

## **NEH Hudson River Workshop Lesson Plan 2011**

**Teacher:** Karen Vander Leest

**Subject:** AP US History I

**Grade Level:** 10<sup>th</sup> Grade

### **Summary:**

This lesson is intended to be an introduction to antebellum America. To identify major themes in this unit, students will look at changes occurring along the Hudson River from the years 1830-1860. It will focus on the effects technology and expansion has on society.

**Heading:** Using the Hudson River to Identify Themes in Antebellum America

**Name:** Karen Vander Leest

**Course:** US1 Honors/AP

**Grade Level:** 10<sup>th</sup> grade

Time Frame: 1.5 55-minute class periods

**Rationale:**

This lesson is intended to be an introduction to antebellum America. To identify major themes\* in this unit, students will look at changes occurring along the Hudson River from the years 1830-1860. This lesson is focused around the New Jersey Core Curriculum Content Standard 6.1.3, which says, "The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises and an expansion of democratic practices."

\*Note: The themes referred to are those identified by the College Board for use in preparing for the US History AP Exam [http://www.collegeboard.com/student/testing/ap/sub\\_ushist.html](http://www.collegeboard.com/student/testing/ap/sub_ushist.html).

**Essential Questions:**

- Can a case study be used to draw broader societal conclusions?
- To what extent are technological changes and expansion a good thing for society?

**Objectives:** *Upon completion of this lesson or unit, students will be able to:*

- Ask relevant questions and draw conclusions from primary documents.
- Identify, make connections and apply AP themes to content.
- Identify the impact of increased democratization on the economy.
- Evaluate the portrayal of America by the Hudson River painters and writers.
- Identify how expansion created opportunities for some and hardships for others.
- Explain how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- Describe ways in which immigration impacts the nation.
- Evaluate the use of a case study to represent a specific time period in American history.

**Materials:**

- Power Point including pictures of the Hudson River. This should include a final slide with the above listed New Jersey Core Curriculum Content Standard 6.1.3 and objectives to review with students at the end of the lesson.
- Hard copies or computer access to the documents and questions listed under each group below.
- A poster paper of each AP theme posted around the room.

**Procedure:**

Invite students to journal their first encounter with the Hudson River. Then ask them to identify the significance of the Hudson River in American history prior to 1820 (10 minutes).

Explain to students that through an analysis of primary and secondary sources they will analyze other people's encounters with the Hudson River Valley from 1820-1860, and use these encounters to begin to construct a thematic history of Antebellum America (5 minutes).

Divide Students into 4 groups giving each student a list of the AP Themes. Each group will have 30 minutes to review their documents and answer the guided questions.

### **Group 1**

- Wade Panorama (1845)  
<http://legacy.www.nypl.org/research/udson/travel/tath1.html>

Analyze the Wade Panorama making careful observations about what tourists would see while traveling north from Weehawken to Albany

1. Create a list of things tourists would see traveling up the river.
2. What surprised you about what you found?
3. What does this tell us about life in the Hudson River region at this time?
4. What AP themes come to mind as you study this travel guide?

### **Group 2**

- The Hudson: a history by Tom Lewis, pg 162-169
- John Marshall's decision in Gibbons vs. Ogden  
[http://www.law.cornell.edu/supct/html/historics/USSC\\_CR\\_0022\\_0001\\_ZO.html](http://www.law.cornell.edu/supct/html/historics/USSC_CR_0022_0001_ZO.html)

Read the above documents and answer the following questions

1. Identify facts in the case of Gibbons vs. Ogden
2. What constitutional arguments are debated in this case?
3. What are the economic and societal implications of this decision?
4. What AP themes come to mind as you familiarize yourself with this Supreme Court decision?

### **Group 3**

- Storm King on Hudson (1825-1827)
- Mary Powell advertisement
- James Bard "The Thomas Powell Steamboat" (1859)
- Maps of the Erie Canal: <http://www.eriecanal.org/maps.html>
- Opening of the Erie Canal: <http://www.eriecanal.org/images/general-1/WeddingOfTheWaters.jpg>
- Train advertisement: [http://waidephoto.smugmug.com/Trains/Vintage-Railroad/14655704\\_7Kfjz#1109965713\\_H8tRs-A-LB](http://waidephoto.smugmug.com/Trains/Vintage-Railroad/14655704_7Kfjz#1109965713_H8tRs-A-LB)

Review the above documents and answer the following questions:

1. What do the above images reveal about changes that occurred in Antebellum America?
2. Which of the above forms of transportation is the most superior and why?
3. What do you project to be the economic, social, and political impact of these changes?
4. Which AP themes would you connect with these images?

### **Group 4**

- George Catlin – Five Points
- A Ship Manifest (<http://www.castlegarden.org/manifests.php>)
- First several paragraphs describing the Catskills from Washington Irving's Rip Van Winkle
- Excerpt from Thomas Cole's "Essay on American Scenery" (1836)
- Thomas Cole's painting of Kaaterskill Falls:  
[http://www.explorethomascole.org/landscape/udson\\_valley/52](http://www.explorethomascole.org/landscape/udson_valley/52)
- Thomas Nast, Artist in the Mountains: <http://www.catskillarchive.com/mtnhouse/sketches.htm>

Review the above documents and answer the following questions

1. What connections can be drawn between these documents?
2. What conclusions do you draw about how people viewed American Landscape at this time?  
How about how people viewed urbanization?
3. Which of the documents do you think portrays the most authentic view of America?
4. What AP themes do you connect to the above documents?

**Assessment:**

At the end of the 30 minutes students, students will list evidence of the various themes they identified on the posters around the room (10 minutes).

The next day's lesson will begin with an analysis of the evidence listed under each of the themes including a discussion of documents and guiding questions. When each group has presented, students will be asked to answer the following questions independently:

1. Given the evidence that you examined the last two days, in addition to what you already know about Antebellum America, what questions do you have about this time period?
2. What themes, including those that may not have been addressed in the evidence provided, do you think are most relevant to the time period?
3. How relevant is a case study of the Hudson River as a representation of America in Antebellum America?

A discussion of the above should occur. Additional themes not addressed in the case study – specifically slavery and sectionalism – should be addressed and an analysis of their omission should follow. The instructor will then present an introduction to how these themes could relate to the nation as a whole during the antebellum period. Students will be encouraged to refer back to and analyze the application of this case study and of these themes throughout the unit.