

William Seward's Travels Around the World

Lesson Plan, Grade 6



Lesson Focus: This lesson strengthens map literacy and prepares students for a trip to the Seward House. A map of William Henry Seward's travels and the artifacts he bought during these trips teach students about the world of Seward's time, and what tourism was like in the 19th century.

Objective: Using a map of Seward's travels around the world, students will explore the history of the 19th century and Seward's life. Students will connect what they learn from other world history units with a figure from American history. This lesson can be used as a primer before a field trip to the Seward House Museum to prepare students with background information and connect their experience with the 6th grade world history curriculum.

Essential Questions and Topics Covered:

- Why do people travel? Why is exploring other cultures important?
- Who was William Henry Seward? Why was he important to 19th century politics?
- What sorts of information can a map tell us? What are insets, keys, and hemispheres?
- What do souvenirs and objects tell us about the person who owned them? How do historians use these items to learn about the past?
- What did travel look like in the 19th century? Who travelled around the world and why? How did travel change from William Seward's first trip to his last? How did it change throughout the course of human history?

Time Frame/Lesson Format: 1 class period of 30-45 minutes.

Required Materials: Pencil and map handout attached to the lesson plan.

Vocabulary/Historical Developments Discussed: Inset, Key, Industrial Revolution, the 19th century, Civil War, archaeologist, the rise of tourism, Diplomat, Secretary of State, trade and commerce.

Grade 6 Curriculum Targets:

6A-2. Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

6B-1. Identify ways that events are related chronologically to one another in time.

6B-6. Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change.

6D-1. Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.

6.1a Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.

6.1b The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features.

6.2b Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.

6.7c Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.

Lesson Schedule:

1. Optional Hook (2 minutes):

<https://www.youtube.com/watch?v=FHkCsDu0S8Q>

This minute and a half video is a tour of Secretary of State Hillary Clinton's office. Teachers can use this as an opportunity to introduce what a Secretary of State does, and talk about what artifacts and souvenirs can tell us about a figure. Ask the students what they learned about Secretary Clinton from how she chose to decorate her office. Transition by telling them they're going to learn about another SOS figure through the objects they owned and collected during their travels.

2. Introduction (~5 minutes):

Teachers will inform students they will be going on a field trip (optional) to the Seward House Museum. There, they will learn about Seward, an American politician and diplomat from the 19th century and his travels around the world. Seward was Governor of New York, United States Senator, and Secretary of State under Abraham Lincoln. During his career, he went on 4 major trips around the world. William Henry Seward traveled to many of the countries students learn about in 6th grade social studies, and on these trips he purchased souvenirs to bring home to Auburn, NY. These souvenirs can tell us about William Seward, just like the items in Secretary Clinton's office can tell us about her. Tell the students that on the tour of the house, or during this activity, they will see many interesting artifacts from Seward's travels. Inform students they will be given a map of Seward's travels and will use it to fill out a worksheet. Hand out both the map and worksheet to the students.

3. Questions/Class Discussion (~5 minutes):

After introducing the topic and passing out the map and worksheet, initiate a class discussion about the map and activity. Ask the students:

- a. If they have any questions regarding the map.
- b. Where the inset is, show them if they do not know.
- c. Demonstrate how the key works, perhaps showing students a single trip with its color and location. If you want to follow an I/we/they do structure, this would be the opportunity. Choose a trip, and walk through all the information this trip can tell you.
- d. Ask a student(s) to read the paragraph of information on the map to the class

4. Worksheet (~15-20 minutes):

Have the students complete the worksheet attached, which covers information on the map handout.

5. Conclusion (~5 minutes):

Go over the answers to the worksheet and answer questions about it. Discuss some of the historical developments and map skills covered in the worksheet. Connect some of the items Seward collects with the

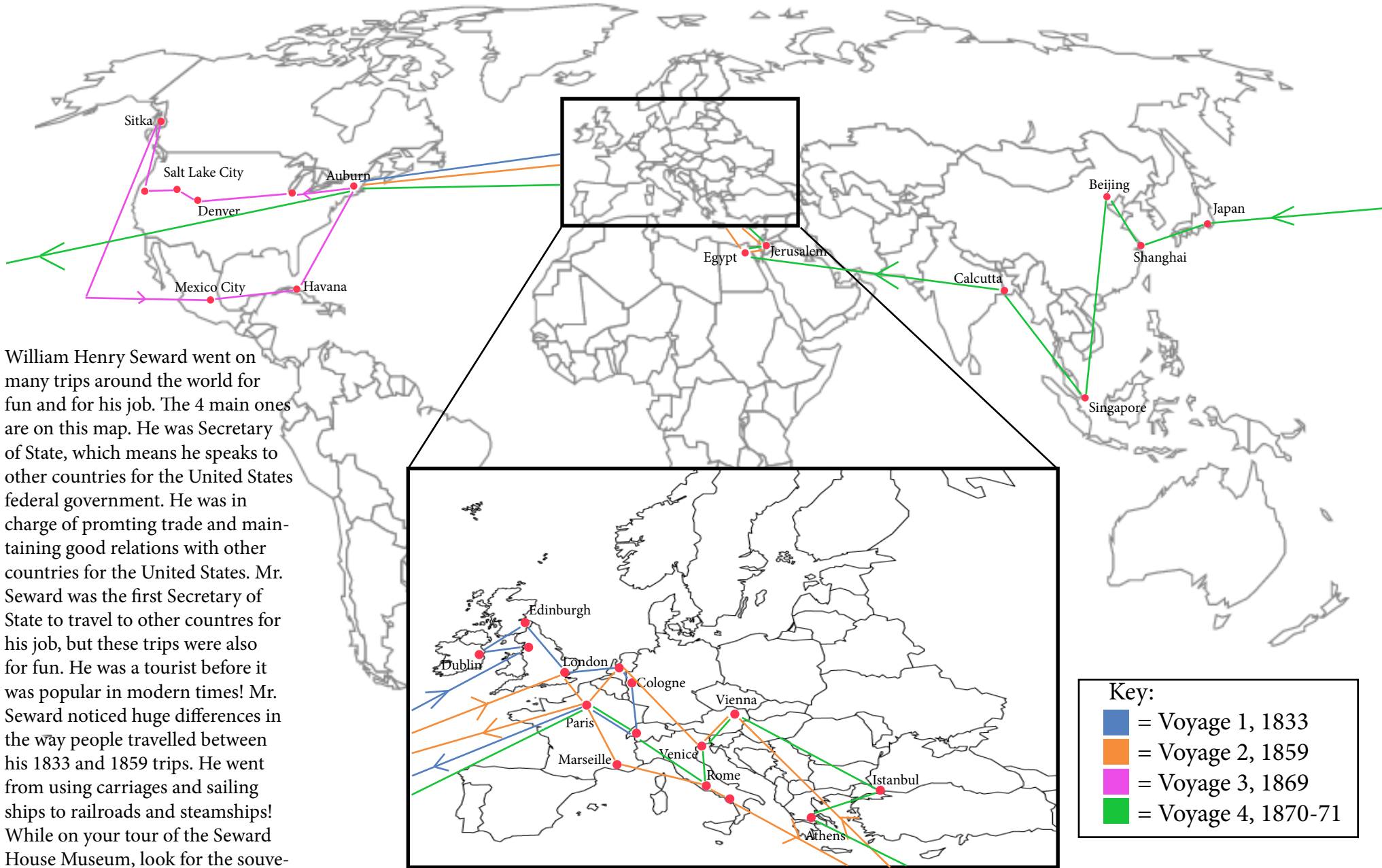
items Hillary Clinton has in her office, and ask students how they think the job of Secretary of State might have changed. Finally, ask the students which artifacts they will be most interested in seeing on their trip to the house.

- 6. Optional Extensions:** This map can be a template for students to write on for themselves. You can give students creative license to make their own trip, visiting places they want to see or following Seward on his trips. You could ask them what items you would buy where, and what these souvenirs might tell future historians about your life.

Differentiation: It is possible to complete the worksheet together as a group, and is a great way to work on map skills which some students might not be as strong at. Teachers can choose stronger readers to read to the class, and adjust the class discussion questions as well. The discussion questions can also be guided work done together as a class, with a heavy emphasis on understanding the map before the worksheet is attempted.

Assessment: Review the answers to the worksheet questions and gauge student's map proficiency throughout the exercise. Teachers can use this as a review of map skills to elaborate on and assess the students' knowledge of regions, etc. During the field trip the docent will discuss many artifacts from around the world, see if students can engage and know which trip Seward may have purchased them on. Tying in the video about Secretary Clinton can assess how well students grasp the concept of learning about people from the objects they own.

Mr. Seward's Travels Around the World



William Henry Seward went on many trips around the world for fun and for his job. The 4 main ones are on this map. He was Secretary of State, which means he speaks to other countries for the United States federal government. He was in charge of promoting trade and maintaining good relations with other countries for the United States. Mr. Seward was the first Secretary of State to travel to other countries for his job, but these trips were also for fun. He was a tourist before it was popular in modern times! Mr. Seward noticed huge differences in the way people travelled between his 1833 and 1859 trips. He went from using carriages and sailing ships to railroads and steamships! While on your tour of the Seward House Museum, look for the souvenirs from these trips on the back of this map!

Key:

- = Voyage 1, 1833
- = Voyage 2, 1859
- = Voyage 3, 1869
- = Voyage 4, 1870-71

On your tour, keep a lookout for these souvenirs Mr. Seward brought home from around the world. If your tour guide mentions what they are or where they're from, write it down here! Ask them about ones they don't talk about, and pretty soon you'll be a Seward House expert! You can even look at the map to see when and where he got each one of these objects.

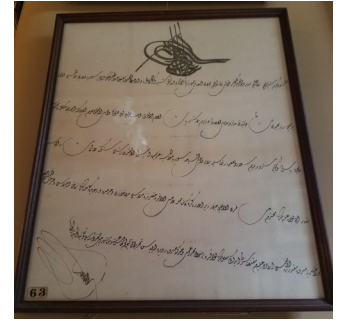


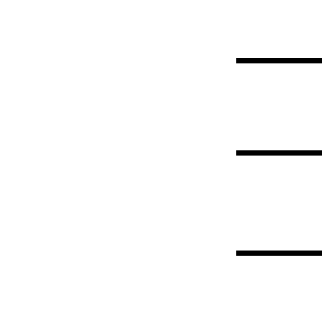
















Name: _____

Class: _____

Directions: Answer the following questions using the map of William Seward's travels around the world.

1. Seward travels to all hemispheres but one. Which is it?
 - a. Eastern Hemisphere
 - b. Western Hemisphere
 - c. Northern Hemisphere
 - d. Southern Hemisphere
2. Circle all of the regions William Seward's travelled to:
 - a. Middle East
 - b. Russia and the Independent States
 - c. Europe
 - d. Sub-Saharan Africa
 - e. Southeast Asia

Complete the following table about each of Seward's trips:

Trip Number:	1	2	3	4
What color is the trip on the map?				
Which direction did Seward travel when he left Auburn?				
Name one continent Seward visited on this trip:				
Name one country Seward visited:				

3. Which continent does Seward visit the most cities in? Why do you think this is?

4. On Seward's 4th trip, he travels on 3 oceans and 4 continents. What are they?

5. Archaeologists are people who study human cultures through artifacts and objects they leave behind. William Henry Seward purchased many objects from around the world, and there are 10 of them on the back of this map. Choose one of them and guess what it is. What does this tell you about William Seward?

6. Why do you think it is important for political or government figures to travel? William Seward was the first Secretary of State to travel in office. How did this help him do his job?

7. As it says on the map, William Seward noticed advancements in technology between his 1833 trip and 1859 trip. He could travel across the ocean and on land much faster. Which of the following historical **turning points** do you think caused these technological improvements?

- a. The Renaissance
- b. The Enlightenment
- c. The Industrial Revolution
- d. Neolithic Revolution