



The Tour

Introduction

Following the classes' introduction to the Seward Family, they will visit the Seward House Museum and will receive a 30 minute virtual 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 draw connections to previous learning throughout.

Objective

While virtually visiting a preserved, 19th century historic house, students will draw connections to previous learning and answer a series of questions about the tour.

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| <p>Grade Level: 11th</p> | <p>Time Requirement: 30-40 minutes</p> |
| <p>Resources: Virtual visit to the Seward House Museum and the accompanying questions, answer key for teachers https://www.youtube.com/watch?v=LIm0dhFt_Aw&list=PLUWoDo6ZqRGFJ8L_1q8AM465ZvwiWzJrh&index=2&t=0s</p> | <p>Focus: The Seward Family, 19th Century History, NYS history, abolition, the UGRR, and women's rights</p> |

Standards covered by the tour

NYS Framework for Social Studies

11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)

11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

11.3c Long-standing disputes over States rights and slavery and the secession of Southern states from the Union, sparked by the election of Abraham Lincoln, led to the Civil War. After the issuance of the Emancipation Proclamation, freeing the slaves became a major Union goal. The Civil War resulted in tremendous human loss and physical destruction.

11.5b Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.

Procedures

1. Teachers will receive this lesson plan, a link to a private URL of a virtual tour, and a worksheet with accompanying questions for the virtual tour.
2. https://www.youtube.com/watch?v=Llm0dhFt_Aw&list=PLUWoDo6ZqRGFJ8L_1q8AM465ZvwiWzJrh&index=2&t=0s
3. From there, Teachers can post these resources on their individual digital learning platform, and students will virtually explore the various rooms of the house learning about such topics as:
 - Students will examine the market revolution, including technological developments, the development of transportation networks, the growth of domestic industries, the increased demands for free and enslaved labor, the changing role of women, and the rise of political democracy (11.3 A) This will be seen through the lenses of the Seward Family, all of whom witnessed these changes firsthand.
 - Students will examine the emergence of the women’s rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848). (11.3 B) This will be explored through the experience of Frances and Lazette, who were close acquaintances to Stanton.
 - Students will examine demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe. (11.5 B)
4. Once they’ve completed the tour, students will complete the questions assigned as a way to check for understanding.

Assessment

Teachers can assess students' understanding by their response to the questions.

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 US.

Differentiation

- Teachers can modify the questions to highlight their student's strengths, or specific curriculum focus.

Your Virtual Tour of the Seward House Museum Awaits.....

In each room, you will learn about the family, the 19th century, and you will hear important stories tying everything together. As you go on a tour of the Seward House Museum, answer the questions about each room:

Go to:

https://www.youtube.com/watch?v=LIm0dhFt_Aw&list=PLUWoDo6ZqRGFJ8L_1q8AM465ZvwiWzJrh&index=2&t=0s

Question 1:

The Seward Family Parlor had a very specific purpose in the 19th Century. What was that purpose? And how might you describe the room to somebody who had never visited it before?

Answer: To impress their visitors. Ornate, fancy, decorative, etc...

Question 2:

Frances Seward was an **abolitionist**. What does that word mean, and how did Frances Seward fight against injustice during her time at the house?

Answer: An abolitionist is someone who wants to end slavery immediately. She used the original kitchen of the house as a stop on the UGRR.

Question 3:

During his political career, William Henry Seward served in **four** political offices. What were they? How was he able to navigate the chaotic 19th century political field despite his contested views?

Answer: NYS Senator, NYS Governor, US Senator, and US Secretary of State. With the help of his political advisor, Thurlow Weed, who was a "kingmaker" during this time.

Question 4:

How does the staff at the Seward House Museum learn about the family and their opinions? What *primary sources*, specifically in the library, help them do so?

Answer: Primary sources, specifically, the books the Seward's were reading and writing notes about or underlining. Fanny's journals, the letters.

Question 5:

In your own words, describe "dining room diplomacy". Also, state how it was used in each of the following time periods: 1850s, the Civil War Years, and during Reconstruction.

Answer: WHS would invite political and social figures to fancy dinner parties, and then serve them twelve courses of food to convince them to join his side.

- *1850s-to bring people of different opinions together*
- *Civil War-to keep other countries from recognizing the Confederacy*
- *Reconstruction-to convince people to support the Alaska Purchase*

Question 6:

What was "Seward's Folly"? Why did Seward push for the purchase of Alaska? How would you describe Seward's economic policy following the Civil War?

Answer: The purchase of Alaska, and 7.2 million dollars. He wanted to open up new economic markets as the US entered the global economy. Global Expansionist.

Question 7:

The immediate aftermath of the Civil War marked a year of tragedy for the Seward family. List the events that occurred, which left their mark (sometimes, quite literally!--) on the family during this time.

Answer: Carriage accident, assassination attempt (wounded WHS, Gus, and Fred), death of Frances and Fanny, the passing of Seward's friend, Lincoln.

Question 8:

What are *three* of the symbols included in the portrait of Fanny? Why were these included?

Answer: Flowers, white hand, fall leaves, and stormy clouds. The portrait is Posthumous.