



## The Tour

### Introduction

Students will receive a 30 minute guided virtual 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.

### Objective

While virtually visiting a 19th century historic house, students will: draw connections to previous learning and answer questions to increase understanding.

<p><b>Grade Level:</b> 7-8<sup>th</sup></p>	<p><b>Time Requirement:</b> 30-40 minutes</p>
<p><b>Resources:</b> Virtual visit to the Seward House Museum and the accompanying questions, answer key for teachers  <a href="https://www.youtube.com/watch?v=LIm0dhFt_Aw&amp;list=PLUWoDo6ZqRGFJ8L_1q8AM465ZvwiWzJrh&amp;index=2&amp;t=0s">https://www.youtube.com/watch?v=LIm0dhFt_Aw&amp;list=PLUWoDo6ZqRGFJ8L_1q8AM465ZvwiWzJrh&amp;index=2&amp;t=0s</a></p>	<p><b>Focus:</b> The Seward Family, 19<sup>th</sup> Century History, NYS history, abolition, the UGRR, and women's rights</p>

## Standards covered by the tour

### NYS Framework for Social Studies

- **7.7b** Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.
- **7.7c** Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.
- **7.8 A NATION DIVIDED:** Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War. (Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)
- **7.8b** As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.
- **7.8d** The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography. Students will examine the goals and content of Lincoln's Emancipation Proclamation.
- **8.1a** Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.
- **8.1b** Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans. Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans

## Procedures

1. Teachers will receive this lesson plan, a link to a private URL of a virtual tour (below), and a worksheet with accompanying questions and answers for the virtual tour (found at the end of the lesson plan.)
2. [https://www.youtube.com/watch?v=Llm0dhFt\\_Aw&list=PLUWoDo6ZqRGFJ8L\\_1q8AM465ZvwiWzJrh&index=2&t=0s](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: the UGRR, the Civil War, Reconstruction, the purchase of Alaska, and the Seward family.
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 responses 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:

Got to:

[https://www.youtube.com/watch?v=LIm0dhFt\\_Aw&list=PLUWoDo6ZqRGFJ8L\\_1q8AM465ZwiWzJrh&index=2&t=0s](https://www.youtube.com/watch?v=LIm0dhFt_Aw&list=PLUWoDo6ZqRGFJ8L_1q8AM465ZwiWzJrh&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?

*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?

*Answer: NYS Senator, NYS Governor, US Senator, and US Secretary of State*

### Question 4:

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

*Answer: Primary sources, specifically, the books the Swards were reading and writing notes about or underlining.*

**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?

*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.*

**Question 7:**

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.*