

Teacher: Diana Garcia-Rincon			
Title: The Erie Canal		Subject: Social Studies	
Topics: Territorial Expansion 1801-1861		Grade: 9-12 English Second Language	
Lesson Duration: 4 weeks		School: PCHS	
Education Designs Lesson/ Unit Plan			
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This lesson is about the Erie Canal. Students will read Marco Paul's Travel on the Erie canal. Study geographic features of New York and DeWitt Clinton's dream of a canal. Students will build a replicate the Erie Canal. The social impact of the canal on New York and the nation. What was the benefit of the Erie Canal?		
National Standards for History Era: Link	Era 4 Standard 1: United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.		
Standard(s): <i>State, Local or National</i>			
Themes/Concept:	What was the benefit of the Erie Canal?		
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ol style="list-style-type: none"> 1. How did the Erie Canal save money? 2. When did they begin to build the Erie Canal? 3. What were some of the benefits of building the Erie Canal? 4. How did the Erie Canal promote positive and negative trade relations? 5. What time frame was needed to complete the Erie Canal? 		
Elements <i>(What you want the students to understand)</i>	<p>Students will:</p> <ul style="list-style-type: none"> *Understand the impact of the Erie Canal on the economic and social growth of New York and the nation. *Develop an understanding of the diverse social, historical and cultural dimensions during the early years of the Erie Canal. *Be able to use a variety of different resources to gather and interpret information using (people, photographs, maps, music, videos, and electronics) 		
Launch Activity (Hook)	Read orally chapter 1 of Marco Paul's Travels on the Erie Canal. Provide students with a map of New York then have students trace the route and model of transportation taken by Marco and Forester from New York to Schenectady.		
Knowledge & Skills <i>(People, Places, times and vocabulary-what</i>	<u>Vocabulary</u> Monograph Primary source Boats Aqueducts Maxim	Era Berths Excursion Profile map Observation line boat	<u>Skills</u> *Geographic features of New York State. *Knowledge of DeWitt Clinton's

<p><i>the student should be able to do. What skills will they use?)</i></p>	<p>Locks Journey Merchant Promenade deck</p>	<p>Packet boat Stockholders Merchandise Directors Contractors Superintendent</p>	<p>dream of a canal. *Building the Erie Canal. *The economic and social impact of the canal on New York and on the nation. * A basic understanding of how to look at and read documents in order to analyze and interpret primary sources.</p>
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Lesson Methodology (*How will you conduct the lesson; activities... ?*)

Assessment Evidence: *What evidence will show that students met the learning goal?*

Quizzes, Test, Selected Responses, Classroom discussions, participation in discussions, quality of journal entries.

Portfolio Assessment

Students may choose one of the following:

- A primary Source Alphabet Book (Drawings)
- Response Journal
- Word wall

Authentic Assessment (*Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,*)

Rubrics for the primary Alphabet Book, Response Journal and Word Wall will be provided to the students prior to the lesson.

Student Self-Assessment

Using their journals and the word wall as resources, each student will write a letter to the teacher from Marco Paul’s point of view. In the letter he/she will explain what was learned about the canal and how it was learned.
A self-assessment rubric and peer review will be given to each student and then to each group.

Differentiation Associated with this unit

- View a student created example of a Response journal used during the classroom reading and study of Marco Paul’s Travels on the Erie Canal with fill in the blanks.
- Students may draw pictures of boats and aqueducts.
- Students can work in groups of two and up to four.

- Design symbols that represent the different types of transportation

Resources and instructional tools: (*Including Video Sources, Text Resources, Research Strategy*)

Magazines:

Cobblestone: The Erie Canal. October 1982.

Video:

Lane, Pancho. *Along the Erie Canal*. Thhnoscope, n.d.

Online: Learning Page Workshop:

[What do you see?](#)

[How does it read?](#)

[What Are Primary Sources?](#)

Student Sources

- [Locks on the Erie Canal](#)
- [Marco Paul's Travels on the Erie Canal](#)
- [Primary Source Materials for Aqueducts](#)
- [Primary Source Materials for Boats](#)
- [Primary Source Materials for Little Falls, New York](#)
- [Primary Source Materials for Maxims](#)
- Primary Source Materials for "Mind Travel"
 - [Images from American Memory: Part One](#)
 - [Images from American Memory: Part Two](#)