



New York City and the Nation
From Seaport City to Metropolis, 1790-1 898

Spring Institute 2006

Teacher-Generated Unit Outlines Erie Canal

These unit outlines and sample lessons were produced in advisory groups during the seven-day institute.

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New York City and the Nation
From Seaport City to Metropolis, 1790-1898
Spring Institute 2006
Teacher-Generated Units of Study

Essential Question: How does technology change society?

Topic: The Erie Canal

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Essential Question

How does technology change society?

Focus Questions	Lessons/Activities
1 Why build the Erie Canal?	<ul style="list-style-type: none">• 1a De Witt Clinton• 1b Geography of the canal• 1c New York before the canal• 1 d How the canal works• 1e Economic opportunities
2 Who built the Erie Canal and how was it built?	<ul style="list-style-type: none">• 2a Immigrant labor force• 2b Labor unions/working conditions• 2c Technology used for building• 2d Physical attributes of the canal• 2e Eminent domain
3 How did the Erie Canal help New York to grow as a state, and NYC as a city?	<ul style="list-style-type: none">• 3a Economic impact• 3b Social and cultural impact• 3c Growth of towns and cities along the canal• 3d Entrepreneurial opportunities• 3e Political aftermath
Culminating Project: Students will create a brochure to advertise and promote the Erie Canal to businesspeople. Students will include a section comparing and contrasting the impact of 19 th century technology with the impact of the Internet on today's world.	

Lesson Title: Economic Impact of the Erie Canal

Unit's Essential Question: How does technology change society?

Focus Question: How did the Erie Canal help New York to grow as a state, and NYC as a city?

Skills/Strategies

- Reading graphs
- Developing conclusions, summarizing findings and solutions

Materials, Supplies, and Equipment

- Blank white paper
- Markers/colored pencils
- Sample advertisement
- Graph of economic advantages
- Erie Canal, p. 166-169

Mini-Lesson

Objective: students will analyze the connection between the economy and the speed of transportation.

Do Now: what do people use the Internet for?

1. Discuss the economic impact of the Internet (shopping, banking, etc.)
2. Discuss what people did before the Internet
3. Introduce the idea of the Erie Canal as the "Internet" of its time
4. Give students graph and analyze together
5. Discuss how the Erie Canal was an advantage for business
6. Give students sample advertisement

Independent Work Time

Small groups will create posters advertising the Erie Canal to the business community. Posters should include the following: persuasive slogan, images, quotes (can be fictional), and statistics (comparison chart).

Share/Assessment

Posters will be displayed in the classroom. Posters will be assessed based on: accurate information, persuasiveness, design, neatness, and evidence of cooperative group work.

Connection to Culminating Project

Students will use the poster created in class to write and design a short advertisement, which will be included in the culminating project. This may be completed as a homework assignment. Follow up: have students create document based questions (DBQs) after analyzing another group's poster.

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Resources

- Photocopied excerpts from Erie Canal, chapter 8, “The Erie Canal and New York City” and “The Port of New York”
- New York State map from www.nationalatlas.gov
- Document Based Question: Erie Canal, from Bethpage Schools Grade 4 <http://www.bethpagecommunity.com/schools/socialist/k5/eriebq.htm>