

Pre-Visit Packet



– BUFFALO NIAGARA –
HERITAGE VILLAGE

Grades K-4

Dear Teacher(s),

Enclosed is a packet of exercises and activities you can use in conjunction with your visit to Buffalo Niagara Heritage Village. These worksheets are a useful tool in preparing your class for their visit or when used the day after to evaluate what they learned. The worksheets are not only a tool for learning, but also fun for students.

In order to make your tour more meaningful, please read the following to your students prior to your visit:

The buildings at Buffalo Niagara Heritage Village represent life in nineteenth century Western New York. Although the buildings have a connection to the Town of Amherst, they are probably similar to buildings in your community. Most of the settlers in Western New York in the 1800s were farmers.

The buildings you will be visiting tell a story. You can be a history detective as you tour the buildings. Find clues that will tell you how people lived, worked, and played in the 1800s. Think about how their lives are the same or different from your lives today.

Teachers: Here are some ideas for “clues” the children can look for.

How did they cook?

What chores were done by children?

What were schools like?

Where did they get their water?

What did people do for fun?

What was plumbing like?



There are some unusual words that describe things about the historic buildings. You might have the students discover what these are: chinking, the parlor, an herb garden, a saltbox, stereopticon, pie safe, dumbwaiter, and well sweep. For additional information about the museum and the historic village please visit our website www.bnhv.org. There are pictures of the buildings as well as a map of the museum grounds.

We look forward to your visit!

Sincerely,

Jenny Nickeson

Education Department



NYS Learning Standards for Elementary Social Studies

Kindergarten

K.4 b

K.6 b

K.7 a

First Grade

1.2 a

1.5 a, b

1.6 a, b

1.7 c, d

1.8 a

1.9 c

1.10 a, b, c

Second Grade

2.1 c, d

2.5 a, b, c

2.6 a, b

2.7 a

2.9 a, b

Third Grade

3.1 b

3.3 a, b

Fourth Grade

4.1 a, b

4.6 b, d, g



The Erie Canal

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.



Activity #1

K-W-L Chart

As a class, make a K-W-L chart. Divide the poster in three sections and label them as follows:

K-What we know about the Erie Canal

W-What we want to learn about the Erie Canal

L-What we have learned about the Erie Canal

Fill the K and W sections before your visit to the museum during your class discussion. After your tour, be sure to fill out the L section.

| Know | Want to Learn | Learned |
|---------------------------------------|---------------|---------|
| For example: Where is the Erie Canal? | | |
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Activity #2

Vocabulary

Aqueduct-A stone bridge carrying the Erie Canal over rivers. Eighteen aqueducts were used along the canal.



Bow-the front part of the boat



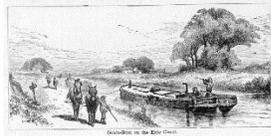
Canal-a man-made waterway



Drydock-a dock that is dry, used for building or repairing boats or ships



Hayburners -mules that pulled the boats



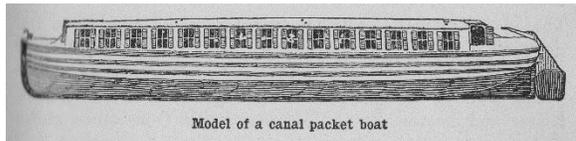
Line barn-A barn on the canal where horses and mules were kept so that boats could change teams about every 6 hours



Lock-a way to raise or lower a boat on a canal. A lock holds or releases water so that it will flow to the desired level



Packet boat-passenger boat that traveled the Erie Canal. These were the fastest boats on the canal.



Sluice gate- a small door in a lock gate that releases water



Towpath-a name for the bank of the canal where horses and mules pulled the boats



Activity #3

Comparison

Have students 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.



1



2

Compare the two pictures and write down your observations on the chart below. Discuss your charts and have identify any vocabulary terms they see.

| People | Objects | Activities |
|--------|---------|------------|
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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 #4

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 _____

Was there a:

Gym _____

Library _____

Cafeteria _____

Computer room _____

Art room _____

Music room _____

Auditorium _____

Office _____

Present

My principal _____

Size of building _____

Additions _____

Number of teachers _____

Number of classrooms _____

Grades in the school _____

Is there a:

Gym _____

Library _____

Cafeteria _____

Computer room _____

Art room _____

Music room _____

Auditorium _____

Office _____



Activity #5

Compare and Contrast: Life Then and Now

Name _____

Think about the buildings you visited on your tour. What things about life in the 1800s would you have enjoyed?

What would you not have liked about life then?

Make a list of things that you would enjoy and things that you would not have enjoyed.

List some similarities and differences in your life and the life of the people who lived in or used that buildings you saw on your tour.

Add your own comparisons of then and now.



Activity #6

Life at Home and on the Farm

Vocabulary

Blacksmith-a person who makes things from iron

Churn- a container in which butter is made by stirring milk or cream

General Store-a store that sells a wide variety of merchandise, such as clothing, food, or hardware

Hearth- the floor of a fireplace.

Kettle-a metal container in which to boil liquids and cook foods

Ladle-a long-handled utensil with a cup-shaped bowl for dipping liquids

Livestock- animals raised by farmers, such as cows or pigs

Merchant-a storekeeper

Pioneer-a person who is among the first who enter or settle a region

Settlement-the settling of people in a new country or place

Threshed- the process of loosening grains from the husk and the first step in separating the grain from chaff

Trivet-an iron tripod placed over a fire for a cooking pot or kettle to stand on



Activity #7

Matching

Name: _____

Match the vocabulary word to the picture.

____ Blacksmith

A.



____ Churn

B.



____ General Store

C.



____ Hearth

D.



____ Kettle

E.



____ Ladle

F.



____ Livestock

G.



____ Pioneer

H.



Activity #8

Community and Responsibility: Comparison and Contrast

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. Read his diary entries and make a chart of his responsibilities on one side and a list of your responsibilities at home on the other side. Discuss how and why today are different than Morris' chores.³

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.⁴

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.

³ Margory Barnum Hinman, ed., *Diary of a Binghamton Boy in the 1860s from the diaries of Morris Treadwell* (Windsor, NY: Union Press, 1982).

⁴ Churning butter was an important job on the Treadwell farm, as they sold their butter in town.



A Girl's Life: The Diary of Carrie Manning⁵

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.

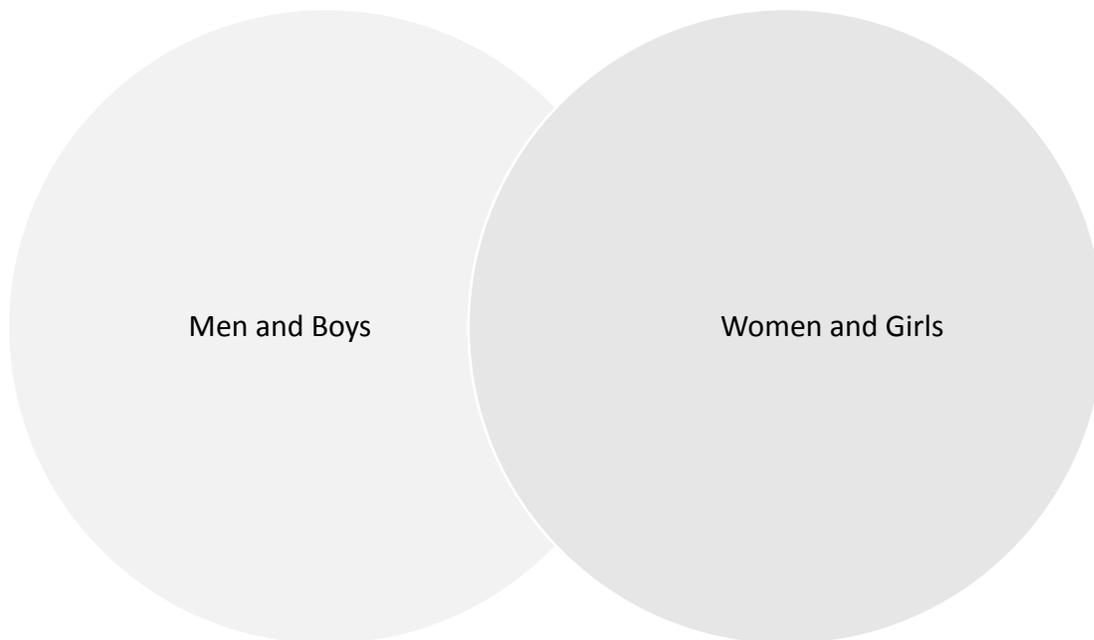
⁵ William Heidt, Jr., ed. *Carrie Manning's Diary 1869* (Ithaca, NY: DeWitt Historical Society, 1962).



Activity #9

Family Roles

Have the students read the diaries and discuss the roles different people played in the diaries. What roles did everyone play in the family? What roles did men and women have?



Activity #10

Village Houses and Modern Homes

Think about the buildings you visited on your trip to the museum. Compare these houses to your home.

What do the houses in the villages have that your house doesn't?

What do they lack in comparison to your house?



Activity #11

Examining Artifacts, Drawing Conclusions

Have students examine the pictures of common household tools used in the later 19th century found in the appendix. Divide the class into small groups have them discuss what purpose they think the tools served and how they would use them. Have each group present their ideas to the class and discuss the group's answers. Ask the class to compare these tools to what we use today.

Figure 1



Figure 2



Figure 3



Figure 4



Figure 5



Household Tools

Figure 1- Can Opener, Dazey Deluxe Can Opener, 1930. Buffalo Niagara Heritage Village Collection.

Figure 2- Kitchen Scale, 1907. Buffalo Niagara Heritage Village Collection.

Figure 3- Shoes, circa 1900. Textile Collection, Buffalo Niagara Heritage Village.

Figure 4- Cast Iron Serving Utensils-Fork and Spoon. Buffalo Niagara Heritage Village Collection.

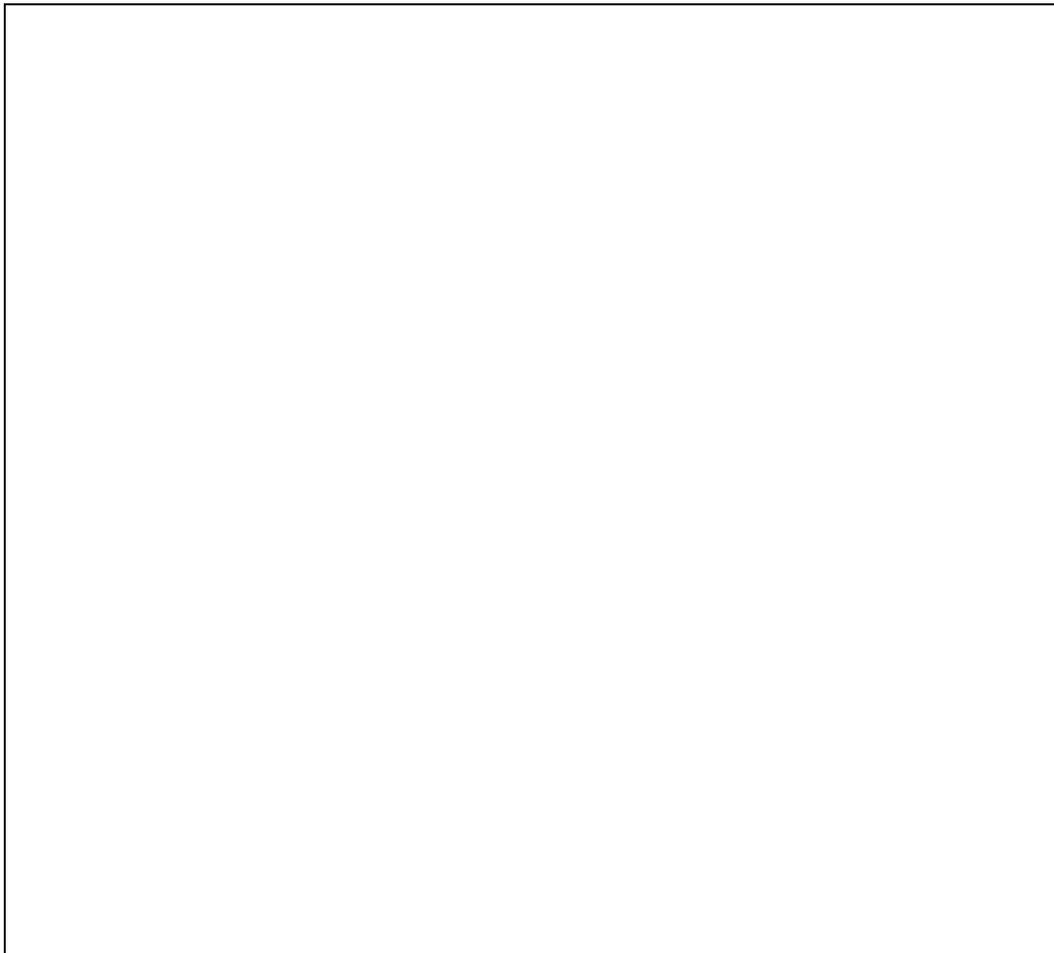
Figure 5- Cast Iron Hand Pump, 1890. Buffalo Niagara Heritage Village Collection.



Activity #12

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. Draw an object that you saw on your visit to the museum in the box. Your teacher can tape them all together to make a class quilt.



Activity #13

K-W-L Chart

As a class, make a K-W-L chart. Divide the poster in three sections and label them as follows:

K-What we know about daily life in the mid-nineteenth century?

W-What we want to learn about daily life in the mid-nineteenth century?

L-What we have learned about daily life in the mid-nineteenth century?

Fill the K and W sections before your visit to the museum during your class discussion. After your tour, be sure to fill out the L section.

| Know | Want to Learn | Learned |
|------|---------------|---------|
| | | |
| | | |
| | | |
| | | |
| | | |



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.

For Students:

- Abbot, Jacob. *Marco Paul's Voyages and Travels on the Erie Canal*. Interlaken: Empire State Books, 1987.
- Burton, Virginia Lee. *The Little House*. Boston: Houghton Mifflin, 1942
- Fritz, Jean. *The Cabin Faced West*. New York: Coward-McCann, 1958.
- Gaughenbaugh, Michael and Herbert Camburn. *Old House, New House: A Child's Exploration of American Architectural Styles*. Washington, D.C.: Preservation Press, 1993.
- Harder, Janet D. *Letters from Carrie*. Sylvan Beach: North Country Books, 1980.
- Hilts, Len. *Timmy O'Dowd and the Big Ditch: A Story of the Glory Days on the Old Erie Canal*. New York: Harcourt Brace Jovanovich, 1988.



Kendall, Martha E. *The Erie Canal*. Washington, D.C.: National Geographic, 2008.

Merrill, Arch. *The Towpath*. Interlaken: Empire State Books, 1989.

Smith, A.G. *Historic Houses of New York State*. Mineola: Dover, 1997.

Wilder, Laura Ingalls. *The Long Winter*. 1940. Reprint. New York: Harper, 1971.

Wilder, Laura Ingalls. *Farmer Boy*. 1933. Reprint. New York: Harper, 2008.

