

Stage 1 – Desired Results

Title: Historical Waters Instructional Time: 10 hrs.	Subject/Course: Grades: 4th and 5th Social Studies
Big Ideas: The Industrial Revolution, Westward Expansion, Technology and Innovation in the 1800s, Regional Differences, The Influence of People and Ideas on History, Causes and Effects in History	Designers: Julie Boone and Gina McGowan
Established Goals: SS4H6 – The student will explain westward expansion of America between 1801 and 1861. a. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America. SS4G1 – The student will be able to locate important physical and man-made features in the United States. a. Locate major physical features of the U.S.; include the Atlantic Coastal Plain, Great Plains, St. Lawrence River and the Great Lakes. b. Locate major man-made features; include New York City, NY; and the Erie Canal. SS4G2 – The student will describe how physical systems affect human systems. c. Explain how the physical geography of each colony helped to determine the economic activities practiced therein. e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion form 1801 to 1861. SS4CG4 – The students will explain the importance of Americans sharing certain central democratic beliefs and principle, both personal and civic. SS4E1 – The student will use basic economic concepts to illustrate historical events. f. Give examples of technological advancements and their impact on business productivity during the development of the United States. SS5H3 – The student will describe how life changed in America at the turn of the century. a. Describe the impact on American life of Thomas Edison (electricity) b. Describe how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the building of the Panama Canal. c. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled. SS5G2 - The student t will explain the reasons for the spatial patterns of economic activities. a. Identify and explain the factors influencing industrial location in the United States after the Civil War. ELA4R1 – The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. ELA4R3 – The student understands and acquires new vocabulary and uses it in reading and writing. ELA4LSV1 – The student participates in student-to-teacher, student-to-student, and group verbal interactions.	

ELA4LSV2 - The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

ELA5W3 –The student uses research and technology to support writing.

ELA5LSV2 – The student listens to and views various forms of text and media in order to gather information, persuade others, and express and understand ideas.

South Carolina Standards

Social Studies: 4-5.1, 4-5.2, 4-5.3, 4-5.5, 4-6.1, 5-1.4, 5-2.1, 5-2.2, 5-2.3, 5-3.1, 5-3.3, 5-3.5, 5-3.6, 5-4.3, 5-6.2, 5-6.3

Language Arts: 4-2.1, 4-2.2, 4-2.3, 4-2.7, 4-2.9, 4-3.1, 4-6.2, 4-6.6, 5-5.1, 5-2.1, 5-2.2, 5-2.7, 5-2.9, 5-4.1, 5-4.3, 5-4.4, 5-6.6

Enduring Understandings:

- There are relationships between historical and economic events nationally and locally.
- That technology and innovation are catalysts for change.
- There are differences and similarities in the United States regional heritage.
- Individuals can shape and impact historical events in different ways and for many reasons.
- History is the study of change over time.
- There are cause and effect patterns in history.
- Comparing and contrasting deepens our understanding of people, places and events.
- Primary source quotes help us to understand history from the human perspective.

Essential Questions:

1. Why did Henry Cumming think building a canal would be good for Augusta?
2. How did the technology of the Industrial Revolution affect southern cities?
3. Why did people want to move west during the 1800s?
4. How do human-made features of the land impact history?
5. How do canals compare and contrast?
6. How are some events in history related to other events?
7. How did the construction of the Augusta Canal change Augusta?
8. Why was the Augusta chosen to be the site of the Confederate Powder Works during the Civil War?
9. Why does economic expansion play a significant role in history?
10. Why do we have different perspectives of history?

Knowledge

Students will know...

- The United States grew in size and stature during the 1800s.
- Major political, technological and economic events that took place in the 1800s.
- Regional differences and similarities during the Industrial Revolution.
- The impact of local and national leaders on our city and country's history.

Skills

Students will be able to...

- Describe some of the key events and people of the Westward Expansion.
- Identify some of the major technological changes that took place during the 1800s.
- Relate causes to effects in United States history
- Compare and contrast places and events in United States history.
- Infer and describe the influence of scientific and political leaders in United

	<p>States history.</p> <ul style="list-style-type: none"> Describe the impact of environment on culture and history.
Stage 2 – Assessment Evidence	
<p>Performance Tasks/Projects:</p> <ol style="list-style-type: none"> Teacher observation of participation in group discussions. Completed and checked Anticipation Guides. Completed and checked “Who Said It?” Activity Parallel Time Line Poster Completed Venn Diagram Activity 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Written summary of the changes that took place in Augusta during the time of the Augusta Canal’s construction and afterward. Written feedback to the Augusta Canal Interpretive Center guides, boat captain, field trip chaperones and teachers. Oral account of the most interesting topic covered in this unit.
Stage 3 – Learning Plan	
<p>Learning Activities: <u>Pre-Visit Classroom</u></p> <p>1.) Context of the Times Procedure: Briefly describe the national changes taking place in the first half of the 19th Century. Key Points: Westward Expansion – Beginning with the Louisiana Purchase, and fueled by the hope of better lives, many people left their homes in the East and headed West seeking land, gold and opportunity. The Panic of 1837 – The beginning of a five year economic depression during which many banks closed and large numbers of people were unemployed. The Erie Canal Opens in 1825 – A man-made waterway that connects the Great Lakes to the Atlantic Ocean. Industrial Revolution Gaining Steam – Fulton builds the first successful steamboat; the first steam powered mill opens in Massachusetts; the first locomotive is built in 1830.</p> <p>Small Group Discussion Questions – What it was like to live in Augusta, Georgia at during the first half of the 19th Century? What could city leaders do to help Augusta grow and prosper?</p> <p>Field Trip Anticipation Guide Materials: Anticipation Guide 4-5 A Procedure: Direct students to predict what they will see and learn during their tour of the Augusta Canal Interpretive Center. In the column labeled Me, have the students check each statement with which they agree. While reading viewing the exhibits and reading the signs and panels, students should check the column labeled Exhibit if the statement is true. They should cross off any statements that are false.</p> <p><u>On-Site</u></p> <p>3.) Who Said That? Materials: Student Worksheet 4-5 B Procedure: During their tour of the Interpretive Center, students locate the sources of quotes by reading the panels and signs, and listening to the recordings.</p>	

4.) Anticipation Guide Check

5.) Canal Boat Ride - The Impact of Science, Technology and the Augusta Canal on the Growth of Augusta

Post-Visit Classroom

6.) Parallel Time Lines

Materials: Student Worksheet 4-5 C

Procedure: With a partner in a small group, have students read and discuss the historical events described in squares on Worksheet 4-5 C. Color the event yellow if it was directly related to the Augusta Canal and blue if it describes an event significant in United States history. There should be some thoughtful discussion of which category an event could be placed. If an event seems like it could be placed in both categories, the students should color it green. On a 12 x 18 inch piece of construction paper, and draw two horizontal lines about eight inches apart, one for the Augusta Canal and the other for the United States. Cut and paste the labeled events in chronological order on the appropriate lines. Paste the green events between the two lines.

7.) Canal Comparisons

Materials: Student Worksheet 4-5 D

Procedure: In collaborative pairs or small groups students research the history and uses of the Erie Canal or the Panama Canal. The students discuss their research findings and compare and contrast to the Augusta Canal in Student Worksheet 4-5 D. The students use their findings to individually construct expository essays explaining the importance of the canals and their similarities and differences.

For an Erie Canal virtual field trip, go to
<http://www.epodunk.com/routes/erie-canal/index.html>

For Panama Canal historical photos, documents and stories, go to
<http://www.canalmuseum.com/>

For additional Augusta Canal background, go to
<http://www.augustacanal.com/history.html>

Note: Both the Erie and the Panama Canals were primarily constructed to facilitate transportation. The Augusta Canal's primary function was to bring water power to Augusta. Other considerations: time periods, impact on other events, regions of the U.S. or world, problems constructing, length of time in constructing, types of boats used, major cities, bodies of water, major people and politics involved, present uses today