

NEW YORK  
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**Educator Guide**

**Spring 2019**

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# NEW YORK archives

## Local Connections

All global and national historical events have connections at a local and individual level. The local and individual stories are often the most engaging and interesting for students and adults. The two articles featured in this edition of the *New York Archives* Educator Guide highlight these local and individual connections. In *Battle for the Elms*, Joe Collea focuses on the impact of Dutch elm disease on communities throughout New York State. This year's high school Student Research Award winner, Alan Wang, explores the relationship of two individuals and their impact on New York State history as well as the development of Marxist theory in the published version of his research paper entry, *Many Legacies*.

## Compelling Question

**How do local and individual histories contribute to a better understanding of national and global events?**

## Learning Objectives

Students will be able to:

- create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present

Link to articles

Battle for the Elms: [https://www.nysarchivestrust.org/application/files/5215/5387/4088/archivesmag\\_spring2019\\_collea.pdf](https://www.nysarchivestrust.org/application/files/5215/5387/4088/archivesmag_spring2019_collea.pdf)

Many Legacies: [https://www.nysarchivestrust.org/application/files/1515/5387/4093/archivesmag\\_spring2019\\_wang.pdf](https://www.nysarchivestrust.org/application/files/1515/5387/4093/archivesmag_spring2019_wang.pdf)

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## Selections

### Battle for the Elms

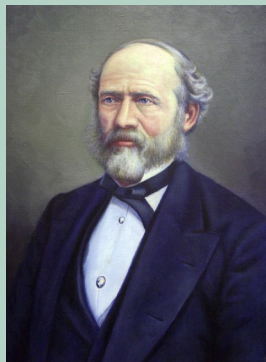
By Joe Collea



Courtesy: New York State Archives

### Many Legacies

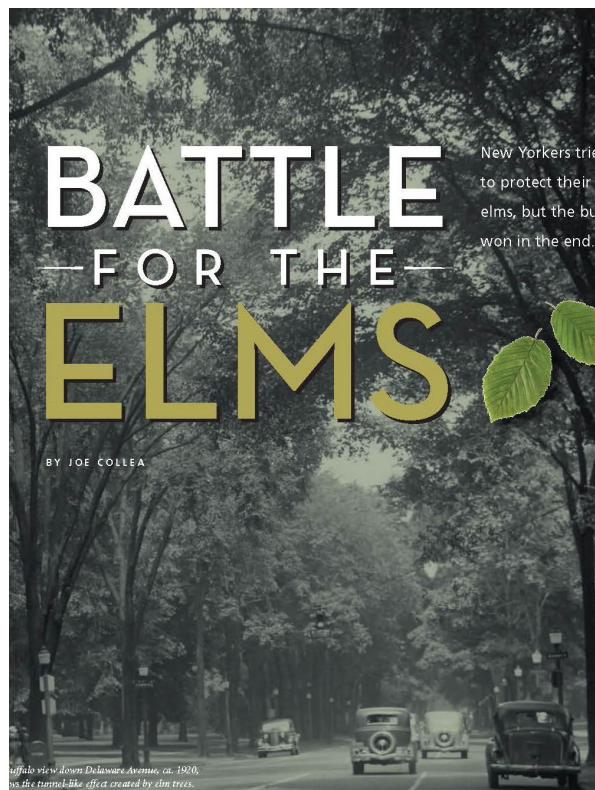
By Alan Wang



Courtesy: Wikimedia

This resource includes supporting questions to guide students in the reading of the article and analysis questions for understanding the primary sources. All educational materials are aligned to the New York State Social Studies Framework. The learning objectives are taken directly from the Social Studies Practices and the content fits within the framework.





## Setting the Stage

Show video *Plant Plague: Sudden Oak Death* to students and discuss the impact of tree disease and the current ways that scientists are trying to fight oak death. <https://ny.pbslearningmedia.org/resource/kqedq11.sci.plantplague/plant-plague-sudden-oak-death/>

## Guided Reading Questions

1. What was Dutch elm disease?  
\_\_\_\_\_
2. What was the cause of Dutch elm disease?  
\_\_\_\_\_
3. How did Dutch elm disease affect residents in New York?  
\_\_\_\_\_
4. Why was New York State greatly impacted by the disease?  
\_\_\_\_\_
5. What role did the elm play in American society?  
\_\_\_\_\_
6. How did the disease arrive in New York?  
\_\_\_\_\_
7. How did communities attempt to treat Dutch elm disease?  
\_\_\_\_\_
8. Why was the treatment ineffective?  
\_\_\_\_\_
9. Why did communities give up the fight to save the elm trees?  
\_\_\_\_\_
10. What was the overall impact of Dutch Elm Disease on local communities in New York State?  
\_\_\_\_\_

## Document Analysis



Courtesy: The Buffalo History Museum

### Analysis Questions

1. How many elm trees do you see in this photograph?  
\_\_\_\_\_
2. Why would there be so many trees on this street?  
\_\_\_\_\_  
\_\_\_\_\_
3. What did the trees on this street do for the people that lived there?  
\_\_\_\_\_  
\_\_\_\_\_
4. What are the workers in the photograph doing?  
\_\_\_\_\_  
\_\_\_\_\_
5. How many workers does it take to complete this job?  
\_\_\_\_\_

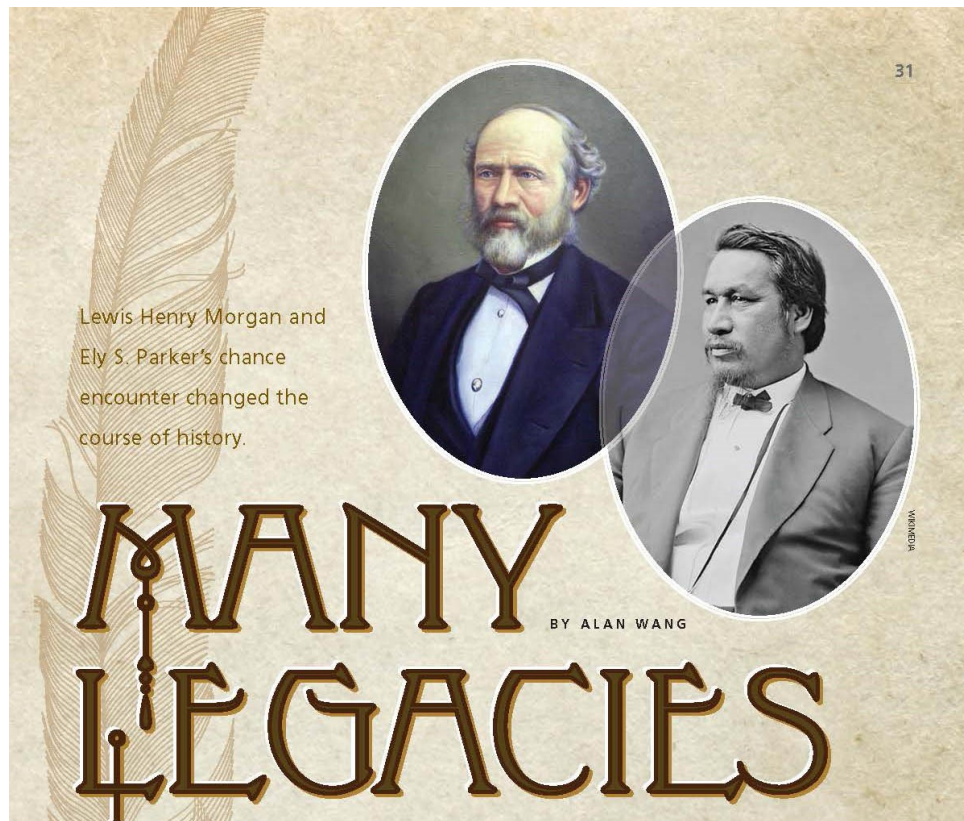


Courtesy: The Buffalo History Museum

### Analysis Questions

1. What is the jeep in this photograph doing?  
\_\_\_\_\_  
\_\_\_\_\_
2. How would this activity help the trees?  
\_\_\_\_\_  
\_\_\_\_\_
3. How would this activity impact the residents of this area?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Guided Reading Questions

1. Who was Lewis Henry Morgan?

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2. Who was Ely Parker?

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3. What crisis did the Seneca face in the 1840s?

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4. How did Lewis Henry Morgan become familiar with the Seneca?

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5. How did Lewis Henry Morgan help the Seneca?

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6. According to the article, what was the global impact of Morgan and Parker's friendship?

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## Document Analysis



FALLS OF THE TONAWANDA, GENESEE COUNTY, NEW YORK

William Parker's mill stood to the right. The flat shaly creek bed was a playground of the Parker boys.

Courtesy: *New York State Library*

### Analysis Questions

1. List all the objects in this photograph.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Based on the objects you listed above, what kind of place was Falls of the Tonowanda?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What might life had been like for Ely Parker growing up here?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Courtesy: *Library of Congress*

### Analysis Questions

1. List all the objects in this drawing.  
\_\_\_\_\_  
\_\_\_\_\_
2. Based on the objects you listed above, what kind of place was Cayuga Academy?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What might life had been like for a student who attended this academy?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

## Summarize

1. Compare to the two place pictured above. How might life for Ely Parker been similar and/or different in these two places?

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