

NEH Hudson River Workshop Lesson Plan 2011

Teacher: Darrell McElroy

Subject: AP US History

Grade Level: 11th Grade

Summary: Working with primary sources, students should make inferences about the role of geography on American history and culture.

NEH Hudson River in the 19th Century Lesson Plan

Name/School: Darrell McElroy-Monroe Woodbury High School (Central Valley, NY)

Course: United States history

Grade Level: 11 AP (could be modified to suit other grade or ability levels)

Rationale: Working with primary sources, students should make inferences about the role of geography on American history and culture.

Essential Questions:

1. How did the Hudson River help to shape the national character of the United States during the 19th century?
2. How did the development of steam travel on the Hudson River change the economy of New York and American culture?
3. How do the changes of the 19th century relate to American life in the 21st century?

Objectives:

Students will:

- a. identify and define key terms, ideas, and people such as steamboat, Robert Fulton, *Gibbons v. Ogden*, monopoly, Thomas Cole, Jasper Cropsey, Hudson River School, and James Fenimore Cooper
- b. analyze a variety of primary sources and explain how they relate to the economic, political and social development of the United States during the antebellum period.
- c. identify and explain ways in which modern life has been impacted by the changes of the 19th century

Materials/Sources:

1. Newspaper announcement of the launch of Fulton's steamboat (Doc 1)
<http://www.nysl.nysed.gov/mssc/steamboats/amercit.htm>
2. Steamboat schedule (Doc 2)
<http://northcountryundergroundrailroad.com/lake-champlain.php?page=4>
3. Article in support of Fulton and Livingston's monopoly (Doc 3)
<http://www.nysl.nysed.gov/mssc/steamboats/courts.htm>
4. Excerpts from Supreme Court decision in *Gibbons v. Ogden* (1824) (Doc 4)
<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=22&invol=1>
5. *Falls of the Kaaterskill* by Thomas Cole (1826) (Doc 5)
<http://explorethomascole.org/gallery/items/14>
6. *Five Points* by George Catlin (1827) (Doc 6)
<http://mapsites.net/gotham01/5PointsCholeraDBQ.html>
7. *View from the Mountain House* by W.H. Bartlett (1836) (Doc 7)

- <http://www.philaprintshop.com/images/brtmountainhouse.jpg>
8. *Catskill Mountain House* by Jasper Cropsey (1856) (Doc 8)
<http://catskillmountainkeeper.org/node/797>
 9. James Fenimore Cooper Excerpt (Doc 9)
www.valpo.edu/artmuseum/permanent/caterskill/site4.pdf
 10. *Storm King on the Hudson* by Samuel Colman (1866) (Doc 10)
<http://nehudson.ramapo.edu/wp-content/uploads/2011/01/storm-king-on-the-hudson.jpg>
 11. Worksheet for Document Stations (see attached)

Procedure:

- *Arrange the desks into five stations (5-6 desks each depending on class size).
- *Place documents 1 and 2 at Station 1, documents 3 and 4 at Station 2, documents 5 and 6 at Station 3, documents 7-9 at Station 4, and document 10 at Station 5.
- *As students enter the class, pass out a numbered worksheet (1-5) for grouping (If you have a one you will start at station one). If you prefer, then you can use another grouping strategy that works for you in your classroom. Once seated, they can answer the do now questions. This could also be done as Think Pair Share.

Do Now Questions-

1. Where would you like to go on vacation?
2. List two reasons why you would like to go on vacation.
3. List two things that may make it difficult to go on vacation.

*Briefly discuss student responses and then explain the connection to the lesson about the Hudson River during the 19th century.

*Briefly explain the procedure for the learning stations. Students will have 5-8 minutes at each station to look at the documents and answer the questions on the worksheet. After the period of time is over, students will rotate to the next station. You could rotate the documents instead if time or student disabilities are a concern.

*When the activity is finished, collect the sheets for grading. The next day, pass back the graded sheets and engage the students in follow up discussion. Relate the topics explored to the present day (impact of schedules, socio-economic differences, sense of escape, impact of technology, impact of monopoly, influence of art, importance of conserving natural environments, progress v. conservation, etc.)

*This lesson may take two to three class periods depending on the length of your class period. This could also be done as a web quest if you preferred to do that.

Assessment

Informal assessment of student responses as teacher circulates to each station
Student responses on the worksheet

Subsequent class discussion the next day
Summative assessment at the end of the unit

Name _____

Date _____

US History

Hudson River Learning Stations

Directions: As young historians it is important to develop skills in interpreting primary sources. You will be working in small groups and together you will answer the questions on this sheet.

Station 1-A Transportation Revolution

1. What is the newspaper announcing? How will it change American life?
2. What does the announcement imply about Robert Fulton's involvement with that invention?
3. What observations can you make about the schedule (list three)?
4. In your opinion, what kind of impacts does a schedule have on American life?

Station 2-Monopoly and National Supremacy

1. What does the editorial support and why?
2. What are some of the impacts that a monopoly might have on competition and consumers?
3. What does the Supreme Court say about the monopoly granted to Fulton and Livingston? Why?
4. What do you think the impact on steam travel will be after the ruling of the Supreme Court? Why?

Station 3-The City vs. Nature

1. What observations can you make about the Catlin print? What feelings does it evoke?
2. What observations can you make about the Cole painting? What feelings does it evoke?
3. If you were living in 1827, where would you rather be and why?

Station 4-Retreat in the Catskills

1. Why do you think someone would go to the Catskill Mountain house?
2. What are some similarities and differences between the scenes depicted in the Bartlett print and the Cropsey painting (list two of each)?
3. Which of the two pieces of art is most similar to the Cole painting at Station 3 and why?
4. In the James Fenimore Cooper selection, Natty Bumppo describes the view from where the Catskill Mountain House would be located. What observations do you make from his description? What do you think he means by "creation?"

Station 5-Which way is progress?

1. Examine the Colman painting and list three to five observations about it.
2. What do you think the artist is saying about technology and nature in his painting? Explain.