

Field-Test Edition

Grade 7

The Erie Canal **Transportation and the Transformation of a Nation**

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A Sample Unit of Study

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Introduction

Why History? History provides an essential foundation for our students to become informed and active participants in our communities. With your guidance, this unit of study will help students gain essential skills and strategies as they immerse themselves in “doing” history. As students learn about how communities change over time, they will gain a deeper understanding of how all communities are both alike and different, and that each one has a uniquely interesting story.

Why New York City History? As a major port, one-time capitol, and longtime financial center, New York City lay at the heart of the American Experience for most of U.S. history. Our city’s past provides a privileged vantage point from which to view the course of national events. This unit brings this perspective into the classroom through informed teaching and engaging methodologies that follow New York City and New York State Learning Standards.

Content and Themes of this Unit: While not the first canal in North America or New York even, the Erie Canal was the largest and most successful public works project in the nation’s history up until that point. From Jesse Hawley, a flour merchant, to Governor DeWitt Clinton, many had proposed and advocated for a canal to be built through Western New York. Ironically, the geography of New York State presented both obstacles and the opportunity for this enormous undertaking. Construction of the Erie Canal began on July 4, 1817 and was completed under budget, three years ahead of schedule, on October 25, 1825. The Erie Canal transformed a city, a state, and a nation.

The themes of this unit are **geography** and man’s relationship with nature, **movement** as it relates to commerce and people, and **decision making**: who were the stakeholders and how did policies affect the public at large.

Skills and Strategies Developed:

- making inferences
- applying, analyzing, and synthesizing information
- recognizing different points of view
- identifying cause and effect
- making inferences and drawing conclusions
- cooperating to accomplish a goal
- evaluating content
- decoding images
- reading maps, legends, symbols, and scales
- presenting a persuasive argument
- making connections
- interpreting information

Your students will:

- analyze primary and secondary documents
- engage in cooperative learning
- practice decision making
- express themselves using the creative arts

How the Unit is Organized: The curriculum is project-based. We begin with an overarching essential question and some focusing questions. There is a curriculum web as well as suggested lessons and resources to support you as you bring this unit to life in your classroom. The lessons are designed so that you can customize and enrich the teaching points to meet the needs and interests of your students. We hope that this unit will inspire you to work closely with other grade-level teachers, discussing the classroom social studies collections and creating additional lessons to share with one another.

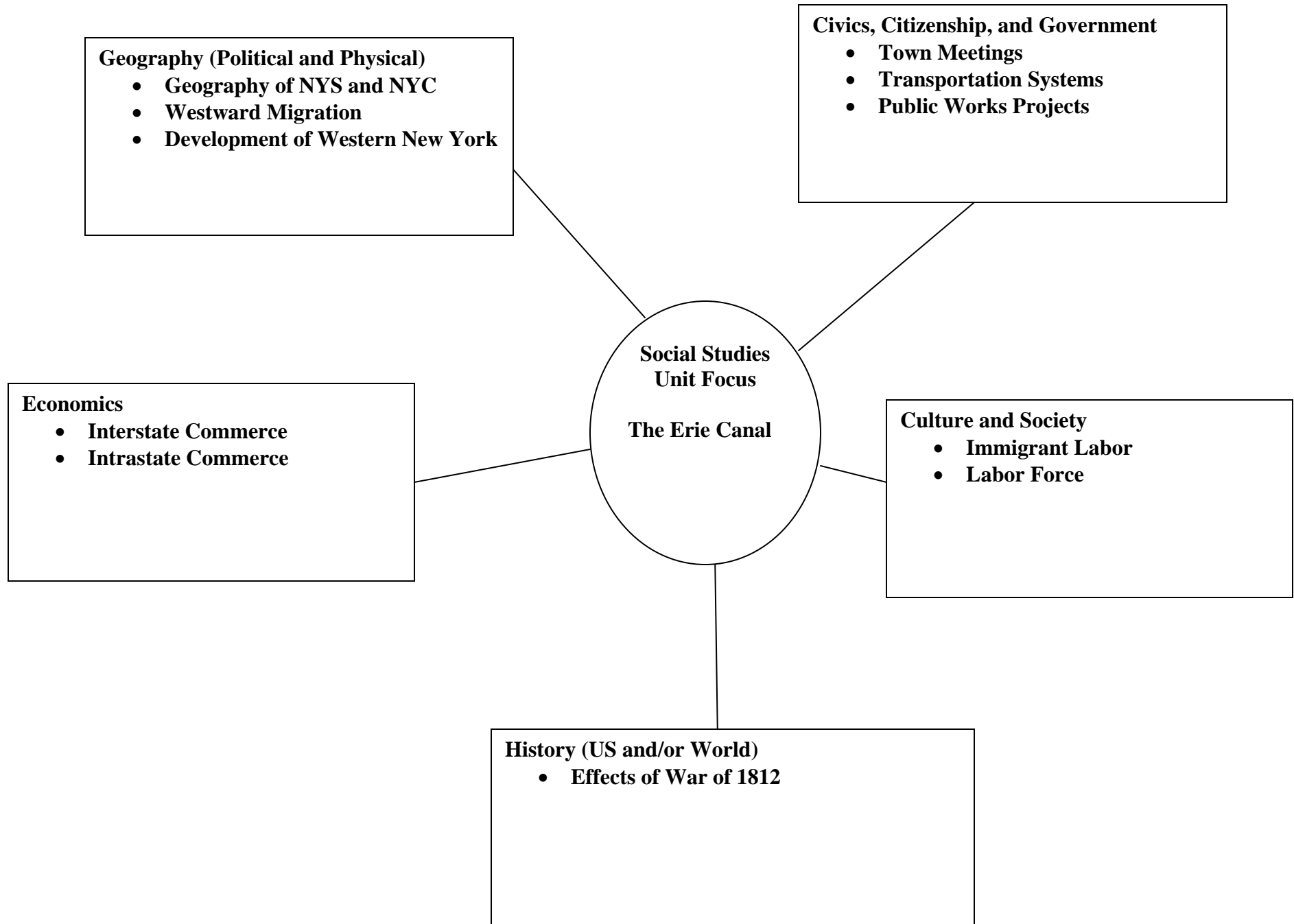
This unit was developed through participation in the “New York City and the Nation, A School/Community Consortium to Teach American History.” “New York City and the Nation” is a partnership of the Gotham Center for New York City History/CUNY, City Lore, Historic House Trust, Henry Street Settlement, New-York Historical Society and Brooklyn Historical Society.

Teacher Background Information: Studying American History through New York City History

Virtually all of American history can be taught through a New York City lens. By focusing on our own city, we can help make history more relevant to our students, and they will understand and think about history in a new way. Many of our students will argue that New York City is the best city in the world. Why not help them understand the evolution of New York City, for better or worse, and help them develop and come to an informed decision?

This unit is designed to be inserted into a larger unit, or discussion, of the Erie Canal in social studies classrooms. While there is plenty of information on the impact of the Erie Canal on the development of western New York (the growth of cities, etc.), the effect on New York City is not as well known. New York City was an important commercial center dating back to colonial days, but it was the completion of the Erie Canal that solidified its place as the preeminent seaport on the Atlantic coast. The Erie Canal stimulated the flow of money into a wide variety of New York City businesses, ranging from banking to furniture making.

The topic of the Erie Canal helps students understand the relationship between transportation and commerce. By studying the Erie Canal, students will hopefully think about our relationship with nature both then and now. Finally, through the study of the Erie Canal, students will be able to understand how changes in transportation transformed a nation, a state, and a city.



Essential Question

This is the overarching question for the unit. It includes and goes beyond the content of a unit. Lessons and activities are designed to help bring students closer to this question, though it is likely that it will never be fully answered.

How do changes in transportation transform a community?

Focus Questions <i>These are the guiding questions for the unit. They are designed to address the Essential Question, the specific content of the unit and the NYS Standards. Lessons and activities are designed to help students come to answers to these questions.</i>	Lessons/Activities <i>These are lessons and/or activities designed to address the Essential Question and Focus Questions and build towards the culminating project. There should be 3-5 lessons to address each Focus Question. Title and list each question below.</i>
1 Why build a canal through New York State? 2 How did New York State's geography impact on the building of the Erie Canal?	<ul style="list-style-type: none">• 1a Geography of New York State/New York City• 1b Support/Opposition to the Canal
1 How was the canal built? 2 What were the working conditions on the Erie Canal?	<ul style="list-style-type: none">• 2a Construction of the Canal• 2b The Canallers
1 How did the Erie Canal affect the economy of New York City? 2 What was the impact of the completion of the Erie Canal on New York City?	<ul style="list-style-type: none">• 3a The Traveling Dollar• 3b The New York Arcade• 3c Flour to New York City• 3d The Wedding of the Waters
Culminating Project: Students will work in groups to create a PowerPoint presentation which explains the history of the Erie Canal.	

Culminating Project

This project, tied to the Essential Question, should be introduced to students at the start of the unit in order to make the goals of the unit explicit. The skills and content of all the lessons and activities in the unit should be scaffolded such that students can successfully complete the project.

PowerPoint Presentation: The History of the Erie Canal

Students will work in small groups (2-4) to create a PowerPoint presentation on the history of the Erie Canal. Each presentation should include information on the construction, completion, and impact of the Erie Canal, with a specific focus on the canal's effect on New York City.

Each presentation should address:

- **The construction of the Erie Canal**
- **The labor force on the canal**
- **The economic impact of the Erie Canal on New York City.**

Students will use various skills to complete this project, including:

- **working cooperatively to accomplish a goal**
- **decision making**
- **research and writing.**

Lesson Title: Geography of New York State/New York City**Unit's Essential Question: How do changes in transportation transform a community?****Focus Question: How did New York State's geography impact on the building of the Erie Canal?****Skills/Strategies**

- Making Inferences
- Reading Maps, Legends, Symbols, and Scales
- Applying, Analyzing and Synthesizing Information
- Participating in Group Planning and Discussion
- Cooperating to Accomplish Goals
- Presenting a Persuasive Argument

Materials, Supplies, and Equipment

- Overhead Projector
- Copier to Make Photocopies of Erie Canal PowerPoint

Primary Sources

- Burrows, Edwin G. and Mike Wallace. Gotham: A History of New York City to 1898. New York: Oxford University Press, Inc., 1999, p. 429.
- "United States in 1814" map
http://www.heritageantiquemaps.com/Gallery/Reproduction%20Cities/New_Yorkrepro.jpg
- "Migration Patterns in the 1800's" map,
http://www.glencoe.com/qe/images/b96/q2491/tak11_roads.gif
- "The Erie Canal" PowerPoint
http://www.fcms.syr.edu/fac_dev/fac_showcase/clemence/erie_canal/sld004.htm (sld005, sld006, sld007)

Mini-Lesson *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

- Place transparency of westward migration map on projector.
- Ask students to write down what they see.
- Read aloud quote from Gotham, p. 429 (see Appendix).
- Explain that NYC did not want to lose its place as a major port and farmers moving into the Ohio and Mississippi valleys needed a way to get their products to market.

Independent Work Time *This may include independent work, partner work, small group work, research.*

- Split class into groups of 3-4 people.
- Distribute packets (photocopies of slides, map of U.S. in 1814) to each group.
- Ask each group to prepare a proposal for a system to quickly/cheaply/safely get farmers' products from the Ohio valley to New York City, and to receive supplies.

Share/Assessment *This may include individual or group share, formal and informal assessment.*

- Groups share out proposals and vote on the most viable option.

Connection to Culminating Project *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

Students will learn about migratory patterns in the early 19th century and the challenges migrant populations (farmers) faced in getting their products to the market.

Lesson Title: Support and Opposition to the Canal

Unit’s Essential Question: How do changes in transportation transform a community?

Focus Question: Why build a canal through New York State to New York City?

Skills/Strategies

- Making Connections
- Making Inferences and Drawing Conclusions
- Applying, Analyzing , and Synthesizing Information
- Recognizing Different Points of View

Materials, Supplies, and Equipment

- T-chart Overhead Transparency
- Handout “The Roots of American Growth”
- Handout “The Erie Canal and DeWitt Clinton”
- Overhead Projector

Sources

- <http://www.digitalhistory.uh.edu/database/article>
- <http://xroads.virginia.edu/~HYPER/DETOC/transport/erie.html>
- Stix Ed.D., Andi. Social Studies Strategies for Active Learning. Huntington Beach: Shell Educational Publishing, 2004.

Mini-Lesson *This may include: Direct instruction (content/ skills/research strategy); shared reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

- Ask students to speculate on reasons people were opposed to, and supported, the building of the Erie Canal.
- Record student’s responses on the T-chart (overhead transparency).

Independent Work Time *This may include independent work, partner work, small group work, research.*

- Distribute handouts: “The Roots of American Growth,” “The Erie Canal and DeWitt Clinton.”
- Advise students that there will be a public forum on the proposed construction of the Erie Canal.
- Assign individuals or groups of students to represent individual figures/constituencies (ex. DeWitt Clinton, a farmer in the Ohio Valley, a New York City merchant, an owner of a New Orleans shipping company, President Thomas Jefferson, etc.).
- Students should use the documents to prepare a presentation either in support of or in opposition to the construction of the Erie Canal.

Share/Assessment *This may include individual or group share, formal and informal assessment.*

- Have students assume their roles at the public forum and share their arguments.
- Vote as a “community” to build or not build the Erie Canal.

Connection to Culminating Project *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

Students will learn about different groups that were in favor of or opposed to the building of the Erie Canal.

Lesson Title: Construction of the Canal**Unit’s Essential Question: How do changes in transportation transform a community?****Focus Question: How was the canal built?****Skills/Strategies**

- Making Inferences and Drawing Conclusions
- Applying, Analyzing and Synthesizing Information
- Cooperating to Accomplish a Goal
- Interpreting Images

Materials, Supplies, and Equipment

- Overhead Projector
- Slide Show (photocopies)
- Chapter 4 “Constructing the Canal” (Docs. 4C, 4E, 4F, 4H)
- Overhead Transparency : Chapter 4 “Constructing the Canal” (Doc. 4A)

Sources

- http://www-fcms.syr.edu/fac_dev/fac_showcase/clemence/erie_canal/sld022.htm (sld023, sld024, sld031, sld032, sld042)
- Daniels, Julie C., Daniel F. Larkin, and Jean West, editors. Erie Canal: New York’s Gift to the Nation. Peterborough, NH: Cobblestone Publishing Company and New York State Archives Partnership Trust, 2001.

Mini-Lesson *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

- Place transparency on the overhead projector without revealing the caption.
- Ask students to guess what has happened at this site (possible responses: battle, war, bomb, etc.).
- Reveal that this is a scene of the construction of the Erie Canal.

Independent Work Time *This may include independent work, partner work, small group work, research.*

- Divide class into groups.
- Provide groups with documents about the construction of the Erie Canal.
- Ask each group to use the documents to list the materials and supplies that were needed to construct the canal.

Share/Assessment *This may include individual or group share, formal and informal assessment.*

- Groups can compare their lists of supplies and materials. Students can also discuss
- items that may not have been listed in the documents but were used.
- For homework, students will read the documents on the use of cement in constructing the Erie Canal. Have students write about how the construction of the canal benefited New York City businesses.

Connection to Culminating Project *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

Students will learn about the materials used to build the Erie Canal. They will also think about the effects of the construction of the canal on the environment.

Lesson Title: The Canallers

Unit’s Essential Question: How do changes in transportation transform a community?

Focus Question: What were the working conditions on the Erie Canal?

Skills/Strategies

- Making Connections
- Identifying Cause and Effect
- Interpreting Information
- Applying, Analyzing and Synthesizing Information
- Drawing Conclusions

Materials, Supplies, and Equipment

- Construction Paper
- Markers
- Handouts (Document 10C, Slideshow photocopies, “Canal Workers”)
- Poem: “Paddy on the Canal” by Robert L. Wright

Sources

- “Canal Workers” <http://xroads.virginia.edu/~HYPER/DETOC/transport/workers.html>
- “Paddy on the Canal” by Robert L. Wright
- Daniels, Julie C., F. Daniel Larkin, and Jean West, editors. Erie Canal: New York’s Gift to the Nation. Peterborough, NH: Cobblestone Publishing Company and New York State Archives Partnership Trust, 2001.
- http://www-fcms.syr.edu/fac_dev/fac_showcase/clemence/erie_canal/sld027.htm (sld028, sld033, sld066,)

Mini-Lesson *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

- Read aloud poem by Robert L. Wright, “Paddy on the Canal.”
- Ask students to discuss the tone of this poem. How does the canaller describe his job? How does he feel about his job?
- Inform students that this poem was written in 1975. Ask students whether this is a primary or secondary source.
- Discuss its usefulness and limitations as a secondary source.

Independent Work Time *This may include independent work, partner work, small group work, research.*

- Divide the class into groups of 3-5 students.
- Provide each group with a packet of information on Erie Canal workers and working conditions.
- Each group will create a poster recruiting workers for the construction of the Erie Canal.

Share/Assessment *This may include individual or group share, formal and informal assessment.*

- For homework, students can write a letter from one of the canallers to a family member, in which he describes his experiences.

Connection to Culminating Project *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

Students will learn about the working conditions on the Erie Canal as well as the ethnic makeup of the canallers.

Lesson Title: The Traveling Dollar

Unit’s Essential Question: How do changes in transportation transform a community?

Focus Question: How did the Erie Canal affect the economy of New York City?

Skills/Strategies

- Decoding Images
- Identifying Cause and Effect
- Making Inferences and Drawing Conclusions
- Applying, Analyzing and Synthesizing Information
- Cooperating to Accomplish a Goal

Materials, Supplies, and Equipment

- New York Harbor image (transparency)
- Handout: “The Erie Canal and New York City” by Ann L. Bittenweiser (pg. 166)
- Monopoly/Play money
- Markers, Construction Paper, Tape
- Overhead projector

Sources

- Daniels, Julie C., F. Daniel Larkin, and Jean West, editors. Erie Canal: New York’s Gift to the Nation. Peterborough, NH: Cobblestone Publishing Company and New York State Archives Partnership Trust, 2001.
- Image citation

Mini-Lesson *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

- Display the overhead transparency of New York harbor image
- Questions for discussion:
- What kinds of activities could be happening in this harbor?
 - What words would you use to describe New York harbor in 1849?

Independent Work Time *This may include independent work, partner work, small group work, research.*

- Have students read “The Erie Canal and New York City” handout.
- Students will conduct a role play to show the different people involved in this economic system.
- Provide each group with play money, markers, and construction paper.
- Each group can use the supplies to make signs indicating who they are and where they’re from (i.e. Rochester wheat farmer, New York City banker).
- Have students conduct a role play in which they exchange money and goods as described in the reading.

Share/Assessment <i>This may include individual or group share, formal and informal assessment.</i>
<ul style="list-style-type: none">• Role play performances• Summary/homework: In which direction did the majority of cash flow?

Connection to Culminating Project <i>How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?</i>
Students will learn about the economic impact of the Erie Canal on New York City.

Lesson Title: The New York Arcade

Unit’s Essential Question: How do changes in transportation transform a community?

Focus Question: How did the completion of the Erie Canal affect lower Manhattan?

Skills/Strategies

- Making Connections
- Identifying Cause and Effect
- Making Inferences and Drawing Conclusions

Materials, Supplies, and Equipment

- Art Supplies (construction paper, markers, rulers, color pencils, etc.)

Sources

- “New York’s Gift to the Nation” by Ann L. Bittenweiser.
- Daniels, Julie C., F. Daniel Larkin and Jean West, editors. Erie Canal: New York’s Gift to the Nation. Peterborough, NH: Cobblestone Publishing Company and New York State Archives Partnership Trust, 2001.
- <http://www.hdc.org/neighborhoodatriskFulton-Nassau.htm> 4/23/2007, “Neighborhood At Risk: Fulton-Nassau”

Mini-Lesson *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

- Ask students about their experiences with mall shopping
- Are there advantages/disadvantages to shopping in the mall?
- What does a mall look like?
- What kind of merchandise do you find in a mall?

Independent Work Time *This may include independent work, partner work, small group work, research.*

- Provide students with relevant excerpts from “The Erie Canal and New York City” by Ann L. Bittenweiser and “Neighborhood At Risk: Fulton-Nassau.”
- Ask students to imagine what the scenes of Fulton-Nassau may have looked like years ago.
- Provide students with art supplies to sketch the scenes.

Share/Assessment *This may include individual or group share, formal and informal assessment.*

- Students can share their drawings and why they chose to draw the New York Arcade this way.

Connection to Culminating Project *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

Students will learn about the economic impact of the Erie Canal on Lower Manhattan. Students will also make a connection to modern-day economic activities.

Lesson Title: Graphing**Unit's Essential Question: How do changes in transportation transform a community?****Focus Question: How did the Erie Canal help make New York City the most important flour market in the United States?****Skills/Strategies**

- Making Connections
- Identifying Cause and Effect
- Organizing Information
- Applying, Analyzing, and Synthesizing Information
- Interpreting Graphs

Materials, Supplies, and Equipment

- Graph Paper
- Pencils or Color Pencils

Sources

- “The Erie Canal and New York City” by Ann L. Buttenweiser, p.166 (teacher use only).
- Daniels, Julie C., F. Daniel Larkin, and Jean West, editors. Erie Canal: New York's Gift to the Nation. Peterborough, NH: Cobblestone Publishing Company and New York State Archives Partnership Trust, 2001.

Mini-Lesson *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

- Review with students the different kinds of graphs (bar, circle, line)
- Ask students what purpose graphs serve.

Independent Work Time *This may include independent work, partner work, small group work, research.*

- Inform students that they will use statistics to create two bar graphs on flour shipping in 1820 (pre-Erie Canal) and 1827 (post-Erie Canal).
- (*Statistics found in “Erie Canal and New York City” by Ann Buttenweiser.*)

	Flour Barrels Shipped	
	1820	1827
Baltimore	577,000	572,000
Philadelphia	400,000	351,000
New York	267,000	625,000

Share/Assessment *This may include individual or group share, formal and informal assessment.*

Have students share their graphs and draw a conclusion based on a comparison between flour barrels shipped pre- and post-Erie Canal.

Connection to Culminating Project *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

Students will use statistical data to show how the Erie Canal helped make New York City the premiere port city in the United States.

Lesson Title: The Wedding of the Waters**Unit’s Essential Question: How do changes in transportation transform a community?****Focus Question: How was the completion of the Erie Canal commemorated in New York City?****Skills/Strategies**

- Making Inferences and Drawing Conclusions
- Evaluating Content
- Applying, Analyzing, and Synthesizing Information
- Decoding Images

Materials, Supplies, and Equipment

- Overhead Projector

Sources

- Gotham, p. 430-431, “The Wedding of the Waters”
- Overhead transparency, “Water Barrel from Lake Erie”
- Image, “The Wedding of the Waters”
- Daniels, Julie C., F. Daniel Larkin, and Jean West, editors. Erie Canal: New York’s Gift to the Nation. Peterborough, NH: Cobblestone Publishing Company and New York State Archives Partnership Trust, 2001.
- Burrows, Edwin G. and Mike Wallace. Gotham: A History of New York City to 1898. New York, Oxford University Press, Inc., 1999.

Mini-Lesson *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

- Place transparency of the “Water Barrel from Lake Erie” on the overhead projector.
- Ask students to describe what they see.
- Ask the students to discuss what the historical importance of this water barrel might be.

Independent Work Time *This may include independent work, partner work, small group work, research.*

- Distribute copies of the image of “The Wedding of the Waters” and the excerpt from Gotham.
- Instruct students to study the documents. Independently, students should write a poem or song that captures the mood of New York City on November 4, 1825.

Share/Assessment *This may include individual or group share, formal and informal assessment.*

- Students can share/perform their songs and poems.
- Poems and songs can be gathered and made into a class collection on the Erie Canal.

Connection to Culminating Project *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

Students will learn about the scale of the celebrations in New York City honoring the completion of the Erie Canal.

Appendix

Lesson # 1:

“Thousands of settlers were flooding into the Ohio and Mississippi valleys every year, shifting heartland of American agricultural production ever westward, even farther from Manhattan. Every year, too, increased the likelihood that these output of these myriad farms and plantations would be siphoned off by rival ports--New Orleans, for example or Philadelphia (now linked to Pittsburgh by turnpike), or by Baltimore (eastern terminus of the new National Road), which ran to Wheeling on its way toward to Columbus and Indianapolis.” (p. 429)

Lesson # 2:

“On October 26, 1825, in Buffalo, Governor Clinton and assorted dignitaries boarded a flat-bottomed canal boat, the *Seneca Chief*, to begin a triumphal ‘aquatic procession’ east to Albany and down the Hudson to New York harbor. Their arrival ten days later touched off one of the most spectacular celebrations in the city’s history--a grand Festival of Connection. On November 4--one of those brilliant autumn days for which the city is famous--the *Seneca Chief* drew near the Battery and was hailed by the city officials on an elegantly appointed steamboat: ‘Whence come you and where are you bound?’ ‘From Lake Erie,’ came the reply, ‘bound for Sandy Hook!’ Crossing the Upper Bay, the procession wound its way through an ‘Aquatic Display’ of gaily decorated vessels while bands played, the Battery’s guns fired salutes, and dense masses of cheering spectators packed the wharves and rooftops of Manhattan and Brooklyn. When it reached the Narrows, the *Seneca Chief* was met by the U.S. schooner *Porpoise*- a ‘Deputation from Neptune’- and Governor Clinton solemnized the ‘wedding of the waters’ by pouring two casks of Erie water into the sea.” (p. 430)

Burrows, Edwin G. and Mike Wallace. Gotham: A History of New York City to 1898. New York, Oxford University Press, Inc., 1999.

Resources

<p style="text-align: center;">Teacher Background References</p> <p><i>May include books, articles, museums, and websites</i></p>	<p style="text-align: center;">Student Literature</p> <p><i>May include primary documents, poetry, fiction, nonfiction, songs, etc.</i></p>	<p style="text-align: center;">Classroom Materials</p> <p><i>May include maps, globes, dictionaries, writing and art materials</i></p>	<p style="text-align: center;">Web Sites & Technology Supports</p> <p><i>May include websites, software, and videos</i></p>	<p style="text-align: center;">Field Trips and Excursions</p> <p><i>May include permanent exhibits/collections in museums, historic houses, libraries, neighborhood walks, etc.</i></p>
<p>Burrows, Edwin G. and Mike Wallace. <u>Gotham: A History of New York City to 1898</u>. New York, Oxford University Press, Inc., 1999.</p> <p>Daniels, Julie C., F. Daniel Larkin and Jean West, editors. <u>Erie Canal: New York's Gift to the Nation</u>. Peterborough, NH: Cobblestone Publishing Company and New York State Archives Partnership Trust, 2001.</p>	<p>“Paddy on the Canal” by Robert L. Wright</p> <p>“Low Bridge! Everybody Down,” words and music by Thomas S. Allen</p>	<p>maps of New York State and United States</p> <p>markers, crayons</p> <p>construction paper</p>	<p>http://www.glencoe.com/qa/images/b96/q2491/tak11_roads.gif</p> <p>http://www-fcms.syr.edu/fac_dev/fac_showcase/clemence/erie_canal/.htm</p> <p>http://www.digitalhistory.uh.edu/database/article</p> <p>http://xroads.virginia.edu/~HYPER/DETOC/transport/erie.html</p>	<p>New York Historical Society</p> <p>Museum of American Finance</p>

