

Local History



– BUFFALO NIAGARA –
HERITAGE VILLAGE

Grades 7-8

NYS Learning Standards for Intermediate Social Studies

Seventh Grade

7.6 b, c

7.8 a, c, d, e

Eighth Grade

8.2 a, b

8.8 a



Contents

This packet includes primary sources and standalone activities that can be used as an introduction to the museum or as enrichment activities for a local history unit.

- Activity # 1-The Erie Canal: Primary Source Analysis and Comparison
- Activity # 2-The Erie Canal: Geography and Mapping Skills
- Activity # 3-The Erie Canal: Charting Population Growth
- Activity # 4-Local History: Comparison and Contrast
- Activity # 5-Diary Comparison: Boy and Girl & North and South
- Activity # 6-Quilt Blocks: Research and Creative Thinking



Activity # 1
The Erie Canal:
Primary Source
Analysis and
Comparison



The Erie Canal: Background Information

The Erie Canal, completed in 1825, spanned 363 miles and connected the commercial hub of New York City to the agricultural hinterlands of upstate New York. The completion of the canal opened new markets and helped to expand the national economy. Additionally, it marked the rise of canal cities such as Buffalo, Rochester, and Syracuse, as well as cemented the status of New York City as the center of shipping and commerce for the country. Building the canal was considered a great engineering achievement and came to symbolize the idea of Manifest Destiny for the nation. It demonstrated American mastery over nature and the country's ability to complete financially and technically difficult large-scale projects. The canal system decreased travel time and made westward migration easier. This spurred population growth along the canal corridor as migrants moved into the area seeking new opportunities. The transformation of the economy, the rise of the middle class, along with increased population laid the groundwork for new social institutions and movements. The western section of the canal became a center of religious revivals, including the Latter Day Saints and Millerites, and the burned-over district became a center of the moral reform movement in the country.



Comparison

Look at the two pictures of Schenectady, New York, in the late nineteenth century when the canal was an important thoroughfare and after the canal was rerouted in 1918 and subsequently became obsolete (no longer needed).



1



2

What is the same in the two pictures?

How have things changed in the two pictures?

What do you think caused these changes?

¹ "NYS Canalways, canal filling, Schenectady, NY. Late 19th century. Hopkins Collection, Buffalo Niagara Heritage Village.

² Erie Boulevard, Schenectady, NY. This street was once a canal. Mid to later 20th Century.
<http://citynoise.org/article/9641>



Activity # 2

The Erie Canal:
Geography and
Mapping Skills



Mapping the Canal



The Erie Canal started in Albany, went through Little Falls, Utica, Rome, Syracuse, Rochester, Albion, Lockport and ended in Buffalo. Trace the path of the Erie Canal in red.

Locate all the major stops on the canal, Lake Erie, the Hudson River and New York City. Mark them in blue.

Find where you live on the map and mark it with green. Where is the nearest Canal town or city to your home?

If you had been alive in the 1800s, how do you think the Erie Canal would affect your life?



Activity # 3

The Erie Canal:
Charting Population
Growth



Population Growth

Have students chart the population growth in Erie and Niagara Counties before and after the Erie Canal was built. Ask them to compare and draw conclusions from the numbers.

Year	Niagara County	Erie County
1810*	8,971	----
1820*	22,990	----
1830	18,482	35,719
1840	31,132	62,465
1850	42,276	100,993
1860	50,399	141,971

*Erie County was created by New York State in 1821, before that it was a part of Niagara County.

**The US Census estimates that the population of Erie County in 2014 was 922,835 and 213,525 for Niagara County.

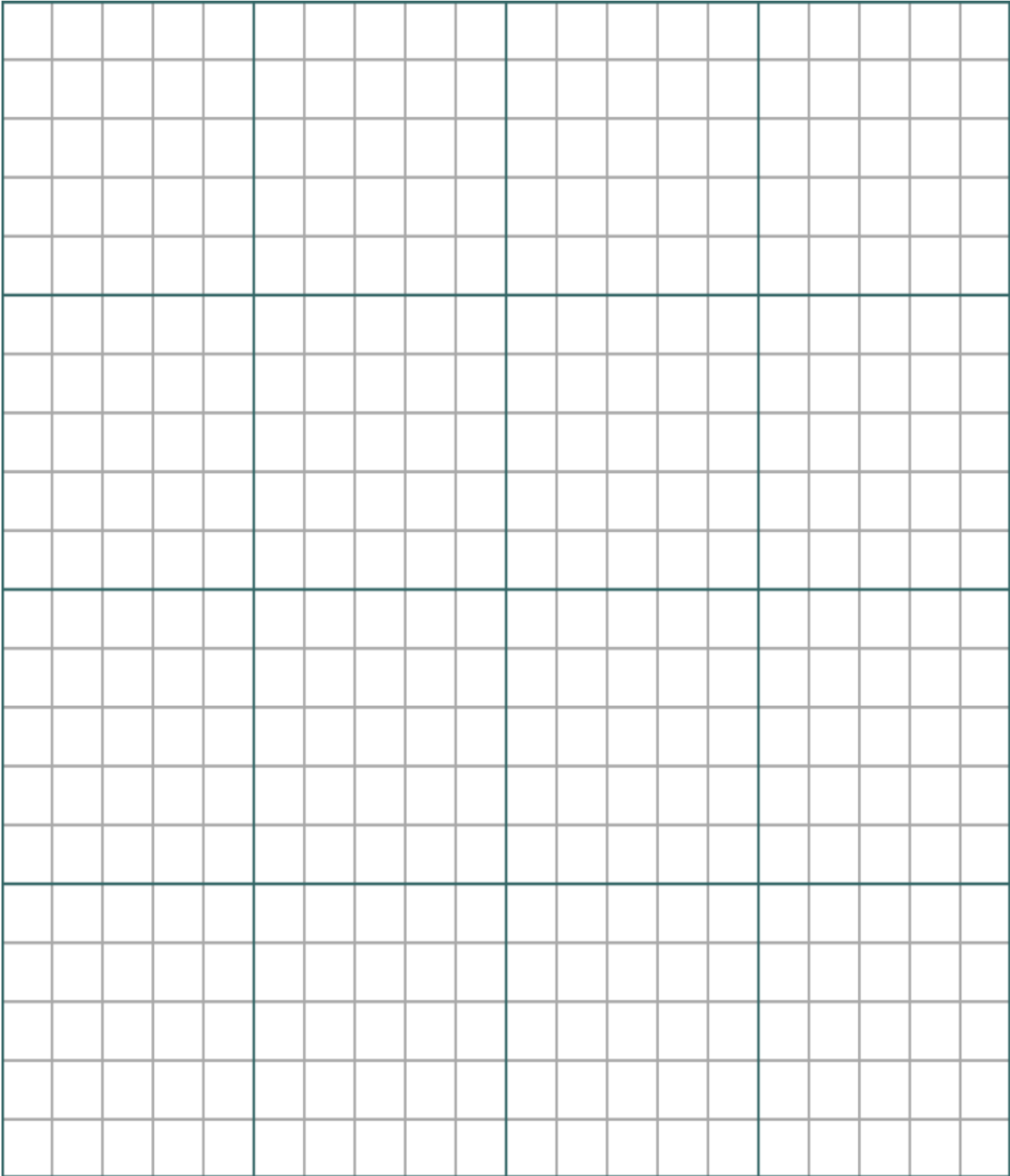
On the following page, create a bar chart. Mark the horizontal lines by 10,000. Mark the year and county on the vertical line. Use blue for Niagara County and Green for Erie County and be sure to write the population number on the top of each bar. Compare the populations.

Did the population increase or decrease over time? Why?

What time period show the greatest growth in population in the two counties? Why do you think this is? Support your argument.



Population Chart



Activity # 4
Local History:
Comparison and
Contrast



My School's History

Name _____

School Name _____

School District _____

Date _____ Teacher _____

Year my school opened _____

Past

First Principal _____

Size of building _____

Additions _____

Number of teachers in the opening year _____

Number of classrooms _____

Grades in the school _____

Present

My principal _____

Size of building _____

Additions _____

Number of teachers _____

Number of classrooms _____

Grades in the school _____

Was there a:

Gym _____

Library _____

Cafeteria _____

Computer room _____

Art room _____

Music room _____

Auditorium _____

Office _____

Is there a:

Gym _____

Library _____

Cafeteria _____

Computer room _____

Art room _____

Music room _____

Auditorium _____

Office _____



Activity # 5

Diary Comparison: Boy and Girl & North and South

Gender and Geographical Difference



Morris Treadwell's Diary

Morris Treadwell was 12 years old in May of 1860 when he began writing in his diary. He lived on a ninety acre farm in Conklin, New York, with his mother, father, two sisters, and younger brother. They kept thirteen cows and sold butter.

May 7, 1860

Warm and Pleasant. We burnt the brush woods and took down & put up fences till 3 o'clock. I smashed the end of my finger very badly.

May 11, 1860

Quite windy. We spread manure in the forenoon. We marked out ground and planted potatoes above the woodpile.

May 25, 1860

Ma went to the village. We planted in the garden and cut bean poles, pea brush.

June, 6, 1860

The people worked on the road in the afternoon. I churned, sorted potatoes, weed the beets and went over to Mr. Carlins after supper.

*Churning butter was an important job on the Treadwell farm, as they sold their butter in town.

July 9, 1860

We hoed in the garden and churned. We killed grubs in the apple trees. We mowed and spread hay below the hog pen.

August 16, 1860

I cut sprouts up on the side hill. Pa mowed thistles. We churned and raked up the hay.

September 3, 1860

Pa painted the kitchen floor. I helped Ellen pick blackberries. They are most gone. We helped Mr. Ayers draw in all of the 8 acres of oats on the flat, 1,572 bundles. The scaffolds are full and about 800 bundles on the barn floor.

September 18, 1860

We began to pull stumps in the road meadows and put them into the fence. Apples are plenty this year. We pulled 50 stumps and drew them into the fence.

October 1, 1860

We made wall before noon and cleaned out the shop. Dug post holes and set the posts for the shed.

December 25, 1860

Christmas. We thrashed oats, 103 bundles. Mr. McDongall called.



A Girl's Life: The Diary of Carrie Manning³

January 8, 1869

It rained some this afternoon. At home. Our folks finished sawing wood. Iris was down here today. I pieced on my blocks and sewed up my shoes tonight. Em and I made cakes and iced them; they were real nice. I made a Delicate Cake. They played dominoes tonight. Ma knit on Ina's stocking. Em did up my hair in hairpins.

January 16, 1869

Quite cold this forenoon, quite pleasant this afternoon. Em and I made lemon cake. Thrashed today. Em and I fixed my quilt and I began setting it together. Ret was up here this afternoon for a little while after some vinegar. Pa, Em and I went over to Mr. Labar's for a little while this evening; it was real light going over.

February 15, 1869

Not a very nice day. Ma washed this forenoon and Em and I churned. I sewed on my quilt and played dominoes. Ma put on a comforter this afternoon and she quilted some on it. Pa went down to Mr. Hinds'. Uncle Jeff and Mr. H. were up her this afternoon; he gave us some gum. We boiled it and gave him some of it. Ma gave him some parsnips. Dari went away tonight.

May 7, 1869

Very nice and pleasant. Em and I went to school; had a lot of fun jumping rope. Pa and Curt are plowing. Perfect.

May 18, 1869

Quite pleasant but a north wind blew cold. Did not go to school; had to stay home and drop corn. Mr. Labar and Mr. Picket helped. I was awfully tired when we got through.

June 4, 1869

Quite pleasant. Em and I went to school; this afternoon we cleaned the schoolhouse. Had a lot of fun; Katie and I cleaned together. Perfect.

October 17, 1869

Ma and Em took the horse and wagon and went over to take Granma some grapes, apples and pears. I washed the dishes, milked a cow.

November 9, 1869

I pulled away oats; Pa took a load of oats down, got a wood box. I finished my hood.

November 11, 1869

We gathered the cabbage. There was a tin peddler here. Ma sold a sheep pelt and got three bake tins. Em and sold some old iron and got seven individual salt cellars and thirteen clothes pins. Peeled and cored apples.

³ William Heidt, Jr., ed. *Carrie Manning's Diary 1869* (Ithaca, NY: DeWitt Historical Society, 1962).



Diary of Carrie Berry, age 10, Atlanta, Georgia⁴

October 26, 1864 - November 5, 1864

Wed. Oct. 26. I have been ironing nearly all day today. I ran up to Aunties a little while this evening and she told me that she was going away and I want to go too. I have ben begging Papa all of the evening.

Thurs. Oct. 27. I have been running back and forth to Aunties all day carrying things what she gave me. She gave me so many things Mama says that I have got the house packing full of boxes but I have got all I will get for Auntie is the last one that is left.

Fri. Oct. 28. Auntie left us this morning at eight o'clock. We all feel so sad to think that we are left alone. I don't know what I will do for some place to run to when I get lonesome.

Sat. Oct. 29. We all have felt very lonely to day. I went down to see Ella this evening and came by to see Aunt Marthy. She looks very lonely since Auntie has gone.

Sun. Oct. 30. I have been over to Julia Lowry this evening. They are all ready to move and it looks like every body is going to leave here from the way the soldiers are moving about. Our sergeant left us this morning. We all were sorry to part with him. He has ben a very good friend to us.

Mon. Oct. 31. All of the soldiers have left from behind the garden and all, but every thing seems so quiet. Ella came up this evening and spent the evening with me.

Tues. Nov. 1. I have ben sewing on sisters apron while Mama made me a pair of shoes and I have ben up to Aunt Marthy once or twice.

Wed. Nov. 2. It has ben a cold and rainy day. I have ben sewing to day and studying some too. Papa has made my shoes and they are very nice.

Thurs. Nov. 3. I ironed some this morning and sewed some this evening. Me and Zuie went up to see Aunt Marthy.

Fri. Nov. 4. Nothing of interest has happened to day. It is the report that the federals are going to have to leave Atlanta and we are afraid that we will have to leave too.

Sat. Nov. 5. I have hemmed Sister an apron and skirt. Mama has ben busy drying up some tallow and I had to stay in the house.

⁴ <https://www.nps.gov/saga/learn/education/upload/Carrie%20Berry%20Diary.pdf>



Name: _____

Read the selections from Morris Treadwell's and Carrie Manning's Diaries.

LIST THE IMPORTANT ACTIVITIES IN MORRIS' AND CARRIE'S LIVES.

MORRIS'S LIFE	CARRIE'S LIFE

Do they do the same things? Why or why not?

Do they have similar responsibilities?

Discuss why their responsibilities may have been different.

Choose 1 diary and compare their diaries from the 19th century to your lives. Discuss how their lives are similar to and different from your life. Support your answer with evidence from the diary.



Comparison and Contrast Life in the Mid-19th Century in the North and South

Compare Carrie Manning's diary to Carrie Berry's diary.

Carrie Manning

Carrie Berry

How are their lives similar? How are they different? Give specific examples

Do they have similar responsibilities?

Did the Civil War have a positive or negative effect on Carrie Berry's life? Explain using specific examples from her diary.



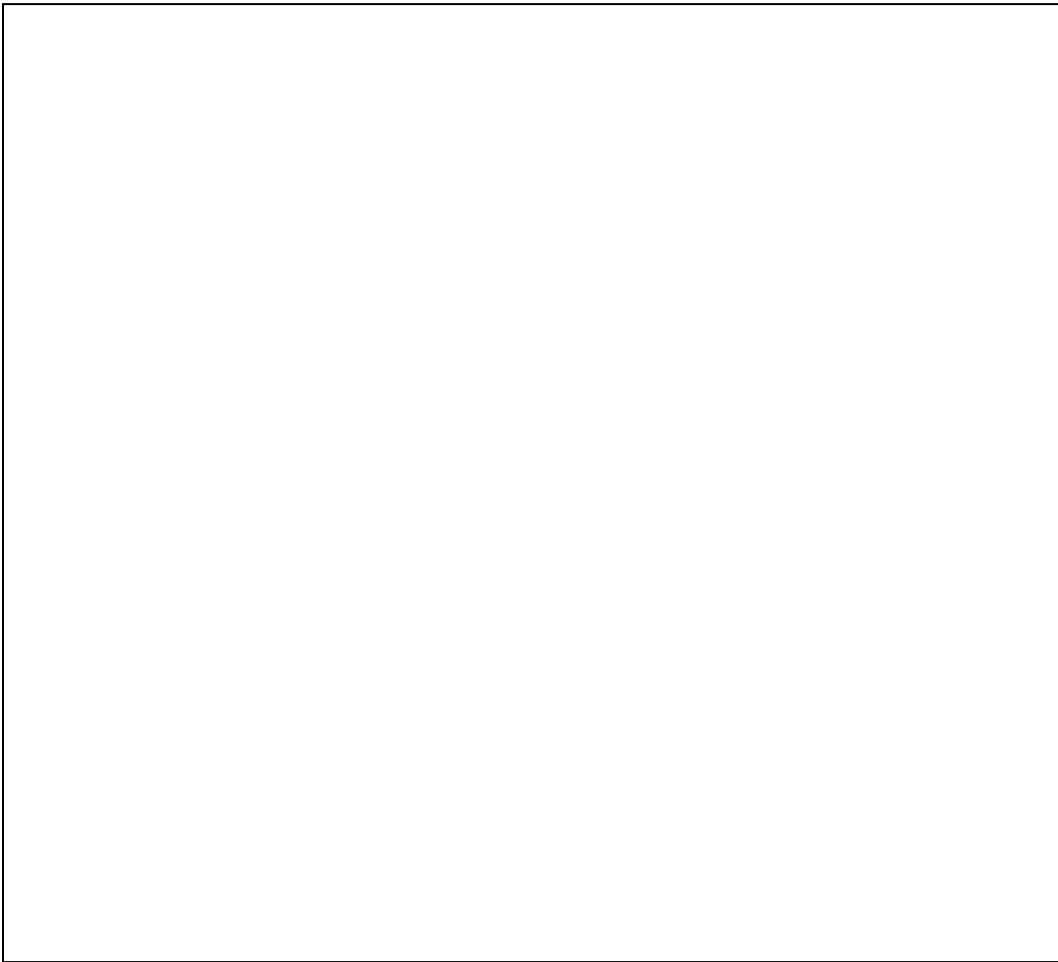
Activity # 6
Quilt Blocks:
Research and
Creative Thinking

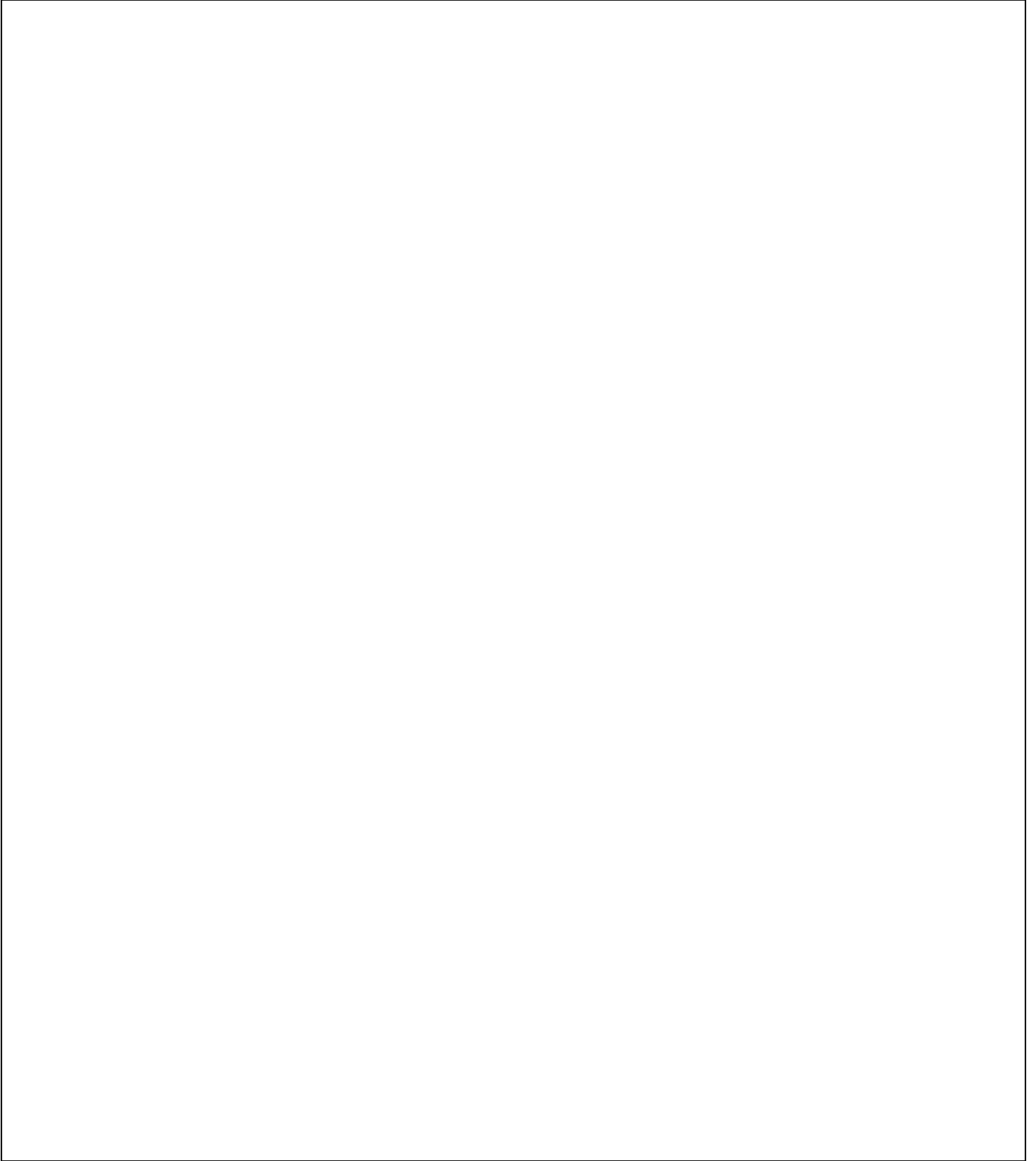


Activity #6

Quilt Block

In the 19th century, people made their own blankets, including quilts. Quilts were patterned squares, called blocks, sewn together to make a large blanket. The colorful patterns were also decorative. Below is an empty square. Research online quilt patterns from the 1800s. Based on what you learn, design a block that explains an event that happened in Western New York.





Resources for Teachers

- Bernstein, Peter L. *Wedding of the Waters: The Erie Canal and the Making of a Great Nation*. New York: W.W. Norton, 2006.
- Sheriff, Carol. *The Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862*. New York: Hill and Wang, 1997.
- Klein, Milton M., ed. *The Empire State: A History of New York*. Ithaca: Cornell University Press, 2001.
- Koeppel, Gerard. *Bond of Union: Building the Erie Canal and the American Empire*. Boston: De Capo, 2009.
- Larkin, Jack. *The Reshaping of Everyday Life, 1790-1840*. New York: Harper & Row, 1988.
- Pollak, Emil and Martyl, eds. *The Fascinating World of Early Tools and Trades*. Mendham: Astragal Press, 1991.
- Schlereth, Thomas J. *Victorian America: Transformations in Everyday Life, 1876-1915*. New York: Harper, 1992.
- Shaw, Ronald E. *Erie Water West: A History of the Erie Canal, 1792-1854*. Lexington: University of Kentucky Press, 1966.
- Sutherland, Daniel E. *The Expansion of Everyday Life, 1860-1876*. Fayetteville: University of Arkansas Press, 2000.

