

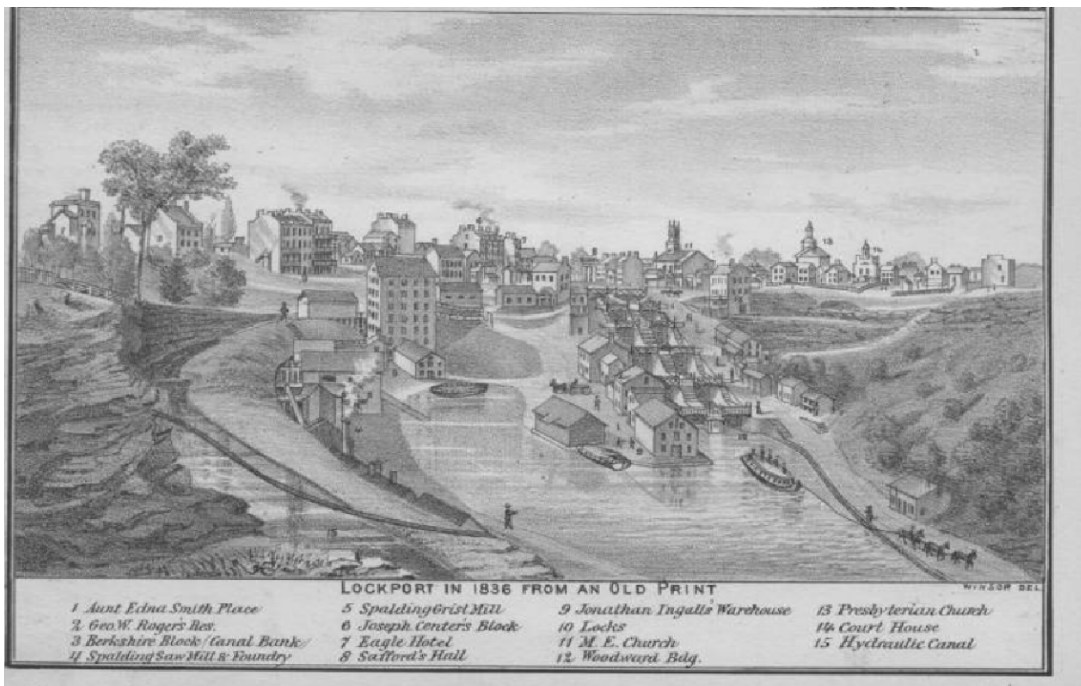


4th Grade

Why Is The Erie Canal Where It Is In New York State?

Supporting Questions

1. What geographic features in the United States and in New York State impacted the location and route of the Erie Canal?
2. Who was living in New York State before the Erie Canal?
3. Why did communities like Lockport spring up where they did during the building of the Erie Canal?



Lockport from an old print, 1836, in *History of Niagara County, N.Y.*, with illustrations descriptive of its scenery, private residences, public buildings, fine blocks and important manufactories and portraits of old pioneers and prominent residents, 1878 in *New York Heritage*:

<https://cdm16694.contentdm.oclc.org/digital/collection/VVN001/id/840>



4th Grade Westward Movement and the Need for Improved Transportation

Why Is The Erie Canal Where It Is In New York State?

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| <p>New York State Social Studies Framework Key Idea & Practices</p> | <p>4.1a Geography of New York and,</p> <p>4.6b In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.</p> <p>Students will examine the physical features of New York State and determine where it might be easiest to build a canal, and form a hypothesis about the best location.</p> <p>Students will compare their hypothesis with the actual location of the Erie Canal.</p> <p>Students will locate and name at least five towns and four cities along the canal and identify major products shipped using the canal.</p> <p> <input checked="" type="checkbox"/> Chronological Reasoning and Causation <input checked="" type="checkbox"/> Gathering, Interpreting, and Using Evidence <input checked="" type="checkbox"/> Comparison and Contextualization </p> |
| <p>Staging the Question</p> | <p>Participate in a discussion about how the natural environment and human activity are related.</p> |

| Supporting Question 1 |
|---|
| <p>What geographic features in the United States and in New York State impacted the location and route of the Erie Canal?</p> |
| Formative Performance Task |
| <p>Students are able to identify and locate main physical features of the United States, New York State and Lockport, NY on maps. Based on maps and other sources, students will determine if the features posed a challenge or opportunity for building a canal.</p> |

| Supporting Question 2 |
|---|
| <p>Who was living in New York State before the Erie Canal?</p> |
| Formative Performance Task |
| <p>Students identify and study the Haudenosaunee living in New York at the time before and after the Erie Canal was built. Students research aspects of their culture, how it differed from that of white settlers and led to different points of view.</p> |

| Supporting Question 3 |
|---|
| <p>Why did communities like Lockport spring up where they did during the building of the Erie Canal?</p> |
| Formative Performance Task |
| <p>Students compare features of Lockport's settlement before, during and after the completion of the Erie Canal, noting changes in natural environment, population groups, economic development and lifestyles.</p> |

Featured Sources

Source A:

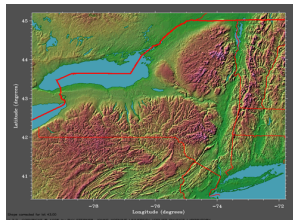
A map of the United States of North America, Arrowsmith, Aaron, 1750-1823, cartographer., Jan. 1st 1796)



<https://lccn.loc.gov/2014589399>

Source B:

Map of physical features of New York:



http://www.nygeo.org/ny_geo.html

Source C:

Founders Online from the National Archives
Washington-Fulton correspondence (1796-97)



<https://founders.archives.gov/documents/Washington/99-01-02-00250>

and,

Jefferson-Clinton correspondence (1817) (Jefferson to Clinton, April 14, 1817)

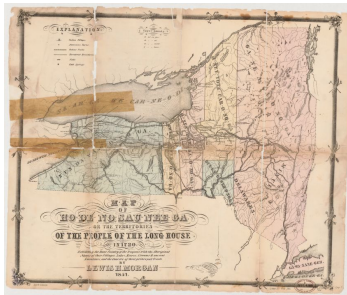
<https://founders.archives.gov/documents/Jefferson/03-11-02-0225>

Source E:

Featured Sources

Source A:

Map of Ho-De-No-Sau-Nee-Ga : or the territories of the People of the Long House in 1720 [New York (State)



<https://hdl.loc.gov/loc.gmd/g3801e.ct011222>

Source B:

Ca. 1800 Holland Land map showing Indian reservations in WNY



<https://cdm16694.contentdm.oclc.org/digital/collection/XFM001/id/191/rec/2>

Source C:

image of two-row wampum:



<https://www.onodaganation.org/culture/wampum/two-row-wampum-belt-guswenta/>

Source D:

Featured Sources

Source A:

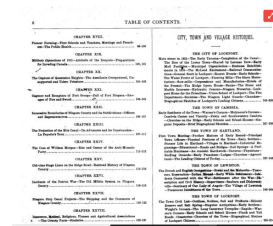
1851 map of Lockport, NY:



<http://hdl.loc.gov/loc.gmd/g3804l.la002041>

Source B:

Excerpts from History of the Niagara Frontier (different towns)



<https://cdm16694.contentdm.oclc.org/digital/collection/VVN001/id/682>

Laura Colton's recollection ([View here](#))
Niagara County Historical Society

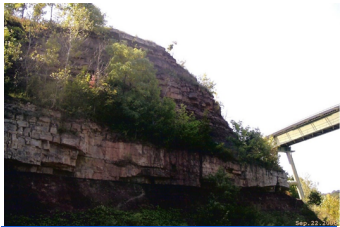
Source C:

Recreated Blacksmith Shop
Yates Barn, Niagara County Historical Society, Lockport NY



(click image to enlarge)

Rattlesnake Hill, Lockport NY along the Niagara Escarpment and site of an ancient waterfall similar to Niagara Falls. Niagara County Historical Society



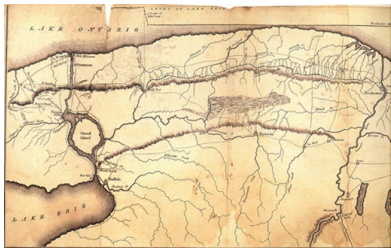
(click image to enlarge)

Prospect Point, Niagara Falls, NY ca, 1880 showing Niagara River going over the Niagara Escarpment to create Niagara Falls. Niagara County Historical Society.



(click image to enlarge)

Section of Map of proposed Canal from Lake Erie to the Hudson River; 1817, showing two escarpments in WNY



http://www.amherststatepark.org/ASP/geology_files/escarpments.jpg

Red Jacket's speech on differences in beliefs, 1805:



<http://hdl.loc.gov/loc.rbc/rbpe.04702500>

Recreated Carpenter Shop Yates Barn, Niagara County Historical Society, Lockport NY



(click image to enlarge)

Source D:

Lockport in 1836 from an Old Print



<https://www.eriecanal.org/images/Lockport-2/Buford-1836.jpg>



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|-----------------------------------|--|
| Summative Performance Task | ARGUMENT What factors led to the decision to build the Erie Canal across New York? Construct an argument that addresses the compelling question using specific claims and evidence. |
| | EXTENSION Write an advertisement to entice people to move west |
| Taking Informed Action | UNDERSTAND Collect data about how greater access to markets enhances economic growth |
| | ASSESS Brainstorm ideas about how to “market” the Erie Canal today in New York and the nation |
| | ACT Create a public service announcement to promote the importance of the Erie Canal to people in New York |



Overview

Inquiry Description

This inquiry leads students through an investigation of why the Erie Canal was critical to the growth of both the State of New York and to the United States in the time following the American Revolution. Through examining the events following the American Revolution, when the new nation of states was struggling to survive and build its national economy, students will be prepared to develop arguments supported by evidence that answer the compelling question “Why did New York and the Nation Need the Erie Canal?” Subsequent inquiries could be developed around other “internal improvements” across the country over time (the National Road, Transcontinental Railroad, Interstate Highway System, even the Internet) and their impact on New York and the nation. In addition to the Key Idea expressed earlier, this inquiry covers the following Conceptual Understandings:

- (4.6b) How physical geography determined where to build the canal; impact on Native Americans and; how the canal created communities and how it was used to transport local products across the state and country.
- (4.6c) How improvements in the technology of transportation, manufacturing, and communication affected communities in New York and the nation, including
- (4.6f) How the Erie Canal led to increased industrialization in New York and the Nation

NOTE: This inquiry is expected to take five to six 30-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and sources). Teachers are encouraged to adapt the inquiries to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “Why Did New York and the Nation Need the Erie Canal?” students work through a series of supporting questions, formative performance tasks, and sources in order to construct an argument supported by evidence while acknowledging competing views.

Staging the Compelling Question

To begin the inquiry, teachers might introduce the core concept of movement of goods and people across distances in the past and today (Amazon, FedEx, USPS, UPS).