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

<table>
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<tr>
<th>Grade Level: 4-5</th>
<th>Time Requirement: 30-40 minutes</th>
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<td><strong>Resources:</strong></td>
<td>Virtual visit to the Seward House Museum and the accompanying questions, answer key for teachers <a href="https://www.youtube.com/watch?v=6WFCfIG79Q5E4&amp;list=PLUWoD6ZqRGFf8L_1qg8AM46S5wiWzIrh&amp;index=2">https://www.youtube.com/watch?v=6WFCfIG79Q5E4&amp;list=PLUWoD6ZqRGFf8L_1qg8AM46S5wiWzIrh&amp;index=2</a></td>
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<tr>
<td><strong>Focus:</strong></td>
<td>The Seward Family, 19th Century History, NYS history, abolition, the UGRR, and women’s rights</td>
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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.

4.5b 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. 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. 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 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)
   - 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)
   - Seward’s relationship with Harriet Tubman and Margaret Stewart (4.5a)
   - Students learn about William Seward’s beliefs on slavery, and how the institution impacted the 1860 Republican primary (4.5a, 5.6c)
   - 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)
   - Will Jr.’s service in the Civil War (4.5c)
   - Students learn about Seward’s involvement in historical events, like the election of Abraham Lincoln, which contributed to the sectional crisis and increased tensions leading to the Civil War (4.5c, 5.6c)
   - Seward’s endorsement of, and subsequent travels on the Transcontinental Railroad via a ring melted down from a commemorative golden spike used to dedicate the completion of the project (4.6c)
   - The changing economy of New York through Judge Elijah Miller and the subsequent family members (4.6c)
   - 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)
   - 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)
   - 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)
   - The implications that the Emancipation Proclamation had on the Civil War, and how it set the stage for the 13th amendment (5.6b)
   - 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)
• Auburn’s natural resources and how these resources established the community, as well as Judge Elijah Miller’s initial income (5.7b)

3. 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.
Name: _______________________________

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 connected to major historical events. As you tour the Seward House Museum, answer these questions about each room:

Question 1:
The Seward Family Parlor had a very specific purpose in the 19th Century. What was that purpose?

How would you describe the room to somebody who had never visited it before?

Question 2:
Frances Seward was an abolitionist. Define abolitionist:

How did Frances Seward fight against injustice?
**Question 3:**
During his political career, William Henry Seward served in four political offices. List them:

1. 
2. 
3. 
4. 

**Question 4:**
How does the staff at the Seward House Museum learn about the family and their beliefs?

What sources in the library help them with their research?

**Question 5:**
In your own words, describe “dining room diplomacy”.

How was dining room diplomacy used in each of the following time periods?

- **1850s:**

- **The Civil War Years:**

- **Reconstruction:**
Question 6:
What was “Seward’s Folly”?

Why did Seward push for the purchase of Alaska?

Question 7:
Identify three of the symbols included in the portrait of Fanny?
1.
2.
3.

Why were the symbols included in the portrait?

Question 8:
What do YOU think is the most interesting item in the Seward House?
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=6WFClg7lQE4&list=PLUWoDo6ZqRGFJ8L_1q8AM465ZywiWzJrh&index=3&t=451s

Question 1:

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

Answer: The Parlor was meant to impress visitors by including items of immense worth and from all over the world. Ornate, impressive, fancy, old, etc...

Question 2:

Who first built this house? What year was it built in?

Answer: Elijah Miller, 1816

Question 3:

Frances Seward was an abolitionist. What does that word mean?

Answer: Someone who wanted to end slavery immediately.

Question 4:

William Henry Seward served as ________________ during the Lincoln administration.

Answer: Secretary of State

Question 5:

In your own words, describe “dining room diplomacy”.

Lesson Plan  Seward Family  Museum Tour
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.

Question 6:
What was “Seward’s Folly”? How much was Alaska purchased for?

Answer: The purchase of Alaska, and 7.2 million dollars.

Question 7:
What are three of the symbols included in the portrait of Fanny?

Answer: Flowers, white hand, fall leaves, and stormy clouds.