



SEWARD
HOUSE MUSEUM

4th and 5th Grade Resource Kit

Seward House Museum Teacher Resource Kit





SEWARD HOUSE MUSEUM

Dear Teachers,

We welcome you and your class to the Seward House Museum. By visiting the Museum, your class will step back in time to the 19th century, walking through the same halls that William Henry Seward and his family did as they lived through one of the most tumultuous times in American history. Education reform was a key component of Seward's platform when he served as a New York State Governor. We're happy to continue in that legacy by opening the doors of his house to the many school groups who visit.

As the students move through the house, they'll hear stories about early settlement in the Auburn community; early progressive movements that shaped the nation; the crisis of the Civil War; territorial expansion and geography's impact on the American experience. They'll also learn how the Seward family shaped, or were influenced by these crucial historic developments. By exploring these issues along with the physical collection the Seward family left behind, students should emerge with an enhanced understanding of the era.

The four generations of the Seward family who lived in the house were each unique, and their experiences tie-in to many of the major themes covered throughout the New York State Social Studies framework. We have created this resource kit to be used within both 4th and 5th grade classrooms to address local community histories within the more general western hemisphere narrative.

We invite you to utilize the sections that are relevant to your curriculum. The hope is that this resource kit will complement the work you are doing in your classroom and will help provide your students with the historical context that makes a visit to the Seward House worthwhile. Please feel free to contact us directly with any questions, or to make plan to schedule or customize your tour.

Thank you for choosing to utilize the Seward House Museum in your curriculum, and we look forward to your visit!

Yours sincerely,

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Tour Focus

The tour will cover the following:

- William Henry Seward, his wife Frances, and their family.
- The political career, connections, and achievements of William Seward.
- The physical collections housed in the Museum; including texts, art, and the architectural design.
- Individuals who influenced William Seward and his family and shaped the 19th century.
- The geographic, social, technological, economic, and political changes during the Seward family's lifetime.

Museum Guidelines

While striving to provide an enjoyable experience for all visitors to the Seward House Museum, preservation of its collection is the top priority. The collection of the Seward House is unique, in that almost everything on display is original to the four generations of the Seward family that lived in the house. These items are not recreations, and are part of the history your class will be discussing.

Museum rules must be obeyed to preserve the Seward's historic interior.

Some important rules to share with young visitors before the visit are as follows:

- For the safety and durability of the collections visitors are asked not to touch or handle any artifacts. This includes the use of historic furniture.
- We also ask visitors to please not lean against door-frames or bookcases.
- Groups are asked to stay with their tour guide at all times. If a student needs to leave the tour for any reason, we ask that they inform their docent so a Museum escort can be provided to safely guide them out, and return them after to their group.
- Please don't bring any outside food or drinks inside the Museum.
- Large bags and backpacks are not permitted into the Museum. Please leave bags in the designated bag space within the Museum's gift shop. The Museum does not assume responsibility for personal items left in the gift shop.
- The Museum invites visitors to take interior photographs while on tour. We ask that guests turn off their flash and do not disrupt the tour or docent by taking pictures.
- While the Museum invites visitors to use their cell phone as a camera, we ask that NO calls are made/or received from inside the Museum. All visitors should silence their ring- tones before beginning the guided tour.
- Lunches can be left on the bus, at the Equal Rights Heritage Center, or at the front desk of the Museum. Teachers may choose a picnic style lunch at either location.

Student Goals

Our goals for your students are as follows:

- Students will know the Seward family and their role in local, state, and national history.
- Students will know the surrounding historical context that shaped the Seward family experience, including: slavery, women's rights, the Civil War; as well as geographic, political, technological and social changes happening in the United States.
- Students will know the various historical figures (names and positions) associated with the Seward family who appear in New York social studies curriculum.

Format of the lesson plans:

The resource kit has three lesson plans to guide your visit to the Seward House using the national and state standards. The first, titled "Pre-visit," is designed to be used to build up context, and includes three activities along with a Prezi to help provide your students with background information about the family and their times. The Second, titled "The Tour", includes information on the tour itself and how the narrative fits within 4th and 5th grade curriculum. And lastly, the "Post-visit" lesson plan includes an activity to tie together the context with the tour.

Each of the three lessons will be formatted as such:

1. **Introduction:** A general introduction to the lesson plan, and how it is relevant to your tour experience
2. **Objective:** The knowledge or experience the student will gain from participating in the lesson
3. **Grade level, time requirement, materials, vocabulary, and subject:** General information for your planning purposes.
4. **Standards:** How the lesson ties in to both Common Core literacy standards, and NYS Social Studies Framework.
5. **Procedures:** A step-by-step guide on how the lesson will work.
6. **Assessment:** An overview of how teachers will be able to assess students understanding.
7. **Extension/Enrichment/ Differentiation:** Additional activities for high-achieving students, or ways to supplement the information from the lesson, along with changes that can be made to the lesson to target students' strengths' of all levels.
8. **Any Worksheets Included in the Lesson:** The print outs for the activities detailed in the Procedures.



Pre-Visit Lesson Plan

Introduction

These activities are designed to engage students in reading informational texts to help them understand the social changes occurring in the 19th Century, and to provide them with background knowledge about the Seward Family. Visiting the Museum after participating in pre-visit activities, students will be able to pose thoughtful questions and engage in critical historical inquiry. The activities are ordered and structured in a manner that allows students to learn in the zone of proximal development, with each subsequent activity building off the previous.

Objective

By learning about the Seward Family students will be able to explain how the 19th Century was a time of radical social, political, and economic change, which was shaped by several important historic actors.

<p>Grade Level: 4-5</p>	<p>Time Requirement: 1-2 class periods, or 120 minutes</p>
<p>Resources: https://prezi.com/view/tR5IR5ewMwcoyo4tXilx/ https://www.youvisit.com/tour/seward/diplomatic</p>	<p>Focus: 19th Century and the Seward Family</p>
<p>Vocab: Abolition, Artifacts, Calling Card, Civil War, Governor, Secretary of State, State Senator, Territory, Underground Railroad, Union Army, Confederate Army, U.S. Senator, Aztec, Women’s Rights Movement.</p>	

Standards covered in pre-visit activities

Common Core Standards

CCSS.ELA-LITERACY.RL.4-5.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4-5.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.SL.4-5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 or 5 topics and texts, building on others' ideas and expressing their own clearly.

NYS Framework for Social Studies

4.4b The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.

4.5c The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.

4.6c Improved technology such as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an impact on communities, the state and the world.

5.6a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.

5.6b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.

5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

5.7a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?

5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.

Procedures

1. Print out activity 1: **Who is William Seward**, and tell the class their job is to figure out who Seward is using any previous knowledge (of dates, historical figures mentioned, locations, etc...) and the information provided. This activity serves as a pre-lesson assessment, and teachers can use this sheet to track progress and identify students understanding of historical context (IE: Do they mention Lincoln in their observation; Do they use the dates of Seward's birth to identify things he might be familiar with, etc...) Once students are done, collect the worksheets.
To introduce students to the concept of using evidence to draw conclusions, teachers may want to have a brief discussion about "detectives," and how detectives and historians do similar work. Both use evidence, clues, and what they know to make deductions.
2. Explain to the class that they will be attending Seward's house in Auburn, which is why they are taking the time to learn more about him. Then access the Prezi through <https://prezi.com/view/tR5IR5ewMwcoyo4tXilx/>. Go through the slides with your class. The slides introduce each member of the Seward family, and place them within the context of the 19th Century. *Seward is used to show the different levels and roles of the state and federal government (4.4, 5.6); Frances is used to show that certain groups of people have been treated unfairly historically, and that groups of people fought against oppression using tools such as the Underground Railroad (4.5, 5.6c); Gus is used to show the change in technology that occurred during the 19th century (4.6c); Frederick is used to explore other cultures in Central America (5.4c, 5.5); Will Jr. is used to demonstrate NY's role in the Civil War (4.5c); and Fanny is used to demonstrate that women fought for equal rights during the 19th century (4.5b, 5.6c).* Throughout the presentation, use the questions throughout to prompt class discussion. Pictures, videos, and text are use throughout to appeal to all method of learners.
3. Print out activity 2: **Letter Activity**. Following the context of the Prezi, ask students to silently read the informational text, and then answer a series of questions on the back. This text is designed to reinforce the knowledge of the family, along with getting students to think about topics such as historic preservation and Seward's political career. Collect the completed assignment which can be used to assess students' understanding.
4. Print out Activity 3: **Calling Cards**. This final activity can be assigned as classwork or homework, and concludes the pre-visit lesson by introducing students to prominent historic figures of the 19th Century. After reading about A. Lincoln, H. Tubman, S. Anthony, and L. Mott students will design a 19th Century calling card for two of these figures.

Assessment

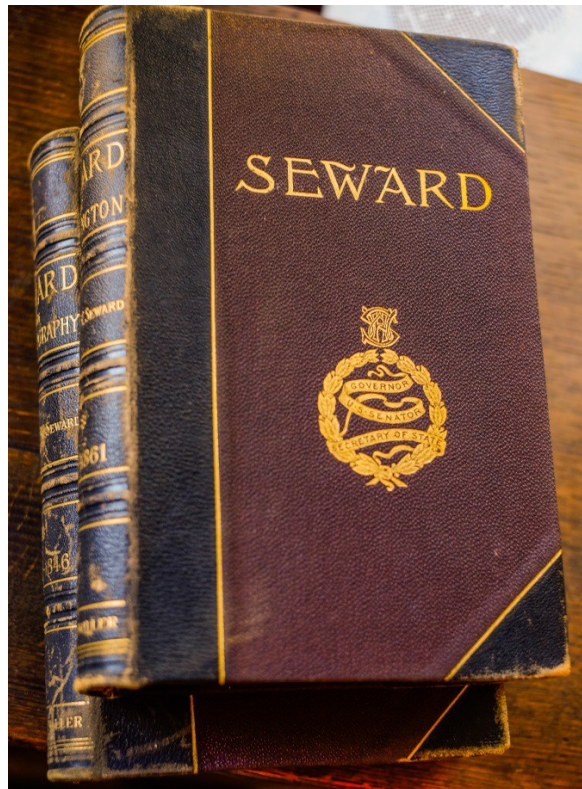
Teachers can assess students' understanding through activity 2 & 3, as well as questions asked during the tour of the Museum.

Extension/Enrichment

- Have students visit the virtual tour of the Diplomats Gallery at the Museum (<https://www.youvisit.com/tour/seward/diplomatic>) and explore the political figures Seward was familiar with, then hypothesize why Seward had all these portraits.
- Have students research Alaska's natural resources (either online or at the library) then hypothesize why Seward wanted to purchase Alaska for the U.S.

Differentiation

- Based on reading levels teachers can opt to read texts aloud to the class, or ask strong readers to take turn reading.



Name:

Date:

*Being a Historian is a lot like being a detective. You depend on both **clues** and **evidence**, and then connecting the two together to solve the case. Below, we are going to introduce you to an important historical figure with just a few hints. Use the information provided to draw conclusions about William Seward, and write these deductions in the space below!*

Quick Facts:

- *Born 1801 in Florida, NY*
- *Moved to Auburn, NY to work as a lawyer.*
- *Worked as both a lawyer and a politician.*
- *Traveled the world multiple times (1833,1859,1869).*
- *He was good friends with, and worked with President Abraham Lincoln.*
- *Helped the US purchase Alaska (1867).*

His own words:

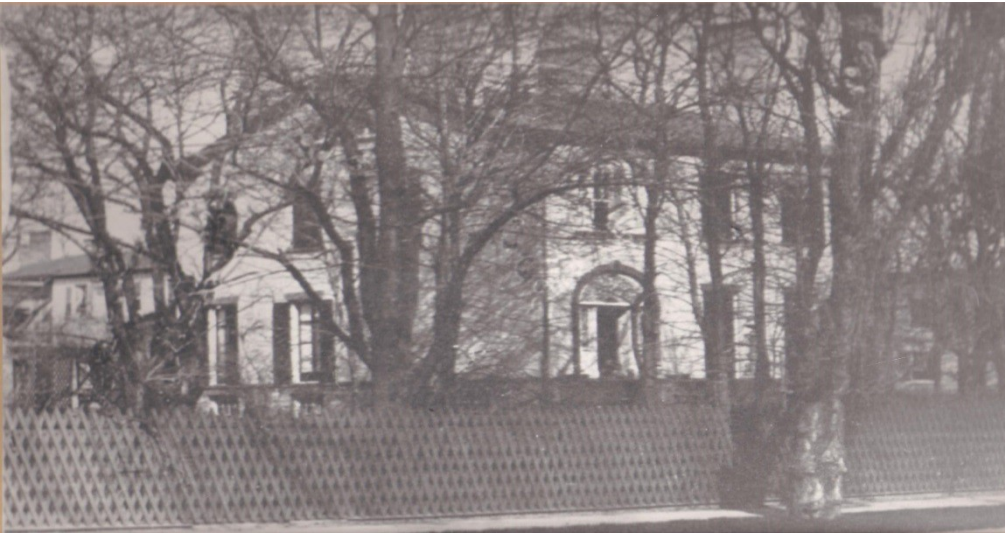
“So you are going around the world? Don’t make the mistake of thinking that is what you are going for...It is to see the world, not merely make its circuit that you are going.” -1872.

*“A party with one idea; but that is a noble idea...the idea of **equality**.” -
1858*

Who is William H. Seward?



Conclusions:



The Seward Home prior to the 1866 addition. Seward Home 1866 South Wing addition

Based on letters from the year 1847 between William and Frances Seward

Frances sat with paper in hand looking out over the garden of her family home. Her home, a Federal style townhouse, originally built by her father, Elijah Miller, in 1816, was finally being expanded to accommodate their family. The gardens provided a quiet refuge away from the noise and bustle of the workmen, where she could write a letter to her husband and watch over her children playing in the garden.

She observed Fanny, watching curiously as her brother, William Jr., planted seeds in the wet soil. Because of the abundance of rain in the last few weeks, the roses were blooming wonderfully. The lively faces of her children along with the budding flowers brought the garden to life for her. The children seemed to be growing a bit every day alongside the lilacs planted around the perimeter of the yard.

All this beauty couldn't distract Frances from the fact that her family was not whole. Fred, her second son, was away focusing on his studies but wrote home regularly. Frances would often find William Jr. running from window to window looking expectantly for his brother's return. Augustus was also away from the home but was less mindful about keeping his mother updated on his whereabouts. His younger siblings missed him all the same.

The garden wasn't the only thing that was evolving during this time of the year. William Seward's responsibilities were growing as well. Seward was traveling through upstate New York and wrote back to Frances almost daily. She missed him a great deal and so did the children. William Jr. had even begun emulating his father's behavior. When Frances was getting ready to go to church one afternoon, it began to pour. To her surprise William was waiting for her on the porch with a large umbrella, just as his father would have done.

Frances took the time to carefully write about the activities in a letter to her husband. She would answer his queries about the renovations going on at the house and insert a few of her own questions for him. She ended the letter with a request from her little girl, "Fanny says I must tell father she wants him to come home." Frances thought about the day when her family would all be together again and their home would be complete.

Name: _____	Date: _____
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After reading the passage, answer the questions below by using clues from the reading to support your answer:

1. Underline what all the family members talked about in the text, and in the space below write down their relationship to William Seward:

2. When the text says “the gardens provided a quiet refuge away from the noise”, what do you think the word refuge means in this sentence? What clues did you use to figure it out?

3. When it says that “William Seward’s responsibilities were growing...”, based on what you know about Seward, what do you think his new responsibilities might be? **think back to what you know about his job **

4. In the text above it says that the Seward House was built in 1816 by Seward’s father-in-law. How do you think a house built that long ago will look like when you visit it, and why?

Name:

Date:

Calling Cards

In the 19th century, it was customary for visiting friends or acquaintances to bring a calling card with them to leave at your home if you were out. The calling card was a record of their visit and a sign that you should pay them a visit too. A lot of effort went into calling card protocol!

At the Seward House, we are lucky that Fanny Seward, Mr. Seward's daughter, saved the calling cards of several of the home's most famous visitors. Before your visit to the Seward House, take some time to create two calling cards for two of the Seward's friends using the information below.

Most calling cards featured a person's name with fancy lettering, a coat of arms and a small personal message. Be as creative as you would like, and bring them to the Museum!

Abraham Lincoln: February 12, 1809-April 15, 1865

President Abraham Lincoln was one of Seward's best friends. They ran against each other during the 1860s election; however, they would end up working together during the Civil War after Lincoln appointed Seward Secretary of State. Lincoln's wit, political intelligence, and his ability to keep calm in times of tragedy and war were just a few of the reasons his country admired him. Lincoln and Seward would spend hours at a time together planning strategies to win the Civil War. Seward too would be attacked the same night Lincoln would be killed by an assassin at Ford's Theatre. It was under Lincoln's guidance that the North emerged victorious in the Civil War, and under his presidency that slavery would be made illegal with the 13th Amendment.

Harriet Tubman: 1820-March 10, 1913

Harriet Tubman was born into slavery in Maryland. During her time in slavery she was constantly mistreated. In 1849, Tubman feared that she would be sold to new owners, who might be even worse, so she made the decision to run away and embarked on a dangerous journey. After escaping to freedom, Tubman decided to go back to save more people and became a conductor on the Underground Railroad. By the 1860s, Tubman had made nineteen trips to the south, each of which could have resulted in her death. However, by the end of her life, she had led approximately more than seventy slaves to freedom and never lost a single passenger, and had become known as "Moses." Later, in 1859, Tubman purchased land from Seward to build a home here in Auburn,

Susan B. Anthony: February 15, 1820-March 13, 1906

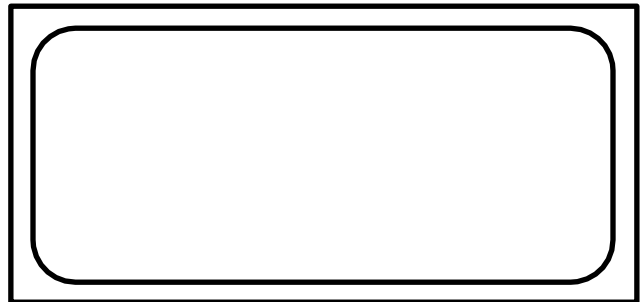
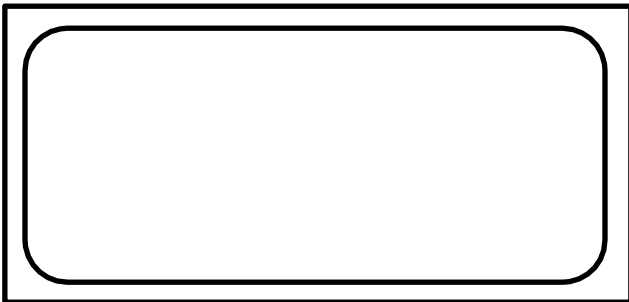
Susan B. Anthony played an important role in the Women's Rights Movement in the 19th century. Thanks to Anthony and others like her, American women obtained the right to vote with the Nineteenth Amendment, also known as the Susan B. Anthony Amendment, in 1920. Anthony also bravely campaigned against slavery and unfair laws regarding who could get education. No matter who disagreed with her or opposed her, Anthony never stopped fighting. Frances Seward was a supporter of Anthony and her ideals, and was influenced by them throughout her life.

Lucretia Mott: January 3, 1793 - November 11, 1880

Lucretia Mott too played an important role in fighting for equal rights for woman and African Americans. Mott became a central leader in several equal rights movements, and was famous for her inspirational speaking abilities, which led to her becoming a very popular lecturer during her time. Mott was also involved in the creation of the Seneca Falls Convention, and was famous for her anti-slavery views. At the end of the Civil War Mott pushed for equal voting rights for both women and recently freed slaves. Lucretia was good friends with Frances Seward, and visited the Seward's house in Auburn frequently.

Use the information above to design calling cards. **1** for yourself, and **2** for some of the following people you've just read about: **Abraham Lincoln**, **Harriet Tubman**, **Susan B. Anthony**, or **Lucretia Mott**.

Cut them out when you are done!





The Tour

Introduction

Following the classes' introduction to the Seward Family they will visit the Seward House Museum, and will receive a 60-90 minute guided tour through the historic site. Guides will focus on the Seward family, their contributions to the 19th century and the historic collections throughout the house. Students will have a chance to ask questions and draw connections throughout.

Objective

While visiting a preserved, 19th century historic house, students will: draw connections to previous learning and: ask questions to increase understanding while displaying appropriate listening skills.

<p><u>Grade Level:</u> 4-5</p>	<p><u>Time Requirement:</u> 90 minutes</p>
<p><u>Resources:</u> On-site visit to the Seward House Museum</p>	<p><u>Focus:</u> The Seward Family</p>
<p><u>Vocab:</u> Abolition, Alaskan Purchase, Brigadier General, Calling Card, Civil War, Commission, Confederate States of America, Diplomat, Emancipation Proclamation, Erie Canal, Governor, Inauguration, Mourning, Perimeter, Secretary of State, Territory, Transcontinental Railroad, Underground Railroad</p>	

Standards covered by the tour

Common Core Standards

CCSS.ELA-LITERACY.SL. 4-5.1a

Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL. 4-5.1b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL. 4-5.1c

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

NYS Framework for Social Studies

4.4b The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.

4.5c The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.

4.6c Improved technology such as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an impact on communities, the state and the world.

5.6a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.

5.6b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.

5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

5.7a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?

5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.

Procedures

1. Upon arrival to the Museum, Students will receive an orientation that empowers them in their roles as active listeners and respectful contributors to discussions. Responsibilities include: raising a hand for questions, waiting until their guide is finished speaking to ask or answer questions, listening without interrupting and speaking at an appropriate voice level. Docents will utilize inquiry based learning to ask questions that elicit student responses to historical content and artifacts and draws connections to their prior knowledge. Students are prompted to build on each others' answers to questions and ask their own.
2. From there, Docents will lead the students through the various rooms of the house discussing such topics as:
 - a. The structure of government and responsibilities of government through the chronology of Mr. Seward's political service: State Senator (1830 - 1834), Governor (1839 - 1843), U.S. Senator (1849 – 1861), and Secretary of State (1861 – 1869) (4.4b)
 - b. How the Seward family, specifically Frances, fought against the Fugitive Slave Act of 1850 by providing shelter to escaped slaves in the basement kitchen (4.5a, 5.6c)
 - c. Seward's relationship with Harriet Tubman and Margaret Stewart (4.5a)
 - d. Students learn about William Seward's beliefs on slavery, and how the institution impacted the 1860 Republican primary (4.5a, 5.6c)
 - e. How Frances Seward was connected to the women's rights movement through acquaintances with Lucretia Mott, Martha Coffin Wright, and Elizabeth Cady Stanton, which will be interpreted throughout the house (4.5b, 5.6c)
 - f. Will Jr.'s service in the Civil War (4.5c)
 - g. Students learn about Seward's involvement in historical events, such as the election of Abraham Lincoln, which contributed to the sectional crisis and increased tensions leading to the Civil War (4.5c, 5.6c)
 - h. Seward's endorsement of and subsequent travels on the Transcontinental Railroad, including his gift of a ring melted down from a commemorative golden spike used to dedicate the completion of the project (4.6c)
 - i. The changing economy of New York through Judge Elijah Miller and the subsequent family members (4.6c)
 - j. Seward's travel to Central America, where he received several pieces of artwork featured throughout the house that highlight the various characteristics of Central America's diverse culture (5.5a)
 - k. Using Mr. Seward's Diplomatic Gallery -- a collection of images of rulers and diplomats across the globe that reflect Mr. Seward's sphere of influence -- students compare and contrast the government system in the U.S. with other countries across the world (5.6a)
 - l. Students are introduced to the Emancipation Proclamation through Francis Carpenter's print of "The First Reading of the Emancipation Proclamation," which highlights Seward's role in the Lincoln administration, as well as how the drafted political document altered legal and social principles of the time (5.6b)

- m. The implications that the Emancipation Proclamation had on the Civil War, and how it set the stage for the 13th amendment (5.6b)
- n. Seward's purchase of Alaska impacted production within the United States economy by providing access to natural resources that were necessary to power the industrial revolution (5.7b)
- o. Auburn's natural resources and how these resources established the community, as well as Judge Elijah Miller's initial income (5.7b)



Assessment

Teachers can assess students' understanding through questions asked during the tour of the Museum, as well as appropriate behavior throughout.

Extension/Enrichment

- Pre/post visit lesson plans.
- Have students visit the virtual tour of the Diplomats Gallery at the Museum (<https://www.youvisit.com/tour/seward/diplomatic>) and explore the political figures Seward was familiar with, then hypothesize why Seward had all these portraits.
- Have students research Alaska's natural resources (either online or at the library) then hypothesize why Seward wanted to purchase Alaska for the US.

Differentiation

- Differentiation can be planned ahead of time with the Museum. Most of our docents are former educators who know how to play to the strengths of visiting students. Differentiation can occur in the form of a modified narrative, access to an accompanying picture book for students who can't visit the second floor, and additional support provided by Museum staff.



Post-Visit Lesson Plan

Introduction

After touring the Museum, Students will combine their experience with the knowledge acquired during the pre-visit activities to create a first person account from the perspectives of one of the Seward family members.

Objective

Students will demonstrate historical understanding by writing a short, first person narrative from the perspective of one of the Seward family members.

Grade Level: 4-5	Time Requirement: 45 minutes
Resources: Family "cheat sheet" Journal sheet	Focus: The Seward Family
Vocab: Senator, Governor, Union, Confederacy, Civil War, Assassin, Underground Railroad, Slavery, Journal	

Standards covered in post-visit activities

Common Core Standards

CCSS.ELA-LITERACY.RL.4-5.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4-5.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.4-5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

NYS Framework for Social Studies

4.4b The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.

4.5c The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.

4.6c Improved technology such as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an impact on communities, the state and the world.

5.6a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.

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5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

5.7a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?

5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.

Procedures

1. Teachers can begin class by having a discussion with the students about some of the things they learned about at the Museum. Popular topics might be: the Underground Railroad exhibit, the assassination attempt, Seward's relationship with Tubman, or the collection itself. If students are focusing primarily on specific items, ask them guiding questions to place these artifacts in the historical context. This initial introduction can serve as both a refresher, as well as a check for understanding.
2. Revisit the tour room-by-room (in group or as a whole class) and share and record information on a chalkboard/whiteboard/or smart screen. This recorded information can serve as a resource for the students.
3. Once students have talked about their trip, provide them with the "**Family Cheat Sheet**" and "**Journal Entry Instructions**" stapled together, and ask students to read aloud the information about each family member. This information will be similar to that given during the Prezi, to re-enforce the family members place in 19th Century America. Once the "cheat sheet" has been read, explain to the class what a journal is, and why a person in the 19th century might keep one.
4. Next, tell students they are going to go back in time and pretend to be one of the members of the Seward Family. They will write a journal entry (the length of which can be determined by the amount of time you plan to dedicate to this activity) as whichever Seward they would like. Remind students that journal entries would be kept daily and would include the names of the people involved, what happened, and what the author was thinking during the events.
5. Allow students to write their entry and then collect them when they are finished, or the class period is over.

Assessment

Teachers can assess students' understanding through the completed journals.

Extension/Enrichment

- Have student's research examples of other historic journals to use as a reference.
- Have students design a journal using construction paper, yarn, and computer paper. Then have students decorated the journal.

Differentiation

- Based on reading levels teachers can opt to have students draw the moment the student is talking about, and then write key words or phrases beneath that the student (as the historical figure) might think is relevant, or is feeling.



Family “Cheat” Sheet

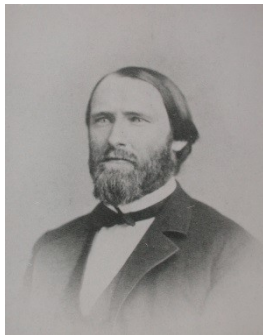
Name:

Date:



William Henry Seward is considered one of the most important statesmen of the 19th century. He served as a Senator and Governor of NY; a US Senator; and a Secretary of State under President Abraham Lincoln...and he lived in Auburn, NY. He helped the Union during the Civil War, and purchased Alaska

Frances Seward, raised in Auburn NY, was an exceptionally gifted student who attended a local Quaker School before moving on to the Troy Female Seminary. She was passionately against slavery, and used her house in Auburn, NY as a stop on the Underground Railroad.



Augustus Seward (or Gus as the family called him) spent most of his life serving in the military. He served in the Mexican-American War, the Civil War, and in the frontier as the United States pushed west for land and resources. He would help fight off the assassin who tried to kill his father

Frederick Seward was very much like his father. He too was both a lawyer and a politician who worked closely with his father. Like William Seward, Frederick liked to travel. Frederick would spend most of his time in Washington, D.C. He was there when Alaska was purchased from Russia



Will Seward Jr. would spend most of his life living in Auburn, NY working as a banker; however, during the Civil War Will would volunteer to serve for the 138th New York Regiment. He would be wounded in battle, and promoted to Brigadier General.

Fanny Seward was the youngest in her family, and she aspired to be a writer. She would be there the night a man tried to kill her father and she would also meet Abraham Lincoln!

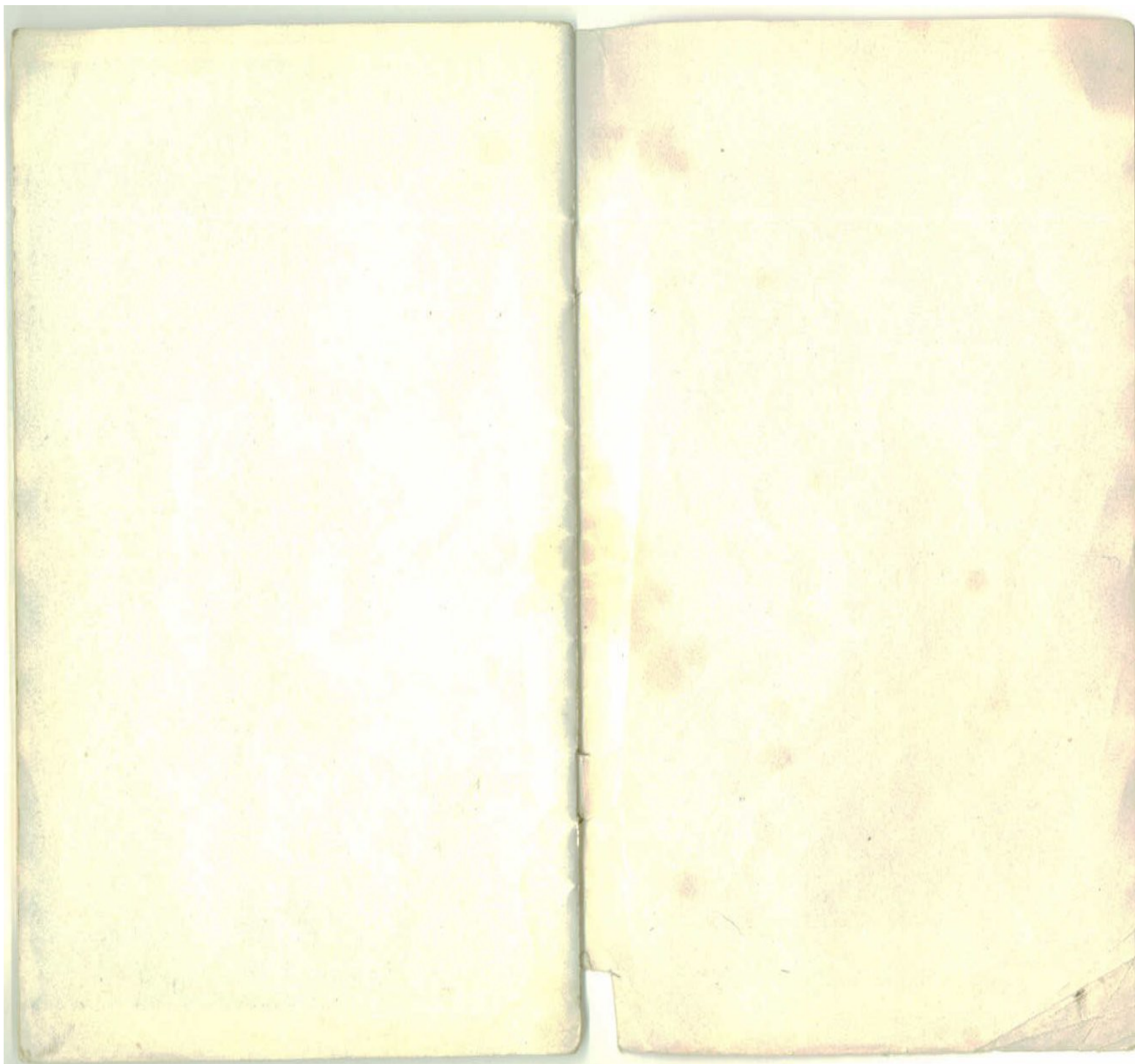


Name:

Date:

Pick one of the Seward Family members from the “Family Cheat Sheet”, to write a journal entry from their perspective. Think about the different things each family member saw, the important people they met and the things that mattered most to them; all of which would have been recorded in a personal journal. Use the clues from the “cheat sheet” above along with your knowledge of the Seward Family to make the entry as interesting and fact filled as possible!

Journal Entry



Vocab Glossary

Abolition: the movement to end, or abolish, slavery, which Frances believed in.

Alaskan Purchase: the acquisition of the territory, known as Russian America, by the United States from Russia in 1867. The purchase was initiated by William Henry Seward while serving as Secretary of State under President Andrew Johnson. Alaska, totaling 586,412 square miles, was purchased for \$7.2 million dollars or two and a half cents an acre.

Brigadier General: an officer in the U.S. Army between the ranks of Colonel and Major General.

Calling Card: a card used socially to signify a visit made to a house if the resident is not at home, or as an introduction for oneself; the origin of the modern business card.

Civil War: a war between different political groups or territories within one country. The American Civil War fought between the Union and the Confederacy from 1861 to 1865 fought over the issues of slavery, is a notable example.

Commission: a document granting authority issued by the president of the United States to officers in the U.S. Army, Navy and other branches of the armed service.

Confederate States of America: a government established between 1861 and 1865 by the eleven southern states that withdrew from the Union.

Diplomat: a person appointed by a government to conduct business and maintain political, social and economic relations abroad.

Emancipation Proclamation: an executive order signed by President Abraham Lincoln on January 1st, 1863 that freed the slaves from the southern states rebelling against the Union. The proclamation initially freed 50,000 slaves; the rest were freed as the Union Army advanced through the south. Seward was involved in its creation.

Erie Canal: a New York State canal stretching between Albany and Buffalo that connects the Hudson River to Lake Erie, completing a water route from the Atlantic Ocean to the Great Lakes. Constructed between 1817 and 1825.

Federal Style: a classical style of architecture popular between 1780 and 1830 that the SHM is built in.

Governor: an official elected to serve as the chief executive of a state, responsible for enforcing the laws of that state.

Head of state: the person who holds the highest position of executive authority within a country. Examples are Presidents and Prime Ministers.

Inauguration: a ceremony in which a person is sworn into office.

Mourning: the rituals associated with honoring the death of a loved one. Symbolic gestures include dressing in black and withdrawing from social occasions for a period following the person's death.

Raw materials: resources taken from nature in an unfinished state that are used in manufacturing. Examples include, iron ore, wood, coal, etc.

Secretary of State: a government official appointed by the President who is responsible for handling foreign policy and relations with other countries.

State Senator: a representative of legislative district within the state to the State Senate, the upper house of the state's bicameral legislature.

Suffrage: the right to vote. This was a major focus of the Women's Rights Movement as women were disenfranchised.

Territory: a region of the U.S. not admitted to the Union as a state but having its own representative legislature, with a governor and other officers appointed by the President and confirmed by the Senate.

Underground Railroad: a network of secret routes and safe houses used by 19th-century slaves in the United States to escape to Free states and Canada with the aid of abolitionists and allies who were sympathetic to their cause. The term is also applied to the abolitionists, both black and white, free and enslaved, who aided the fugitives. People who led slaves to their freedom were called **conductors** and the locations that offered a safe haven on the journey were called **stations**. The Seward's house was used as a stop.

Union Army: the land force that fought on behalf of the Union during the American Civil War against the Confederate States Army. It was made up of the small United States Army, thousands of volunteers and men drafted into service.

U.S. Senator: U.S. Senators are members of the Senate, one of two parts of the United States Congress (the House of Representatives being the other). The citizens of each state elect two Senators to serve 6 year terms. The Senate as a whole has many duties and responsibilities. Some of these include writing and passing laws, approving many presidential appointments, and ratifying treaties with other countries.

Women's Rights Movement: a movement to make the social, economic, and legal rights of women equal to men, most notably the right to vote and own property. Important figures in the United States are Elizabeth Cady Stanton and Susan B. Anthony.