

HUDSON RISING

FAMILY GUIDE

Recommended
for Ages 7+

The Hudson River flows from the Adirondack Mountains 315 miles south to the bay between New York City and New Jersey, where it meets the Atlantic Ocean. What do you know about the Hudson River? Have you been to places along it?

Hudson Rising tells the stories of how parts of the river were threatened and then later protected. Today, the movement to protect nature is called “environmentalism.”

Use this guide to explore, discuss, and do fun activities in the exhibition.



Start your *Hudson Rising* journey at **Thomas Cole's Course of Empire**.

These five paintings tell a story about the rise and fall of an empire. View them from *The Savage State* to *Desolation*.

What happens to nature as people create and destroy their empire?

What happens to the people?

GO TO SECTION 1

JOURNEYS UPRIVER

Find three objects that you can touch.

Read their labels with your adults.

What are they?

What do they feel like?

What Hudson River industries are they related to?

In the 1800s, businesses used natural materials found along the Hudson River like clay, iron, and trees. Boats also transported goods on the river more efficiently than ever.

Find Samuel Colman's painting *Storm King on the Hudson*

What do you notice?

When this painting was made in 1866, some may have seen it as nature being destroyed, while others saw civilization thriving. What do you see? Mark the scale below to represent each person in your group's perspective:

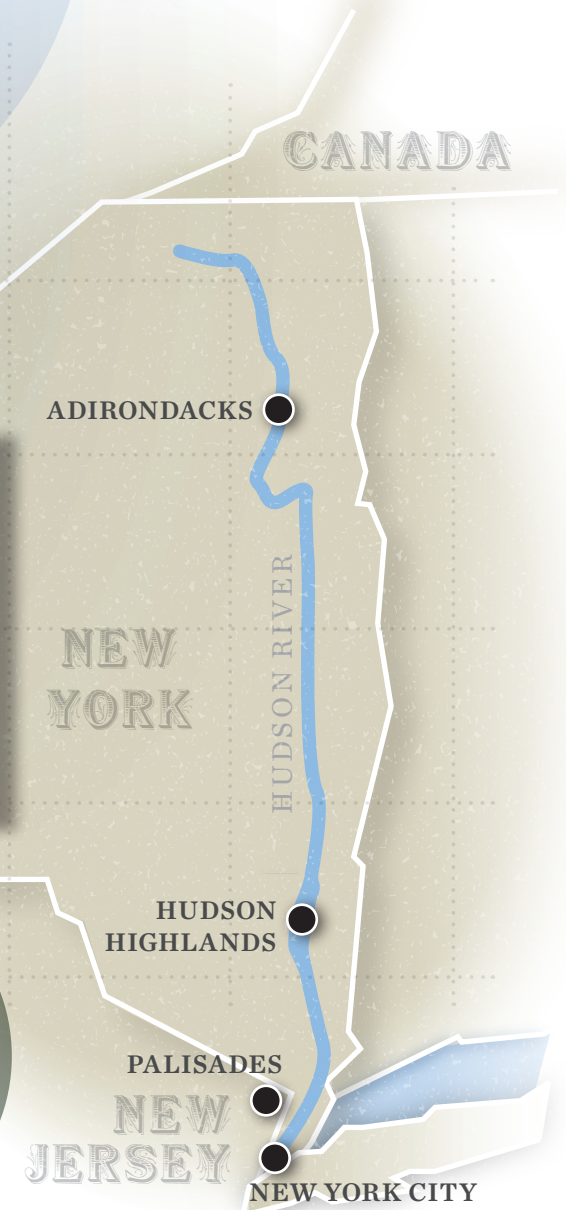
Nature is being destroyed

People and nature are in balance

People are thriving



Extra Challenge:
What industry is being portrayed in the painting above?



Samuel Colman was part of the Hudson River School of artists, like founder Thomas Cole.
Read about them in this section!

GO TO SECTION 2 THE ADIRONDACKS



Find Asher B. Durand's painting *Adirondack Mountains, New York*.

What do you notice?

In the 1800s, the logging industry cut down tons of trees and sold the wood for different uses. This led to deforestation.

TO PRESERVE
ITS NATURAL
BEAUTY

BECAUSE
FORESTS
MOISTEN SOIL
AND PREVENT
EROSION

TO
MAINTAIN
PLANT AND
ANIMAL
HABITATS

SO PEOPLE
CAN VISIT THE
ADIRONDACKS

The Adirondacks were legally declared as "forever wild" in the late 1890s.

Discuss with your family:

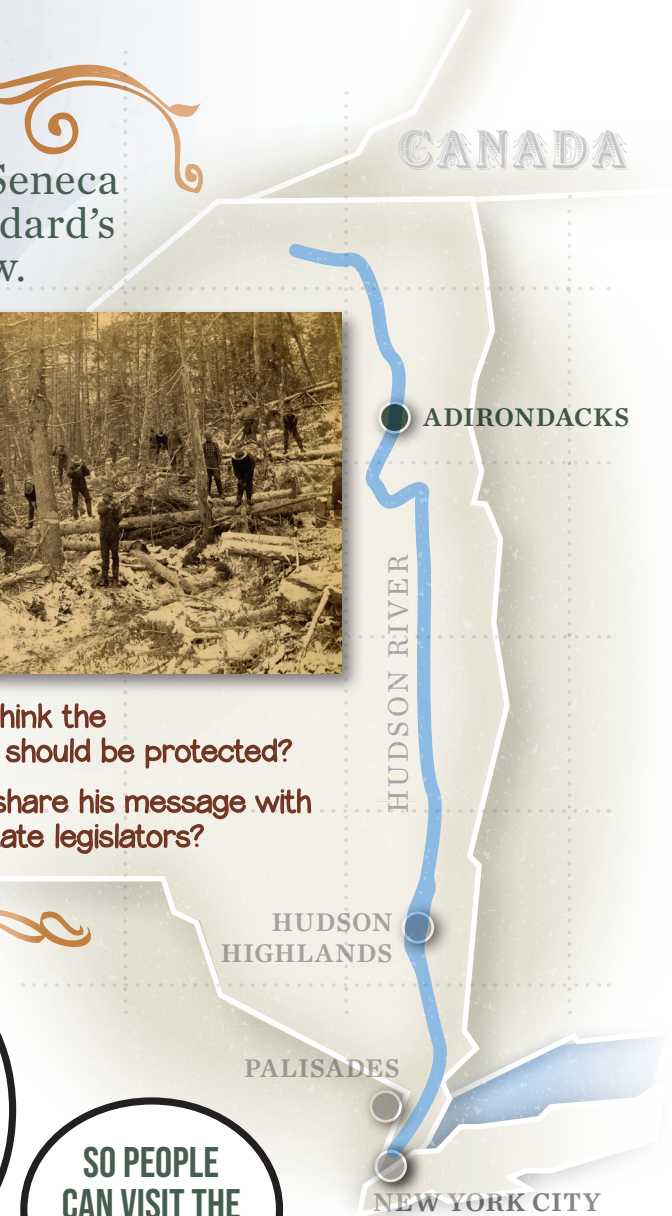
If you were a lawmaker then, why would you most want to protect the Adirondacks?

Watch Seneca Ray Stoddard's slideshow.



Why did he think the Adirondacks should be protected?

How did he share his message with New York State legislators?



GO TO SECTION 3 THE PALISADES

Find the painting
*Palisades,
Hudson River.*

What are the
Palisades?

Pretend this image is part
of a tourism brochure.
Write a slogan on it to
get people to visit the
Palisades:

Find a piece
of Palisades
rock and
touch it!

What was happening
to the Palisades in
the late 1800s? Hint:
Look for newspaper
headlines.

Cecilia Gaines
of the New Jersey
Federation of Women's
Clubs fought against
Palisades rock blasting.

Find her scrapbook.

Without the right to vote,
how did women convince
lawmakers to protect the
Palisades?



Find the photos and
list of camp groups that
visited the Palisades
State Park.

Pretend you are a
camper. Sketch an
animal from the
Trailside Museum
to share with others
back home.



DISCUSS
with your family:
Have you been to summer
camp in a nature reserve or
public park? How do your
experiences compare to
what you see here?

GO TO SECTION 4

THE HUDSON HIGHLANDS

From 1962–1980, community groups fought in court and in other ways to stop Con Edison from building a hydroelectric power plant on Storm King Mountain. The power plant was never built.

Look at John Ferguson Weir's painting *View of the Highlands from West Point*.

What sounds would you hear if this painting came to life? Make them with your family.



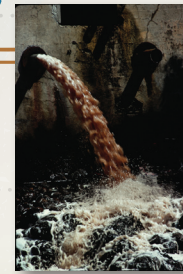
Find the aquarium to learn whose spawning grounds were threatened by the Storm King plant.

What would these fish have said about the plant?



Read Frances Dunwell's quote about pollution in the Hudson, and then check out the pollution map.

Do any of these kinds of pollution have an impact on your life?



Write or draw a sign that you might have carried at a parade on the *first Earth Day* in April 1970 to protest pollution in the Hudson River.



CANADA

ADIRONDACKS

HUDSON RIVER

HUDSON
HIGHLANDS

PALISADES

NEW
JERSEY

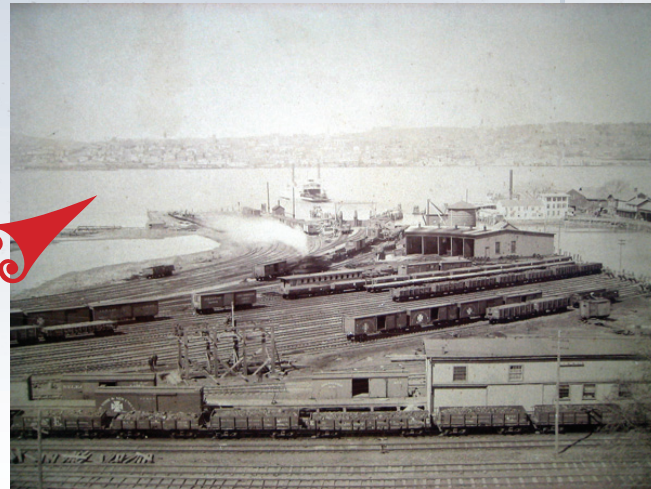
GO TO SECTION 5

A RISING TIDE

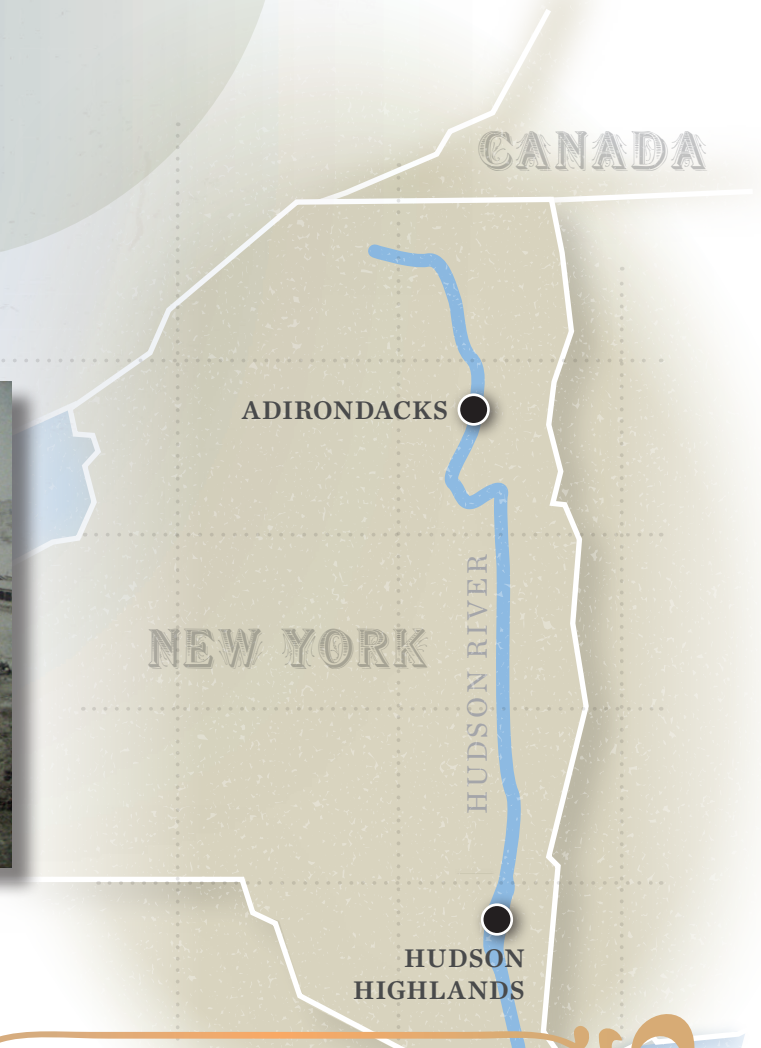
Compare the before and after photos of Beacon's Long Dock and New York City's Hudson River Park.

What changes do you notice?

Read the label to learn how these changes help the environment bounce back and make these areas prettier for visitors.



How do landscape architecture firms like SCAPE plan to restore shorelines devastated by Hurricanes Sandy and Irene?



REFLECT BEFORE YOU GO!

1. What problem affecting the environment do you care about? Could any of the change-making strategies you learned about here be used to solve the problem?

Hint: Talking to lawmakers, bringing court cases, getting reporters to write about the problem etc.

2. What did you learn today that made you feel...

Hopeful | Angry | Inspired | Worried
Proud | Surprised

If these words don't apply, come up with your own!

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IMAGE CREDITS:

Thomas Cole, *The Course of Empire: The Savage State*, ca. 1834.

Andrew Fisher Bunner, *Cutting Ice, Rockland Lake, New York*, ca. 1890.

Asher Brown Durand, *Adirondack Mountains, New York*, ca. 1870.

Seneca Ray Stoddard, *The Choppers*, 1888. Adirondack Experience.

Charles Edouard Dubois (1847–1885), *Palisades, Hudson River*, 1875–76. Private Collection.

Cecilia Gaines.

Educational program, 1920s. Palisades Interstate Park Commission Archives.

John Ferguson Weir, *View of the Highlands from West Point*, 1862.

Penn Central Line, ca. 1968.
Bob Hoebberman / Riverkeeper.

Long Dock in the 19th century.
Scenic Hudson.

Unless otherwise noted, all images are collection of the New-York Historical Society.

