

## Lesson Plan

Name: Ms. Samantha Maxey

Date: 12/04/03

Content Area: S.S.

Topic: Transportation in the Middle Atlantic States

Today's Lesson: The Erie Canal

Grade Levels: 5<sup>th</sup>

### **Lesson Rationale:**

New York State Standards:

S.S. #1- Students will use a variety of intellectual skills to determine their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Ideas:

3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

S.S. #3- Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national, and global-including the distribution of people, places, and environments over the Earth's surface.

Key Ideas:

2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

ELA #1- Language for Information and Understanding

Key Ideas:

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Instructional Objectives:

- Given their own copy of a "How a Lock Works, students will be able to recognize the purpose of a canal. (Bloom: Knowledge)
- Students will be able to gather information from a worksheet based on the Erie Canal. (Bloom: Knowledge)

- Students will be able select prior knowledge on what they know about the Erie Canal and transportation. (Bloom: Comprehension)
- Students will be able to demonstrate how a canal works. (Bloom: Application)

Adaptations:

- Students will be allowed a scribe if necessary.
- Students will be allowed to use the computer if necessary.
- Students will have directions read to them.
- Students will not have to participate in the physical activity if they have special needs or physical preventions.

Materials Needed:

- 30 copies of the introduction worksheet
- 30 copies of the Erie Canal song lyrics
- 30 copies of “How a Lock Works” worksheet
- 30 copies of the crossword worksheet
- Pencils/Pens
- Accessible computer
- Student desks
- Wall clock with second hand

**Lesson Opening/Anticipatory Set:**

- Have students sit in their seats and face the front of the classroom

Say: “We started to learn about transportation in the Middle Atlantic States yesterday. We learned about wagon travel, tarred roads, steamboats, canals, railroads, automobiles, and airplanes. Today we’re going to focus on one type of transportation that has had a major impact where we live today. Can anyone guess what kind of transportation I am talking about? (Share answers).

We’re going to discuss some pros and cons of the Erie Canal, and learn some more interesting facts. Let’s start with what we already know about the Erie Canal and then go from there. (Share answers).

**Lesson Body:**

Activities:

1. Have the students discuss prior knowledge and write up on the board using a KWL chart.
2. Next have the students come up with what they want to learn about the Erie Canal and add that to the KWL chart on the board.
3. Instruct the class to arrange the desks into two different groups. The first arrange the desks in a semi straight line, but all over the place so there are obstacles. This will be the river. Have the second group arrange the desks in two parallel lines, this is the canal.

4. Explain to the students that in order to actually experience the difference in how long it takes to ship things down the river compared to the canal, we will time ourselves walking through the desks.
5. Have one group go at a time, and time how long it takes with the wall clock using the second hand. Model how they should be walking through the desks (Modeling).
6. Next have the students rearrange the desks back to the original places.
7. Hand out the worksheet on “How Locks Work” to show how the water levels change in the canal.
8. Introduce the introduction worksheet to the students and read together as a class (Guided practice).
9. While reading stop to ask questions about the reading to check for comprehension.
10. Answer the questions on the worksheet together as a class.
11. Next, hand out the Erie Canal song and read through it together. Ask what else the students have learned. Fill in the L part of the KWL chart
12. Hand out the crossword worksheet and have the students work with a partner. Have them turn to the person they are sitting next to.

### **Lesson Follow-up:**

Independent Practice/ Extension:

Plan a field trip for the class to go and see how the canal actually works. Visit a lock.

Independent practice: Have the students go to the Erie Canal and take a picture

Assessment:

Assessment on whether or not students know vocabulary associated with the Erie Canal based on the correctness of the crossword puzzle.

### **Lesson Resources:**

Cooper, J. D., & Kiger, N. D. (2003). Literacy: Helping Children Construct Meaning (5<sup>th</sup> ed.). Boston: Houghton Mifflin Company.

<http://www.laguardiawagnerarchive.lagcc.cuny.edu/eriecanal/>