

NEH Hudson River Workshop Lesson Plan 2011

Teacher: Kieran McLaughlin

Subject: US History II

Grade Level: 11th Grade

Summary:

This lesson uses the local history and connects it to the history of the tri-state area. The Morris Cannel is used as a focal point for this lesson and students will learn about the importance the cannel had throughout history. Students will better understanding the importance of a waterway and its relationship to industry.

Instructor

Kieran McLaughlin
Morris Knolls High School
Rockaway, NJ

Introduction

- The Morris Canal was constructed to link the Pocono coal region to communities in Northern New Jersey and the New York Metropolitan area. The Morris Canal helped fuel the factories and industrial growth of New York City (Please see 1827 Morris Canal Map). With the advent of new fuel resources (oil and natural gas) and new environmental standards, the Morris Canal fell out of favor and is longer in use as a transportation waterway. Sections of the Morris Canal are still visible throughout Northern New Jersey. Morris Canal signs along major roadways designate the path of this historic waterway. Waterloo Village has one of the best preserved sections of canal.
- This lesson is designed specifically for the Rockaway, NJ area, but can be adapted for use in any region where the Morris Canal is located.

Course

US History II

Lesson Title

The Morris Canal: Local Historical Geography

Correlation with NCSS (Selected Standards)

I. Culture

- a) analyze and explain the ways groups, societies, and cultures address human needs and concerns

II. Continuity and Change

- b) apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity

III. People, Places and Environment

- a) create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs

IV. Science, Technology, and Society

- b) make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human environment interactions

Rationale

To connect the local history of Morris County to the Industrialization of New York, New Jersey, and the United States.

Essential Question

Why was the Morris Canal system constructed and how did it influence settlement patterns, the development of Northern New Jersey, and the industrialization of the United States.

Objectives

- 1) Explain why the Morris Canal was built.
- 2) Describe who funded and constructed the Canal
- 3) Explain the mechanical functioning of the canal.
- 4) Summarize why the Morris Canal contributed to the development/industrialization of New Jersey, NYC, and the United States.
- 5) Describe the current state of the canal and its current function.

Lesson Procedure

- 1) Students will create a PowerPoint or GoogleDocs presentation
 - a) The students will work in groups of four and will be required to develop a detailed report of a designated section of the Morris canal in the Rockaway area, including: when it was built, decommissioned, cargo records, length, width, and cost. (Field trip Waterloo Historic Canal Village if possible)
 - b) Students will use electronic and paper resources to research and analyze the canal section.
 - c) Students are required to include a designation on the Historic Morris Canal Map of New Jersey of the 1827 map in their presentation
 - d) The PowerPoint must include in text citations, a works cited page, and 20 slides. Each slide must include a picture.
 - e) Students will answer the essential question for their presentation and provide a one page analysis of the question, which will be posted on the class blog.

Extra Credit Assignment

- a) Students will need to visit the site journal, draw a picture, and take photographs to document the site and create a PowerPoint presentation for class.
- b) In addition, for extra credit students can film a video related to the canal and present it to class.
- c) Create an interactive exhibit: towing, toll fees, cargo transaction, etc.

Assessment

- 1) Student will present their findings to class and upload valuable primary sources to a course page which will be shared with the Digital Hudson project.
- 2) Students will complete a graphic organizer during each groups' presentation.
- 3) Students will be graded on their PowerPoint and presentation based on the rubric.

Resources

- [Canal Society of New Jersey](#)
- [Walking The Morris Canal](#)
- [Photo Documentary of the Morris Canal](#)
- [The Morris Canal in Bloomfield, NJ](#)
- [The Morris Canal in Roxbury Township, NJ](#)
- <http://www.library.fordham.edu/digital-hudson/digital-hudson.html>

Student Handout

Multimedia Project (100 points)

Introduction

- In this lesson you will take on the role of a historian and research the Morris Canal.

- The Morris Canal was constructed to link the Pocono coal region to communities in Northern New Jersey and the New York Metropolitan area. The Morris Canal helped fuel the factories and industrial growth of New York City (Please see 1827 Morris Canal Map). With the advent of new fuel resources (oil and natural gas) and new environmental standards, the Morris Canal fell out of favor and is longer in use as a transportation waterway. Sections of the Morris Canal are still visible throughout Northern New Jersey. Morris Canal signs along major roadways designate the path of this historic waterway. Waterloo Village has one of the best preserved sections of canal.

Project Requirements

- 1) You and your assigned group of 3-4 students will create a PowerPoint or GoogleDocs presentation.
- 2) You will be assigned a specific section of the Morris Canal to research.
- 3) Develop a detailed report of your designated section of the Morris canal in the Rockaway area, including:
 - When it was built, decommissioned, cargo records, length, width, and cost.
- 4) Use electronic and paper resources to research and analyze the canal section.
- 5) Include a picture in your presentation of the 1827 Historic Morris Canal Map of New Jersey and designate the area you studied in your presentation.
- 6) The presentation must include an interactive exhibit: towing, toll fees, cargo transaction, etc.
- 7) The PowerPoint must include in text citations (APA Format), a works cited page, and 20 slides. Each slide must include a picture.
- 8) Include your answer for the essential question in your presentation:
 - Why was the Morris Canal system constructed and how did it influence settlement patterns, the development of Northern New Jersey, and the industrialization of the United States?
- 9) You will present to the class. Please see the rubric for presentation requirements
- 10) Your project will be shared with the Digital Hudson project upon completion:
<http://www.library.fordham.edu/digital-hudson/digital-hudson.html>

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Multimedia Project : Morris Canal

Teacher Name: _____

Student Name: _____

CATEGORY	20	15	10	5-0
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.