

NEW YORK archives

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.

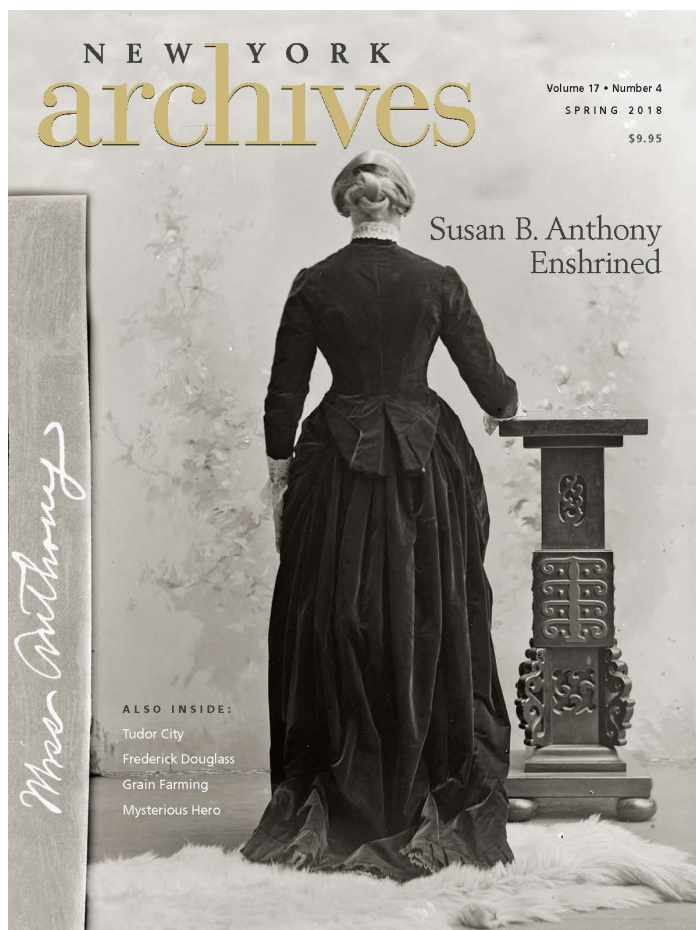
Students will be able to analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.

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

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.



Selections

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

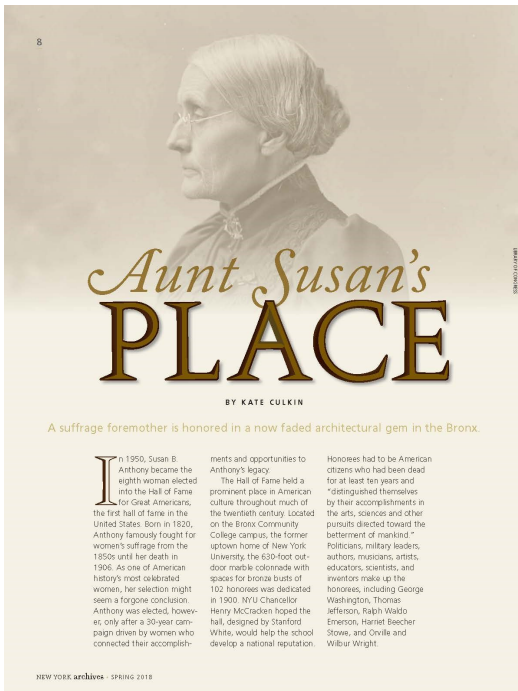
By Kate Culkin

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.

New York Archives Magazine Educator Guide: Spring 2018

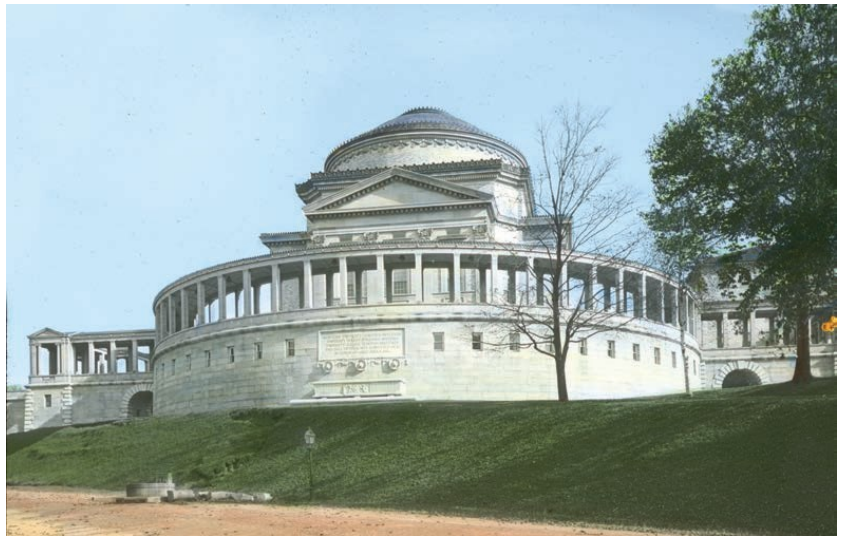
Aunt Susan's Place: A suffrage foremother is honored in a now faded architectural gem



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>



Courtesy: New York State Archives

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



Courtesy: New York State Archives

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 this building affect the way Americans remember the past?

Preserving Family Memories by Remembering an Icon

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Preserving Family Memories by **REMEMBERING AN ICON**

Rochester Blackalls are descended from a long line of anti-slavery activists.

BY SALLY PARKER

When retired stenographer Gertrude Blackall sat down in 1929 to type up her childhood recollections of Frederick Douglass for the Rochester Historical Society, she shared happy memories of a family friend. Far from political observations of a famous civil rights activist and commanding orator, her stories were intimate snapshots of a man who cherished time spent with children and loved a good laugh.

Gertrude's family supported Douglass during his fifty-year fight to abolish slavery and to gain equal rights for African Americans. He relied on his supporters' collective financial, political, and moral support—at times heavily. Gertrude's

remembrances, along with letters between their families, provide a closer look at the personal connections Douglass and his family had with supporters.

Douglass—then Fred Bailey—escaped from slavery in Maryland in 1838, aided by his wife-to-be, Anna Murray, a free black woman. They settled in New Bedford, Massachusetts, where they adopted the Douglass surname and started a family. Douglass joined the anti-slavery movement, and in 1847, they moved to Rochester and lived there for twenty-five years, where he rose to the international stage as a sought-after anti-slavery speaker and publisher.

Born in 1867, Gertrude lived in Rochester most of her life. In the 1890s, when women in business were a rarity,

she ran her own stenography business and school. Her memories of Douglass in Rochester reach back to her younger years, a young child when Douglass and his family left Rochester for Washington, DC, she remembered he rode a large white horse, "and being so tall and handsome, with such a massive and commanding figure, and such unusual dignity of bearing, he was a striking personality."

Gertrude recalled a little boy in her neighborhood who would yell out a racial epithet at Douglass when he rode his horse. One day, Douglass, watching for him, jumped from his horse, caught the boy and held him aloft "in his powerful grasp," echoing the word back to the child.

For many years, Gertrude's

family had a warm friendship with Douglass, his first wife, Anna Douglass, and his second wife, Helen Pitts Douglass. Children were a source of much delight for him. He had five children and twenty-one grandchildren.

"Mr. Douglass had a great fondness for young people," wrote Gertrude, whose siblings were Minnie, Robert, and Florence. "He taught my brother to whistle on his fingers, an accomplishment which delighted his boyish heart, as well as the child-heart of Mr. Douglass. All of us children loved him, because he was one with us in spirit."

"As we grew older, we heard him deliver some of his masterly orations, in that soft, rich voice of his, which was capable of such great power."

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

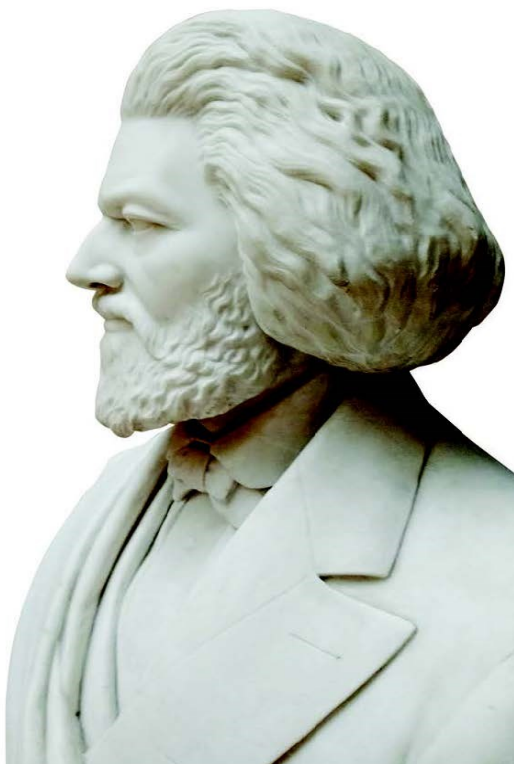
1. What memories did Gertrude Blackall have of Frederick Douglass?
2. What was the connection between the Blackall family and Frederick Douglass?
3. Why were the letters from the Blackall's so important to Frederick Douglass?
4. How did Douglass feel about Rochester, NY?
5. How is Douglass' connection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

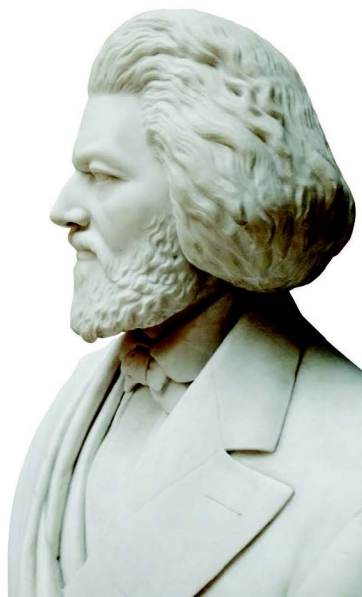
What did you learn?

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



Courtesy: Sally Parker

Document Analysis: Remembering Frederick Douglass



Courtesy: Sally Parker



Courtesy: New York Public Library

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?
