Historical Memory

Two articles in this issue focus on the 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 our historical memory.

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.

Students will be able to analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.

Students will be able to make inferences and draw conclusions from evidence.

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.

Students will be able to 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

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

The education guide for this issue is 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. This guide also includes supporting questions to guide students in the reading of the article and analysis questions for understanding the primary sources.

The New York Archives magazine is published quarterly. A discount rate for educators is available. For more information, please visit us at www.nysarchivestrust.org.
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](https://ny.pbslearningmedia.org/resource/nyh17.socst.elem.suffrage/upstate-downstate-the-womens-movement/#.WsN2BS7waM8)

Supporting 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?

Analysis

1. Describe the building in this photograph.
2. What is the purpose of this building?
3. How does the design reflect the purpose of the building?
4. What happened to this building over the course of the 20th century?

What did you learn?

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

Analysis

1. Describe the building in this photograph.

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__________________________________________________________________________________________
__________________________________________________________________________________________

2. What is the purpose of this building?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

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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__________________________________________________________________________________________

What did you learn?

How does this building affect the way Americans remember the past?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
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

Supporting Questions

1. What memories did Gertrude Blackall have of Frederick Douglass?
2. What was the connection between the Blackall family and Frederick Douglass?
3. Why were the letters from the Blackall’s so important to Frederick Douglass?
4. How did Douglass feel about Rochester, NY?
5. How is Douglass’ connection to Rochester remembered?

Analysis

1. Describe the image on the left.
2. Describe Frederick Douglass using evidence from the image on the left.
3. Describe the image on the right.
4. Describe Frederick Douglass using evidence from the image on the right.
5. Compare the two images and their influence on how Frederick Douglass is remembered?
6. Would you want to be remembered based on a bust or a photograph? Explain.

What did you learn?

How do busts and photographs influence the way historical figures are remembered?
Document Analysis: Remembering Frederick Douglass

Analysis

1. Describe the image on the left and your impression of Frederick Douglass based on this image.

2. Describe the image on the right and your impression of Frederick Douglass based on this image.

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

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

What did you learn?

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