



4th Grade

How Did Rapid Industrialization in the US Impact Communities Along the Erie Canal, Like Lockport, NY?

Supporting Questions

1. How did the Erie Canal contribute to industrialization in communities like Lockport?
2. What kinds of new jobs were created for people in places like Lockport that experienced industrialization?
3. Who were the consumers benefiting from the production of goods and services in the Lockport area?



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

How Did Rapid Industrialization in the US Impact Communities Along the Erie Canal, Like Lockport, NY?

<p>New York State Social Studies Framework Key Idea & Practices</p>	<p>4.6f Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.</p> <p>Students will investigate factory conditions during the period of rapid industrialization, including sweatshops, the Triangle Shirtwaist Fire, the use child labor, and the formation of labor unions.</p> <p>Students will trace manufacturing and industrial development in New York State and in their local community in terms of what major products were produced, who produced them, and for whom they were produced from the 1800s to today</p> <ul style="list-style-type: none"> ✔ Chronological Reasoning and Causation ✔ Gathering, Interpreting, and Using Evidence ✔ Comparison and Contextualization
<p>Staging the Question</p>	<p>Participate in a discussion about how local businesses impact people in the community as workers and/or consumers</p>

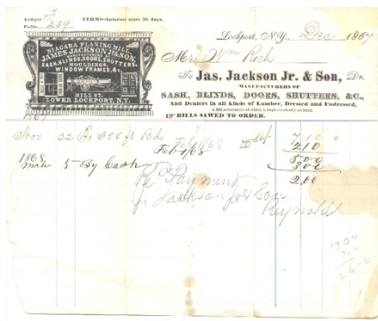
<p>Supporting Question 1</p>
<p>How did the Erie Canal contribute to industrialization in communities like Lockport?</p>
<p>Formative Performance Task</p>
<p>What new industries and businesses benefitted from their proximity to the Erie Canal?</p>
<p>Featured Sources</p>

<p>Supporting Question 2</p>
<p>What kinds of new jobs were created for people in places like Lockport that experienced industrialization?</p>
<p>Formative Performance Task</p>
<p>What were the jobs people performed in these new businesses and what were working conditions like?</p>
<p>Featured Sources</p>

<p>Supporting Question 3</p>
<p>Who were the consumers benefitting from the production of goods and services in the Lockport area?</p>
<p>Formative Performance Task</p>
<p>Identify if the markets for goods and services were local or broader, and if the latter, where were these markets?</p>
<p>Featured Sources</p>

Source A:

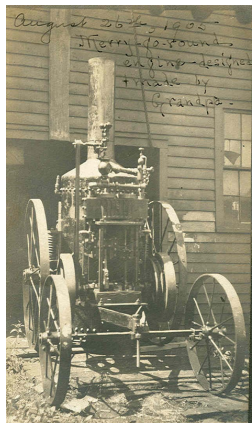
Receipt from James Jackson, Jr. & Son's
Niagara Planing Mill,
Niagara County Historical Society



(click the image to enlarge)

Source B:

Merry-Go-Round steam engine made
in Lockport by Norman & Evans
Company
Niagara County Historical Society



(click the image to enlarge)

Source A:

Covert Car Company, Lockport NY c.
1903
Niagara County Historical Society



(click the image to enlarge)

Source B:

Ad for Lockport Glass Works from the
1860 Lockport Directory
Niagara County Historical Society



(click the image to enlarge)

Source A:

Shredded Wheat Postcard, "The Home
of Shredded Wheat," Niagara Falls,
N.Y. Series 290 Niagara Litho. Co.
Buffalo Copyright 1915 By The
Shredded Wheat Company.



<https://cdm16694.contentdm.oclc.org/digital/collection/p16694coll2/id/857/rec/244>

Source B:

Ad for Alumina Soapalite laundry
detergent made by the Electric
Smelting & Aluminum Company,
Lockport NY. It used oxide from
aluminum and other minerals to
combine chemically with alkali to
create a new product.
Niagara County Historical Society



(click the image to enlarge)

Source C:

Source C:

Workers at the Western Block Company which manufactured blocks and tackles for use on ships and canal boats and in other industries. In NCHC collection. Niagara County Historical Society



(click the image to enlarge)

Source C:

Holly Manufacturing Company, Lockport NY c. 1875. Niagara County Historical Society



(click the image to enlarge)

Salesman marketing sheet for TUCO Puzzles made by The Upson Co of Lockport. The company made wallboard beginning in 1910 but during the Great Depression switched to making puzzles to keep their workers employed. Niagara County Historical Society



(click the image to enlarge)



Summative Performance Task	ARGUMENT Students write an argument about how the growth of new and expanding industries resulting from the presence of the Erie Canal in Lockport changed the lives of people in the community for the better.
	EXTENSION 3. What were some unintended consequences of industrialization then and today?
Taking Informed Action	UNDERSTAND In what ways did the eventual “deindustrialization” of communities like Lockport, NY impact people living and working there?
	ASSESS How has the Erie Canal played a role in the economic recovery of communities like Lockport, NY?
	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).