

Teaching *The Hudson River Valley Review*

The Delaware and Hudson Canal

Grade level: 4/5

Rationale:

The article focuses on the origins and impact of the Delaware and Hudson Canal. The author also includes a lengthy list of opportunities to visit historic sites to retrace the route of the canal.

Objectives:

Students will be able to:

1. Label a KWL Chart to measure their learning about canals.
2. Create a paper plate diorama illustrating the key points about the history of the canal.

New York State Social Studies Standards:

Standard 1: History of the United States and New York

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

- **Key Idea 3:** Study about the major social, political, economic, cultural, and religious developments in New York State and United States history which includes learning about the important roles and contributions of key groups.

New York State Content Understandings:

Industrial growth and expansion

- Transportation, inventions, communication, and technology (e.g., 1800s—Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s—automobiles, subways, air travel, seaways, telephones, radios and televisions, computer)
- Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors
- The important contributions of immigrants to New York State
- Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors)

Urbanization: economic, political, and social impacts

- Economic interdependence (e.g., resource use; from farm to market)

Teacher Resources:

Articles from *The Hudson River Valley Review*:

Mills, Louis V. "Traveling along the 1825/1828 Delaware & Hudson Towpath." *Hudson River Valley Review* 21.2 (2005): 81-89. Print.

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Materials:

- Article
- KWL Charts
- Paper plates (four per student)
- Colored paper
- Pencil/Pen
- Crayons or colored pencils
- Glue
- Scissors

Procedures:

1. The teacher will hand out the KWL charts. As a whole group, the teacher and students will fill out the KWL. (*A KWL is attached to this lesson.*)
2. After completing the KWL chart, the teacher will read selected facts about the Delaware and Hudson Canal. (*Facts are attached to the end of this lesson.*)
 - a. Note: Teachers should also be sure to mention the social issues that are featured in the article, particularly the family life aboard the barges, the employment of small children (“hoagies”) to work, and the role of immigrants.
3. Images of the canal, including an image of Lock 17 in High Falls, can be found in the article.
4. Teachers will then hand out the paper plates. (*Plans for the project are attached to the end of this lesson.*)
 - a. Students will then:
 - i. Fold each plate in half, like a taco.
 - ii. Fold each half to form quarters, like a slice of pizza.

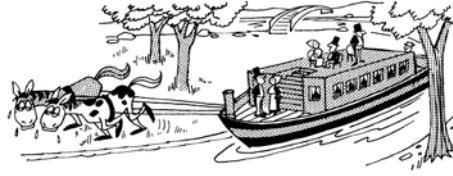
Assessment/Homework:

1. After completing the first two columns of the KWL in chart in class, and finishing their paper plate diorama, students are to complete the third column “What We Learned” for homework.

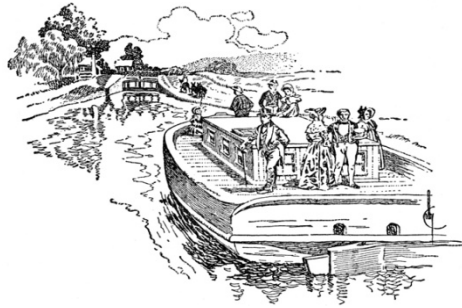
Enrichment:

- Teachers may create a mapping exercise that helps students better understand the span of the canal.

Delaware and Hudson Canal KWL Chart



What We Know	What We Want to Know	What We Learned



Fast Facts about the Delaware and Hudson Canal (From Mills article)

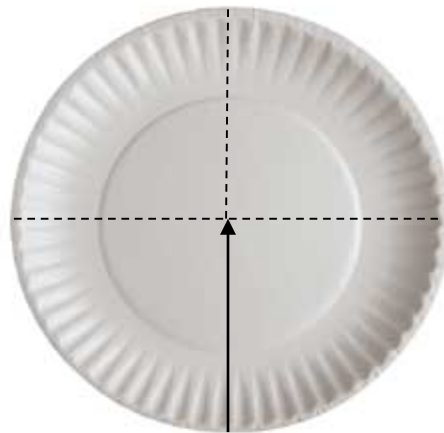
- **The canal officially opened in 1828.**
- **It was 108 miles long.**
- **It originated in Honesdale, Pennsylvania, and finished at the Rondout Creek below Kingston.**
- **The cost of the canal was one million dollars.**
- **Newly arrived German and Irish immigrants built the canal.**
- **The canal used a lock system to raise and lower the canal boats. Local waterways provided water to the locks. Barges going towards Pennsylvania would be raised, and those going towards Kingston would be lowered.**
- **Coal and bulk items (lumber) were the main items transported on the canal.**
- **Whole families would live aboard canal barges. Men and small children would work on the canals and women would care for the family.**

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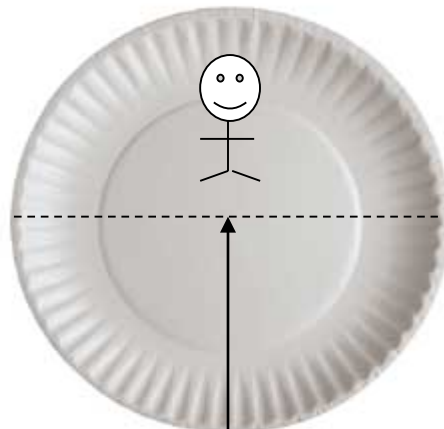
- Today, children and their families can visit “linear parks” that follow the route of the canals.

Paper Plate Diorama

1. Fold the paper plate in half, like a taco.
2. Fold each plate in half another time to form a quarter, like a slice of pizza.
3. Open the plate, and then cut one fold line to the center.



4. Students are to draw images on the top of each paper plate.



5. Overlap the bottom two pieces of the plate, taping or stapling them to form a base.

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6. Students are to choose details from their KWL charts to create illustrations.
7. Bring each diorama together back-to-back to form a circle.