

COURSE TITLE: American History
GRADE LEVEL: Eighth Grade
UNIT: Canals

Abstract: This unit strengthens students’ application of deep historical analysis methods. Canals played a major role in the economic and political development Indiana during its early statehood. Canals helped Indiana pioneers transport goods, as well as people. However, canal construction proved costly and proved almost detrimental to our state financially. Throughout this unit, students will explore how canals helped improve the lives of Indiana settlers, while causing complications for our burgeoning state, investigate key players in canal construction, and complete a little big history on an Indiana canal of their choosing.

Focus Questions:

1. What is the purpose of canals and why did leaders become interested in constructing them in Indiana?
2. How did the Indiana Mammoth Internal Improvement Act of 1836 impact Indiana both positively and negatively?
3. Who played a key role in the creation of canals in Indiana and what were their contributions?

Benchmarks	Assessment Tasks	Key Concepts
<p>Determine the sources of inspiration and purposes for Indiana canal construction during the nineteenth century (8.1.11; 8.1.28; 8.1.30; 8.2.3; 8.3.4; 8.3.6; 8.3.7; 8.3.8; 8.3.9; 8.4.3; 8.4.4; 8.4.5)</p> <p>Analyze the positive and negative impacts of the Indiana Mammoth Internal Improvement Act of 1836 (8.1.11; 8.1.16; 8.1.28; 8.1.29; 8.1.30; 8.2.3; 8.2.5; 8.2.9; 8.3.6; 8.3.7; 8.3.8; 8.3.9; 8.4.3; 8.4.4; 8.4.5; 8.4.9)</p> <p>Examine, compare and contrast the experiences of Indiana settlers who traveled on canals during the nineteenth century (8.1.11; 8.1.28; 8.1.29; 8.1.30; 8.3.8)</p> <p>Investigate the contributions and historical significance of key figures in Indiana canal construction (8.1.11; 8.1.28; 8.1.29; 8.1.30; 8.4.4; 8.4.5)</p> <p>Research a canal in Indiana and articulate its historical, social, political and environmental significance. (8.1.11; 8.1.28; 8.1.29; 8.1.30; 8.2.3; 8.2.5; 8.2.8; 8.3.4; 8.3.6; 8.3.7; 8.3.8; 8.3.9; 8.4.3; 8.4.4; 8.4.5; 8.4.9)</p>	<p>Examine, compare and contrast the experiences of Indiana settlers who traveled on canals during the nineteenth century and write a historically accurate journal entry from the perspective of a settler (8.1.11; 8.1.28; 8.1.29; 8.1.30; 8.3.8)</p> <p>Investigate the contributions and historical significance of key figures in Indiana canal construction and share findings in an oral presentation (8.1.11; 8.1.28; 8.1.29; 8.1.30; 8.4.4; 8.4.5)</p> <p>Research a canal in Indiana and articulate its historical, social, political and environmental significance in an essay. (8.1.11; 8.1.28; 8.1.29; 8.1.30; 8.2.3; 8.2.5; 8.2.8; 8.3.4; 8.3.6; 8.3.7; 8.3.8; 8.3.9; 8.4.3; 8.4.4; 8.4.5; 8.4.9)</p>	<p>Development</p> <p>Economy</p> <p>Transportation</p> <p>Trade</p> <p>Change</p> <p>Government</p>

Instructional Resources

<https://www.in.gov/history/files/canalmania.pdf>

<http://indcanal.org>

Maps of Time- David Christian

Deep History: The Architecture of Past and Present- Andrew Shryock & Daniel Lord Smail

Catalog of Lessons

Lesson 1: Canal Craze

In this lesson, students investigate why business leaders, politicians, and Indiana settlers became interested in building canals. Students will analyze, compare and contrast maps that demonstrate Indiana's canal growth, and work together as a class to identify the possible pros and cons of canal construction during the nineteenth century.

Lesson 2: Dreams, Risks & Realizations

Students continue building on knowledge established in the previous lesson and examine the goals set forth by the Mammoth Internal Improvement Act of 1836, as well as the successes and failures of it. After engaging in a large group examination of the successes and failures of the Mammoth Internal Improvement Act, students will engage in a deliberative discussion that uses historical evidence to argue the significance of the act.

Lesson 3: Adventure on the Water

In this lesson, students examine primary source letters and journals that document the experiences of Indiana settlers traveling on canals. Students will use the content knowledge established in Lessons 1-3 to create their own historically accurate journal entries and share them with the class.

Lesson 4: Key Figures

In this lesson, students investigate the key figures associated with canal construction in Indiana. After conducting their independent research, students will then write a biographic essay on their assigned canal leader and orally present their findings to the class.

Lesson 4: Little Big Local Canal History

For the final lesson of the unit, students conduct independent research of a canal in Indiana and articulate its historical, social, political and environmental significance in a Little Big History essay.

Assessment Task 1:**GRADE LEVEL:** Eighth Grade**UNIT:** Canals**Abstract**

In this task, students examine, compare and contrast the experiences of Indiana settlers who traveled on canals during the nineteenth century and write a historically accurate journal entry from the perspective of a settler.

Prompt

After analyzing journals and letters from 1850 to 1920 that document canal riding experiences in groups of 3-4, students then write their own 3-4 paragraph journal entries that describe the sights, events and experience of canal travel during the time period.

Directions

Students begin class discussing the following questions: *What do you think traveling by canal would be like during the late 1800s or early 1900s? Why would people prefer to travel or trade by canal rather than by horse and wagon? Do you traveling by canal was expensive-what kind of people do you think could afford to travel by canal and why might this be?* Students then work in groups of 3-4 to examine primary source letters and journals. Then, students break off to work on their journal entries independently.

Procedure

Lead students in large group discussion and then, break students off into groups of 3-4. Assist them as they take notes while they examine the primary sources. Then, provide time for students to work independently on their canal experience journals. Conclude by having student volunteers present their journal entries to the class.

Scoring Rubric

Benchmark	1	2	3	4
Examine, compare and contrast the experiences of Indiana settlers who traveled on canals during the nineteenth century (8.1.11; 8.1.28; 8.1.29; 8.1.30; 8.3.8)	Student does not adequately provide historically accurate details about canal travel.	Student provides 3 historically accurate details about canal travel.	Student provides 4 historically accurate details about canal travel.	Student provides 5 or more historically accurate details about canal travel.

Assessment Task 2:**GRADE LEVEL:** Eighth Grade**UNIT:** Canals**Abstract**

Investigate the contributions and historical significance of key figures in Indiana canal construction and share findings in an oral presentation.

Prompt

After using the Indiana Canal Society website to conduct independent research on an assigned Indiana canal leader, students will create a biographic power point and orally present their findings with the class.

Directions

Students work independently in the computer lab to research and create their powerpoint presentations.

Procedure

Provide students with a class period to research their Indiana canal leader and to create their power point presentations. The following day, have students present their findings to the class.

Scoring Rubric

Benchmark	1	2	3	4
Investigate the contributions and historical significance of key figures in Indiana canal construction and share findings in an oral presentation (8.1.11; 8.1.28; 8.1.29; 8.1.30; 8.4.4; 8.4.5)	Student does not meet minimum requirement of analysis and/or fails to provide citations.	Student's presentation contains some facts, but fails to demonstrate the historical significance of their canal figure and may be improperly cited.	Student's presentation contains 5-7 facts that demonstrate the historical significance of their canal figure, is properly cited, clear, and effective.	Student's presentation contains 8 or more facts that demonstrate the historical significance of their canal figure, is properly cited, clear, and effective.

Assessment Task 3:**GRADE LEVEL:** Eighth Grade**UNIT:** Canals**Abstract**

For this task, students research a canal in Indiana and articulate its historical, social, political and environmental significance and write a Little Big History essay.

Prompt

After reviewing the unit, students work independently to research and construct their essays over the span of two lessons.

Directions

Students work independently in the computer lab to research and write their outline drafts.

Procedure

Provide students with a class period to research a canal of their choosing in Indiana and to prewrite. The following day, provide students with the class period to write their essays and exchange with a partner to discuss their findings. Exemplary essays will be presented to members of the Indiana Canal Society.

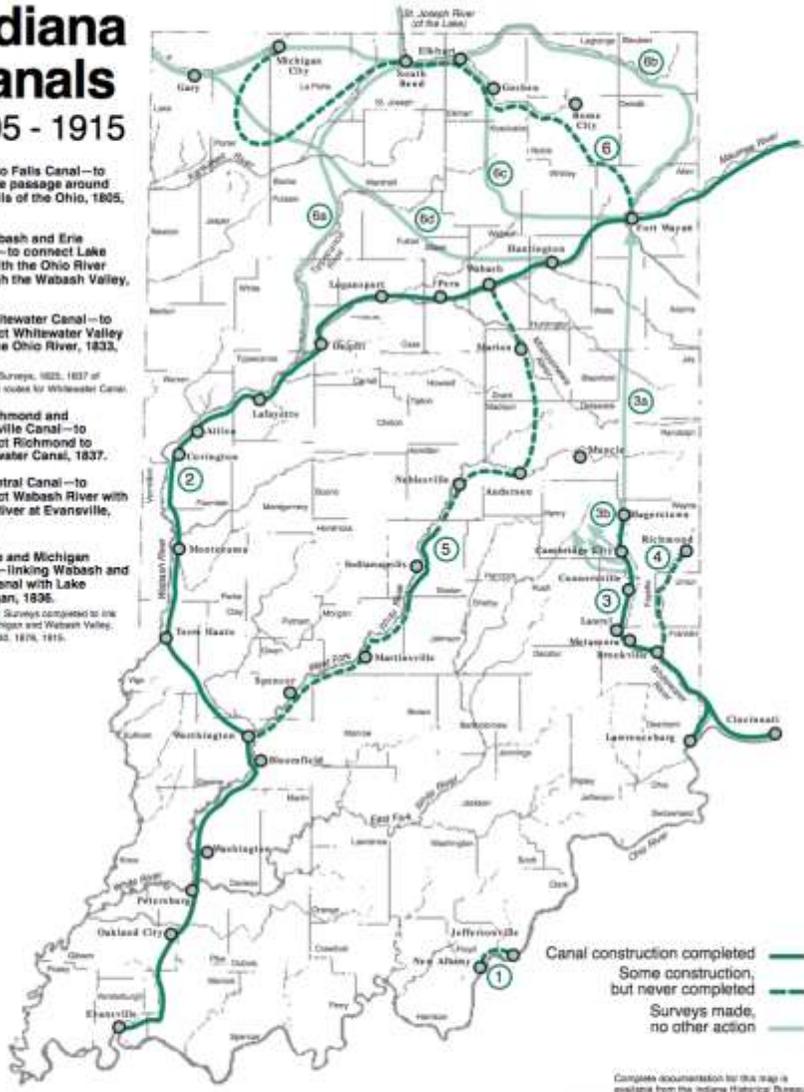
Scoring Rubric

Benchmark	1	2	3	4
Research a canal in Indiana and articulate its historical, social, political and environmental significance in an essay. (8.1.11; 8.1.28; 8.1.29; 8.1.30; 8.2.3; 8.2.5; 8.2.8; 8.3.4; 8.3.6; 8.3.7; 8.3.8; 8.3.9; 8.4.3; 8.4.4; 8.4.5; 8.4.9)	Student does not meet minimum requirements, may lack more than one analysis section.	Student's essay may include an unclear introduction, thesis, body or conclusion. Essay includes an examination of canal's historical, social, political and environmental significance.	Student's essay includes a clear introduction, thesis, body and conclusion. Essay includes thorough examination of canal's historical, social, political and environmental significance.	Student's essay includes a clear introduction, thesis, body and conclusion. Essay includes an exceptionally thorough examination of the canal's historical, social, political and environmental significance.

**Lesson 1 Handout Example:
Map Analysis**

**Indiana
Canals
1805 - 1915**

- ① Ohio Falls Canal—to provide passage around the Falls of the Ohio, 1805, 1815.
- ② Wabash and Erie Canal—to connect Lake Erie with the Ohio River through the Wabash Valley, 1827.
- ③ Whitewater Canal—to connect Whitewater Valley with the Ohio River, 1833, 1836.
- ④ Richmond and Brookville Canal—to connect Richmond to Whitewater Canal, 1837.
- ⑤ Central Canal—to connect Wabash River with Ohio River at Evansville, 1836.
- ⑥ Erie and Michigan Canal—linking Wabash and Erie Canal with Lake Michigan, 1836.
- ⑦ Surveys completed to link Lake Michigan and Wabash Valley, 1826, 1833, 1876, 1915.



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Complete documentation for this map is available from the Indiana Historical Bureau.
The Indiana Historian, June 1997 3

1. According to the map, which canals were constructed but never completed?
2. What was the purpose of the Wabash and Erie Canals?
3. When was the Ohio Falls Canal constructed and what purpose did it serve?

Lesson 2 Handout Example:

Primary Source Analysis

A Kentucky lady on the Wabash and Erie Canal, 1851

“I am sitting on a stool on top of the boat, writing with my paper on my knee. . . . The first lock that we went through caused me to have a very queer feeling. Our boat entered a place where the sides of the canal were walled up with logs and plank, and stopped before a gate. At the same time a gate was closed astern of us, and then the boat began to rise, up, up, as the front gate was slowly opened. By this means we were lifted to a higher level, upon which we proceeded. But when the boat began to rise, I felt as though something dreadful was about to happen.

It seemed . . . that all of the heat spent by the sun during the day had settled down into that hot and stuffy little room, and that all the mosquitoes ever hatched in the mud puddles of Indiana were condensed into one humming, ravenous swarm right around my hard little bed. . . . All night I lay there under a smothering mosquito bar and listened to the buzzing of the insects, perspiring as I never supposed that anybody could. It was awful, horrid! It seemed that daylight was never going to come again.

You cannot imagine how tedious this way of traveling is. You creep along like a snail in perfect silence. There are two horses to our boat now, but we go slower, I think. Our present driver is a little red-headed man, not larger than a twelve-year-old Kentucky boy. He never curses, but he smokes a pipe all the time. . . . He wears no coat and has but one suspender, a dingy blue, over his red shirt, slanting across his back. He appears to be well acquainted with every person that comes along, and always has something smart to say. . . . To-day is Sunday, and the people all seem to be fishing in the canal. We have passed hundreds of them sitting on the banks with poles in their hands and dangling their fishhooks in the water; but I have seen no fish caught. . . .

The most disagreeable part of this kind of traveling is, next after the sleeping, the eating. You know how I like good things to eat. . . . To get to it from the cabin I have to climb up a ladder through a hole to the top of the boat, then go down through another hole into a suffocating box. The table is horrid, so is the cooking. Pork and bread, bread and pork, then some greasy fish, mackerel, and bitter coffee lukewarm, three times each day. I am raving hungry all the time, and nothing fit to eat. It makes me violently angry to see Tom gorge like a pig and pretend that stewed beans and catfish are delicious. The public roads in many places run along close to the towpath of the canal, and I see people in wagons. They go faster than we do.”