Photos: Daguerreotypes of John O’Brien Skenondough and Eleazer Williams
First Impression: write a two or three sentence description of these two photographs.

Document: Article from Putnam’s Magazine
After reading the document answer these questions:
1. Who was John O’Brien Skenondough?

2. How did he come to speak French?

3. Who was Eleazer Williams? What do we know about him? What do we not know from reading the excerpt of the article?

4. Why did Mr. Hanson want to prove that Williams spoke French as a child?

5. Write a two or three sentence caption for these two portraits that would inform another City Tech student about the relationship between these two men.
Group 3

Part A. Instructions: Please follow the handling instructions outlined by Julie and Robin.

Letter, Alfred Cranston to Elizabeth Cranston, February 18, 1863; Cranston family papers, 1994.013, box 1, folder 5; Brooklyn Historical Society.

Start by reading the letter from Alfred Cranston to Lizzie (the original letter, not the typed transcription). Take care to keep the pages of the letter in order.

One member of the group should read the letter aloud. You may take turns reading, switching every page or so, depending on the length of the letter.

The typed transcription is there for your reference if the handwritten letter is very lengthy or difficult to read.

1) While you read, make note of the following: What’s the date of the letter? Where was Alfred when he wrote it and/or where was it mailed from? Are there any other notable physical characteristics of the actual letter?

2) If you had to summarize the main points of the letter, what would they be? What kinds of experiences does Alfred share with Lizzie? What sense does this letter give you, 150 years later, of the daily experience of war?
Part B. Please follow the handling instructions outlined by Julie and Robin.


Alfred Cranston was a member of the 14th Regiment War Veterans Association and kept clippings pertaining to the Association’s activities. What commemorative event does this clipping pertain to? Or what commemorative function did the article serve?

2) Program, Full Dress Reception of the 14th Regiment, May 23, 1887; Cranston family papers, 1994.013, box 2, folder 31; Brooklyn Historical Society.

What kind of event was this program made for? One page solicits funds for the erection of a monument. Which monument? Where? What does this program tell you about the 14th Regiment War Veterans Association and the kinds of events and activities they participated in? What meanings did those activities hold for the Association’s members?
Novelty

From your reading and the BHS archival evidence answer the following question in one or two paragraphs:

Why was the Novelty considered a vaudeville theater in contrast to a “high culture” performing stage like the Academy of Music?

In your response consider the following:

- Where was the Novelty located? Describe the area the best you can. What was the proximity of mass transit?

- What were ticket prices? (Translate to current dollars by using the Inflation calculator website.)

- What kind of acts performed at the Novelty? Who would you imagine the audience for these types of performances? Would the typical customer be rich, poor, middle class? Immigrant or native born? White, Black, or mixed audience? Why or why not?

- What else does the archival evidence tell you about the Novelty’s audience?
Baxter Journal Station

Activity Instructions
To be completed as a group. You may want to photograph documents so each person will have a copy for the activity and the later assignment.

1. Write down any entries about runaway slaves you find on the following pages:
   - Volume 1: page 116
   - Volume 2: pages 21 and 133

2. Do the dates of Baxter’s entries fit the profile authors John Hope Franklin and Loren Schwenninger establish in their “runaway slave profile”?

3. How does Baxter describe his runaway slaves in his journal entries (i.e. What is the tone in which he writes these entries?)?
   - Are there any entries that stand out from the others?

4. What change occurs in the number of entries Baxter makes in his journals over time?

5. Read aloud the document, An Act for the gradual abolition of slavery
   - Discuss and summarize the meaning of the document
   - What is a possible relationship between this document and the change in the number of runaway slave entries in Baxter’s Journal?

Presentation
At the end of the session, your group will introduce your document and discuss the following:

- Whether or not Baxter’s runaways fit any aspect of he Franklin/Schwenninger “runaway slave profile”;
- The manner in which Baxter mentions his runaway slaves in his journal entries;
- The change in the number of runaways that occurred over time; and
- The historical context in which this change in the number of runaways occurred.

CITATION FOR BAXTER JOURNAL STATION
Brooklyn Historical Society - Main Collection F129.B7 F53 1955 c.1