BROOKLYN CONNECTIONS

HISTORY MYSTERY
LESSON PLAN
<table>
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<th><strong>AIM:</strong></th>
<th>Students will analyze primary sources to construct a narrative which answers a question.</th>
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| **OBJECTIVE:** | Students will:  
- Make observations  
- Make inferences  
- Use sources as evidence for a narrative which responds to the initial research question.  
- Gain knowledge of historic event with supplemental content |
| **MATERIALS:** | • Handout  
• Set of primary sources |
| **PROCEDURE:** | 1. Define the difference between observations and inferences  
   a. Observation: statement or comment based on something one has seen, heard, or noticed – no observation is too small  
   b. Inference: a conclusion reached on the basis of evidence and reasoning  
   c. Students will understand that observations are what they see, not what they think they see. Make sure to break down unintentional inferences:  
      i. Student: “I see a woman who is cold.”  
         Educator: “Break that down – WHY do you think she is cold.”  
         Student: “She is wearing a coat.”  
         Educator: “You are observing a woman wearing a coat.”  
   2. Distribute set of primary sources – one full source per group  
   3. Invite students to look at their sources, make observations, and note any connections between various sources  
   4. Present students with handout, and read through the essential question together.  
   5. Invite students to use their set of primary sources to answer the essential question  
   6. Students will share their research by writing a one paragraph narrative that explains the evidence they found in primary sources to support their answer to the guiding question. |
| **ASSESSMENT:** | • Educator can collect student work to check for completion and comprehension  
• Allow students to assess each other’s work during turn-and-talk segments  
• Observe student interaction with primary sources during work time |
| **DIFFERENTIATION:** | • For lower level students, allow more time to observe and infer  
• For lower level students, present essential question at the start of the lesson  
• For lower level students, work through sources as a class; potentially present and analyze one source per day, leading towards completion of the activity. |
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<thead>
<tr>
<th>C.C.S.S. Addressed:</th>
<th>4th Grade</th>
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<tbody>
<tr>
<td>CCSS.ELA-Literacy.RL.4.1</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.4.4</td>
<td>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
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<tr>
<td>CCSS.ELA-Literacy.W.4.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<td>CCSS.ELA-Literacy.W.5.9</td>
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<td>CCSS.ELA-Literacy.W.6.9</td>
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<td>CCSS.ELA-Literacy.RH.6-8.1</td>
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<th>9th – 10th Grades</th>
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<tr>
<td>CCSS.ELA-Literacy.RI.9-10.1</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.9-10.1</td>
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of what the text says explicitly as well as inferences drawn from the text.  
**CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.  
**CCSS.ELA-Literacy.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

### 11th-12th Grades

**CCSS.ELA-Literacy.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  
**CCSS.ELA-Literacy.RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  
**CCSS.ELA-Literacy.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.  
**CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
History Mystery: Food Innovation in Brooklyn
It’s time to solve a history mystery! Let’s use primary source documents to put together a puzzle about the past in Brooklyn.

Getting Started

Examine your primary source documents. Look for common names, places, and topics. It may (or may not?) be helpful to put them in chronological order.

Essential Question

Using the primary sources provided, determine: what Brooklyn business played a key role in the development of a now-everyday food? Name that business and food here:

________________________________________

Share Your Research

Now that you’ve solved the mystery, write a one-paragraph biography of this business. Name any important people; explain where it was located; tell us what dates it was operating; share any notable facts and events. Don’t forget to tell us all about the food innovation it created!

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Fire.—About eleven o’clock yesterday (Sunday) morning, Mr. Peter Cooper’s Glue Factory, on Maspeth avenue, caught fire, and would have burned to the ground, had some workmen not been on the ground, who soon had a stream on the fire from the steam pump. Engine No. 12, Hose 5 and Hook and Ladder No. 2 were soon on the ground and endeavored to go to work, but Mr. Cooper considered himself and men enough, and ordered the firemen off the premises. He also apprised them that if his place was on fire and the bells rung he wished they would run another way and let his place take care of itself.

In the attempt to eject the firemen from the premises several of Mr. Cooper’s men fell into a huge vat of liquid. The effect was laughable. One man stuck fast in the glue and the rest were tanned red, clothes and all, before they could be got out. All were rescued.
“Peter Cooper’s Refined Sheet and Shred Isinglass,” Brooklyn Times Union. 24 Sept 1859.
BOY KILLED BY FALLING DOWN A HATCHWAY.—
An emigrant boy about 14 years of age, residing in Greenpoint, and employed in the glue factory of Peter Cooper in Bushwick avenue, was precipitated down the hoisting way, from the third story, yesterday afternoon, and so severely injured that he died in about four hours after. He had just commenced work that day. The proprietors compel all the employees to wear heavy shoes with long nails, and as the floors are covered with sacking cloth, these nails are apt to fasten in it, occasionally causing severe falls. This boy’s feet were caught in the sacking and he pitched head foremost down the opening. He was sent to his parents’ residence, and the physician attending told them not to let the Coroner in, if he came there. This coming to Coroner Snell’s ears, he immediately proceeded to open an investigation, which will be continued this afternoon. The proprietors gave the parents five dollars.

"Boy Killed by Falling Down a Hatchway," Brooklyn Daily Eagle. 3 Sept 1857.
“General Notices,” The Brooklyn Union. 17 July 1867.
Part of the famous "Peter Cooper's Row" is still standing after more than sixty years, during a great part of which they have been a landmark to residents in the vicinity of Maspeth and Morgan avenues, in Greenpoint, at Cooper Park. The photograph shown above was taken more than twenty years ago by a reader of The Standard Union who has furnished several other pictures for this series.
Our Local Factories.

By our Special Reporter.

Number 111.

Peter Cooper’s Glue Factory.

The Families of Peter and William Cooper.

Kingsland, Morgan, Maspath Avenues and Parker Street.


It is very difficult to give the history of glue, though we find it mentioned by some early writers. The first method of joining two substances together, was by means of thorn. A secure plan was by pitch. Noah’s ark was “pitched within and without.” The basket in which the infant Moses was committed to the waves, was similarly constructed. Pitch formed the first glue used, but as man advanced beyond the rude ages of the world, they acquired knowledge by which they obtained glue from animal tissue, by simply boiling in water. Isinglass and glue are but varieties of gelatine. The gelatine, or isinglass, prepared for food, is white, almost transparent; and is in thin sheets of a semi-horny texture. It is without taste or smell, and varies in toughness, according to the particular tissue from which it is prepared. It dissolves in hot water, and upon cooling forms a jelly of a stiffness proportionate to the amount used. In winter, smaller quantities may be used than in summer. Frequent liquifying and gelatinizing lessens the consistency of the jelly, in proportion to the heat applied and the length of time during which it is kept warm. Its properties are partially lost by soining, and much care is used to prevent its being so injured.

Gelatine dissolved in a glue pot is formed as to make it a water bath, and this is done in order to prevent the temperature rising above 212 degrees, or boiling heat. Tendency to putrefaction may be prevented by acetic acid, which does not affect its adhesive properties. The presence of gelatine in a solution is indicated by a dense, white, precipitate, caused by the addition of tannin, such as that contained in nutgalls. Reciprocally, gelatine is a test of the presence of tannic acid.

Gelatine is not dissolved by alcohol, but if the latter be poured into its aqueous solution, the gelatine coagulates in a white, elastic mass that adheres pertinaciously to the vessel containing the solution. Gelatine is also insoluble in ether or the oils. One hundred parts of gelatine are supposed to contain: of carbon, 13 equivalents, equal to 50 per cent.; of hydrogen, 10, equal to 6.41; oxygen, 5, equal to 25; and nitrogen, 2 equivalents, equal to 17.55 per cent.—100.

Different manufacturers have distinct modes of preparing gelatine for making jellies, blanc mange, etc. For the best article the skin of calves’ heads and other thick portions, until for leather, have been used. Being first freed from hair, flesh, and fat, they are thoroughly washed, cleansed, and purified. By means of cutting machinery they were next reduced to a pulp, cold water being applied during the operation to remove all impurities.

The pulp was differently treated by the various manufacturers; each supposing that his mode would ensure solution the most readily. Some apply the force of rollers in conjunction with heat at 150° to 215°. When a solution is completed, it is clarified with albuminaceous matter, and after settling, is drawn off into shallow coolers. It requires some time even to partially dry, as it retains moisture readily. When semi-solnined, though not having the appearance of jelly, it is cut into convenient shapes for banding, after which it is removed upon nets or placed in a vacuum drying apparatus to complete the process of desiccation. In some instances the gelatine in the course of preparation is flavored by the addition of essences; but the plan now most generally pursued, and that which appears to meet the most favor with cooks and good housewives, is to produce the article as tasteless as possible, leaving it to the cook to give it such flavor as he may deem most palatable, when preparing the various dishes in which it is used.
UNITED STATES PATENT OFFICE.

PETER COOPER, OF NEW YORK, N. Y.

IMPROVEMENT IN THE PREPARATION OF PORTABLE GELATINE.

Specification forming part of Letters Patent No. 4,084, dated June 20, 1845.

To all whom it may concern:

Be it known that I, PETER COOPER, of the city, county, and State of New York, have invented a new and useful improvement, which consists in making a transparent concentrated or solidified jelly containing all the ingredients fitting it for table use, in a portable form, and requiring only the addition of a prescribed quantity of hot water to dissolve it, when it may be poured into glasses or molds, and when cold will be fit for use, of which the following is a specification.

This improvement is effected by using Cooper's refined American isinglass, (which your petitioner would recommend both on account of its superior quality and far greater cheapness,) the Russian isinglass, or any other pure form of gelatine, which may be taken either in the solid and dry form, in which it is usually found for sale, (in which case it must again be reduced to a liquid state by the application of water and heat,) or it may be taken directly from the manufactory in its liquid state, thus saving all the expense and risk of its subsequent preparation, as well as the necessity of again reducing it to a fluid form. To this liquid gelatine I would then add the following ingredients: For every hundred pounds of isinglass or gelatine, four hundred pounds best white sugar, the juice or acid of twelve hundred lemons, or an equivalent of acid of limes, the peel or rind of three hundred lemons, eight hundred eggs, or a sufficient quantity of other finings, one pound peach-pits, one pound cinnamon, one pound mace, one pound allspice, half-pound of cloves, with such other spices and such variations of the quantities of all as will suit the tastes of different persons. To this solution of gelatine, with the various ingredients incorporated with it, a sufficient quantity of water should be added to reduce the whole mass to a fluid of such consistency as would admit (after being boiled about ten minutes) of being passed through a fine filter. This filter may be constructed in any of the various forms now used in the refining of sugar. After this hot fluid has been passed through the filter, and thus rendered perfectly transparent, it is then to be concentrated or condensed by the evaporation of the great part of the water to such consistency as will insure it to keep for any length of time in a state of perfect preservation; or, if preferred, the water may be entirely evaporated and the whole reduced to a solid form. This may be effected by any of the following methods: by boiling in vacuo by any of the ordinary methods used in the refining of sugar; by forcing heated air into through, or on the surface of the fluid; by evaporating in open pans heated by steam or otherwise, or by solar evaporation. In all these methods, however, care must be taken that the fluid be not brought up to 212° Fahrenheit, as violent and long-continued heat injures the strength of the gelatine. This transparent jelly, having been reduced by either of the above methods to a proper consistence, may, while yet hot, be drawn into jars or molds of any convenient form, and will be ready for sale. To this concentrated or solidified jelly it is only necessary to add a sufficient quantity of hot water to produce at any time a jelly of any consistency that may be required.

The improvement which I claim as my invention, and desire to secure by Letters Patent, consists in making a transparent concentrated or solidified jelly containing all the ingredients, so combined, concentrated, or solidified that the article may be kept in a perfect state of preservation for any length of time, and be in a portable form for the supply of shipping, families, or for exportation, and requiring only the addition of the prescribed quantity of hot water to dissolve it, when it may be poured into glasses or molds, and when cold will be fit for use.

Witnesses:

M. D. FRENCH,
ABRAM S. HEWITT.

PETER COOPER.