

NEH Hudson River Workshop Lesson Plan 2011

Teacher: Dave Peters

Subject: Human History II (integrated history 1750-1929)

Grade Level: 9th Grade

Summary:

This lesson allows students to better understand the first half of the 19th Century. This lesson focuses on land use, technology, transportation, migration and immigration. Using the construction of the Erie Canal, students can make conclusions on settlement and immigration patterns into the Old Northwest Territories.

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[The Erie Canal: Impact on Migration and Population of the Early Republic](#)
(the above link goes to the actual lesson)

Rationale

This lesson is designed to supplement a students understanding of the period 1815 – 1850 in US History focusing on the topics of land use, technology, transportation, migration and immigration. By attaining a working knowledge of the purpose and building of the Erie Canal and by analyzing population statistics along the newly formed transportation corridor linking NYC and Lake Erie, the students should be able to draw conclusions about new settlement and immigration patterns into the Old Northwest Territories.

Essential Question

To what extent and in what ways did connecting the Hudson River with Lake Erie impact population growth along this new transportation corridor and beyond?

Objectives

Upon completion of this lesson, students will be able to...

- ⤴ answer the essential question. To what extent and in what ways did connecting the Hudson River with Lake Erie impact population growth along this new transportation corridor and beyond?
- ⤴ demonstrate analytical skills associated with converting raw census data into conclusions about population growth.
- ⤴ demonstrate internet research skills.
- ⤴ demonstrate mapping skills.
- ⤴ demonstrate thesis writing skills.

Materials

- ⤴ A computer lab if the lesson is to be run during the school day.
- ⤴ Internet access.
- ⤴ Access to a printer.
- ⤴ Yellow highlighter

Procedure

1. create a means for students to access [THIS LINK](#).
2. Demonstrate how to use the Census Browser found [HERE](#).
3. Follow directions of the google document.
4. Grade the answers from the google document spread sheet.

Assessment

- ⤴ Assign an appropriate grade to the mapping component of this lesson.
- ⤴ A spreadsheet of all student answers will be available through google upon completeion by students. Each answer can be assigned the same value with exception of question 12.
- ⤴ Question 12 asks for a thesis statement addressing the essential question and should be weighted more heavily.

Link to online activity mentioned in Procedure 1:

<https://docs.google.com/spreadsheet/viewform?formkey=dEFvQmxwSFU4MkZMM09hQ0dTZ0xvWGc6MQ>

Link to Historical Census Browser mentioned in Procedure 2

<http://mapserver.lib.virginia.edu/>