

# NEW YORK archives

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\$9.95

Susan B. Anthony  
Enshrined

*Miss Anthony*

ALSO INSIDE:

Tudor City

Frederick Douglass

Grain Farming

Mysterious Hero

## NEW YORK archives

### Educator Guide

Spring 2018

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Partnership  
Trust*

# NEW YORK archives

## Historical Memory

The featured articles in this issue focus on remembering two of the greatest social reformers and activists of the 19th century. Susan B. Anthony and Frederick Douglass loom large in American historical memory. From a Hall of Fame for Great Americans to busts of prominent individuals, these articles detail the honor bestowed on historical figures and how those honors influence the way we perceive the past.

## Compelling Question

How do we remember the past?

## Learning Objectives

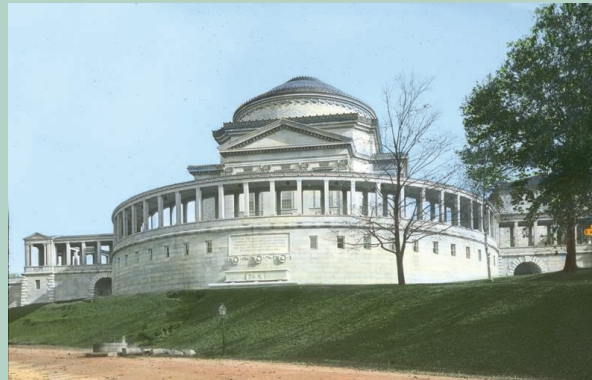
Students will be able to:

- identify, describe, and evaluate evidence about events from diverse sources
- analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience
- make inferences and draw conclusions from evidence
- 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
- identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies

## Selections

### **Aunt Susan's Place: A suffrage foremother is honored in a now faded architectural gem**

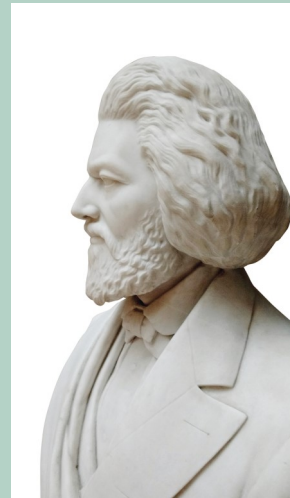
By Kate Culkin



Courtesy: New York State Archives

### **Preserving Family Memories by Remembering an Icon: Rochester Blackalls are descended from a long line of anti-slavery activists.**

By Sally Parker



Courtesy: Sally Parker

**This guide 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.**

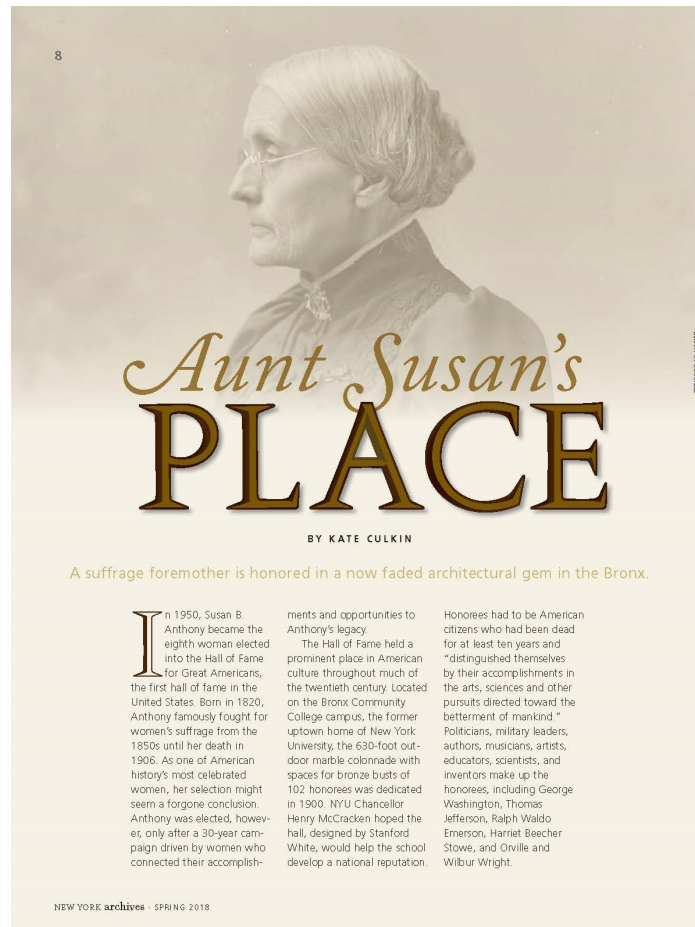
# AUNT SUSAN'S PLACE

## A SUFFRAGE FOREMOTHER IS HONORED IN A NOW FADED ARCHITECTURAL GEM

### Setting the Stage

**Compelling Question:** How is Susan B. Anthony remembered?

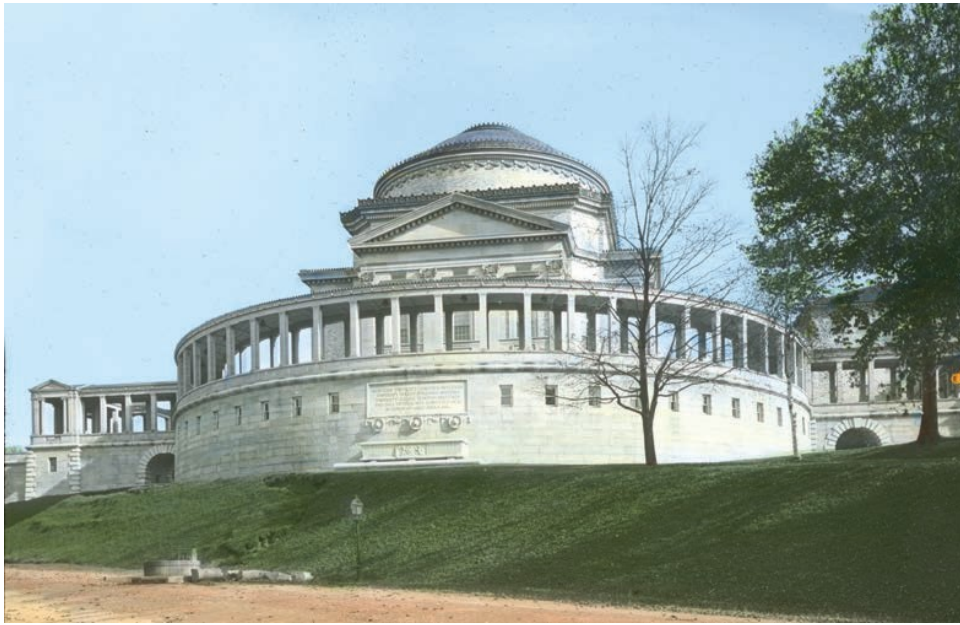
<https://ny.pbslearningmedia.org/resource/nyh17.socst.elem.suffrage/upstate-downstate-the-womens-movement/#.WsN2BS7waM8>



### Guided Reading Questions

1. When was Susan B. Anthony elected into the Hall of Fame for Great Americans (HFGA)?
2. What is the HFGA?
3. What are the qualifications to be honored in the HFGA?
4. What steps did women take to get Anthony elected into the HFGA?
5. How was Anthony honored in the HFGA?
6. How does Susan B. Anthony's election to the Hall of Fame of Great Americans influence the way she is remembered?

## Document Analysis: Remembering Historical Figures



*Courtesy: New York State Archives*

### Analysis

1. Describe the building in this photograph.

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2. What is the purpose of this building?

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3. How does the design reflect the purpose of the building?

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4. What happened to this building over the course of the 20th century?

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5. How does this building affect the way Americans remember the past?

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# PRESERVING FAMILY MEMORIES BY REMEMBERING AN ICON

## Setting the Stage

**Compelling Question:** How is Frederick Douglass remembered?

<https://ny.pbslearningmedia.org/resource/096b4705-e034-43ea-8ad8-e02a991b2515/frederick-douglass-orator-editor-and-abolitionist-video/#.WsN9YS7waM8>



## Guided Reading Questions

1. What memories did Gertrude Blackall have of Frederick Douglass?  

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2. What was the connection between the Blackall family and Frederick Douglass?  

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3. Why were the letters from the Blackalls so important to Frederick Douglass?  

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4. How did Douglass feel about Rochester, NY?  

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5. How is Douglass' connection to Rochester remembered?  

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6. How do busts and photographs influence the way historical figures are remembered?  

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## Document Analysis: Remembering Frederick Douglass

### Analysis

1. Describe the photograph on page 15 and give your impression of Frederick Douglass based on this image.

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2. Describe the image of the bust on page 17 and give your impression of Frederick Douglass based on this image.

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3. Compare the two images and their influence on how Frederick Douglass is remembered?

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4. Would you want to be remembered based on a bust or a photograph of yourself? Explain.

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5. How do busts and photographs influence the way historical figures are remembered?

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