

## Teaching *The Hudson River Valley Review*

### West Point Foundry

Grade level: 9

#### Rationale:

The article focuses primarily on Scenic Hudson's efforts to stabilize West Point Foundry's 1865 main office building. A brief history of the Foundry's creation, including its role as an innovator in weapons, is included. A discussion of the archaeological work of Michigan Technological University and the work of architects covers the challenges of reconstructing a site with few documentary resources to help in the restoration of the property.

#### Objectives:

Students will be able to:

- Create a plan for Scenic Hudson to create a park for future visitors.
- Write a plan for the restoration that will be sent to Scenic Hudson for its consideration.

#### New York State Social Studies Standards:

##### **Standard 1: History of the United States and New York**

Students will: use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

- **Key Idea 3:** Study about the major social, political, economic, cultural, and religious developments in New York State and United States history which includes learning about the important roles and contributions of key groups.

##### **Standard 2: Geography**

Students will: use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

- **Key Idea 1:** Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life)

#### New York State Content Understandings:

##### **Industrial growth and expansion**

- Transportation, inventions, communication, and technology (e.g., 1800s—Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s—automobiles, subways, air travel, seaways, telephones, radios and televisions, computer)
- Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors.

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## **Teacher Resources:**

### **Articles from *The Hudson River Valley Review*:**

Martin, Patrick, et al. "Preserving an Icon of Prosperity: The Story of the West Point Foundry's 1865 Office Building." *Hudson River Valley Review* 22.2 (2005): 107-114. Print.

### **Materials from the Hudson River Valley Institute:**

#### **West Point Foundry:**

<http://www.hudsonrivervalley.org/library/pdfs/cannonsjoedelisle.pdf>

[http://www.hudsonrivervalley.org/library/pdfs/articles\\_books\\_essays/WestPtFoundry.pdf](http://www.hudsonrivervalley.org/library/pdfs/articles_books_essays/WestPtFoundry.pdf)

## **Materials:**

- Article
- Images of the main office building
- Long cardboard paper towel tube
- Colored paper
- Pencil/Pen
- Glue
- Scissors
- Hole punch
- Yarn or twine

## **Procedures:**

1. The teacher will first explain the importance of the West Point Foundry, focusing on its geographical importance and its role during the American Civil War.
2. Students will then be told about what happened to the property after the 19<sup>th</sup> century.
3. Next, the teacher will show the building to the students in its current state. S/he will then ask the students about what they would do with the building.
4. Students will then create a new plan for the building on craft paper. Using their colored paper, they will create a colorful cover for the tube to preserve the plans.

## **Assessment:**

1. Students will then create a business letter for Scenic Hudson. In the text of the letter, they will explain their plans. Somewhere in their letters, students should also address the issue of what to do with old buildings in general. Should they preserve or destroy this older building? Students must explain why it is important to make their choices.

## **Enrichment:**

- Teachers might invite Scenic Hudson representatives to speak to the class about the restoration efforts.