Early American Engineers: Robert Fulton and Robert Livingston

Objectives:
Students will be able to:

- Utilize prediction strategies to summarize the Robert Fulton article “Robert Fulton, Genius Ahead of His Time” by Cynthia Owen Smith and/or “Robert R. Livingston, Enthusiastic Inventor, Prudent Entrepreneur”.
- Collaborate with team members to determine the historical impact of Robert Fulton.
- Re-read and clarify the predictions made earlier in the lesson.
- Write a short biography of Robert Fulton by focusing on 3 symbols that best represent his life and explain why.

Standards:
Social Studies Standard 1: 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 involves learning about the important roles and contributions of individuals and groups.

Performance Indicator: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history which involves learning about the important roles and contributions of individuals.

Performance Indicator: Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.

Teacher Resources:
- The Hudson River Valley Review articles:
  - “Robert Fulton, Genius Ahead of His Time,” by Cynthia Owen Philip
  - “Robert R. Livingston Enthusiastic Inventor, Prudent Entrepreneur,” by Cynthia Owen Philip

Materials:
- Hudson River Valley Review Article
- “Concept Splash” Word Bank
- Index Cards
- Chalkboard and Chalk or Large Poster Size Sheet of Paper and Marker for each group
- Paper
- Pencil/Pen
OPTION I (“Robert Fulton, Genius Ahead of His Time”):

Procedures:
1. Put one word from the “Concept Splash” Word Bank (below) on each of the index cards.

<table>
<thead>
<tr>
<th>Indenture</th>
<th>Robert Owen</th>
<th>Banker</th>
<th>Apprenticed</th>
<th>Refugee</th>
<th>American Revolution</th>
<th>Euclid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steamboat</td>
<td>Clermont</td>
<td>Oil portrait</td>
<td>London</td>
<td>Charles Wilson Peale</td>
<td>Loner</td>
<td>Engineering</td>
</tr>
<tr>
<td>Royal Academy</td>
<td>Inventor</td>
<td>Canal</td>
<td>Society of Arts, Commerce, and Manufacturing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chancellor</td>
<td>Robert Livingston</td>
<td>Philadelphia</td>
<td>John Barker Church</td>
<td>Lectures</td>
<td>Submarine warfare</td>
<td></td>
</tr>
<tr>
<td>Rope-making machine</td>
<td>U.S. Chesapeake and Leopold</td>
<td>“Fulton’s Folly”</td>
<td>Harriet Fulton</td>
<td>Phoenix</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monopoly</td>
<td>Aaron Ogden</td>
<td>Fort Pitt</td>
<td>350 miles</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Pass out one index card to each student (more if there are extras).
3. Allow students to move around the room to share their card with others and try to piece together what the article might be about.
4. Provide students time to meet in groups to discuss what they believe the article they are about to read will be about.
5. Have students make a list of 5-10 sentences using the words they reviewed to predict what the article will be about. (Remind them that historians often have only limited success as they seek out information.)
6. Select one student from each group to act as a scribe and have one be the presenter.
7. Post on the wall for all to review.
8. Then read the article with students. Allow them time to take notes.
9. Have students get back into their groups and make corrections to their predictions.

Assessment:
Symbols, such as a steamboat, can convey much more than just a picture. Have students list what symbols they would use to describe Robert Fulton. Have students write a brief biography explaining which symbols they believe best portray his life and explain why by using their notes.

Enrichment:
- Create a timeline of Robert Fulton’s accomplishments, relating each accomplishment/event to the events in industrial/transportation/commerce history occurring at the same time in the United States and Europe.
Teaching *The Hudson River Valley Review*

**OPTION II (“Robert R. Livingston Enthusiastic Inventor, Prudent Entrepreneur”):**

**Procedures:**
1. Put one word from the “Concept Splash” Word Bank (below) on each of the index cards.

   | “hobby horse” | New York Society for the Promotion of Arts, Agriculture and Manufactures | patent |
   | innovators | steam navigation | monopoly | steamboat | sloop | stagecoach |
   | Robert Fulton | diplomat | Louisiana Purchase | Marquis de Lafayette | *Phoenix* | *Hope* |
   | *Perseverance* | Hudson River Line | mechanics | John Stevens | James Rumsey |
   | New York State Legislature | Nicholas Roosevelt | foundry | shares | entrepreneurial |

2. Pass out one index card to each student (more if there are extras).
3. Allow students to move around the room to share their card with others and try to piece together what the article might be about.
4. Provide students time to meet in groups to discuss what they believe the article they are about to read will be about.
5. Have students make a list of 5-10 sentences using the words they reviewed to predict what the article will be about. (Remind them that historians often have only limited success as they seek out information.)
6. Select one student from each group to act as a scribe and have one be the presenter.
7. Post on the wall for all to review.
8. Then read the article with students. Allow them time to take notes.
9. Have students get back into their groups and make corrections to their predictions.

**Assessment:**
Symbols, such as a steamboat, can convey much more than just a picture. Have students list what symbols they would use to describe Robert Livingston. Have students write a brief biography explaining which symbols they believe best portray his life and explain why by using their notes.

**Enrichment:**
- Create a timeline of Robert Livingston’s accomplishments, relating each accomplishment/event to the events in industrial/transportation/commerce history occurring at the same time in the United States and Europe.

**Combine the lessons:**
Teachers can divide the class into halves, allowing each half to conduct each lesson. They can then have each side share their t-charts with the other half of the class.