, and barracks still intact. It has become a visual museum with hangars displaying a model of the Wright Brothers original plane which they flew in Kitty Hawk, N.C. on December 17, 1903. In addition, Floyd Bennett Field houses other restored aircraft in the Hangar Row Historic District and the Historic Restoration Projects area (HARP). It is also the site of Gateway Environmental Study Center (NYCDOE), a Park Nursery and a Community Garden. (History/ Environmental Studies /Science/Math/Education/Architecture)

iii. **Jamaica Bay Wildlife Refuge** offers students of science the opportunity to study a variety of birds and their nesting areas, as it sits on the "Atlantic Flyway".<sup>7</sup> It is also a part of the Jamaica Bay Watershed which permits research of the regional ecosystem. Today the NPS is one of the leading proponents for studying this ecosystem, which includes rapidly eroding salt water marshes and has made a significant effort to preserve this vast natural habitat. The Jamaica Bay Unit housed off of Cross Bay Blvd. has a small educational library and is an excellent place for on-site research.

iv. **Jacob Riis Park** is one of the most popular beaches and recreational areas in New York City. Easily accessible from the Belt

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<sup>7</sup> Gateway to America: Gateway National Recreation Area/ New York/New Jersey pamphlet published by the National Park Service, U.S. Department of the Interior (2005)

Parkway (Exit 11S) at Flatbush Avenue over the Marine Parkway Bridge (also for Ft. Tilden) , it is best known for its ocean front beaches, where millions of New Yorkers visit each summer. It too has a small library, with beautiful architecturally designed public bathhouses.

- v. **Plumb Beach** which is accessible right off the Belt Parkway (between the Knapp Street exit 9S and the Flatbush Avenue exit 11S) in Brooklyn is a natural site for sand dunes, tidal mud flats, a tidal lagoon, and salt water marshes. While it hosts beach goers who enjoy a variety of recreational activities such as kite flying, surfing and bird watching, it is also an ideal place to study ancient species such as the horseshoe crab, a member of the arthropod family.<sup>8</sup>
- vi. **Ft. Tilden** was a key coastal defense post overlooking the entrance to lower New York Harbor during World War I, World War II, the Korean War, and Vietnam. Today it is part of the recreational scene, including hiking, art exhibits, and music concerts, but it also possess a deep and rich military history and is ideal for studying nature.
- vii. **Breezy Point** is located on the western tip of the Rockaway peninsula and is a preservation area for endangered species and well as an excellent recreational fishing spot.

Presently the Jamaica Bay Unit promotes the following programs:

- **The Ecology Village Camping Program** is for students in grades 4-8 and specialized groups (History/Social Studies/English Language Arts/Math/Science/Education). This program is only available in the spring and is 26 hours in length.
- **What's Alive at Dead Horse Bay?** This program is designed for students in grades 4-6 and is available in the fall only. The program is 2 hours in length. (Science/Math/English/Art/Education)
- **Barrier Beach Habitat** is a program designed for grades 4-6 and is offered during the fall and spring. The program is two hours in length. (Science/ Math/English/Art/Education)

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<sup>8</sup> Plumb Beach pamphlet published by the NPS of the U.S. Dept. of the Interior (2005)

**Suggested Research Projects from the NPS staff:**

- Bird migration habits and trends
- Salt marsh erosion and rehabilitation
- Effects of nutrient overload via runoff from city sewage systems
- Effects of climate change and erosion of salt marshes and native species
- Changes in marine life, such as the horseshoe crab or the invasive Asian shore crab
- Oyster “industry” from Lenni Lenape era through the early 20<sup>th</sup> century
- Use of landfill and harbor dredging to create land for roads, airports, etc.
- The disappearance of the community living on the islands in the bay.
- Recreation on New York City beaches and the plans of Robert Moses
- The interplay between the creation of Kennedy (Idlewild) Airport and the creation of Jamaica Bay Wildlife Refuge
- Safety of Eating fish caught in New York Harbor
- Changing needs of coastal defense of New York Harbor over time
- Use of recreational facilities by New Yorkers today with focus on ethnic and economic demographics

For science research project contact Kim Tripp, Jamaica Bay Institute:  
718-338-3338, # 332

For Ecology Village contact Geri Kobryn-Blatter : 718-338-4311

**2. Staten Island Unit** – 210 New York Avenue, Staten Island, N.Y.  
[www.nps.gov/GATE](http://www.nps.gov/GATE) - **Contact Person:** Dave Taft, Supervisory Park Ranger–  
– 718-354-4576 – [dave\\_taft@nps.gov](mailto:dave_taft@nps.gov) The Staten Island Unit includes Ft. Wadsworth , Great Kills Park, and Miller Field

- i. **Ft. Wadsworth** – Once a key defense post overlooking Lower Manhattan Harbor, it offers a stunning view of the harbor from its overlook at the Narrows. Ft. Wadsworth preserves two civil war era fortifications and numerous gun batteries that help to tell the story of coastal defense in New York Harbor from 1794 to the present. Ranger guided tours of the forts are available to school groups of all ages and the general public. Curriculum based programs are in development. Mont Sec House, a restored Victorian era house on Officer Row, is open on special occasions for tours and workshops. Ft. Wadsworth is located at 210 New York Avenue, Staten Island, N.Y. at the foot of the Verrazano Narrows Bridge, exiting at Bay Street).
- ii. **Great Kills Park** is located along the southeastern coast of Staten Island (on Hylan Blvd) and offers a variety of recreational activities, including bird watching.
- iii. **Miller Field** (located on New Dorp Lane, east of Hylan Blvd) was originally designed to house military aircraft after World War I, but today has developed into one of the city's largest organized sports areas open to the residents of Staten Island. Presently the Staten Island Unit offers the following program:
  - **Fort Explorers** is a 90-minute program designed for grades K-4, and is offered during the fall, winter, spring and summer. (History/Social Studies/Interdisciplinary Studies/Education)
  - **Home Sweet Habitat** is a 90 minute program that runs only during the fall and the spring. The program is geared for grades 5-8. (Science/Language Arts/ Interdisciplinary Studies/Education)
  - **Suited for Success** is designed for students in grades 4-6. The program is 45-90 minutes in duration and operates during the fall, winter and spring seasons. (Science/Language Arts/ Interdisciplinary Studies/Education)

**3. Sandy Hook Unit** – including **Ft. Hancock** , Monmouth County, New Jersey [www.nps.gov/GATE](http://www.nps.gov/GATE) - **Contact person:** Lou Venuto – 732-872-5914 - [Lou\\_Venuto@nps.gov](mailto:Lou_Venuto@nps.gov)

Sandy Hook Peninsula includes 6 miles of ocean beaches and saltwater marshes. Along with Fort Hancock, it is also part of the coastal defense system protecting lower New York Harbor. It is the sight of the oldest lighthouse in the United States, first erected in 1764.

Fort Hancock was built at the end of the 19<sup>th</sup> century and acted as the outer most point of the harbor defense system. Its buildings are historic sites that are reminiscent of a “refined military architecture”.<sup>9</sup>

**Note: Most educational programs at Sandy Hook are conducted by partner associations, such as the Ocean Institute and the American Littoral Society. Several Partners have extensive offices at Fort Hancock.**

- f. ***National Parks of New York Harbor Education Center*** -  
210 New York Avenue, Staten Island, N.Y. 10315 – **Contact person:**  
Jeanette Parker – 718-354-4643 – [Jeanette\\_Parker@nps.gov](mailto:Jeanette_Parker@nps.gov)

Located on the third floor of a former army barracks building, the NPNH Education Center offers interdisciplinary and cooperative learning programs for students in grades K-12, and is available for college level research. The programs reflect the themes and resources of the 23 National Park sites in the New York Harbor region. The Center also works with staff from the other parks in the area to design innovative, hands-on programs that appeal to all styles of learning. The Center is an excellent site for setting up cooperative seminars and research projects for our students from Brooklyn College and the College of Staten Island. It has a complete library with films, CD's, and texts that appeal to every level of learning and professional instruction, a small distance learning and media room and plenty of space for meetings of up to 100 people, along with a lunchroom. (Food must be catered). Presently the NPNH Education Center offers the following programs:

- **Sentinels of Our Shores (Grades 4-5)** – In the 1800's, how did New York defend its harbor against the mightiest navy? Students use historic maps to plan the city's defenses. Using air-powered cannon, students work together in teams to conduct scientific experiments, forming and testing hypotheses. (90 minutes)
- **To Be Somebody in America (Grade 8)** – What is a “successful immigration experience?” Students decide for themselves by reading oral histories from Ellis Island immigrants, then performing them dramatically at the Center. Ranger/Education specialists coach students in basic drama skills.

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<sup>9</sup> **National Parks of New York Harbor and Map** pamphlet, published by the National Park Service of the U.S. Department of Interior

- **Traveling Trunk: Staying Alive in a Coastal Ecosystem (Grades 3-6)** - We squeezed Great Kills Park on Staten Island into a trunk. Eight activities explore the park's mammals, birds, plant and marine life. Students learn science through the arts, culminating with a class mural of Great Kills Park.
- **Weather and Climate at our National Parks (Grade 6)** – What do global warming, density and weather have in common? Students find out by collecting field data outside and work with flow models inside. (90 minutes).
- **A Kite's Eye View (after school activity)** – See what a kite can see. Take aerial digital photographs. (Grades 4 and up)
- **Marine Invaders (High School)** – Help defend Jamaica Bay from Marine Invaders! As citizen scientists, students make four visits to Jamaica Bay in Brooklyn and Queens to collect field data on invasive species, like the Asian shore crab.

**g. General Grant National Memorial** – Riverside Drive and 122<sup>nd</sup> Street, New York, N.Y. 10003 – 212-666-1640 – [www.nps.gov/GEGR](http://www.nps.gov/GEGR) - Contact Person: Ed Mucci – [Edward\\_Mucci@nps.gov](mailto:Edward_Mucci@nps.gov)

There are three histories chronicled with the Grant National Memorial; the first is the history of Ulysses S. Grant as a citizen and soldier who would become the first full four starred general of the United States Army during one of America's darkest hours; then there is the history of the great statesman who would as President help navigate America through the Reconstruction era; and finally the history beyond the man, in the designing and building of the "Tomb".

As a soft spoken man from Ohio, Hiram Ulysses Grant, would attend West Point and although he excelled in mathematics and horsemanship, he would graduate somewhere near the middle of his class (unlike Robert E. Lee who graduated at the top of his West Point class). He served valiantly in the Mexican War taking part in every major battle between 1846 and 1848. Soon after, he married Julia Dent and was transferred first to Oregon territory and later to California before resigning from the military as a Captain.

At the outbreak of the War Between the States, Grant now a full

colonel, would lead the 21<sup>st</sup> Illinois Volunteers through a successful western campaign. After being appointed to Brigadier General in 1861, his troops would occupy Paducah, Kentucky, Belmont, Missouri and Forts Henry and Donelson in Tennessee; and claim a victory at Shiloh. Following his victory at Vicksburg, he would be upgraded to the rank of major general in the regular army, and would lead his men into the Siege of Chattanooga.

In 1864 he was commissioned a lieutenant general by President Lincoln and would continue to battle Lee's Confederate troops in Virginia at Wilderness, Spotsylvania, and Cold Harbor. He claimed victory at Petersburg and forced the Confederate army to withdraw from Richmond. Finally in 1865 he defeated the Confederate army and accepted General Lee's surrender at the noted Appomattox Court House in 1865. Following the Civil War, Grant would be commissioned as the first full general of the U.S. army and subsequently accepted an appointment as the Secretary of War in 1867.

In 1868, he would be elected as the 18<sup>th</sup> President of the United States, successfully rebuilding America into what will be known as the "Reconstruction Era". During his tenure as President, he provided amnesty to former Confederates; helped to enact laws protecting the rights of blacks, and helped implement the 15<sup>th</sup> Amendment. He would also bring about peace with the American Indians, sign the Species Redemption Act, and establish the first National Park at Yellowstone. After his retirement from office he moved to New York City where he struggled in his business ventures and would eventually die of throat cancer on July 23, 1885.

The final part of Grant's history comes with the designing, fund raising, and construction of the Grant's tomb, which would later become a national monument. Situated on a 150 foot bluff overlooking the Hudson River, it was cited as one of the largest mausoleums in the world. As a distinguished American hero and leader, it was believed that he would be interred in the nation's capital, but instead the family chose New York City. The funeral was held in New York City in August of 1885, but it would take another 12 years before the final monument (now housing both Grant and his wife Julia) would be built. It would take some \$600,000 and 90,000 people to complete the task.

Although several designs were suggested for the monument, it would

eventually be made into a competition, which would result in the selection of John Duncan, a New York architect who would begin building the structure in 1890. Funds were raised through the leadership efforts of Horace Porter and Richard T. Greener (the first African American to graduate from Harvard), with the dedication taking place on the anniversary of Grant's birth date, April 27, 1897.

Over the years several parts were added to the original design, including J. Massey Rhind's figures representing "Victory and Peace", the interior of the tomb (which is made of Carrara and Lee marbles, and the allegorical reliefs representing "Grant's birth, military life, civilian career, and death".<sup>10</sup> Bronze busts of Grant's generals, including William T. Sherman, Philip H. Sheridan, George H. Thomas, James B. McPherson and Edward O.C. Ord would be added in 1938.<sup>11</sup> Grant's tomb became a national monument in 1958.<sup>12</sup> Presently the General Grant National Memorial offers the following programs:

- **Grant's Life through Architecture** is for all age groups and runs year-round in 40 minute presentations.  
(History/Architecture/Interdisciplinary Studies/Education)

**h. *Governors Island National Monument*** – 10 South Street, Slip # 7. New York, N.Y. 10004-1900– 212-825-3045 – [www.nps.gov/GOIS](http://www.nps.gov/GOIS) .  
Contact Person: Ilyse Goldman, Supervisory Park Ranger –  
[Ilyse\\_Goldman@nps.gov](mailto:Ilyse_Goldman@nps.gov)

**Special Note: Governors Island National Monument is currently opened during the summer only. Exact dates, times and event schedules are posted each spring.** <sup>13</sup>

**It should also be noted that Governors Island is accessible by ferry from the Battery Maritime Building at South and Whitehall streets in lower Manhattan.**

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<sup>10</sup> **General Grant: National Memorial: New York** pamphlet published by the National Park Service, Department of the Interior (1998)

<sup>11</sup> Ibid.

<sup>12</sup> Ibid

<sup>13</sup> **Governors Island: Sentinel in New York Harbor** pamphlet, published by the National Park Service, U.S. Department of the Interior, (2007).

Originally constructed to house the Dutch governors of New Amsterdam in 1652, it would continue serve that purpose after the English took possession of the colony and renamed it New York after 1664. Right before the War of 1812, Fort Jay and Castle Williams were constructed as part of the New York Harbor defense fortification plan, but they proved to be obsolete by the 1830's due to improvement in the technology of weaponry. Once the famous site of Washington's attempt to fend off the British invasion during the Battle of Brooklyn, Governors Island was seen as a major defense post in lower Manhattan throughout the 19<sup>th</sup> century.. In 1878, Governors Island was named the headquarters of the U.S. Army for the Eastern United States, and both Fort Jay and Castle Williams were spared from annihilation. Renamed Fort Columbus, it would remain as Army headquarters until 1966 when it became a U.S. Coast Guard post, until closing its doors in 1997. In 2001, Fort Jay and Castle Williams became national monuments, and in 2003 supervision over the Governors Island National Monument was transferred to the U.S. Department of the Interior and managed by the NPS.

As of this writing, Governors Island's services are limited and only include a supervised tour by NPS rangers or a self exploration of the site, occasional art exhibits and concerts, and special living history events. There is no food or drinking water on the island.<sup>14</sup>(History/Social Studies/Education).

- i. ***Hamilton Grange*** – St. Nicholas Park off of West 141<sup>st</sup> Street, New York, N.Y. 10005 – 212-283-5154 – [www.nps.gov/HAGR](http://www.nps.gov/HAGR) - Contact person: Ed Mucci, Park Ranger, [Ed\\_Mucci@nps.gov](mailto:Ed_Mucci@nps.gov)

**\*Special Note: On June 7, 2008, Hamilton Grange was moved from its former site on Convent Avenue to its new site in St. Nicholas Park in Harlem. This National Memorial site is presently closed to the public, but it will re-open at its new site 2009. Information on this move and the official re-opening date will be posted on the NPS website listed above.**

**\* It should also be mentioned (for our historians and political scientists) that this is the third move for the Hamilton Grange, but its new site is still on the original 34 acre estate site of Alexander Hamilton.**

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<sup>14</sup> **Governors Island: Sentinel in New York Harbor pamphlet**

The Hamilton Grange was built 1802 by Alexander Hamilton, often referred to as one of the “Founding Fathers” of the United States. Born in the West Indies in 1757, Hamilton came to New York at the age of 17 in 1772 to study finance at King’s College. He would emerge in the annals of American history as one of the most noted figures in the birth and development of a new independent America during the Colonial era. Hamilton’s political career started during the Revolutionary War where he served as an aide-de-camp for George Washington. After the war he served in Congress, and was a key figure in the writing of the Constitution. He co-authored the Federalist Papers with James Madison and John Jay, and played a key role in the adoption of the new Constitution in 1787. When Washington became America’s first President, he had no qualms about choosing Hamilton as his Secretary of the Treasury.

As the chief financial leader of the U.S. Treasury, Hamilton developed a plan for dealing with the national debt, establishing federal credit, promoting the expansion of manufacturing, and creating a federal banking system. At the turn of the century, Hamilton hired architect, John McComb to build a federal style country home on his property in the northern part of New York City. Named the “Grange” after the family’s ancestral home in Scotland, the structure was complete in 1802. Unfortunately he would only live there for two years, as his life was lost in a pistol duel with Aaron Burr in 1804.<sup>15</sup>

The Grange, which was originally located at West 143<sup>rd</sup> Street was moved to 287 Convent Avenue in 1889, and then moved a third time in July of 2008, this time to St. Nicholas Park. The moving of a historical national landmark is a slow and methodical process, and it can be followed on the NPS website.

As of this printing, one Curriculum based offsite programs are being offered to 4<sup>th</sup> grade classes.

- j. ***Lower East Side Tenement Museum*** – [www.nps.gov/LOEA](http://www.nps.gov/LOEA) - also located at 108 Orchard Street, New York, N.Y.10012 – 212-431-0233  
Contact Person: Anne Polland, Vice President for Education,  
[Apolland@tenement.org](mailto:Apolland@tenement.org)

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<sup>15</sup> **Exploring the Real Thing: A Guide to Educational Programs at National Park Sites in New York and New Jersey**, NPS Publication (2001), page 25.

The Lower East Side Tenement Museum tells a great story of how America became the diverse nation it is today. Between 1863 and 1935, 97 Orchard Street was the home for many newly arrived immigrant families. An estimated 7,000 people from 20 different nations inhabited this tenement building from the middle of the Civil War to the Great Depression. Chartered in 1988, the Tenement Museum's mission was "to promote tolerance and interpretation of a variety of immigrant and migrant experiences on Manhattan's Lower East Side, a gateway to America".<sup>16</sup> . It became a part of the NPS in 1998.

The Lower East Side Tenement Museum promotes a series of programs (described below) to enhance the learning experiences of all groups.

- **Inspect This!** ---Students take on the roles of the tenement inspectors. A 90 minute program for grades 4-6 and runs year-round. (History, Social Studies, Education)
- **Guided Tenement Touch Tour** is a program for all audiences and runs for 90 minutes, on a year-round basis. (History/Social Studies/Education)
- **Confino Family Living History Program** is a 60 minute program for ages 5 to adult, where students have an opportunity to visit the apartment of a Sephardic Jewish family and meet a costumed interpreter playing a 14 year old girl living in the apartment in 1916. This program allows for students to ask questions from the actor about how new immigrants adjust to life in America, try on clothes from the time period, handle household objects and listen to music from a windup Victrola.<sup>17</sup>
- **Lower East Side Walking Tour** is a 90 minute tour of the "neighborhood", visiting several different sites, such as synagogues and churches, schools and storefront. It also allows student to understand how the neighborhood changed over

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<sup>16</sup> Ibid. page 27.

<sup>17</sup> Liman Foundation pamphlet

the years.<sup>18</sup> This program is for students 8 years or older. (Call first to see if this program is still offered)

- **Moore Family** is a program designed to experience the trials and tribulations of an Irish family. The tour is set in a musical environment and discusses how the Moore family coped with a sickly child in 1869. This program is for students for ages 12 and up; includes music.<sup>19</sup>

**All of the programs listed above include materials suited for the following curriculums – History, Sociology, Social Studies, Literacy and Language arts, Art and Music, and Education.**

- k. ***Saint Paul's Church National Historic Site*** – 897 South Columbus Avenue, Mount Vernon, N.Y. 10550 – 914-667-4116 – [www.nps.gov/SAPA](http://www.nps.gov/SAPA) - Contact Person: David Osborne, [David\\_Osborne@partner.nps.gov](mailto:David_Osborne@partner.nps.gov)

St. Paul's is one of the oldest parishes in America dating back to 1665, when a group of English families migrated to New York, at about the same time the Dutch were giving Manhattan over to the English crown. Its history is unique in that the town took on a New England type of democracy and would serve as a voice of dissent in 1733, when the townspeople expressed their dissatisfaction at being forced to swear allegiance to the Anglican church of England. This act of dissent led to a town meeting on the Eastchester Village Green which in turn led to issues between the locals and Royal Governor, William Cosby over freedom of religion and the call for an independent press. Led by Lewis Morris, who defeated the Governor's candidate, Morris refused to swear his allegiance to the Crown on an Anglican bible avowing that he owned property, thus permitting him the right to vote. In an attempt to publically call attention to this injustice, Morris hired John Peter Zenger to publish the New York Weekly Journal and to report the Eastchester election to the public.

During the Revolutionary War St. Paul's would serve as a hospital following the battle at Pell's Point. In an attempt to destroy General Washington's retreat, General William Howe lodged an important

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<sup>18</sup> Liman Foundation pamphlet

<sup>19</sup> Liman Foundation pamphlet

attack at Bell's Point using Hessian troops to support his British soldiers, but the Colonel John Glover of Massachusetts delayed the British and Hessian armies long enough for Washington to retreat to a more defensible area in Westchester County.<sup>20</sup>

The adjoining cemetery to St. Paul's dates back to 1704, and contains over 9,000 internments, including Revolutionary War soldiers and even some of the Hessians who died in the church from the "blood flux".<sup>21</sup> After the Revolutionary War, the construction of the Church was continued and the tower bell (made by the same English company that made the Liberty bell in Philadelphia and donated by the Reverend Thomas Standard in 1758) was installed. The church was officially opened in to its parishioners in 1787. In 1795, the Eastchester parish incorporated as a Episcopal congregation and formally named St. Paul's Church of Eastchester.<sup>22</sup>

The Industrial revolution changed the composition of the surrounding areas of Eastchester, and showed signs of decline through World War II. In 1942, FDR's mother Sara Roosevelt helped to raise funds for the restoration project, and one year later it would be named as a National Historic site.<sup>23</sup> St. Paul's would close its doors to parishioners in 1977, when the NPS took over the administrative responsibilities. In 1984, it was reopened to the public. St. Paul's offers the following programs:

- **Colonial and Revolutionary History at St. Paul's Church** is a program designed for 4<sup>th</sup> graders. It is a year-round program that is 45 minutes in duration. (History/Social Studies/Education)
- **American Revolution Learning Station** is a 45 minute program that operates all year long and appeals to all audiences. (History/Social Studies/Education)

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<sup>20</sup> **St. Paul's Church: National Historic Site** pamphlet published The National Park Service of the U.S. Department of the Interior(2000)

<sup>21</sup> **St. Paul's Church** pamphlet.

<sup>22</sup> **St. Paul's Church: national Historic Site** pamphlet.

<sup>23</sup> **St. Paul's Church: National Historic Site** pamphlet.

- **Revolutionary War Encampment** is also designed for all age groups. It is a 90 minute program that is only available in October. (History/Social Studies/Education)

I. **Theodore Roosevelt Birthplace National Historic Site** – 28

East 20<sup>th</sup> Street, New York, N.Y. 10003 – 212-260-1616 –

[www.nps.gov/THRB](http://www.nps.gov/THRB) - Contact person: Michael Darden., Supervisory Park Ranger ---[Michael.Darden@nps.gov](mailto:Michael.Darden@nps.gov)

Theodore Roosevelt was born in 1858 and resided in a house in one of New York's most elite neighborhoods. His grandfather originally purchased two brownstones on East 20<sup>th</sup> Street and offered them as wedding gifts to his two sons, Theodore Sr. and Robert. Theodore Jr. grew up in number 28 and lived there until he was 14 years old. After returning from Europe in 1872, the family moved into their new home at 6 West 57<sup>th</sup> Street. As businesses developed in the area of T.R.'s birthplace, the original structures were torn down in 1916. After Roosevelt's death in 1919, some very influential investors purchased the site and tore down the commercial building and reconstructed the former President's birthplace. The house and a museum which was built on the adjoining lot once owned by T.R.'s uncle Robert was opened to the public in 1923. In 1963, it was donated to the NPS by the Roosevelt Association.

The house today displays several rooms, completely furnished with over 40 per cent of the original furniture restored and approximately 20 per cent donated by cousins or other family members.<sup>24</sup>

"Teddy" as Roosevelt was popularly known, attended Harvard, experienced life as a rancher, naturalist, explorer, and author and served as a Colonel of the Rough Riders during the Spanish-American War. He later entered government service and held various positions including, being a member of the U.S. Civil Service Commission, President of the New York City Police Board, Assistant Secretary of the Navy, Governor of New York State, and upon William McKinley's death, became President of the United States.

His tenure in office included an aggressive "trust busting" policy

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<sup>24</sup> **Theodore Roosevelt Birthplace** pamphlet is published by the National Park Service of the U.S. Department of the Interior (2007)

against monopolies, starting a conservation program, helping design a peace treaty bringing an end to the Russo-Japanese war in 1905, promoting and supporting the Pure Food and Drug Act for consumer protection in 1906. Following his big game hunting adventures in Africa and receiving the Nobel Peace Prize in 1910, he would become a contributing editor of *the Outlook* magazine. He would make an unsuccessful bid for Presidency under the banner of the Progressive Bull Moose Party, continue his explorations in the jungles of Brazil and he would stay active in politics, advocating preparedness and intervention in World I. He would die at home in Sagamore Hill in Oyster Bay, Long Island on January 6, 1919.<sup>25</sup>Theodore Roosevelt Birthplace National Historic Site offers the following educational programs:

- **How Theodore Roosevelt Became a Leader** (Grade 5) a 90 minute program focusing on the future President's early life and influences. It includes a tour of the home (with role playing), and viewing the museum.

**Contact Supervisory Ranger Michael Darden to arrange College level research in T.R.'s personal letters and archival manuscripts.**

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<sup>25</sup> **Theodore Roosevelt Birth Place** pamphlet

## Appendix

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Welcome to The National Parks of New York Harbor Education Center  
**PHOTO ALBUM**  
of NPNH Place-Based Learning  
Sites and Activities



Nesting Box:  
Jamaica Bay Wildlife Refuge.



Middle school students studying drama to tell the story of Nelly Ratner Myers, a deaf Jewish immigrant fleeing the Holocaust in the program, "To Be Somebody in America."



Students compare the salinity of water samples at the annual Envirothon at Great Kills (2007).



The Main Hall at Ellis Island

[MORE](#)



African Burial Ground employees piloting an archeological program with teachers at the 2008 U.S. Department of Education workshop in NYC.



(Top and Bottom): At Jamaica Bay – College students working as interns for the National Park Service measuring the elevation of the salt marshes.

(Below): Students pouring water into a tube to check the turbidity at Dead Horse Bay.



Interns with the National Park Service study the impact of invasive Asian Shore Crabs on Jamaica Bay.

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