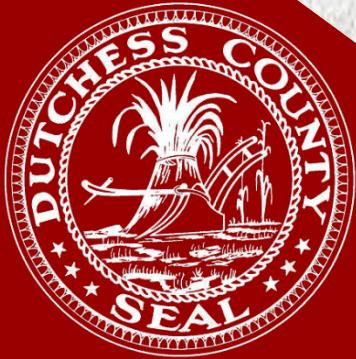


Inquisition indented, taken at the house of Nathan Hendrickson  
at Poughkeepsie, in Dutchess County, on ~~Thursday~~ the twentieth Day of May  
in the Year of our Lord, One Thousand Seven Hundred and Eighty ~~years~~ before  
Nathan Hendrickson Esq; High Sheriff of Dutchess County, by Virtue of a  
certain Writ of the People of the State of New-York, to the same High Sheriff directed, and  
hereunto annexed, to inquire of and concerning the Premises in the same Writ contained, spe-  
cified by the Oaths of - John Burritt, Bristow, Brine, Caleb Trippie  
Nathaniel Dolman, Hendrick Wesseloff, James Rodmans,  
Isaac Davis, Richard Cantillon, William Stewart  
Eliazer Webb, John Chamberlain & William Rockwell

good and lawfull Men, to the Number of Twelve Jurors of the Baillieick of the same Sheriff,  
who upon their said Oath, say, That Daniel Lewis — in the  
Writ aforesaid named, hath sustained Damages by Occasion of the Premises in the same Writ  
specified, besides his Costs and Charges by him about his Suit in that Behalf expended, to  
fifteen pounds, two shillings and six pence —  
urrent Money of the State of New-York, and for his Costs and Charges aforesaid to Six-pence.  
ESTIMONY whereof, as well the said High Sheriff as the Jurors aforesaid, to this Inquisition  
are set their respective Hands and Seals, the Day and Year first above written.



# A FULL, JUST, AND TRUE ACCOUNT: LESSON PLANS FROM THE DUTCHESS COUNTY ANCIENT DOCUMENTS COLLECTION

King Whences It is kept  
Court of common Pleas for  
Judges and Justices There  
and by the Judgment  
in in Custody to the  
on the eighteenth  
in hundred and six  
aforesaid and within  
Days Note in Writing  
ing Date the same Day  
Stephen for taking in  
the other the sum  
of £ 1000000  
at the present in the County and within the Juris  
of the said apurced upon himself and to the  
duction of said there and then faithfully provided that the  
said Daniel to the said £ 1000000 and he  
said Daniel to the said £ 1000000 and he

**Dutchess County Ancient Documents  
LESSON PLANS  
By Georgia Herring  
Clerk, Dutchess County Historian's Office**

**For Social Studies teachers  
Grade 4, 7, 8, 11,12**

**March 2024**



## **Dutchess County Ancient Documents Lesson Plans Table of Contents**

Introduction to the Ancient Documents project	page 4
Curriculum focus	page 5
Fourth Grade Lesson Plan	page 7
Seventh Grade Lesson Plan	page 13
Eighth Grade Lesson Plan	page 22
Eleventh Grade Lesson Plan	page 38
Twelfth Grade Lesson Plan	page 63
Additional Resources	page 72

## Dutchess County Ancient Documents Lesson Plans - Introduction

This project is the work of many local historians over the past seventy years. The Dutchess County Clerks have preserved the case filings of the County Court of Common Pleas (civil) and General Sessions (criminal) from 1721 to 1889. In 1954, Dutchess County Clerk Frederic A. Smith invited Dr. Henry Noble MacCracken, the recently-retired President of Vassar College, to examine the Ancient Documents Collection. MacCracken reported that the documents had “tremendous genealogical and historic value” and recommended that they be indexed for improved access. Over the course of 1955, Dr. MacCracken and staff from the County Clerk’s Office inventoried the contents of the collection from 1721 to 1800. They recorded the data on small memorandum cards, which County Clerk Smith compiled into two large index volumes, organized by surname and date. A link to a guide to access the MacCracken index is here: [MacCracken Index](#)

<https://www.dutchessny.gov/DutchessCountyPublicAccess/HistoricalDocuments/HistoricalDocumentsHelp.aspx#index-help>

More recently, County Historian William P. Tatum III, PhD, with support from County Clerk Bradford H. Kendall, has been working to catalog and digitize the Ancient Documents for public access. Generous support from the New York State Archives Local Government Records Management Improvement Fund supported the digital imaging portion of this project. These primary sources reveal the everyday lives of Dutchess County residents from the earliest period of settlement to 1889. Teachers can use this material to connect their students to our local past. Attached are lessons using the Ancient Documents for lessons in New York State Social Studies classes, including grades 4, 7, 8, 11, and 12. Georgia Herring is a 33-year veteran teacher from Millbrook High School with experience in curriculum development and classroom planning. These lessons may be used, distributed, and modified by teachers for their classroom use. Feedback and comments are welcome: please contact [gherring@dutchessny.gov](mailto:gherring@dutchessny.gov) or call (845) 486-8615 with any questions. Teachers can also access the Ancient Document search engine to create lessons of their own here: [Ancient Documents Search Portal](#) <https://www.dutchessny.gov/Departments/County-Clerk/Ancient-Document-Search.htm>

Special thanks to Justin H. Mancini, the Dutchess County Archivist, for assistance in preparing this guide; and to Deputy County Clerk Anne-Marie Dignan for her suggestions and encouragement; to the New York City Department of Records & Information Services and Patricia Glowinski; to RosaLee Murasso of the Dutchess County Clerk’s Office for her hard work indexing the Ancient Documents over the years; and to Dutchess County Historian William P. Tatum III and Dutchess County Clerk Bradford H. Kendall for their initial vision and continued support of this project.

**Dutchess County Ancient Documents NYS Lesson Plans**  
**Curriculum Focus for Each Grade**

**4th Grade curriculum: Local History focus**

- American Revolution
- NY State and Local Government
- NY Court system
- Dutchess County seal
- NY State government branches
- Process of Bill to Law
- County, City, Town, Village in which you live
- Structure of local government
- Obeying rules and laws
- Slavery in New York State

**7th Grade curriculum: US and NYS History until 1865**

- Dutch in New York
- Revolutionary War
- Fight over the ratification of the Constitution
- Canals, railroads
- Sojourner Truth
- Manufacturing
- Dutchess County in the Civil War

**8th Grade curriculum: US and NYS History from 1865**

- Immigration
- Industrialization
- New Deal
- World War II
- Baby boom

**11th Grade US History and Government**

- American Revolution
- Constitution - structure of government
- Market economy
- Antebellum era
- Civil War
- Industrial revolution
- Expansion and Immigration
- World Wars

- Depression and New Deal
- Civic Literacy essay - interpreting 6 primary sources and relating them to a Constitutional concept

### **12th Grade Participation in Government (Civics)**

- Order of Criminal Proceedings: complaint, investigation, deposition/narration, warrant, bail, preliminary hearing, grand jury, trial, verdict, sentence/fine
- Town/village government structure
- Civic rights and responsibilities
- Civic knowledge: students should demonstrate a fundamental and functional knowledge of government, law, history, and economics.
- Civic skills and actions: students should demonstrate a broad array of critical analytic, verbal, communication and other skills
- Civic mindsets: students should learn how to participate in a democratic society
- Civic readiness: students should participate in appropriate civic experiences

## **Fourth Grade Lesson Plan: A Case of Larceny in Poughkeepsie**

This document is part of the Dutchess County Ancient Documents collection (found online here: <https://www.dutchessny.gov/Departments/County-Clerk/Ancient-Document-Search.htm>) which can be used in the Revolutionary War unit of instruction, as well as the Local Government unit, New York State Court structure unit, and the New York State government branches unit. The original document is provided, along with a transcription.

### **Documents Needed:**

1. Original arrest warrant from 1783 (page 9)
2. Transcription of original document (page 10)
3. Worksheet accompanying documents (page 11)

## **4th Grade Lesson Plan: A Case of Larceny in Poughkeepsie**

1. **Anticipatory Set:** Ask students what they know about courts and the judicial system. Distribute Document #3 and review the background information. This document shows the Dutchess County court system after the American Revolution, which changed from the British colonial system to a new system for both New York State and the county. Even during the war, the Dutchess County sheriff continued to enforce laws and arrest suspects. This system still exists today, although many changes have taken place.
2. **Objective/Purpose:** to have students read and understand an Ancient Document primary source from 18th-century Dutchess County. This document can also be related to the three branches of government, New York State courts, and how local governments operate.
3. **Instructional Plan: Make copies of all documents for students.**
  - a. After reading the background information in Document 3, distribute Document 1, a copy of the original arrest warrant. Have students try to read it - but before they get frustrated, have copies of Document 2 (the transcription) ready to be distributed!
  - b. Read over Document 2, going over unfamiliar terms.
  - c. Have students complete the rest of Document 3, making sure they understand what happened to the suspect after she allegedly committed the crime.
  - d. Teachers can either collect Document 3 or review it as a class.
4. **Lesson Conclusion**
  - a. Although we don't know what happened to the suspect (Sarah Bakehorn) later, we know that she spent time in jail for stealing a duck. What does this tell us about life at the time? (Stealing a duck was a very serious

crime, which could mean that food was valuable - ducks could be used for eggs or meat.) How can ancient documents help us learn about the past? What other information is on the document that stood out to you? What happens today if someone is suspected of a crime?

- b. Students can discuss what they know about the separation of powers and the role of the judicial branch, including local courts.

Document 1: Original Mittimus Writ, Document #10354

State of New York }  
Dutchess County - }  
John Bailey Esquire one of the Justices of  
the People of the State of New York assigned to keep  
the Peace in the said County, and also to hear and  
determine divers Felonies Trespasses and other  
Misdemeanors in the said County committed:  
To the Keeper of the Common Gaol of the said People  
in the said County or to his Deputy there, and  
to each of them, Greeting. These are in the Name  
of the said People to charge and command you, that you  
receive into the said Gaol, the Body of Sarah Bakeshore  
late of Poughkeepsie in the said County Spinster, taken  
by Richard Warner Constable of Poughkeepsie in the said  
County, and by him brought before me for suspicion of  
~~Lobby~~ Larceny, that is to say, for stealing a fowl  
commonly called a Duck - And that you safely keep  
the said Sarah in your said Gaol, until the next  
General Sessions of the Peace for the said County until  
she shall thence be delivered by due Course of Law  
and hereby fail not - Given under my Hand and Seal  
at Poughkeepsie in the said County the thirteenth  
Day of May in the seventh Year of the Independence  
of the said State - 1783 John Bailey J. Peace

## Document 2: Transcription of original document, #10354

Dutchess County Ancient Document #10354

Transcribed by William P. Tatum III

June 2, 2015

State of New York}

Dutchess County } SS

John Bailey Esquire one of the Justices of the People of the State of New York assigned to keep the Peace in the said County, and also to hear and determine divers Felonies Trespasses and other Misdemeanors in the said County committed:

To the Keeper of the Common gaol of the said People in the said County or to his Deputy there, and to each of them, Greeting. These are in the Name of the said People to charge and command you, that you receive into the said gaol, the Body of Sarah Bakehorn late of Poughkeepsie in the said County Spinster, taken by Richard Warner Constable of Poughkeepsie in the said County, and by him brought before me for Suspicion of Larceny, that is to say, for stealing a fowl commonly called a Duck—And that you safely keep the said Sarah in your said Goal, until the next General Sessions of the Peace for the said County until she shall thence be delivered by due Course of Law and hereof fail not— Given under my Hand and Seal at Poughkeepsie in the said County the thirteenth Day of May in the seventh year of the Independence of the said State\_ 1783

John Bailey J. Peace

**Definitions:** divers: diverse (or different)

Felonies: serious crimes

Trespasses: crimes against a person or property

Misdemeanors: other minor crimes

Gaol: Jail (pronounced the same)

Spinster: single woman

Constable: police officer

Larceny: stealing or theft

Fowl: bird

Mittimus: An order from the court to confine a person in jail

Writ: an order from the court

### Document 3: Student worksheet

Name \_\_\_\_\_  
Dutchess County Ancient Documents

Date: \_\_\_\_\_  
A Case of Larceny

**Background:** This mittimus writ comes from the Dutchess County Ancient Documents and is a primary source from 1783. The American Revolution had just ended, and the county had their own courts and police officers - not part of the British empire anymore! On this day in 1783, a judge sent someone to jail for a crime. Dutchess County had several "Justices of the Peace" whose job was to enforce minor laws, such as laws against larceny (or theft). They could also send people to jail, like the woman in this document. As you read the document, try to figure out what happened and answer the following questions:

1. Who is John Bailey?	1.
2. Where does this take place?	2.
3. Who is Sarah Bakehorn?	3.
4. What word is used to describe her?	4.
5. Who arrested Sarah?	5.
6. What was Sarah suspected of?	6.
7. How long was Sarah in jail?	7.
8. What was the date of this warrant?	8.
9. What do you think happened to Sarah?	9.
10. What happens today if someone is suspected of committing a crime?	10.

There is no more evidence in the Ancient Documents of what happened to Sarah. However, most cases such as these end up in a plea bargain - in which a suspect "pleads guilty" to a crime, and then is sentenced for a shorter amount of time. If a suspect pleads "not guilty", then there is a trial with a 12-member jury to decide their innocence or guilt.

ANSWERS:

1. Who is John Bailey?	1. Justice of the Peace
2. Where does this take place?	2. Poughkeepsie, Dutchess County
3. Who is Sarah Bakehorn?	3. The suspect, the arrested woman
4. What word is used to describe her?	4. Spinster (single woman)
5. Who arrested Sarah?	5. Constable Richard Warner
6. What was Sarah suspected of?	6. Stealing a duck, suspicion of larceny
7. How long was Sarah in jail?	7. Until the next General Sessions of the Peace - probably a few months
8. What was the date of this warrant?	8. May 13, 1783
9. What do you think happened to Sarah?	9. Answers may vary - possibly she went to trial, was released, pled guilty
10. What happens today if someone is suspected of committing a crime?	10. They are arrested, charged, tried. Due process is followed.

## **Seventh Grade Lesson Plan: We're Free! What Now? Change and Continuity in Dutchess County during the American Revolution as seen in the Ancient Documents**

These examples from the Dutchess County Ancient Documents collection (found online here: <https://www.dutchessny.gov/Departments/County-Clerk/Ancient-Document-Search.htm>) relate to the NYS curriculum for 7th grade Social Studies in the American Revolution unit. They can be used for the Local Government unit since they also cover Dutchess County government, the court system, and the structure of local government.

This lesson can be taught over two days, or in one session. The documents can be reproduced for each student, or in one packet for group work (with each student working on a document, then sharing with the group). Teachers can also make the documents look ancient, by using different paper and “distressing” the edges of the paper - although students won’t be handling the originals, it may be more engaging to them if the documents look older! The aim of the lesson is to have the students think about creating a new nation after the American Revolution ended - the challenges confronted by Dutchess County residents, and the methods they used to solve the many problems they faced. Use of the Dutchess County Ancient Documents also introduces students to primary sources, which are used by historians to help analyze and interpret events.

Note for teachers: Although the United States separated from Great Britain in 1776, the use of British currency was still prevalent, in some cases even up until the early 1800s.

### **Documents Needed:**

1. 1754 Arrest Warrant: original and transcript (pages 16 and 17)
2. 1778 Arrest Warrant: original and transcript (pages 18 and 19)
3. Venn Diagram worksheet for Documents 1 and 2, plus teacher’s answers (page 20)

## 7th Grade Lesson Plan: Class Analysis of 2 Ancient Documents

1. **Anticipatory Set:** Ask students to define colony, mother country, independence, government, monarchy, and democracy. Review a timeline of important events during the American Revolution. Ask students:

- a. What kind of country did the Patriots fight for?
- b. What were their reasons for breaking away from Great Britain?
- c. Even during the war, Dutchess County citizens planned for their own government to replace the British system. How were they able to accomplish this?
- d. After the war was over, what changes took place in Dutchess County?
- e. Can the Ancient Documents show the changes that took place in Dutchess County during the American Revolution?
- f. What plans would you make to create a new government?

2. **Objective/Purpose:** to use 2 Ancient Documents from Dutchess County to show the changes that took place after the American Revolution, along with the impact on the citizens of Dutchess County.

3. **Instructional Plan: Make copies of all documents for each student.**

a. Distribute Document 1 - 1754 Arrest Warrant in its original form. This is an arrest warrant for a Dutchess County citizen. The County printed dozens of these arrest warrant forms, then the Clerk would handwrite the suspect's name and other information onto the pre-printed form. Let students try to read it - at some point, distribute the transcript and read together.

b. Discussion: Ask students what they notice about this arrest warrant. Possible answers include: King George II is mentioned, Colony of New York is listed, William Lawson, Jr. was arrested upon a complaint by Jacob Van Voorhis, the date on the warrant is October 17, 1754, the year is also listed as the 28th year of the reign of King George II. Students may write observations and notes on their document, or, if they prefer, on note paper. (NOTE:This arrest warrant was issued by the Sheriff of Dutchess County, and would be considered a Small Claims, or civil, court case today. Jacob Van Voorhis, the plaintiff, was claiming that William Lawson, Jr. owed him 15 pounds, four shillings. There is no more documentation for this case, so we're not sure what happened - however, most small claims cases are settled out of court, so perhaps William paid Jacob after all.

c. Set up the next document by referring to the American Revolution timeline. Document 2 is from 1778, which is 24 years after the first document. What was happening in Dutchess County (and the United States) beginning in 1778? Student responses could include: the Americans declared their independence from Great

Britain, Patriots were fighting against the British for freedom, New York was the site of several battles between the British and the Americans, a new form of government based on democracy was founded in New York, etc. Distribute Document 2 and read together as in Step A. .

d. Discussion: Ask students the differences between the documents. Possible answers include: George III is crossed out, the clerk has handwritten “The People of the State of New York by the Grace of God free and independent” instead, the date in May 19, 1778, the “year of reign” is replaced by “second year of independency”. Students may ask why the Dutchess County Clerk didn’t throw away the old “King George” printed arrest warrants. This is a good example of how valuable paper was during the Revolutionary War era - as much as King George was despised in the county, it was better to recycle documents with his name on them rather than have the expense of printing new ones. Eventually, new arrest warrant forms were created with “New York State” on the top.

e. At this point, introduce Document 4 - the Venn diagram. Students can complete the diagram showing similarities and differences between Documents 1 and 2, working together or individually.

f. Teachers can either collect the Venn Diagram or review it together as a class. See the Teacher’s Notes for Document 4.

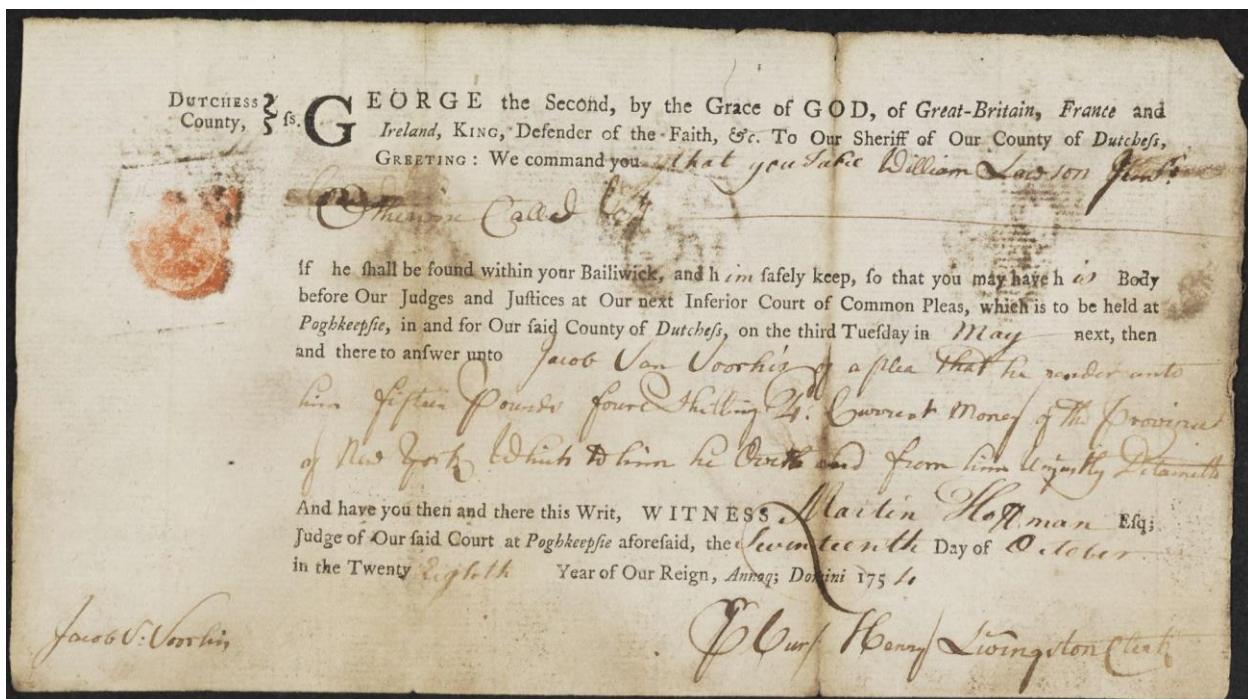
4. **Lesson Conclusion:** ask students about the change and continuity that took place in Dutchess County during the American Revolution. Answers discussing the changes could include:

- a. Dutchess County no longer recognized the King as our ruler
- b. We no longer kept track of years by the king’s reign
- c. We no longer called ourselves a colony
- d. We referred to New York State instead of NY colony

Answers discussing continuity could include:

- a. The clerk stayed the same - it was still Henry Livingston
- b. We still used English money - pounds instead of dollars (NOTE: if students are curious about the evolution of American currency, have them check out this short article called: <https://allthingsliberty.com/2013/03/from-pounds-to-dollars-money-during-the-revolution/>
- c. We still used the English system of arrest warrants

Document 1: 1754 Arrest Warrant. Document # 40696



Transcript of Document 1: 1754 Arrest Warrant, Document # 40696

## Definitions:

## Precinct - town

## Bailiwick - area

## Inferior Court - small claims court

render - give

oweth - owes

unjustly - illegally

detaineth - held back (in this case, refused to pay a debt)

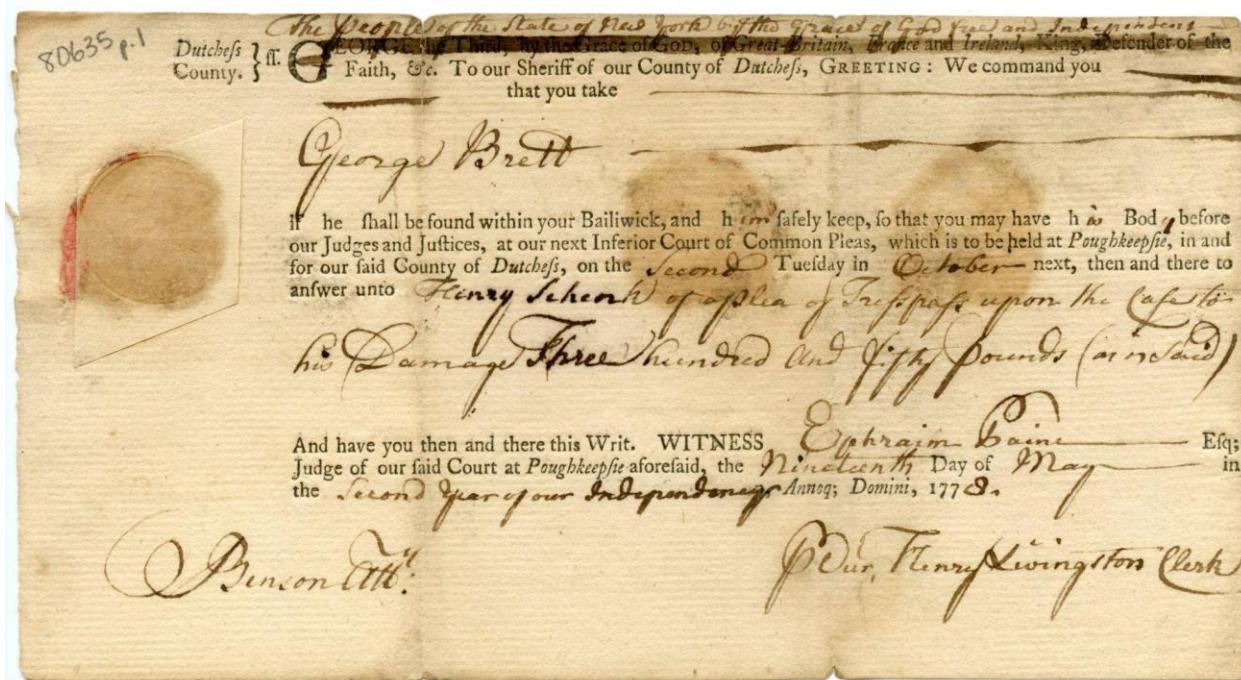
writ - a legal document (in this case, an arrest warrant)

esq - lawyer

aforesaid - written earlier in the document

Anno Domini - in the year of our Lord (AD or CE, Common Era)

Document 2: 1778 Arrest Warrant, Document # 80635



Dutchess County } ss: ~~GEORGE the Third, by the Grace of GOD of Great Britain,  
France, and Ireland, King, defender of the Faith, etc.~~ The People of the State of  
New York, by the Grace of God free and independent: To our Sheriff of  
Dutchess, GREETING: We command you that you take

George Brett

If he shall be found within your Bailiwick, and him safely keep, so that you may  
have his Body before our Judges and Justices, at our next Inferior Court of  
Common Pleas, which is to be held at Poughkeepsie, in and for our said County  
of Dutchess, on the second Tuesday in October next, then and there to answer  
unto

Henry Schenk of a plea of Trespass upon the Case for his Damage Three Hundred  
and fifty pounds (as is said)

And have you then and there this Writ. WITNESS Ephraim Paine, Esq.  
Judge of our said Court at Poughkeepsie aforesaid, the nineteenth day of May in  
the second year of our Independency Annoq; Domini 1778.

(signed) Benson, Attorney

Henry Livingston, Clerk

Definition: Trespass upon the Case = an accusation from a plaintiff (Henry Schenk) that  
a defendant (George Brett) caused damages that Henry is now suing to recover. This  
usually means money is owed to the plaintiff.

Document 3: Venn Diagram worksheet

Name \_\_\_\_\_  
We're Free! Now What?

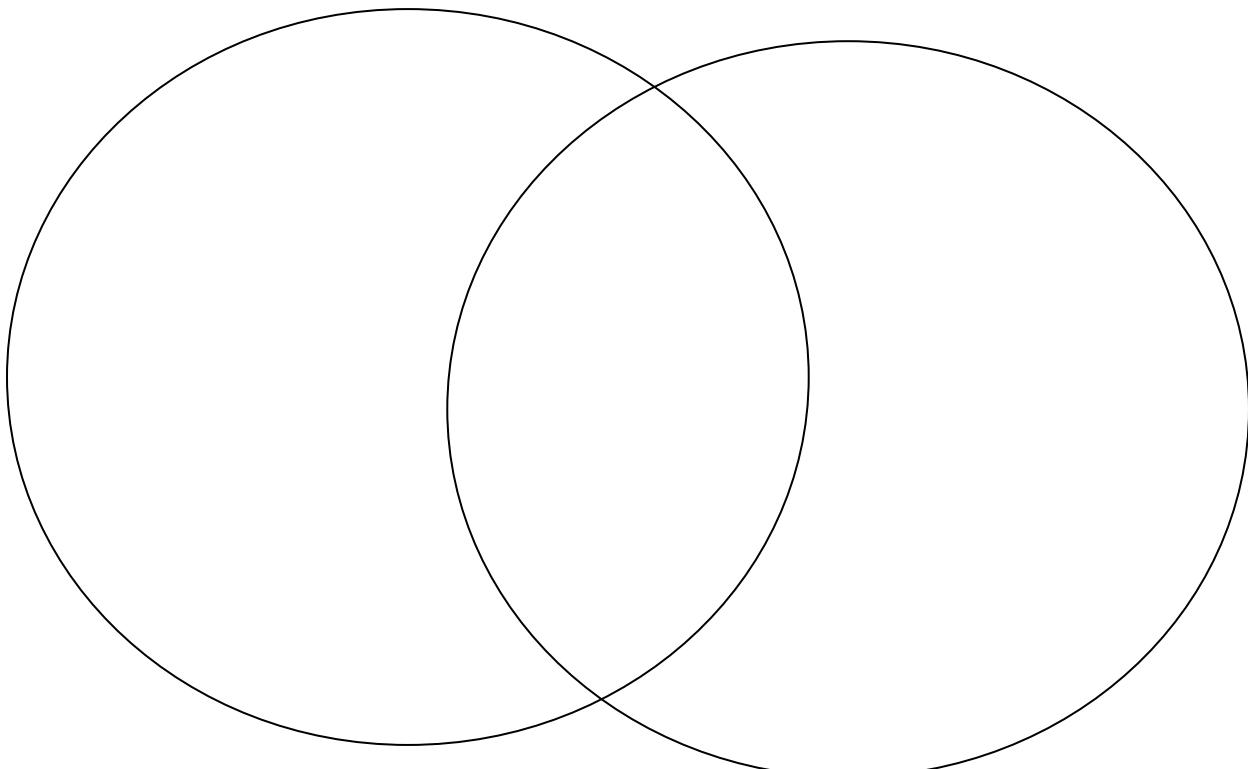
Date \_\_\_\_\_  
Ancient Document lesson

Directions: Using Documents 1 and 2, compare and contrast the arrest warrants, writing down the differences in the outer parts of the Venn diagram, and the similarities in the middle part. These are the Changes and Continuity shown in Dutchess County before and during the American Revolution, as reflected in these arrest warrants.

Document 1

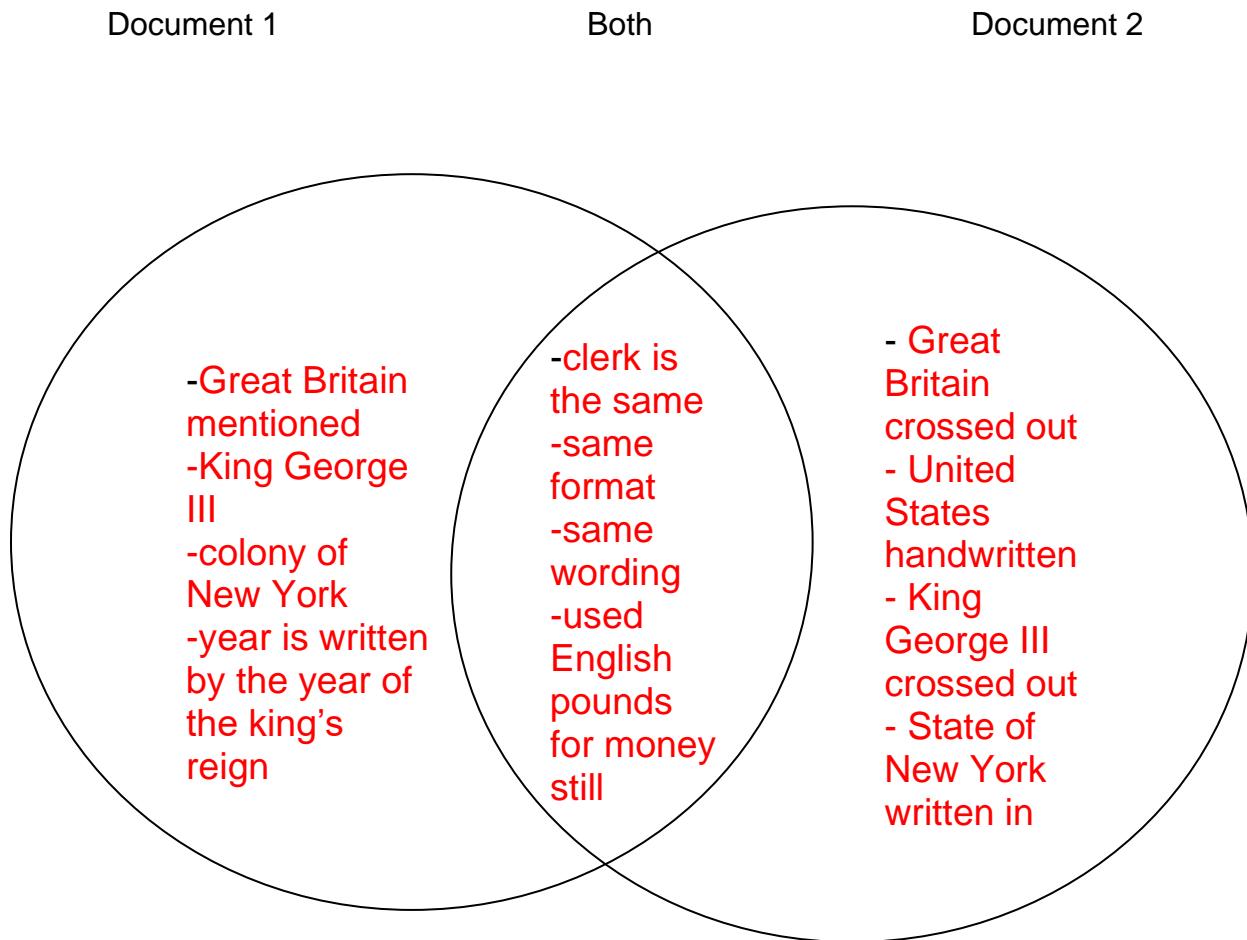
Both

Document 2



Document 3: Venn Diagram worksheet **Teacher's Answer Sheet**

NOTE: there are many other answers that students may list! This is just a sampling of potential answers.



## **Eighth Grade Lesson Plan: Meet the New Immigrants to Dutchess County!**

### **Naturalization certificates and trends in immigration as seen in the Ancient Documents**

These examples from the Dutchess County Ancient Documents collection (found online here: <https://www.dutchessny.gov/Departments/County-Clerk/Ancient-Document-Search.htm>) relate to the NYS curriculum for 8th grade Social Studies in the Immigration unit. They can be used for the Progressive Era unit and they also cover Dutchess County government, in particular, the County Clerk's office.

This lesson can be taught over two days, or in one session. The documents can be reproduced for each student, or in one packet for group work (with each student working on a document, then sharing with the group). Teachers can also make the documents look ancient, by using different paper and “distressing” the edges of the paper - although students won’t be handling the originals, it may be more engaging to them if the documents look older! The aim of the lesson is to have the students learn about Immigration in the early 20th century, and identify both national and local trends. Use of the Dutchess County Ancient Documents also introduces students to primary sources, which are used by historians to help analyze and interpret events.

#### **Documents Needed:**

1. Worksheet for “Meet the New Immigrants to Dutchess County!” (pages 24-25)
2. Naturalization petitions of Michael Dirago (pages 28-29)
3. Naturalization petitions of Chono Rudnitsky (pages 30-31)
4. Naturalization petitions of Frank Sinopoli (pages 32-33)
5. Naturalization petitions of Katharine Becker (pages 34-35)
6. Naturalization petitions of Wladyslaw Malkowski (pages 36-37)

## Eighth Grade Lesson Plan: Meet the New Immigrants to Dutchess County in the early 20th century!

All of these petitions are from the Naturalization Service Petition and Record, Volume IX, Nos. 1001-1250, December 12, 1917 to July 12, 1919, located in the Dutchess County Clerk's Office. They are also available on microfilm at the County Office Building, 22 Market St., Poughkeepsie (2nd floor).

- 1. Anticipatory Set:** Ask students to define immigration, and to give examples of "Old Immigration" which started in the 1830s (most immigrants came from Ireland, Scotland, England, and Germany). Some background reading is suggested so that students are familiar with the changing trends in immigration during the early 20th century. Ask students what they know about naturalization, or becoming a citizen. Connections with the 14th amendment can be made at this point. Students will be analyzing 5 naturalization applications made in Dutchess County in the early 20th century (1917-1919) to see if local trends correspond to national patterns of immigration.
- 2. Objective/Purpose:** to analyze naturalization certificates, to learn more about immigration in Dutchess County, to compare local to national trends.
- 3. Instructional Plan: (make copies of all documents for students)**
  - a. Distribute Document 1, the worksheet for this exercise. Read over the introduction and instructions.
  - b. Distribute Documents 2-6, the naturalization applications. Students can either look over them individually, or in cooperative groups. It may be helpful to read one as a class, so students can get familiar with the handwriting on the documents as well as the process to apply for naturalization (or citizenship). Students should complete the chart.
  - c. Review the chart, then introduce the second and third parts of the worksheet: comparing Dutchess County trends with US trends in immigration.
- 4. Lesson Conclusion:** Students may have additional questions about this lesson after reviewing the worksheet. If they are wondering why there is only one woman represented in the 5 examples, they may be surprised to learn that, in 1917, married women were not allowed to apply for naturalization - they assumed the citizenship status of their husbands. Only single women, like Katharine, were able to submit applications for naturalization. This is why the applications had a section for "name of wife", since she would become a citizen as well upon her husband's naturalization. Students will be able to conclude that Dutchess County reflected most of the national trends in immigration, as shown by the 5 examples.

## Document 1: Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Meet the New Immigrants to Dutchess County!

Ancient Document lesson

Immigration to the United States during the Progressive Era followed certain patterns that reflected the era. You will analyze 5 naturalization records from Dutchess County between 1917 and 1919 to see if the county also experienced the same trends that affected the nation.

Read over the five naturalization certificates and complete the following chart.

Name	origin	occupation	age	family	name change?	address in US
------	--------	------------	-----	--------	--------------	---------------

Michael Dirago						
Chono Rudnitzky						
Frank Sinopoli						
Katharine Becker						
Wladyslaw Malkowski						

Over 1 million immigrants per year entered the United States in the early 20th century. This time period is typically called the “New Immigration” era since it differed greatly from earlier patterns. Immigrants are motivated by both PUSH and PULL factors; where they experience conditions that make them leave their homes, and in turn are attracted to move to a better place. The majority of new immigrants to the United States in this period had the following characteristics:

1. Males
2. Ages 18-40
3. From Southern and Eastern Europe
4. Unskilled or semi-skilled laborer
5. Settling in urban areas
6. Anglicizing their names (to make their names more English-sounding)

See if the 5 immigrants to Dutchess County follow these 6 trends:

Immigrant	1. Male?	2. Age?	3. Origin?	4. Labor	5. Urban?	6. Name?
Michael Dirago						
Chono Rudnitzky						
Frank Sinopoli						
Katharine Becker						
Wladyslaw Malkowski						

How many immigrants follow the trends of New Immigration of the early 20th century?

1. Male \_\_\_\_ out of 5
2. Age \_\_\_\_ out of 5
3. Origin \_\_\_\_ out of 5
4. Labor \_\_\_\_ out of 5
5. Urban \_\_\_\_ out of 5
6. Name change \_\_\_\_ out of 5

What conclusions can you make about the immigrants to Dutchess County, as compared to US immigration, of the same time period?

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Can you generally conclude that immigration to Dutchess County followed the same patterns as US immigration? Why or why not?

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## Document 1 Answer Sheet

Read over the five naturalization certificates and complete the following chart.

Name	origin	occupation	age	family	name change?	address in US
Michael Dirago	Bochina Italy	laborer	36	Wife, 3 children	no	Camelot (Poughkeepsie)
Chono Rudnitzky	Russia	merchant	33	Wife	Harry Rodin	Main Street Poughkeepsie
Frank Sinopoli	Italy	shoemaker	33	Wife, 2 children	Frank Noble	Mill Street Poughkeepsie
Katharine Becker	Bavaria Germany	cook	48	no	no	Garfield Place Poughkeepsie
Wladyslaw Malkowski	Poland (Russia)*	laborer	35	Wife, 5 children	no	Spruce Street Poughkeepsie

See if the 5 immigrants to Dutchess County follow these 6 trends:

Immigrant	1. Male?	2. Age?	3. Origin?	4. Labor	5. Urban?	6. Name?
Michael Dirago	y	y	y	y	y	n
Chono Rudnitzky	y	y	y	y	y	y
Frank Sinopoli	y	y	y	y	y	y
Katharine Becker	n	n	n	n	y	n
Wladyslaw Malkowski	y	y	y	y	y	n

How many immigrants follow the trends of New Immigration of the early 20th century?

1. Male 4 out of 5
2. Age 4 out of 5
3. Origin 4 out of 5
4. Labor 4 out of 5
5. Urban 5 out of 5
6. Name change 2 out of 5

What conclusions can you make about the immigrants to Dutchess County, as compared to US immigration, of the same time period?

Answers will vary, but students may mention that, in 5 out of 6 categories, immigrants in Dutchess County reflect the national trends in immigration, which means that most immigrants were male, 18-40 years old, from Eastern and Southern Europe, were unskilled or semi-skilled laborers, moved to cities. The only category that only had 2 out of 5 was the name change.

Can you generally conclude that immigration to Dutchess County followed the same patterns? Yes, because 5 out of 6 categories in Dutchess are the same for US trends in immigration.

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\* Wladyslaw's document reads "Poland Russia" because, at the time, this part of Poland was occupied by Russia. He is ethnically Polish.

## Document 2: Michael Dirago

U. S. DEPARTMENT OF LABOR

Form 2203  
U. S. DEPARTMENT OF LABOR  
NATURALIZATION SERVICE

TRIPPLICATE  
(To be given to the person making  
the Declaration)

1662

**UNITED STATES OF AMERICA**

**DECLARATION OF INTENTION**

~~Invalid for all purposes seven years after the date hereof.~~

STATE OF NEW YORK      } ss:      In the      SUPREME      Court  
COUNTY OF DUTCHESS      }      of      NEW YORK, DUTCHESS COUNTY

I,      Michael Dirago      , aged      36      years,  
Occupation      Laborer      , do declare on oath that my personal  
description is: Color      white      , complexion      light      , height      5      feet      2      inches,  
weight      155      pounds, color of hair      brown      , color of eyes      brown  
other visible distinctive marks      scar on brow

I was born in      Bochina, Italy  
on the      6"      day of      June      , anno Domini      1880      ; I now reside  
at      Camelot, Dutchess County, New York  
(Give number, street, city or town, and State.)

I emigrated to the United States of America from      Naples, Italy  
on the vessel      Sardina  
(If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)  
my last  
foreign residence was      Bochina, Italy

It is my bona fide intention to renounce forever all allegiance and fidelity to any foreign  
Prince, potentate, state, or sovereignty, and particularly to      Victor Emmanuel III,  
King of Italy      , of whom I am now a subject;

I arrived at the port of      New York      , in the  
State of      New York      , on or about the      22nd      day  
of      January      , anno Domini      1902      ; I am not an anarchist; I am not a  
polygamist nor a believer in the practice of polygamy; and it is my intention in good faith  
to become a citizen of the United States of America and to permanently reside therein:  
SO HELP ME GOD.

*Michael Dirago*  
(Original signature of declarant.)

Subscribed and sworn to before me in the office of the Clerk of  
said Court this      8      day of      January      , anno Domini      1916

*George G. Rydester*  
Clerk of the      Supreme      Court.

By     

14-39

Immediately preceding the date of filing his petition, since the      1st      day of      January      , anno Domini      1916  
entitled petition is made continuously since the      1st      day of      January      , anno Domini      1916  
the      Constitution of the United States, and that the

No. of certificate 808012 12Name Michael DiRagoAge 38 yearsDeclaration of intention No 7662issued by Clerk of Supreme  
Court of New Yorkon the  
8 day of January, A.D. 1916  
Petition, Vol. IX No. 022  
Order signed on the 7th day of  
June, A.D. 1918

Name, age and place of residence of wife:

Minnie - Age 27Poughkeepsie, N.Y., 105 Union St.Names, ages and places of residence of minor  
children:Hucy - Age - 10Joseph - " - 7Vennie - " - 3All reside with parentsPoughkeepsie, N.Y.an officer of the court  
(Signature of holder.)New certificate No 808012

Issued June 7, 1918

Document 3: Chono Rudnitsky

Form 39III

Noncitizen certificate **808094** **44**

Name, Harry Rodin.

Age, 36 years

Declaration of intention, No. 1575  
issued by Clerk of Supreme  
Court of New York

Domicile, Business Co. on the  
21 day of September, A.D. 1915

Petition, Vol. IX No. 1024

Order signed on the 11 day of  
May, A.D. 1918

Name, age and place of residence of wife:

Sarah, Age 33 Years

Bronxville, N.Y.

Name, ages and places of residence of minor  
children:

Not any

Harry Rodin  
(Signature of holder.)

New certificate No. 808097

Signed May 11, 1918

No. 1575.

# UNITED STATES OF AMERICA

## DECLARATION OF INTENTION

~~Invalid for all purposes seven years after the date hereof.~~

STATE OF NEW YORK }  
COUNTY OF DUTCHES } ss: In the SUPREME Court  
of NEW YORK, DUTCHES COUNTY.

I, CHONO RUDNITZKY sometimes called HARRY RODIN, aged 33 years, occupation Merchant, do declare on oath that my personal description is: Color White, complexion Dark, height 6 feet 1 inches, weight 170 pounds, color of hair Black, color of eyes Black other visible distinctive marks None

I was born in Swenchaney, Russia.

on the 22nd day of March, anno Domini 1882; I now reside at 215 Main Street, Poughkeepsie, New York.  
(Give number, street, city or town, and State.)

I emigrated to the United States of America from Bremen, Germany.

on the vessel Maine; my last  
(If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)  
foreign residence was Swenchaney, Russia.

It is my bona fide intention to renounce forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to Nicholas II,

Emperor of all the Russias, of whom I am now a subject;  
I arrived at the port of New York, in the  
State of New York, on or about the 23rd day  
of March, anno Domini 1904; I am not an anarchist; I am not a  
polygamist nor a believer in the practice of polygamy; and it is my intention in good faith  
to become a citizen of the United States of America and to permanently reside therein:  
SO HELP ME GOD.

*Harry Rodin*  
(Original signature of declarant.)

Subscribed and sworn to before me in the office of the Clerk of  
said Court this 17<sup>th</sup> day of September, anno Domini 1915

*Theodore J. Henrich*  
Clerk of the Supreme Court.

*Bj*, Clerk.

14-39

immediately preceding the date of filing his petition, since the day of anno Domini 1

## Document 4: Frank Sinopoli

No. 1347

Form 2203  
U. S. DEPARTMENT OF LABOR  
NATURALIZATION SERVICE

TRIPPLICATE  
[To be given to the person making  
the Declaration]

**UNITED STATES OF AMERICA**

**DECLARATION OF INTENTION**

**Invalid for all purposes seven years after the date hereof.**

STATE OF NEW YORK  
COUNTY OF DUTCHESS } ss: In the **SUPREME** Court  
of **NEW YORK, DUTCHESS COUNTY**

I, FRANK SINOPOLI some times called FRANK NOBLE, aged **33** years,  
occupation **shoemaker**, do declare on oath that my personal  
description is: Color **white**, complexion **dark**, height **5** feet **6** inches,  
weight **137** pounds, color of hair **black**, color of eyes **brown**  
other visible distinctive marks **None**

I was born in **Chiaravalle, Centrale, Italy**  
on the **2<sup>nd</sup>** day of **October**, anno Domini **1881**; I now reside  
at **151 Mill Street, Poughkeepsie, New York.**  
(Give number, street, city or town, and State.)

I emigrated to the United States of America from **Naples Italy**  
on the vessel **Sardegna**  
(If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)  
foreign residence was **Chiaravalle, Centrale, Italy**

It is my bona fide intention to renounce forever all allegiance and fidelity to any foreign  
prince, potentate, state, or sovereignty, and particularly to **Victor Emmanuel**  
**III King of Italy**, of whom I am now a subject;

I arrived at the port of **New York**, in the  
State of **New York**, on or about the **4<sup>th</sup>** day  
of **August**, anno Domini **1901**; I am not an anarchist; I am not a  
polygamist nor a believer in the practice of polygamy; and it is my intention in good faith  
to become a citizen of the United States of America and to permanently reside therein:

SO HELP ME GOD.

*Frank Sinopoli*  
(Original signature of declarant.)

Subscribed and sworn to before me in the office of the Clerk of  
Court this **20** day of **November**, anno Domini **1914**

*Thaddeus J. Herkert*  
Clerk of the **Supreme** Court.

By *John F. Tynan*, Deputy Clerk.  
*W. G. Gilbert*



No. of certificate **808015** **15**Name Frank SimeoliAge 36 yearsDeclaration of intention No 1347  
issued by Clerk of Supreme  
Court of New Yorkon the  
20 day of November A.D. 1914.Petition, Vol. II No. 7041Orders signed on the 7th day of  
June A.D. 1918

Name, age and place of residence of wife:

Phenia, - Age 34Poughkeepsie, N.Y.Names, ages and places of residence of minor  
children:Dante - Age 4Alma - " 2

Reside with parents

Poughkeepsie, N.Y.Frank Simeoli  
(Signature of holder.)Old certificate No 808015

Issued June 7, 1918

## Document 5: Katharine Becker

P5

Form 2203  
Department of Commerce and Labor  
NATURALIZATION SERVICE

No. 640

TRIPPLICATE  
[To be given to the person making  
the Declaration]

**UNITED STATES OF AMERICA**

**DECLARATION OF INTENTION**

(Invalid for all purposes seven years after the date hereof)

STATE OF NEW YORK  
COUNTY OF DUTCHESS

ss: In the SUPREME Court  
of NEW YORK DUTCHESS COUNTY

I, Katharine Becker, aged 40 years,  
occupation Cook, do declare on oath that my personal  
description is: Color white, complexion dark, height 5 feet 1 inches,  
weight 105 pounds, color of hair black, color of eyes blue  
other visible distinctive marks None.

I was born in Landstuhl, Rheinfeldt, Bavaria  
on the 1st day of November, anno Domini 1870; I now reside  
at 16 Garfield Place, Poughkeepsie, N.Y.  
(Give number, street, city or town, and State.)

I emigrated to the United States of America from Antwerp, Belgium  
on the vessel Finland  
(If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)  
my last foreign residence was Landstuhl, Rheinfeldt, Bavaria.

It is my bona fide intention to renounce forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to William II, German Emperor  
of whom I am now a subject; I arrived at the port of New York, in the State of New York, on or about the 2nd day of September, anno Domini 1902; I am not an anarchist; I am not a polygamist nor a believer in the practice of polygamy; and it is my intention in good faith to become a citizen of the United States of America and to permanently reside therein:  
SO HELP ME GOD.

*Katharine Becker*  
(Original signature of declarant.)

Subscribed and sworn to before me this 26th  
day of September, anno Domini 1911.

*J. M. May*  
Clerk of the Supreme Court  
By *J. M. Kelly, Deputy* Clerk.

11-2526

No of certificate **1156613** 13

Name, Katherine Becker

Age, 48 years

Declaration of intention No 640

issued by Clerk of Supreme  
Court of New York

Proceedings, etc. on the

26 day of Sept., A.D. 1911

Petition, Vol. XX No. 1086

Ordered signed on the 14 day of  
June, A.D. 1919

Name, age and place of residence of wife:

Single

Names, ages and places of residence of minor  
children:

Katherine Becker

(Signature of holder.)

Old certificate No.

Issued June 14, 1919

## Document 6: Wladyslaw Malkowski

Form 2203  
U. S. DEPARTMENT OF LABOR  
NATURALIZATION SERVICE

TRIPPLICATE  
[To be given to the person making  
the Declaration]

No. 1292

**UNITED STATES OF AMERICA**

**DECLARATION OF INTENTION**

**Invalid for all purposes seven years after the date hereof.**

STATE OF NEW YORK  
COUNTY OF DUTCHES *ss:* In the SUPREME Court  
of NEW YORK,

I, Wladyslaw Malkowski, aged 35 years,  
occupation Laborer, do declare on oath that my personal  
description is: Color white, complexion fair, height 5 feet 2 inches,  
weight 154 pounds, color of hair brown, color of eyes blue  
other visible distinctive marks None

I was born in Brudzyn, Gub. Plocka, Russia Poland  
on the 1st day of July, anno Domini 1879; I now reside  
at 30 Spruce Street, Poughkeepsie, New York  
(Give number, street, city or town, and State.)

I emigrated to the United States of America from Hamburg, Germany  
on the vessel Name Unknown; my last  
foreign residence was Dujnow, Gub. Plocka, Russia Poland  
It is my bona fide intention to renounce forever all allegiance and fidelity to any foreign  
prince, potentate, state, or sovereignty, and particularly to Nicholas II, Emperor  
of all the Russias, of whom I am now a subject;

I arrived at the port of New York, in the  
State of New York, on or about the 7th day  
of April, anno Domini 1901; I am not an anarchist; I am not a  
polygamist nor a believer in the practice of polygamy; and it is my intention in good faith  
to become a citizen of the United States of America and to permanently reside therein:  
SO HELP ME GOD.

*Wladyslaw (John F. Tynan) Malkowski*  
(Original signature of declarant.)

Subscribed and sworn to before me this 19th  
day of Sept., anno Domini 1914  
*Thaddeus J. Herremans*  
Clerk of the Supreme Court.

By *John F. Tynan*, Deputy Clerk.  
14-39

*occupation*, *residing at*



No. of certificate **1156631** **31**Name Wladyslaw MallowskiAge 39 yearsDeclaration of intention No. 7292issued by Clerk of Supreme  
Court of New York

Polecki is on the

19 day of Sept., A.D. 1914

Petition, Vol. IX No. 1156Orders signed on the 17 day of  
June, A.D. 1914

Name, age and place of residence of wife:

Stella, 36 yrs.Polecki, N.Y.Names, ages and places of residence of minor  
children: Joseph, 17 yrs, with Polish ArmyFrank, 12 yrs, with parentsAdam, 10 " " "Helen, 6 " " "Mary, 3 " " "

## Eleventh Grade Lesson Plan: “I DECLARE BANKRUPTCY!” An insolvent debtor petition from 19th century Rhinebeck

This lesson plan, based on documents from 1819, can be used in units covering Economics, the Market Economy, Industrialization, or New York State courts and procedures. This lesson on bankruptcy can take 3 class days, or 2 class days with an out-of-class assignment.

### Documents Needed:

1. Bankrupt! The New York County Supreme Court Insolvency Assignments Records article by Patricia Glowinski (pages 40-50)
2. Worksheet #1: Questions on Bankrupt! Article with answers (page 51)
3. Insolvent Debtor document: original and transcript (pages 53-58)
4. Worksheet #2: Questions on the Ancient Documents with answers (page 59)
5. Worksheet #3: Comparing Prices with answers (page 61)

Document 1: Link to the Bankrupt! Article:

<https://www.archives.nyc/blog/2018/2/22/bankrupt-the-new-york-county-supreme-court-insolvency-assignments-records>

Document 3: Link to the original digital version of Philip Schuyler's petition from the Dutchess County Ancient Documents collection (scroll to pages 13, 15, 16):

<https://www.dutchessny.gov/DutchessCountyPublicAccess/HistoricalDocuments/PDFProvider.ashx?action=PDFStream&docID=AQrKmAi36kTI30e%252fvmfGPDcbZrZih6wZm7VBB4H8Af8XnS0G1oMWQU8pSP%252bacnX2xGPD4golUDMfO7QCwb8xak%253d&chksum=&docName=Historical%2bDocument%253a%2b23383%2b-%2bINSOLVENT%2bDEBTOR%253b%2bSEPTEMBER%2b%252c%2b1819&PromptToSave=False&ViewerMode=0>

### Lesson Procedure: I Declare Bankruptcy!

#### 1. Anticipatory Set

To introduce this lesson, ask students what they know about bankruptcy. Perhaps they have seen the famous “Office” episode when Michael thinks that all he has to do to dissolve his debts is to shout those words. The procedure is not that simple, unfortunately. There are both federal and state laws governing bankruptcy, and this lesson examines an earlier process called the “insolvent debtor petition.” Have students read the article by Patricia Glowinski called, “Bankrupt!” with the accompanying questions. After discussion, students are ready to tackle the original

1819 petition from Philip Schuyler. If students are fans of the play “Hamilton” and are wondering about his connection with Eliza Schuyler Hamilton, Philip is her nephew.

## 2. **Objective/Purpose**

For students to understand the procedure of declaring bankruptcy; to discuss the protections for debtors; to analyze the lifestyle and expenses of a (formerly) wealthy squire in 19th century Dutchess County; to compare costs from 1820 to today, using the CPI index from the Federal Reserve bank.

## 3. **Instructional Plan**

- a. See #1 for the introductory lesson on Bankruptcy, along with worksheet #1. NOTE: Students can skip over the middle section of the article which describes the Insolvency petition of Garret Rapalje, since they are going to analyze another petition in this lesson. Teachers may opt not to copy that section of the article.
- b. After reviewing the article and questions, distribute the original Insolvent Debtor petition. Have students try to read it - but before they get frustrated, distribute the transcription. Read it over as a class, or in small groups.
- c. Distribute worksheet #2, have students answer questions.
- d. Review answers.
- e. Distribute worksheet #3 after going over definitions of CPI and the role of the Federal Reserve bank regarding inflation. Have students compare prices and complete the worksheet.
- f. After checking for understanding, students can research other items in the Ancient Documents digital archive for a supplemental activity.
- g. For extra credit, students could research bankruptcy proceedings today, and compare the legal process to what Philip Schuyler went through in 1820.

Document 1: Bankrupt! The New York County Supreme Court Insolvency Assignments Records article by Patricia Glowinski

[February 23, 2018](#)

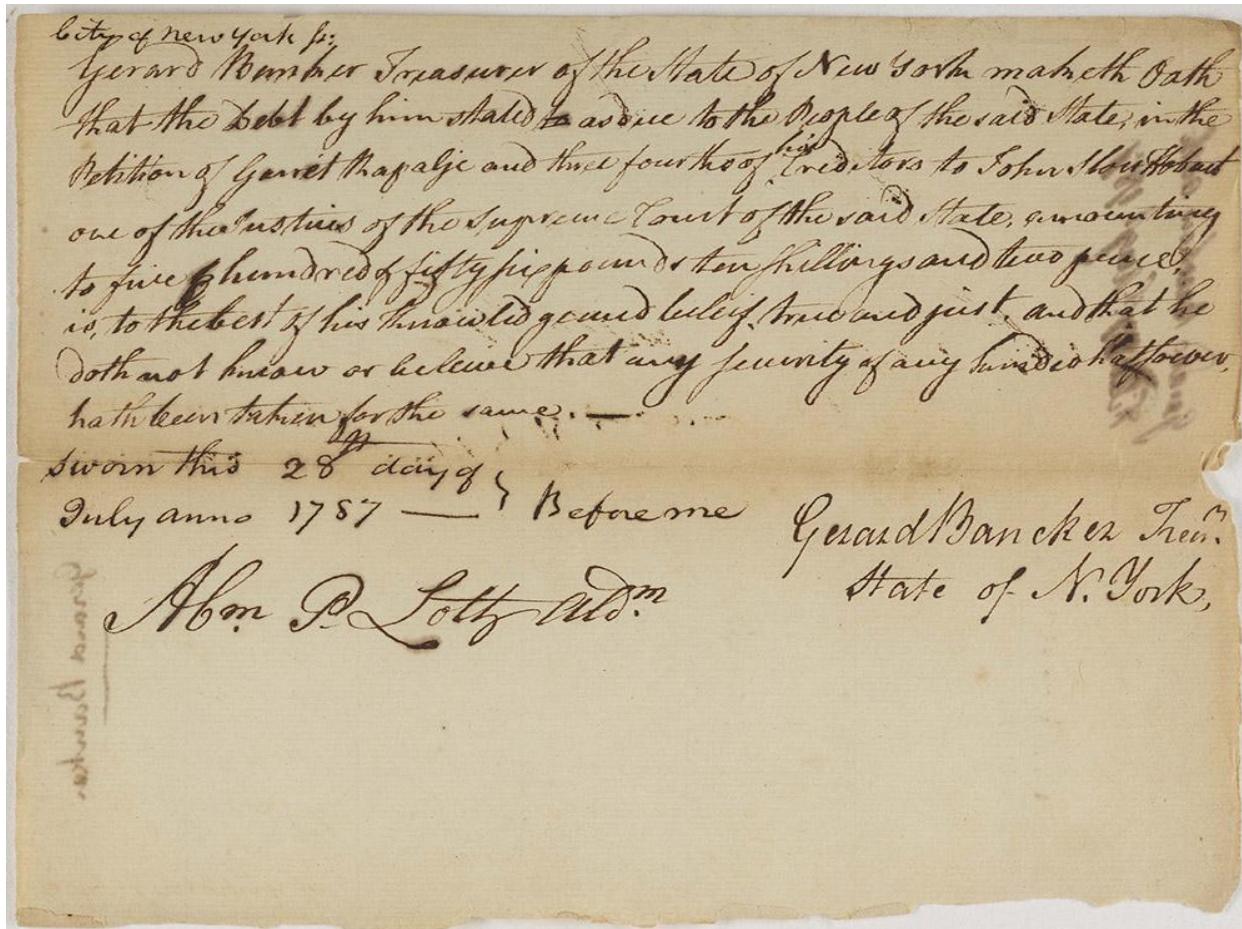
# Bankrupt! The New York County Supreme Court Insolvency Assignments Records

[Patricia Glowinski](#)

Shortly after I began working as an archivist at the Municipal Archives in 2017, I was asked to write a finding aid for the “insolvency assignment” records. My first thought was... what’s an insolvency assignment? I had no idea. But I did notice that the date span of the records extended back to the late 18th century, so that was promising. With a little research I learned that an insolvency assignment was a legal process during which debtors and/or their creditors petitioned the New York State Supreme Court to appoint an assignee to manage the sale of the debtor’s property to pay off debts owed to his or her creditors.

Then, when I began to examine the records I discovered many of the insolvent debtors were not the destitute in New York City, but rather men and women of means. They were merchants and stockbrokers, some of whom came from well-established New York families. I found records of some stockbrokers who started what would become the New York Stock Exchange including Leonard A. Bleecker, Alexander Zunzt, Ephraim Hart, Benjamin Seixas, and Samuel March. Alexander Zunzt, who owed over 50,000 pounds in 1786, petitioned the New York Supreme Court for an insolvency assignment to be discharged from his debt four times—in 1786, 1798, 1804, and 1811. I also found the names of descendants from some of the earliest Dutch settlers of

New Netherland such as Leffert Lefferts and Garret Rapalje. Both Lefferts and Rapalje came from wealthy families who made their fortunes from farming and were slaveholders.

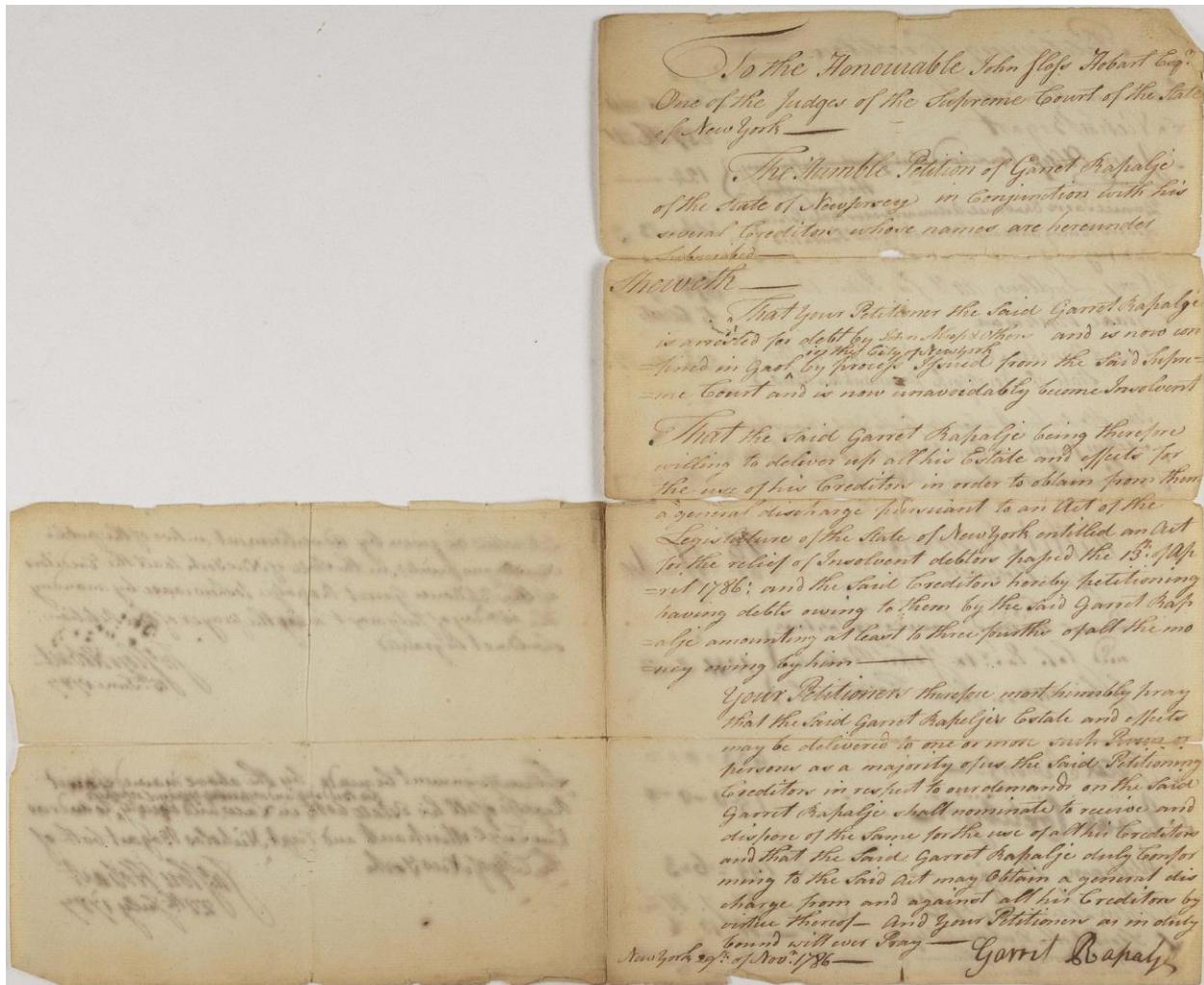


Affidavit of a petitioning creditor, Gerard Bancker, stating amount of debt owed to him, 1787. In 1787 Bancker was the New York State Treasurer. He was the grandson of the 23rd Mayor of New York City, Johannes de Peyster.

The Archives' insolvency assignment records provide documentation of the legal process as debtors and/or their creditors petitioned the New York State Supreme Court (at the county level) to appoint an assignee to manage the sale of the debtor's property to pay off debt. Depending on the state or federal law, insolvency assignments could be either voluntary (petitioned by debtor and some of his/her creditors) or involuntary (petitioned by creditors if the debtor tried to flee or hide from creditors, or lived in another state or country). In the State of New York, the Legislature passed laws pertaining to insolvent debtors as early as April 13, 1786

when they passed the “Act for the relief of insolvent debtors” which allowed debtors to keep some clothing and bedding. As described in the 1991 publication *Duly & Constantly Kept: A History of the New York Supreme Court, 1691-1847*, documents found in a voluntary insolvency assignment usually included:

1. Petition of the insolvent debtor and his/her creditors. The creditors had to represent three-fourths, or after 1813, two-thirds of the total amount owed by the debtor.
2. Appointment of assignee(s) to the estate of the debtor who would serve as trustee(s) for the petitioning creditors and oversee the selling off of the debt during the legal process.
3. Affidavit of each petitioning creditor stating the amount of debt owed to him/her.
4. Account of debts of the insolvent debtor, with names of debtors and the amounts owed them
5. Account and inventory of real estate and personal estate of the insolvent debtor. This is often in the form of an itemized list of property.
6. Order by the judge for the assignee(s) to advertise the sale of the debtor’s property. The purpose of the advertisement was to notify other creditors to allow them the chance to challenge the sale of the property.
7. Affidavit(s) of the publication of the advertisement to sell the debtor’s property. This included a clipping of the newspaper advertisement.
8. Certificate of assignment by assignee(s) that affirms that the property had been delivered to them.
9. Affidavit of the assignment by the judge that discharged the insolvent from further liability for debts incurred prior to the date of his petition.



Petition of Garret Rapalje and his creditors to Judge John Sloss Hobart, signed by Garret Rapalje, 1786. NYC Municipal Archives.

### **Garret Rapalje: Importer, land speculator, and insolvent debtor**

To the Honourable John Sloss Hobart Esq;  
One of the Judges of the Supreme Court of the State  
of New York

The Humble Petition of Garret Rapalje  
of the State of New Jersey in Conjunction with his  
several Creditors whose names are hereunder  
Subscribed

1 Cary Ludlow Att<sup>t</sup> for John Bourne £ 570 9 2

✓ Isaac Rykman 5 66 05

Grand Banker Treasurer, in behalf of the  
State of New York pursuant to Law } 550 10 2

Isaac Stantonburgh as Executor for the Estate of Dennis Lewis 12 4

✓ Arthur Jarvis as Executor for the Estate of James Jarvis

✓ Thompson Loring Attorney of John Hobart 19 0 0

Willet Schuman £ 98 19 90  
✓ Jacob Roosevelt 51 07 90

Daniel Midda Juicing Partner  
and Jas. East to John Roberts 10 00 1 3  
by his attorney Jacob Smith

✓ Peter Simonson 403 0 0  
✓ Isaac Cortelyou 150 0 0  
✓ William Barr 144 6 8  
✓ John Leary Att<sup>t</sup> £ 100 31 7 11 1/2  
✓ Stock & John Dukens & Staples  
Agents Speculators and Importers 52 0 0

Let notice be given by advertisement in two of the public  
Newspapers printed in the State of New York to all the Creditors  
of the Petitioner Garret Rapalje cause by Monday  
the 16<sup>th</sup> day of July next to beg the prayer of the Petition  
should not be granted

John Hobart  
16 June 1787

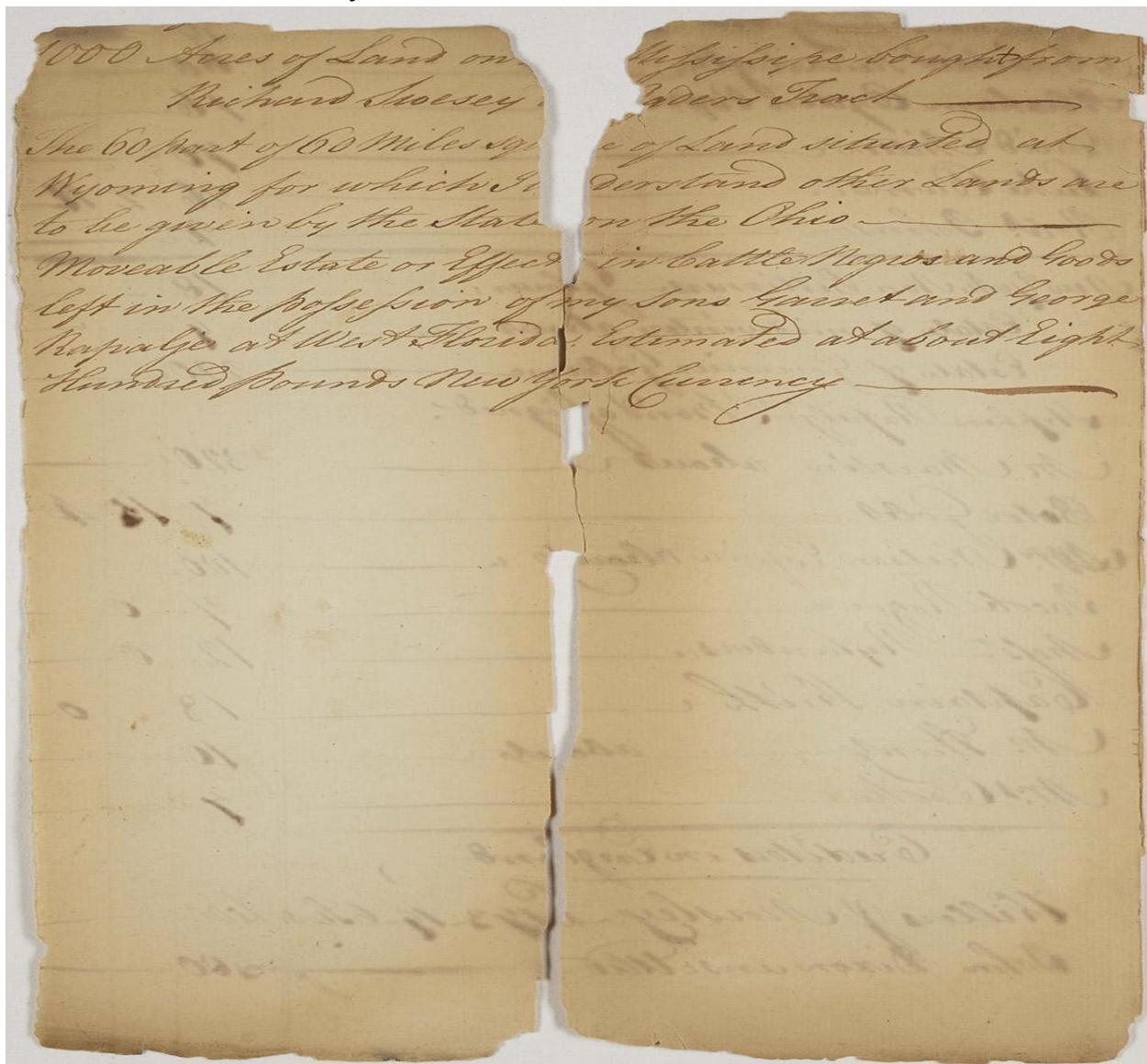
Let an affidavit be made by the above named Garret  
Rapalje of all his Estate both in Law & Equity to and was  
Vice Svc<sup>t</sup> Merchant and Capt. Nicholas Morgan both of  
the City of New York

John Hobart  
28<sup>th</sup> July 1787

Petition of Garret Rapalje and his creditors to Judge John Sloss Hobart, signed by  
his creditors, 1787. NYC Municipal Archives.

Garret Rapalje was born in New York in 1730. He was a descendent of Joris Jansen Rapelje (the family surname has been spelled numerous ways over the years) and Catalina Trico who settled in New Netherland around 1624. Rapelye Street in Brooklyn is named after the family. Garret Rapalje married Helena de Nyse and they had four children. Rapalje was a land speculator and importer based in New York City and also had an iron foundry and grist mill in New Jersey. During the American Revolutionary War, it appears that Rapalje was a Loyalist and he was briefly imprisoned in 1777 and 1778. In 1787, he filed an insolvency petition with some of his creditors in the New York County Supreme Court.

At time of the petition he was in jail in New York City due to his insolvency. According to his insolvency assignment records he owned at least 10,500 acres in New York, New Jersey, and what would become Vermont (at the time, Vermont was not yet a state). Sometime after discharging his debt in 1787, he moved to the present-day Louisiana (it was not part of the United States at this time) where he had a plantation. Traces of Garret Rapalje's history can be found in the Natchez District (now part of Louisiana and Mississippi) court records dating from 1793 pertaining to his plantation and his enslavement of people. Before he died in circa 1796 he moved back to New York City.



This account and inventory of real estate and personal estate of Garret Rapalje: "Moveable Estate of Effect in Cattle Negros Goods," 1787, provides evidence that Garret Rapalje was engaged in the enslavement of people at the time of his insolvency petition. He would soon after move to his plantation in what is now Louisiana.

*Real Estate*

4000 Acres of Land in... Schencking Pattern Herment.  
5000 Acres on the Delaware Tract in the State of New York beginning at Conesuta Creek.  
about 1500 Acres in Sussex County State of New Jersey on which there are four farm houses a Grist and Saw Mill.  
An about 500 Acres of the Tract is sold to Andrew Miller and John Hag...  
One Sixth part of the same is claimed by the Executors of Dr. Dr...  
A Judgment obtained against me for about £30.  
And also subject to a further claim of John Rapalje for the Balance of £264. 16. 6 pence  
money due upon an account stated with the Executors.  
about 500 Acres at Brook...  
Morris County State of New Jersey, on which there is one large dwelling House, and Barn  
four Cottages, Four Works, Grist and Saw Mill.  
There is claimed upon these premises a Mortgage for £300.  
Lawfull Tender of £200  
ago as well more.  
Since I have been a  
Minister have  
8/29/1787 to the amount.

*Personal Estate*

Sundry Debts Due from	Debtors C.	
John S. Carpenter Estate.	Troshen.	12. 9. 6
New Hansen.	California.	14. 14
Henry Crovorth.	West Africa.	5
Samuel Beyond. Executors.	N. England.	5. 10
John Elmendorp.	Stepus.	3. 9. 5
Willm. Kennedy Estate.	Bard.	5. 10
Douick Buypers.	Debtor.	6. 19
W. Cunningham.	D.	24. 18
W. Haushurst.	Dividend on 515.	7. 2
John Van Syga.	New York.	19. 11. 3
John Meyer.	Newark.	3. 6. 6
John McConsey.	D.	19. 2. 11
John Cook Esq.	New Brown.	20
Wm. Brown Commer.	New York.	1. 8. 6
Mary Bewic. Executors.	D.	1. 4. 2
Auger Gaffers.	New England.	3. 12. 7
Dianey Woods.	Morris Town.	25. 3
Ennis Graham Estate.	Debtors Credit.	10. 10. 10
Roger Flahaver.	D.	10. 10. 10
Willet & Sonman.	D.	10. 10. 10
John Davis.	D.	10. 10. 10
Ebeneus Dayton.	Debt. Long.	34. 11. 8
Button Curtis.	Debt. 15. 17. 9	10
Lewis Marvin.	East Chester.	10
Sam. Wadcom.	New Town.	9. 3

Account and inventory of real estate and personal estate of Garret Rapalje: Real Estate and Personal Estate, 1787. As you can see, he owned a lot of land in 1787.

## Neccesarys & Wearing Apparil

3 Beds and Beding left by the Sheriff of Morris County to my Three Daughters and Two Sons  
the rest of my things sold by Execution  
one Family Bible and about 2000 Books  
3 Iron Potts and a few small articles of little value  
3 Family Pictures one Tea Kettle 2 Tobacco Inshunes  
1 Black Silk Suit of Cloths 20 years old. one Suit Bro  
Cloth D<sup>o</sup> three Jackts to the pair of breeches two pa  
of overalls fine pair of hose two pairs of shoes  
11<sup>1/2</sup> plated Shoe Buckles 1<sup>1/2</sup> Silver knee D<sup>o</sup> 1<sup>1/2</sup> of  
Gold Thread Buttons my fathers, eight shirts one  
pair of Boots Three Neck Cloths Six Handys one pr.  
Spectacles one Hat.

W<sup>m</sup> Rapalje 3 Gowns 3 short D<sup>o</sup> Six Petticoats  
four Aprons three pr. of Ruffels Six Shifts Three  
pair of hose three caps one Hat one Cloak Two  
pair of shoes one pr. of common Buckles

Account and inventory of real estate and personal estate of Garret Rapalje:  
"Neccesarys and Wearing Apparil" (apparel), 1787. This lists clothes and other  
personal property of Garret Rapalje and his wife.

A full and true Account of all the creditors of Garret Rapalje an Insolvent Debtor, and the amounts owing them respectively by the said Debtor; and also a full and true Inventory and Account of all the Estate both real and personal in Law and in equity either in possession, Recovery or Remainder of such Debtor, and of all Books, Books, and Securities relating to the same, pursuant to an Act of the Legislature of the State of New York, intituled "An Act for the Relief of Insolvent Debtors," passed the 13 April 1786.

Creditors Names and residence	Monies owing respectively	Non-Petitioning Creditors	Monies owing respectively
John Andrew Tugl	New York 364 5 12	State of New Jersey Jonathan Hollingson	12 0 0
Nath <sup>o</sup> Bogart	D <sup>o</sup> 687 10 11	Jacob Madelson	20 2 7
John Alsop	D <sup>o</sup> 184	David Davis alias	20
Daniel Jacob Chabonel Administrator to the Estate of Jacob Chabonel Deced <sup>d</sup>	286 13 9	John Stephenson	1 12 11
John by Thomas Smith of New York his Attorney		Jacob Junc	5 0
Barry Sodlow Attorney for John Bourne	573 1 2	Hard Castle of Paphouse	7 10 1
Isaac Hyckman	580 5	Duffin of Hammar	12 0
Gerard Bancker Treasurer, in behalf of the State of New York pursuant to Law	556 10 2	James Hopkins a	36
Isaac Stouterburg as Executor for the Estate of James Barnes		Cast. Long Street	5 0
Arthur Davis as Executor for the Estate of James Barnes	12 .. "	Hogland of Co	5 10
Isaac Simmons surveyor Partner of Isaac V.	198 .. "	Kenyon Hoffman	10
		Roth Gaster	6 11 4
		W <sup>m</sup> Woodruff in Sussex	1 0 6
		Horton Esq <sup>r</sup> Morris Cour	20
		Zigah Brattlinson	28 13 4
		In Blanchard a	6

Account and inventory of real estate and personal estate of Garret Rapalje: Real Estate and Personal Estate, 1787. On the left side his petitioning creditors are listed and on the right side, non-petitioning creditors. Also of note is the reference to the 1786 law for the relief of insolvent debtors.

Appointment of assignees to the estate of Garret Rapalje, 1787. The assignees are Andrew Van Tuyle and Nicholas Bogart.

The Municipal Archives' collection of New York County Supreme Court insolvency assignment records date from 1768-1908, with the majority dating from 1798-1900. They document insolvent debtors whose insolvency proceedings were held in the New York County Supreme Court and the legal actions that were taken in response to their insolvency. Actions included imprisonment (imprisonment for debt was abolished by the New York State Legislature in 1831) and/or selling the real estate and personal property of a debtor to pay creditors.

As a body of records, the insolvency assignments offer a lot of stories. They document financial history in New York City and the United States as they illustrate the numerous financial panics and subsequent state and federal laws that were enacted to deal with the repercussions of the panics. As all but four of the insolvency assignments date from after the American Revolution, they also help document the transition of the American legal system from one highly influenced by the British legal system to a uniquely American legal system. The records also have great research potential as they can help fill gaps in the historical record and can be used by genealogists and family historians.

Contact the [New York City Municipal Archives](#) for the finding aid to the insolvencies. For more information on the court system, read: *Duely & Constantly Kept, A History of the New York Supreme Court, 1691-1847*. James Folts, The New York State Archives and Records Administration and New York State Court of Appeals, 1991.

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## Worksheet #1: Questions on the Bankrupt! Article

Name \_\_\_\_\_ Date \_\_\_\_\_  
Dutchess County Ancient Documents Bankrupt!

As you read the article by Patricia Glowinski, "Bankrupt! The New York County Supreme Court Insolvency Assignments Record", answer the following questions:

1. What is Patricia's job at the New York Municipal Archives?	1.
2. How does she define insolvency?	2.
3. Who is an assignee?	3.
4. What was so surprising about what she discovered about many of the insolvent debtors of New York City in the 18th and 19th centuries?	4.
5. What do the assignment records show?	5.
6. What is the difference between voluntary and involuntary insolvency assignments?	6.
7. What were two possible actions the court could pursue against insolvent debtors?	7.
8. Why are these records important to historians?	8.
9. Who could also use these records for research?	9.
10. What is the modern term for an insolvent debtor? (hint: it's on this piece of paper!)	10.

Now you are ready to examine an Insolvent Debtor petition in Dutchess County from 1819. The petitioner is a 30 year old man from Rhinebeck named Philip P. Schuyler.

## Worksheet #1: Questions on the Bankrupt! Article Answer Sheet

As you read the article by Patricia Glowinski, "Bankrupt! The New York County Supreme Court Insolvency Assignments Record", answer the following questions:

1. What is Patricia's job at the New York Municipal Archives?	1. <span style="color: red;">Archivist; to write an index (finding aid) for insolvency assignment records</span>
2. How does she define insolvency?	2. <span style="color: red;">Process for debtors (people who owe money) who can't pay their debts to appoint someone to manage the sale of their property to pay off their debts</span>
3. Who is an assignee?	3. <span style="color: red;">The person who managed the sale of the insolvent debtor's property to pay their creditors.</span>
4. What was so surprising about what she discovered about many of the insolvent debtors of New York City in the 18th and 19th centuries?	4. <span style="color: red;">Instead of being poor people, the insolvent debtors were mostly wealthy men and women, merchants and stockbrokers!</span>
5. What do the assignment records show?	5. <span style="color: red;">the legal process as debtors asked the NY Supreme Court to appoint an assignee to help pay off their debts (to avoid going to prison!)</span>
6. What is the difference between voluntary and involuntary insolvency assignments?	6. <span style="color: red;">Voluntary: the debtor and their creditors asked for help. Involuntary: creditors filed the petition (if the debtor tried to flee or hide!)</span>
7. What were two possible actions the court could pursue against insolvent debtors?	7. <span style="color: red;">imprisonment Selling real estate (property) Selling personal property (clothes, etc.)</span>
8. Why are these records important to historians?	8. <span style="color: red;">they document financial history and the transition from the British to American legal system</span>
9. Who could also use these records for research?	9. <span style="color: red;">Genealogists, family historians</span>
10. What is the modern term for an insolvent debtor? (hint: it's on this piece of paper!)	10. <span style="color: red;">Bankruptcy!</span>

To the Honourable James Emmett, first Judge of the Court of Common Pleas in and for the County of Dutchess. —  
The petition of Philip P. Schuyler of Rhinebeck, Dutchess county, an insolvent Debtor.

Respectfully sheweth, that the said Insolvent is an inhabitant of the county of Dutchess and from many unfortunate circumstances has become insolvent and utterly incompetent to the payment of his debts. Wherefore he is desirous that his estate should be distributed amongst his creditors in discharge of their debts, as far as the same will extend, and for that purpose prays that all his estate, real & personal, may be assigned to such a trustee as may be appointed by your honour.

And further that he the said Insolvent may be discharged & exempt from imprisonment pursuant to the section of the act of the Legislature of the State of New York, passed April 7<sup>th</sup> 1819 - entitled "An act to abolish imprisonment for debt in certain cases" —

Dated this 13<sup>th</sup> day of September 1819 —

Philip P. Schuyler

To the Honorable James Emott, first judge of the Court of Common Pleas in and for the County of Dutchess -

The petition of Philip P. Schuyler of Rhinebeck, Dutchess County, an insolvent debtor.

Respectfully sheweth, that the said insolvent is an inhabitant of the county of Dutchess and from many unfortunate circumstances has become insolvent and incompetent to the payment of his debts, wherefore he is desirous that his estate should be distributed amongst his creditors in discharge of their debts, as far as the same will extend, and for that purpose prays that all his estate, real and personal, may be assigned to such assignee as may be appointed by your honour.

And further that he, the said insolvent, may be discharged and exempt from imprisonment pursuant to the directions of the act of the Legislature of the State of New York, passed April 7th, 1819, entitled "An Act to abolish imprisonment for Debt in certain cases."

Dated this 13th day of September 1819

Signed Philip P. Schuyler

Definitions: Court of Common Pleas: civil (not criminal) court

Sheweth: shows

Inhabitant: resident

Incompetent: unable

Discharge: to pay off

Exempt: free from

Pursuant: following

A full and true account of all the services of  
Philip D. Schuyler in said action and the various owing  
to them respectively by said defendants, with the consideration of  
said debt and the sum of the services of each party creditors as  
far forth as the said amount has been able to ascertain the same.

Names	Residence	Consideration	Amount
Alvors and Farris	Philipsburg	Note - Goods ware & merchandise sold & delivered	45. 44 1/2
Nathan Alvors	—	Hats sold & delivered	9. 10 0
Tim's Wm. Cook	—	Hats of 100 delivered	40. 60 0
David B. Lusk	—	Damage done	94. 20 0
John B. Campfield	—	Tavern account	24. 44 0
Wm. Jaques	Rhinebeck	Attorneys fees	18. 0 9
Isaacman Math. Lorne	—	Attendance as Physician	70. 0 4
David Tomlinson	—	Goods ware & merchandise sold & delivered	30. 27 0
Henry T. Tolman & George	—	Work and services rendered	51. 00 0
Thos. H. Stroh	—	Work and services rendered as Taylor	135. 00 0
John J. Smith	—	Work, labor & services as Taylor	76. 05 0
John Drury	—	House & labor	3. 50 0 0
Stephen Vanderhoof	—	Work labour & services as Shoemaker	1. 63. 90 0
John W. Wheeler	Roxbury	Note - As Attorney	119. 50 0
Seacella J. Stewart	—	Horse sold & delivered	42. 00 0
Henry Hof	Rhinebeck	Goods ware & merchandise sold & delivered	66. 58 0
Wesley F. Ring	—	Work labour & services as Cooper	8. 08 0
John Jennings	Clinton	Tavern account	14. 98 0
Philip Bogardus	Rhinebeck	Business on a Home Trade	21. 00 0
Ely Reed	—	For a horse sold & delivered	88. 00 0
Matthew Cockade	Ulster County	Note - Goods ware & merchandise sold & delivered	2. 46 0 0
Seel and Wilt	—	Work labour & services as fuller	5. 00 0
Nathaniel Campbell	—	Account	0. 00 0
Lang. Schonhoven	Watford, Saratoga County	Payment	about
Jacob Bushman	Ulster	For goods ware & merchandise sold & delivered	40. 00 0
Peter Hendrichs	Rhinebeck	Note - Tavern account	18. 00 0
Jacob Hendrichs	—	Work & services as Blacksmith	20. 00 0
William Delamater	—	For a horse sold & delivered	86. 00 0

23383 pg 15

23383 pg 15

Names	Residence	Consideration	Amount
Peter Wm. Pittsburgh	Rhinebeck	Account - Work labour & services rendered as Blacksmith	\$ 26. 12 1/2
Matthew's County	—	Tavern Account	5. 00 0
Perry and Stewart	—	Goods ware & merchandise sold & delivered	20. 00 0
John Davis	—	Work sold & delivered	20. 00 0
Aug. S. Tufts	—	Work sold & delivered	8. 00 0
Walter J. Thorne	—	Account	8. 00 0
Peter Pulte	Albany	Payment	120. 00 0
Ed. Schuyler	Albany	Payment	112. 00 0
Master of Matthew Richards	Ulster, Saratoga County	Monies paid to Ed. and I. upon his	60. 00 0
Executors of Estate of John Hughes	Clinton	Work labour & services rendered as Householder	73. 00 0
Teller and Rea	Rhinebeck	Payment	6. 00 0
John Hollingshead	—	Goods ware & merchandise sold & delivered	12. 00 0
John Van Waggoner	—	Note - Sleigh sold & delivered	4. 00 0
Thomas L. Rich	New York	Work labour & services rendered	1. 00 0
George Little	Bethel, L. I.	Board - liquor, oats & merchandise sold & delivered as Taylor	60. 00 0
Park	New York	Sword sold & delivered	15. 00 0
Joseph W. Brachte	—	Monies paid to Ed. and I. upon his	40. 00 0
John Forbes	Philipsburg	Note - Tavern bill	14. 62 1/2
Leonard B. Van Kleeck	—	Account	6. 00 0
Tim's Cook	Rhinebeck	Goods ware & merchandise sold & delivered	16. 9. 56
Elias Cowles	—	For a horse sold & delivered	59. 00 0
Henry T. Tolman & George	—	Account	360. 00 0
Philip J. Sawyer	do	board & laundry, rooming, goods ware & merchandise sold & delivered	10,000. 00
Smith Dunning	Ulster	Note - For goods ware & merchandise sold & delivered	130. 00 0

Philip D. Schuyler

Transcription of pp. 15-16

A full, just, and true account of all the creditors of Philip P. Schuyler, an insolvent debtor, and the monies owing to them respectively by said Insolvent, with the consideration of said debts and the place of the residence of each said creditors as far forth as the said insolvent has been able to ascertain the same -

Names	Residence	Consideration	Amount
Myers and Ferris	Poughkeepsie	note Goods wares + merchandise sold + delivered	\$ 45.44
Nathan Myers	"	" "	9.69
Tunis Van Kleeck	"	" Hats sold and delivered	40.66
David B. Lent	"	" Harness sold and delivered	84.00
John E. Canfield	"	" Carriage Hire	19.20
Mon. Jaques	Rhinebeck		Tavern Account 24.42
Delamater Rathbone	"	note Attorney's fees	18.39
David Tomlinson	"	" Attendance as Physician	70.46
Henry F. Tallmadge	"	" Goods wares and merchandise sold and delivered	30.27
Thos. Hyslop	"	" Work and services rendered	51.00
John J. Smith	"	" and acct Work, Labour, and services as Taylor	135.00
John Drurys	"	note Harness sold + delivered	76.50
Abraham Vanderhof	'	' Work labour and services as Shoemaker	350.00
John W. Wheeler	Red Hook	" As Attorney	163.90
Isabella J. Stewart	Milan	" Horse sold + delivered	119.50
Henry Shop	Rhinebeck	" Good wares + merchandise sold and delivered	42.00
Wilbur Ring	Rhinebeck	note Goods wares + merchandise sold and delivered	66.50
John Jennings	"	" Work labour + services as Cooper	8.03

Philip Bogardus	Clinton	"	Tavern Account	14.30
Ely Reed	Rhinebeck	"	Balance on Horse Trade	21.00
Wililam Caskaden	unknown	"	For a horse sold + delivered	88.00
Schele and White	Rhinebeck	note	Goods wares + merchandise sold + delivered	246.54
Nathaniel Canfield	"	account	Work labour + services as Fuller [processor of clothing]	5.00
James Schoonhove	Waterford Saratoga County	judgment	unknown	60.00
Jacob Bachman	Milan	account	For goods wares and merchandise sold and delivered	40.00
Peter Hendricks	Rhinebeck	note	Tavern Account	18.00
Jacob Hendricks	"	"	Work and services as Blacksmith	20.00
William Delamater	"	"	Work and services as Wool Carder and Fuller	86.00
Peter Van Steenburgh	Rhinebeck	account	Work labour and services rendered as Blacksmith	29.121/2
Stephen McCarty	"	"	Tavern Account	5.00
Ruggles + Stewart	"	note	Goods wares + merchandise sold + delivered	20.00
John Davis	"	account	"	20.00
Ring + Verparm	"	"	"	8.00
Stephen S. Thorne	"	"	Hat sold and delivered	8.00
Peter Putts	"	judgment	Tavern bill + hats (military) sold + delivered	120.00
Eli Williard	Albany	judgment	Monies paid laid out + expended	112.00
Widow of Stephen Richards	Stillwater	note	Work labour and services rendered as Shoemaker	60.00
Estate of	Clinton	"	Horse sold and delivered	70.00

John Hughes				
Teller and Reid	Rhinebeck	judgment	Goods wares and merchandise sold + delivered	6.00
John Holdridge	"	note	Sleigh sold and delivered	12.00
John Van Waggoner	"	account	Work labour + services rendered	4.00
Thomas L. Rich	New York	"	Work, labour + services rendered as Taylor + goods and clothes sold	100.00
George Little	Brookline, LI	"	Board, liquor, goods and merchandise sold + delivered	60.00
Peek	New York	"	Sword sold and delivered	75.00
Joseph W. Brackett	"	"	Money paid laid out + expended	40.00
John Forbes	Poughkeepsie	note	Tavern bill	14.62 1/2
Leonard B. Van Kleeck	"	account	Tavern Bill	6.03
Tunis Conklin	Rhinebeck	note	Goods wares + merchandise sold + delivered	169.56
Elias Cowles	"	"	"	59.50
Henry F. Talmadge	"	account	"	360.00
Philip J. Schuyler	"	account	Bank bond advanced for good wares + merchandise sold + delivered supposed to be about	\$10,000
Smith Downing	Milan	note	For goods wares + merchandise sold + delivered about	130.00

Signed Philip P. Schuyler

## Worksheet #2: Analysis of Philip P. Schuyler's insolvent debtor petition

Name \_\_\_\_\_ Date \_\_\_\_\_  
Dutchess County Ancient Documents I Declare Bankruptcy!

As you look over Philip P. Schuyler's petition for the court to protect him as an insolvent debtor, answer the following questions:

1. Who is the judge in Dutchess County that will be deciding Philip's petition?	1.
2. What is the reason given in the petition that Philip is unable to pay off his debts?	2.
3. What is Philip proposing to do to pay off his creditors?	3.
4. What is Philip trying to avoid?	4.
5. List at least four of the occupations you see in the list of creditors.	5.
6. Count the number of tavern bills unpaid by Philip.	6.
7. List the number of horses bought and horse-related items you see.	7.
8. List the other items you see on the petition.	8.
9. On page 16, his father, Philip J. Schuyler, is listed as loaning his son how much money?	9.

10. Philip's petition was approved by the judge, and his father, Philip J. Schuyler, was appointed as his assignee. Based on your analysis of the creditors of Philip Schuyler, what advice would you give him as he plans his future finances?

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Worksheet #2: Analysis of Philip P. Schuyler's insolvent debtor petition **Answer**

As you look over Philip P. Schuyler's petition for the court to protect him as an insolvent debtor, answer the following questions:

1. Who is the judge in Dutchess County that will be deciding Philip's petition?	1. <b>James Emott, first Judge of the Court of Common Pleas, Dutchess County</b>
2. What is the reason given in the petition that Philip is unable to pay off his debts?	2. <b>Many unfortunate circumstances (very vague!)</b>
3. What is Philip proposing to do to pay off his creditors?	3. <b>Selling his estate, both real (land) and personal (items)</b>
4. What is Philip trying to avoid?	4. <b>imprisonment</b>
5. List at least four of the occupations you see in the list of creditors.	5. <b>Attorney, physician, tailor, shoemaker, cooper, blacksmith, wool carder and fuller</b>
6. Count the number of tavern bills unpaid by Philip.	6. <b>Six, seven if you count the Brookline Long Island board and liquor</b>
7. List the number of horses bought and horse-related items you see.	7. <b>4 horses and 2 harnesses, carriage hire, sleigh, blacksmith (for horseshoes)</b>
8. List the other items you see on the petition.	8. <b>At least 3 hats, goods wares merchandise, sword</b>
9. On page 16, his father, Philip J. Schuyler, is listed as loaning his son how much money?	9. <b>\$10,000</b>

10. Philip's petition was approved by the judge, and his father, Philip J. Schuyler, was appointed as his assignee. Based on your analysis of the creditors of Philip Schuyler, what advice would you give him as he plans his future finances?

**Answers will vary, but students may note the many expensive tavern bills and purchases that show the illusion of wealth, like a sword or sleigh, that aren't necessary for survival like the physician or wool expenses.**

### Worksheet #3: Comparing Prices from 1819 to today

Name \_\_\_\_\_ Date \_\_\_\_\_  
Dutchess County Ancient Documents I Declare Bankruptcy!

You just analyzed an Insolvent Debtor petition from 1819 Dutchess County. Now, you are going to find out the value of certain items on the list. To find the value of an item, you will be using a formula to convert the price in 1819 to today's money (which is the result of inflation.)

As you complete the following chart, use either one of these calculations for Value

- A. The Federal Reserve Bank of Minneapolis has a formula to calculate the value of items based on CPI from 1800 (see explanation here: <https://www.minneapolisfed.org/about-us/monetary-policy/inflation-calculator/consumer-price-index-1800->)
- B. However, a simple formula is this: Multiply the 1819 price by 2307.02% as described here: <https://www.officialdata.org/>

Item	1819 price	Value
Horse Harness sold and delivered		
Horse sold and delivered		
Sword sold and delivered		
Physician's attendance		
Loan from Philip's father (Philip J. Schuyler)		
Blacksmith service		

Questions:

1. Name 3 items that would not be listed on a bankruptcy petition today. Why not?
2. Which items indicate that Philip was a farmer?
3. Does it surprise you that Philip's father was also listed as a creditor? Can family members sue each other today?
4. How could historians use this document to learn about life in 1819?

Worksheet #3: Comparing Prices from 1819 to today **Answer**

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Dutchess County Ancient Documents I Declare Bankruptcy!

As you complete the following chart, use either one of these calculations for Value

- C. The Federal Reserve Bank of Minneapolis has a formula to calculate the value of items based on CPI from 1800 (see explanation here: [Fed Inflation Calculator](#))
- D. However, a simple formula is this: Multiply the 1819 price by 2307.02% as described here: [CPI calculator](#)

Item	1819 price	Value
Horse Harness sold and delivered	\$84.00	\$1937.90
Horse sold and delivered	\$119.50	\$2756.89
Sword sold and delivered	\$75.00	\$1730.27
Physician's attendance	\$70.46	\$1625.52
Loan from Philip's father (Philip J. Schuyler)	\$10,000.00	\$230,702.00
Blacksmith service	\$20.00	\$461.40

Questions:

1. Name 3 items that would not be listed on a bankruptcy petition today. Why not? Horse, harness, and blacksmith are less likely items today, while in 1819 they were all important for survival.

2. Which items indicate that Philip was a farmer?

The charges for wool carder and fuller - indicates that he raised sheep, since he hired someone to clean the wool in order for it to be made into clothing. Also, the many horses he bought (6!)

3. Does it surprise you that Philip's father was also listed as a creditor? Can family members sue each other today?

His father loaned him over \$230,000 in today's money. That would be difficult for anyone to forgive. Yes, family members sue each other all the time today.

4. How could historians use this document to learn about life in 1819?

It shows what people bought and used, although some information is vague (like the category for "goods, wares, and merchandise"). They can also learn about local trades people, where they lived and what they did for a living.

## Twelfth Grade Lesson Plan: A Just and True Account

This lesson plan, based on documents from 1811, can be used in units covering Economics and Inflation.. This lesson on bankruptcy, personal property, and the difference between value and cost can be covered in 2 class periods.

### Documents Needed:

1. Worksheet on A Just and True Account and answer sheet (pages 64-67)
2. Document 55287 page 3: Account of Creditors and transcript (pages 68-69)
3. Document 55287 page 7: Inventory of Estate and transcript (pages 70-71)

## 12th Grade Ancient Documents Lesson Plan: A Just and True Account: Analyzing a Personal Property document from 1811

This lesson uses one of the Insolvent Debtor petitions from the Dutchess County Ancient Documents digital archives for students to learn about bankruptcy and inflation. If students need more information about “insolvent debtor petitions”, known as bankruptcy proceedings today, teachers can use Document 1 from the Eleventh Grade lesson plan. Otherwise, this lesson can stand alone as instruction for students on inflation and its effects. A helpful hint for students - round up when calculating the inflation rates!

## Document 1: Worksheet on “A Just and True Account”

Name \_\_\_\_\_  
A Just and True Account

Date \_\_\_\_\_  
Ancient Documents project

1. Based on the items listed in “Personal Property”, what occupation do you think Jacob Glory had? List the evidence you used to come to this conclusion.

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2. The list of “Personal Property” was everything seized from Jacob Glory’s home and sold to pay off his creditors. Although his family was able to keep some items, most of their possessions were sold off. As you look over the list, what items are listed that surprise you? Why?

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3. What typical household items are not listed, which means that these were the items his family was able to keep?

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4. Where did most of Jacob Glory’s creditors live? \_\_\_\_\_  
What conclusion can you draw from this? \_\_\_\_\_

5. How many people are listed as creditors of Jacob Glory? \_\_\_\_\_  
Although the amounts owed seem low by today’s standards, remember that inflation and other factors have caused 1811 currency to rise in value. Jacob Glory seems to have owed less than \$200, however this amount sent him into insolvency (or, bankruptcy). What does this fact tell you about life in 1811?

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6. When looking at the list of creditors, some have “book accounts” and others have “notes” owed by Jacob Glory. What do you think is the difference?

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7. To give a perspective on the value and cost of some of Glory’s personal property, complete the following chart. For the **value**, find out how much the item would be today, accounting for inflation. An easy way to figure inflation is to multiply the item by 23.34. For the **cost**, do a search to find out how much the item would cost today (if you come up with different amounts, look at three examples and choose the middle cost.)

Item	1811 price	value (inflation)	cost today
Shovel	0.79		
Kettle	0.29		
Bed	16.00		
Ax	0.10		
Knife	0.07		

8. Which item(s) cost more today than their value with inflation?

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9. Which item(s) have a much higher inflationary value than their cost?

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10. Make a conclusion about 1811 prices and what these items cost today.

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## Document 1: Worksheet on “A Just and True Account” answers

1. Based on the items listed in “Personal Property”, what occupation do you think Jacob Glory had? List the evidence you used to come to this conclusion.

Answers will vary, but he was a baker with a bakery/cafe business.

2. The list of “Personal Property” was everything seized from Jacob Glory’s home and sold to pay off his creditors. Although his family was able to keep some items, most of their possessions were sold off. As you look over the list, what items are listed that surprise you? Why?

Personal property such as clothing and beds. Small items such as cups, bags, spoons are included. Answers will vary, but students may realize that all property was inventoried during the insolvent debtor process, with little privacy involved, even with children of the household.

3. What typical household items are not listed, which means that these were the items his family was able to keep?

No books or paper are listed, some tools are missing, livestock isn’t included. This indicates that not all items were confiscated from insolvent debtors. They were allowed to keep items that helped them make a living and earn wages, so they could rebuild their lives as best as possible.

4. Where did most of Jacob Glory’s creditors live? Rhinebeck

What conclusion can you draw from this? Jacob lived in or near Rhinebeck

5. How many people are listed as creditors of Jacob Glory? 12

Although the amounts owed seem low by today’s standards, remember that inflation and other factors have caused 1811 currency to rise in value. Jacob Glory seems to have owed less than \$200, however this amount sent him into insolvency (or, bankruptcy). What does this fact tell you about life in 1811?

Answers will vary, but even adjusting for inflation, Glory didn’t owe a lot of money. This indicates that even a small amount of debt, over a certain period of time, was enough to throw someone into insolvency (bankruptcy), and that one of the penalties was imprisonment - although Jacob was spared this fate since his petition for insolvency was granted.

6. When looking at the list of creditors, some have “book accounts” and others have “notes” owed by Jacob Glory. What do you think is the difference? A note is a type of loan, and an account is credit issued at a store, like a credit card today, (for example, “put it on my tab” was a common phrase back then)

7. To give a perspective on the value and cost of some of Glory's personal property, complete the following chart. For the **value**, find out how much the item would be today, accounting for inflation. An easy way to figure inflation is to multiply the item by 23.34. For the **cost**, do a search to find out how much the item would cost today (if you come up with different amounts, look at three examples and choose the middle cost.)

Item	1811 price	value (inflation)	cost today *
Shovel	0.79	\$18.40	\$15.65
Kettle	0.29	\$6.77	\$26.00
Bed	16.00	\$373.44	\$500.00
Ax	0.10	\$2.33	\$34.00
Knife	0.07	\$1.63	\$10.00

8. Which item(s) cost more today than their value with inflation?

Kettle, bed, ax, knife

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9. Which item(s) have a much higher inflationary value than their cost?

shovel

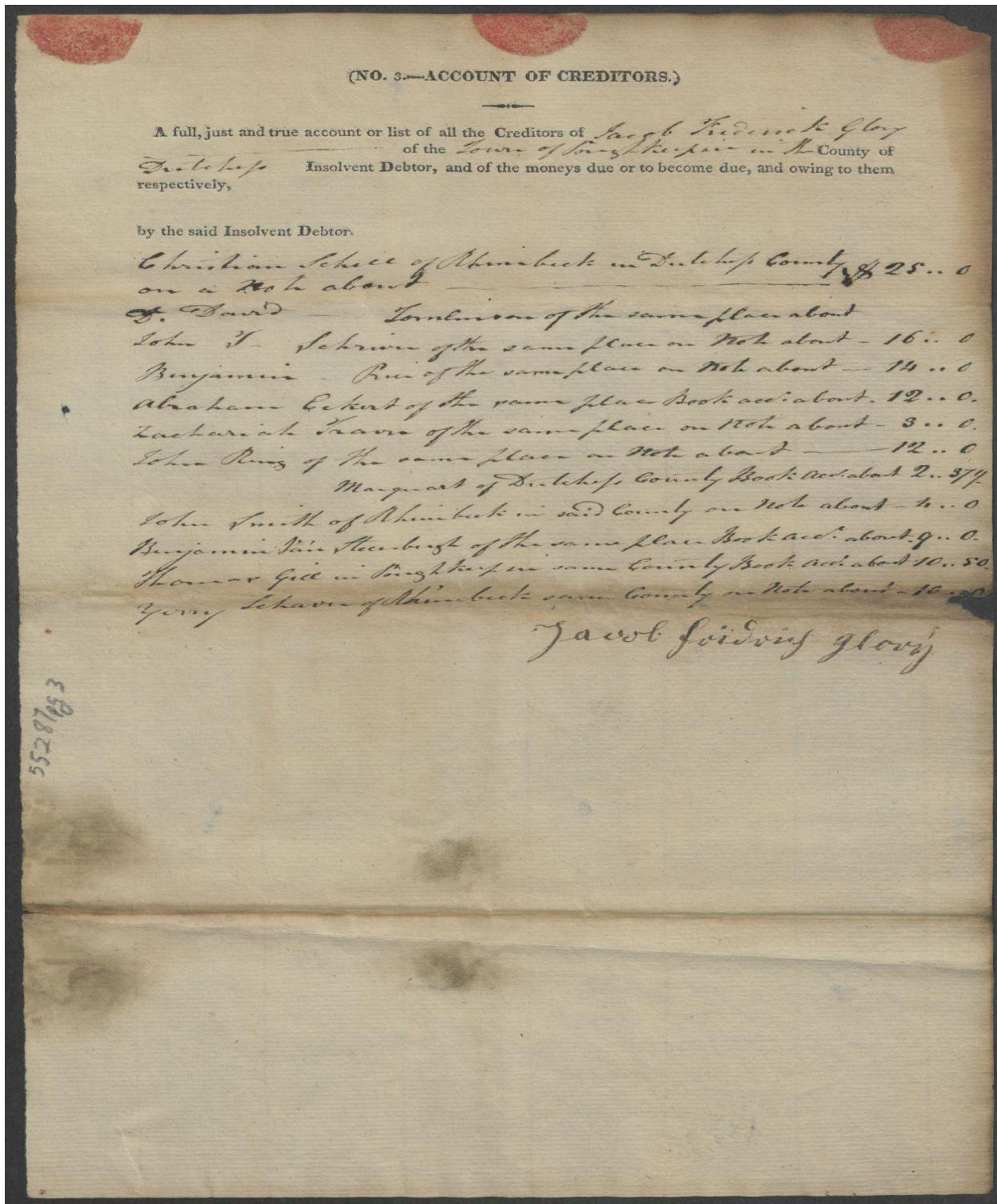
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10. Make a conclusion about 1811 prices and what they cost today.

Answers will vary. Most of the items cost more today than their inflationary value. This indicates that even with manufacturing and mass production, items cost more than the rate of inflation. Workers need to earn more money to afford basic items.

\* Students may find a wide variety of prices when they search for today's cost of these items. There are differences in quality and purpose when finding the cost of items - and remember that the Glory family was working class, so students should look for the cost of basic items, not luxury or high quality items. In addition, these items that were sold were used, so buyers would most likely not pay the highest price for them.

Document 2: Ancient Document 55287 page 3: List of Creditors



Document 2: Ancient Document 55287 page 3: List of Creditors transcript

Document 55287 page 3

Jacob Frederick Glory of Poughkeepsie  
September 14, 1811

(NO. 3 - ACCOUNT OF CREDITORS)

A full, just and true account or list of all the Creditors of Jacob Frederick Glory of the Town of Poughkeepsie in the County of Dutchess, Insolvent Debtor, and of the moneys due or to become due, and owing to them respectively,

By the Insolvent Debtor:

Christian Schott of Rhinebeck in Dutchess County one note about	\$28.00
David Tomlinson of the same place about	—
John T. Schriver of the same place one note about	16.00
Benjamin River of the same place one note about	14.00
Abraham Eckert of the same place book acct. about	12.00
Zachariah Traver of the same place one note about	3.00
John Ring of the same place one note about	12.00
Margaret of Dutchess County book acct. about	2 3/4
John Smith of Rhinebeck in said County one note about	4.00
Benjamin Van Steenburgh of the same place Book acct. about	9.00
Thomas Gill in Poughkeepsie in same County Book acct. about	10.50
Jerry Schriver of Rhinebeck in same County one Note about	10.50

Signed, Jacob Frederick Glory

Document 3: Ancient Document 55287 page 7: Inventory of Estate

(NO. 5.—INVENTORY OF ESTATE.)

A just and true inventory or account of all the estate of Isaac Frederick Gray  
of the Town of New Haven in the County of New Haven  
Insolvent Debtor,

real and personal, both in law and equity, in possession, reversion and remainder, and of all books, vouchers and securities relating to the same.

Real Estate

None

Personal Property

Twentyone Barretta Cakes one Bread Pan one Table six Boxes  
two Shovels on Cracker Bench on Scale and weights  
one Saw one Brush one Wash Tub five Eggs three  
Stone Pots three Iron Kettles one Tea Kettle one  
Skillet one Pair of Bellows one Shovel and Pongs one  
A y one iron Pan one Funnel two Candles  
Sticks one qt Mug on peg on Whipple Tree one  
Pail on Rule on Cracker Stamper three Cakes  
Meals on Wooden Baal one Wash Baal three  
Chests one Bread Cloth one Looking glass  
eight Chairs one Stand on Tea Table one  
Bread and Beading one Broom one Umbrella  
one Pitcher twelve Plates <sup>some</sup> Cotton Dishes one  
Tea Canister one and an half dozen Mugs and  
Forks five Baals one Milk Cup one Tea Pot  
one Sugar Baal <sup>and</sup> Coffee Pot one Keg water one  
Breakfast Dish one Salt Soller nine Spoons five  
Coats three under jackets nine Shirts six long  
Gown. three Petticoats six Handkerchiefs one  
Pair of Stockings one great Coat four Shirts  
three Shovels three Pair of Pantaloons  
The above Property same as permed and to be paid by  
Nicholas Everton for House and

55287/1357

Document 3: Ancient Document 55287 page 7: Inventory of Estate transcript

(NO. 5 - INVENTORY OF ESTATE)

A just and true inventory or account of all the estate of Jacob Frederick Glory of the Town of Poughkeepsie in the County of Dutchess  
Insolvent Debtor,  
Real and personal, both in law and equity, in possession, reversion and remainder, and of all books, vouchers and securities to the same.

Real Estate

None

Personal Property

Twenty-one barrels, ten cake pans, one bread tray, one table, six boxes, two shovels, one cracker bench, one seal and weights, one saw, one brush, one wash tub, five bags, three stone pots, three iron kettles, one tea kettle, one skillet, one pair of beltisis, one shovel and tongue, one ax, one frying pan, one funnel, two candlesticks, one qt mug, one jug, one whiffer tree, one pail, one ruler, one cracker stamper, three cake molds, one wooden bowl, one wash bowl, three chests, one bread cloth, one lookingglass, eight chairs, one stand, one tea table, one bed and bedding, one bureau, one umbrella, one pitcher, twelve plates, four Arthur dishes, one tea canister, one and a half dozen knives and forks, five boats, one milk cup, one tea pot, one sugar bowl, one coffee pot, one decanter, one bread dish, one salt shaker, nine spoons, five coats, three underjackets, nine shirts, six long gowns, three petticoats, six handkerchiefs, ten pair of stockings, one great coat, four shifts, three shawls, three pair of pantaloons.

The above property I am informed and believe has been sold by Nicholas Everton for house rent.

## Additional Resources

*From English Colony to Sovereign State: Essays on the American Revolution in Dutchess County, Province of New York*, by Richard B. Morris, Jonathan C. Clark, Charlotte Cunningham Finkle, published by the Dutchess County American Revolution Bicentennial Committee: Millbrook, NY. 1983

[https://www.dutchessny.gov/Departments/County-Clerk/Docs/From\\_English\\_Colony\\_To\\_Sovereign\\_State\\_ocr.pdf](https://www.dutchessny.gov/Departments/County-Clerk/Docs/From_English_Colony_To_Sovereign_State_ocr.pdf)

This is a great resource to find out more about how the American Revolution impacted Dutchess County residents, exemplified by several landowning families. Sections of the book can be used for the 4th and 7th grade units on the Revolutionary War.

*Transformations of an American County: Dutchess County, New York 1683-1983*, edited by Joyce C. Ghee, Melodye Kaltz, William McDermott, and Richard Wiles, published by the Dutchess County Historical Society: Poughkeepsie, NY. 1986

[https://www.dutchessny.gov/Graphics/Transformations\\_of\\_an\\_American\\_County\\_1683-1983\\_ocr.pdf](https://www.dutchessny.gov/Graphics/Transformations_of_an_American_County_1683-1983_ocr.pdf)

A series of short essays tell various stories about life in Dutchess County over the years. Several essays discuss topics that coincide with the curricula of 4th, 7th, 8th and 11th grades.

Dutchess County Historical Society yearbooks <https://dchsn.org/tools-yearbook/>

Access to hundreds of articles on local history is available at this site. Many of these articles are useful for students to learn about their town's history. Articles cover events that range from the colonial era up to the modern day.

A Publication of the Dutchess County  
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Dutchess County Clerk**

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