



Riddle Me History: The Oldtown Settlement



Spanning across the state of Maryland and bordering the Potomac River, the Chesapeake and Ohio Canal National Historical Park has an estimated 1,000,000 school-aged children within a 45-minute drive. In Canal Classrooms students explore natural and historical resources in a setting that provokes thought, inspires wonder and ignites understanding.

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Need to reach us? Call 301-714-2213 (the park’s education line) or 301-722-8226 (visitor center desk in Cumberland) or email cocanaleducation@nps.gov

Go digital. Find teacher resources including field trip reservations and pre- and post-visit classroom activities at www.nps.gov/choh/forteachers

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Riddle Me History: The Oldtown Settlement

Students will visit Oldtown, Maryland, to learn about Native Americans, use their navigation skills, and immerse themselves in frontier Maryland history.

At the end of the activity, students should be able to...

1. Navigate using a map with compass and/or GPS unit
2. Identify how Native Marylanders and early Maryland settlers met their basic needs
3. Identify significant early people and structures in Maryland settlement

The park partnered with Allegany County Public Schools to develop this field trip along with pre- and post-visit activities for your classroom. Completing the classroom activities will enhance student learning. The lessons include a canal orientation and a STEM activity. See Appendix A or our website for the materials:

<http://www.nps.gov/choh/forteachers/classrooms/4oldtown.htm>.

Duration	3 hours 45 minutes
Arrival Time	9:45 (or call us to schedule another time)
Best Time to Plan Trip	Spring or Fall
Cost	Free
Group size	Up to 60 students for some activities, we will break out into groups of 5-6 students each
Rotations	Two
Grade	Fourth Grade
Chaperone to Student Ratio	Chaperones: 1 to 5 (maximum); 1 to 8 (minimum)
Maryland Common Core Standards	CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

	<p>CCSS.Math.Content.4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)</p>
<p>Maryland State Curriculum Standards</p>	<p>Social Studies:</p> <p>2.A.1.c. Examine and describe the unique and diverse cultures of early native American societies</p> <p>2.A.1.d. Compare the early cultures of the Native Americans with the European settlers and their influences on each other</p> <p>2.B.1.a. Describe the contributions of past Maryland leaders</p> <p>2.B.1.b. Describe the contribution of individuals and groups</p> <p>2.B.2. Describe cultural characteristics of various groups of people in Maryland</p> <p>2.C.1.a. Describe the differing historical conflicts such as between the Patriots and Loyalists</p> <p>3.A.1.a. Construct and interpret a variety of maps using map elements</p> <p>3.A.1.b. Use photographs, maps, charts, graphs, and atlases to describe geographic characteristics of Maryland/United States</p> <p>3.A.1.c. Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and Atlantic Coastal Plain</p> <p>3.B.1.a. Compare physical characteristics of different places and regions of Maryland and the United States including natural/physical features, weather and climate, soil, vegetation, minerals and animal life</p> <p>3.B.1.b. Compare human characteristics of different places and regions of Maryland the United States, including human-made features, language, religions, political systems, economic activity, and population distribution</p> <p>3.B.1.c. Describe how geographic characteristics of a place or region change over time and affect the way people live and work</p>

	<p>3.C.1.a.Explain how geographic characteristics influenced settlement patterns in Maryland and the United States</p> <p>3.C.1.b.Explain how changes in transportation and communication led to the growth and development of towns and cities in Maryland and United States</p> <p>3.C.1.c.Describe the transportation and communication networks for the movement of people, goods, and ideas to, from and within Maryland such as Bay Bridge, National Road, B & O Railroad, the Port of Baltimore, and C & O Canal</p> <p>3.C.1.d. Identify the reasons for the movement of peoples to, from, and within Maryland and the United States</p> <p>3.D.1.a.Compare ways Native American societies in Maryland used the natural environment for food, clothing, and shelter</p> <p>3.D.1.b.Describe ways and reasons people in Maryland and the United States modify the natural environment and the consequences of modifications</p> <p>5.A.1.b.Compare the development of places and regions, such as St. Mary's City, Western Maryland, Kent Island, and Annapolis</p> <p>5.A.2.a.Identify the development of indigenous societies from the Pale-Indians to the Woodland Indians</p> <p>5.A.2.b.Describe Native American societies indigenous to Maryland after European contact</p> <p>5.C.2.b. Describe the importance of changes in industry, transportation, education, rights and freedoms in Maryland, such as roads and canals, slavery, B&O railroad, the National Road, immigration, public schools, and religious freedoms</p> <p>5.C.3. Analyze regional differences in the Civil War and its effects on people in Maryland</p>
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During this extended outdoor experience, students will learn about change over time and how places develop. They will walk to sites in the Oldtown area, a total of approximately two miles.

Welcome (30 minutes)

Students will meet the ranger at the parking lot of Lockhouse 70/Oldtown. They will share their canal knowledge and portray historical figures from the Oldtown area.

I'm a Mystery, Tell My History (60 minutes)

Riddle Me History (Oldtown Fourth Grade)

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The students will go on a scavenger hunt and visit sites in Oldtown to reveal the layers of history here.

Basic Needs (60 minutes)

Students will work in cooperative groups to draw conclusions about how Native Americans met their basic needs through observation of the landscape.

Exit Ticket/Wrap Up (30 minutes)

Students will share observations and recap their day.

Optional Activities (30-60 minutes)

Fishing

The C&O Canal in Oldtown offers several miles of watered canal ideal for fishing. If you are interested in fishing with your students please confirm when making the program reservation. It is the responsibility of the teacher to organize transporting fishing equipment and leading students in this activity. See Maryland Department of Natural Resources Regulations for fishing license and disinfection requirements.

Tour Michael Cresap House

The historic Michael Cresap House is a private museum in Oldtown. It is a five-minute walk to the house from the C&O Canal parking lot in Oldtown. The house features historic furnishings and is available for tour by appointment only from May to September. If you are interested in having your students tour the house, call (301) 478-5848.



Itinerary	
9:45 Arrive at the parking lot, Welcome Activity	
Group A (30 students maximum)	Group B (30 students maximum)
10:30 I'm a Mystery	10:30 Basic Needs
11:30 Lunch	11:30 Lunch
12:00 Basic Needs	12:00 I'm a Mystery
1:00 Exit Ticket	
1:30 Departure	

A Letter to Students

Teachers, please distribute or read to your students

Dear Students,

We rangers, teachers, and volunteers in the Canal Classroom Corps look forward to meeting you and spending a few hours exploring the Oldtown area together.

A canal is a manmade channel of water used to move goods and people on long cargo boats pulled by a team of mules. The C&O Canal is 184.5 miles long and goes from Georgetown (near Washington, D.C.) to Cumberland, Maryland. Though the canal no longer operates, you can still hike or ride your bike the entire length. You can even ride in a canoe or kayak in some areas of the canal.

On your field trip, we will explore the Oldtown area, and learn about Native Americans, frontier forts, and transportation history. People have lived in Oldtown for 9,000 years!

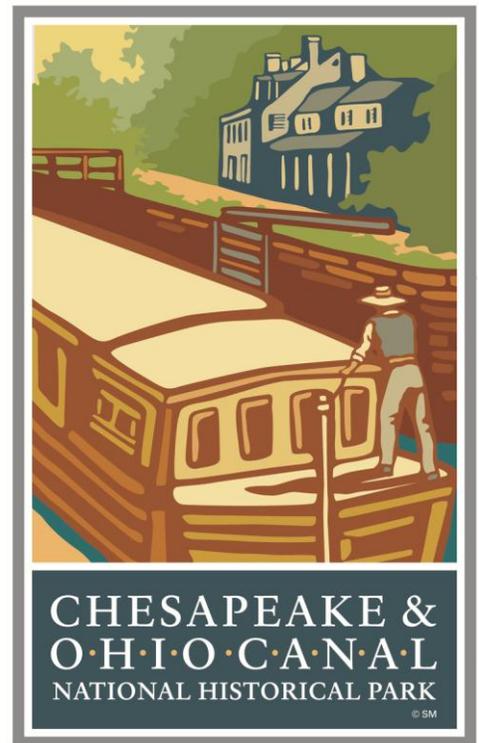
We will be outside the entire day, so dress appropriately! Bring a rain or warm coat and hat. Wear sturdy closed-toe shoes like hiking boots or old tennis shoes. Please bring your lunch and a water bottle.

We can't wait for your visit.

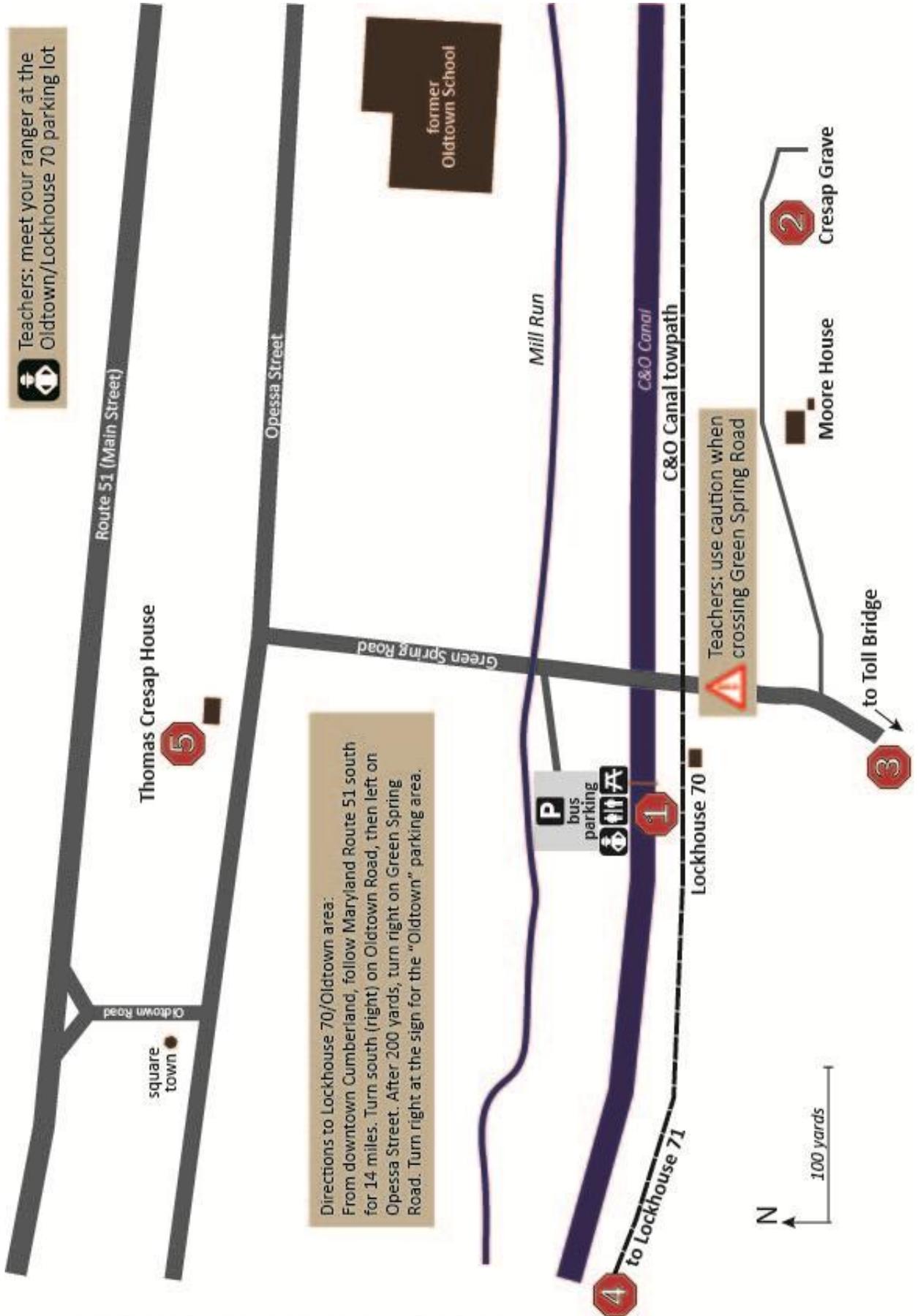
Happy Trails,

Hollie

Ranger Hollie



Map



Planning a Successful Visit

What to Wear

- We suggest wearing long pants and layers. Pants are the best precaution against cool temperatures, bee stings, and the usual outdoor hazards.
- Students may wear hats for sun protection and/or warmth.
- Programs will go on in light rain or snow. Encourage everyone to have proper outer wear such as a rain or warm coat.
- It is extremely helpful to rangers leading the program for students to wear clearly labeled name tags with first names only.

What to Bring

- There is no running water at the C&O Canal facilities in Oldtown; bring hand sanitizer.
- Drinking water is not available; each student should bring a water bottle.
- The park has no trash receptacles. Please bring bags to take your garbage back to the school.

Communication

- There is good cell phone coverage in Cumberland. Teachers and chaperones should silence their mobile devices upon arrival.
- For non-emergencies, call (301) 722-8226 (C&O Canal Cumberland visitor center). For emergencies, call 911 or (866) 677-6677 (this is the National Park Service dispatch center).
- Buses must stay at the Oldtown parking lot for the duration of the field trip.

Chaperones

- At minimum, please have one chaperone (teacher or other adult) for every eight students. In order to keep programs manageable, do not exceed one chaperone for every five students.
- Chaperones will be an active part of the activities. They will lead small groups around the Oldtown area on the scavenger hunt.
- During programs, refrain from holding conversations with other chaperones.



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- No smoking during the trip.

Directions

From downtown Cumberland, follow Maryland Route 51 south for 14 miles. Turn south (right) on Oldtown Road, then left on Opessa Street. After 200 yards, turn right on Green Spring Road. Turn right at the sign for the “Oldtown” parking area.

Arrival

- Please arrive on time at 9:45.
- The Canal Classroom Corps staff will be waiting for your bus.
- There is a port-a-potty at the parking lot.

Special Needs

Let us know if any of your students have special needs.

Protect Your Park

- The Chesapeake & Ohio Canal National Historical Park is a federally protected public use area. Please be good stewards during your visit. Do not pick the plants or take anything from the park.

Cancellations

Field trips may be cancelled in very cold weather or heavy downpours or storms. The canal floods on average every 10 years. If flooding or severe inclement weather is predicted, a Canal Classroom Corps member will call to reschedule your field trip.

If you need to cancel, let us know as soon as possible by calling (301) 722-8226 (C&O Canal Cumberland visitor center).



Safety Considerations

Ticks

Students will be in areas where ticks are found. Remind them to take precautions such as wearing insect repellent, staying on the towpath, and checking frequently and thoroughly for ticks.

Snakes

Two species of poisonous snakes are found in the park: the Northern Copperhead and the Timber Rattlesnake. Students should be cautious where they place their hands and feet.

Stinging insects

Students may be in areas with hornets, wasps, and bees, which can cause severe allergic reactions in sensitive individuals. Chaperones should carry epinephrine pens with them.

Rabies

All animals in the park are wild and their behaviors are unpredictable. Treat all animals with caution.

Poisonous plants

You will be visiting an area with poison ivy and other noxious plants. Stay alert and stay on the towpath or in mowed areas.

Sun and Heat Exposure

Remind students to wear sunscreen and a hat to avoid exposure to sun. Students are invited to carry water (preferably from a refillable water bottle) and stay in the shade to avoid heat exposure.

Wind and Inclement Weather During the Program

If severe storms are predicted, we will call to reschedule your program. The bus must stay at the Oldtown parking lot in case the weather deteriorates during our field trip.

Additional On-line Resources about the C&O Canal and the National Park Service

Description		Website URL
C&O Canal NHP	The park's website for teachers hosts classroom materials and on-line resources	www.nps.gov/choh/forteachers
C&O Canal Trust	The park's partner in education provides 50 short stories about places along the C&O Canal for students to read	www.canaltrust.org
National Park Service	Learn more about the NPS mission, history, and organization	www.nps.gov/aboutus/index.htm
National Park Service America's Best Idea	More facts about the NPS, including an excellent timeline and movies	http://www.nps.gov/americasbestidea/

Pre Visit Activity: Meet the C&O Canal

Use at least one of these lessons as a pre-visit classroom activity.

Option A: Journey on the C&O Canal (Recommended)

Students will learn why the C&O Canal is an amazing accomplishment in Maryland's history, understand more about the genre of historical fiction, and describe what a typical nine-year old canal boy and family were like in the late 1800's. The lesson was designed for Washington County, Maryland, students who visit the Williamsport Visitor Center at the Cushwa Basin; but it is applicable to other locations along the canal as well. The lesson materials include a printable lesson plan, Power Point presentation and notes for the teacher, journal excerpts with a map for the students, and a vocabulary list. See Appendix A and visit <http://www.nps.gov/choh/forteachers/classrooms/journey.htm> to download the Power Point presentation.

Option B: Read *Captain Kate* (Recommended)

In the classroom, read *Captain Kate*, a fiction chapter book about a young girl who learns to operate a canal boat and makes the trip from Cumberland to Georgetown. Please inquire about obtaining copies of *Captain Kate* when making your program reservation.

Option C: Writing Activity

Students may fulfill their fall writing piece (Maryland History) curriculum requirement focusing on the history of Oldtown. Suggested topics include Native American settlement, early frontiersman Michael or Thomas Cresap, or C&O Canal families.

Option D: A Place of Refuge, Recreation and Reflection

Years after boats carrying goods ceased floating down the canal, one man would take a stand to save this national treasure from development and destruction. This man, Justice William O. Douglas, recognized that that the C&O Canal offered a place of refuge, recreation and reflection to all who took the opportunity to just "take a walk." In this lesson, students take a walk with Justice Douglas and think about what they would do if a place they loved was threatened with development. Find the complete instructions at <http://www.nps.gov/choh/forteachers/classrooms/refuge-lesson.htm>.

Option E: Oldtown Archeology

People have lived in Oldtown, Maryland, for 9,000 years. Learn a bit more about archeological investigations by exploring two National Park Service sites:

<http://www.nps.gov/archeology/sites/npSites/cnoCresap.htm>

http://www.nps.gov/rap/archeology/CHOH_Oldtown.htm.

Option F: Review Vocabulary

Bypass Flume: canal structure that allowed water to pass around a lift lock to a lower section of canal

Canal: a manmade waterway used to move goods, people

Drought: a shortage of water resulting from low rainfall

Flood: an overflowing of a large amount of water beyond its normal confines

Lock: a device for raising and lowering boats between stretches of water of different levels on river and canal waterways

Lockhouse: A house located on the canal next to the lock where the lock tender and his family lived

Lockkeeper: employee of C&O Canal, hired to operate the lift lock

Lock Key: a tool used on the canal to open and close the wicket paddles on the bottom of a lock door, allowing water to enter/exit the lock

Native: a person born in a specified place or associated with a place by birth

Navigate: to travel by water

River: a large natural stream of water flowing in a channel to the sea, a lake, or another such stream

Settlement: a place where people establish a community

Towpath: a dirt path alongside a canal where mules would walk and tow canal boats

Transport: move from one place to another

Wicket Paddles: Small wooden doors at the bottom of a lock gate used to control the water flow in and out of the lock

Post Visit Activity: Tunnel Activities

Use these lessons as a post-visit or stand-alone classroom activity.

Option A: STEAM Activity Computer-Aided Design of Native Marylander Settlement

Using various software programs (i.e. PowerPoint, Adobe, Paint), students will re-create a Native Marylander settlement in Oldtown. Students will plot/design/label different areas of the settlement and create a legend as a guide to understanding their design. See Appendix B for the Allegany County STEM Guide for this activity.

Option B: Writing Piece

Students write a letter to Captain Kate describing their recent visit to Oldtown on the C&O Canal.

Appendix A: Journey Down the C&O Canal (pre-visit)

A Journey on the Chesapeake and Ohio Canal



Adapted from a previous instructional resource in partnership with Washington County Public Schools and the National Park Service
September - 2011



A Journey on the Chesapeake and Ohio Canal

Introduction

The O' Leary family lives on a canal boat on the Chesapeake and Ohio Canal. William O'Leary is the Captain of their family boat named the "Turn Over."



Captain O'Leary takes care of the family business, which is transporting cargo up and down the length of the C&O Canal.

Captain O'Leary's wife, Anna, takes care of the family. They have three children. Michael O'Leary is nine years old and is a mule driver. Elizabeth O'Leary is seven years old and helps her mother with the family chores. Jeffrey O'Leary is two years old and keeps everyone busy! Everyone in the O'Leary family (except Jeffrey) works together to make the canal boat run. Michael has decided this year to keep a diary of his journeys on the C&O Canal. Let's take a peek into Michael's diary to see what he's been up to.



Monday June 14, 1876

When we got to **Great Falls** today, I took Elizabeth out to see the falls. If it weren't for those waterfalls and all of those rocks in the Potomac River, we wouldn't be here. Folks would have used the river to carry their cargo instead of building this canal.

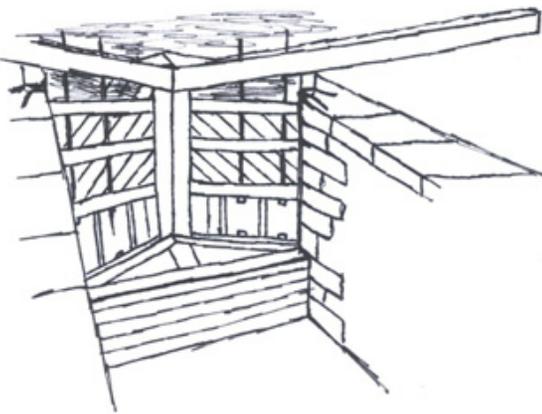
You can tell when we're close to the city, lots of people come and watch the boats. At the Crommelin House (Great Falls Tavern) the lockkeeper added a hotel to his home so all the folks visiting would have a place to stay.

When we got into **Georgetown** today, we had to wait in line awhile for our boat to be unloaded. Mother went shopping and bought fabric, some for 15 cents a yard and some calico for 8 cents a yard, to make new clothes. Elizabeth and I got to buy some candy, four pieces for a penny! When we got back to the "Turn Over", all the coal had been unloaded. The company doesn't always get all the coal off so I crawled underneath the hatches and swept up what coal they left so we can use it in our stove to cook with on our way back. Tonight we sleep in the city, and tomorrow we'll head back for Cumberland.

the stone from here to make the Smithsonian Museum in Washington. Tonight we've been invited to the Eaton's boat to listen to some music and sing songs. A couple of other families are coming too. I hope there are some other boys there my age. We're bringing some freshly made cornbread to share that Elizabeth helped Mother make.

Sunday June 13, 1876

Since today is Sunday, Father decided we should take the day off. We walked to a nearby church and then visited with the lockkeeper, at **Rileys Lock**. Mr. Riley let me help him "lock through" a couple of boats. I helped him push open and push closed the big lockgates, and he even let me turn the lock key to let the water out of the lock to make the boats lower. Tomorrow we're going to stop at Great Falls for awhile, and then we'll be in Georgetown.



DIARY

Monday June 7, 1876

Today we left **Cumberland** where the canal begins and started our trip to Georgetown where the canal ends.

The men from the Consolidated Coal Company used huge buckets to fill up the "Turn Over" with 120 tons of Coal. Cumberland gets real busy sometimes with everybody hurrying to start their trip. We were the second boat in line this morning, so we got a good start.



I hitched Frances and Ida (our mules) up all by myself, and Dad steered instead of Mother since there were so many boats nearby. This is my third year walking these mules up and down the towpath. I hope next year Dad will let me steer the "Turn Over". After we'd been on our way for a few hours, Mother sent Elizabeth out on the towpath with me. I have to teach her how to be a mule driver. She can say "Whoa" and "Come Up" all right, but she never fixes the harnesses right. I have to watch her all the time.

Tuesday June 8, 1876

We stopped last night just after we got out of the **Paw Paw Tunnel**. It was dark and I get the creeps walking through the tunnel even in daylight. I say the tunnel is haunted, Dad says he isn't going to find out! Too many unexplained things happen at the tunnel at night.



I heard of this one Captain who tied his boat up for the night too close to the tunnel. He and his family hadn't been settled down for more than an hour or two and were eating supper. That's when they noticed the line tying them to the shore had mysteriously come undone. Well, everybody jumped up and used the poles to push the boat back over and tie it up again. Then the Captain noticed that the mules were very restless on the towpath and were not eating their grain. That night after everyone was in bed, the Captain heard the heavy hatches covering the coal being lifted. When he got up to see what was wrong, everything was in place perfectly. Well, that was enough. The Captain and his family and the mules were getting no rest. So they all got up and moved the boat a

Saturday June 12, 1876

It is so hot today that Mother let us go swimming for awhile. Elizabeth could only jump off the boat into the canal, but I dove. We passed a boat today that was headed upstream towards Cumberland which was carrying a bunch of watermelons. A few of them fell off, so I swam over and brought two back to our boat. Dad scooped them out of the water and brought them onboard the "Turn Over".

I also got to do some fishing from the boat today. I caught two perch, a catfish, and a sunfish. Dad caught some fish too so we had fish for dinner, corn, and watermelon for dessert. We had a contest to see who could spit the seeds the farthest and Dad won.

Some of the farmers along the canal leave the two rows of corn closest to the canal for the boatmen and their families to pick as kind of a neighborly thing to do. Elizabeth picked enough for supper tonight. We never pick more corn than we can use or else the farmers might not be so generous.

I saw some people crossing the Potomac River as we passed by **Whites Ferry** today, and there were a lot of folks out fishing the river's bank. There is a mill here where they cut sandstone used in making buildings. I know they used

Friday June 11, 1876

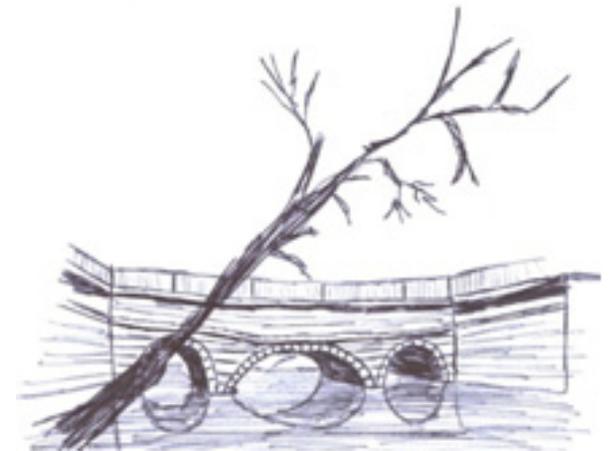
It rained today. Not too hard, but enough to be a bother. We were a few miles from the Antietam Battlefield today where a giant battle took place during the Civil War. I learned in school that the battle at Antietam was the single bloodiest day in all of American History! We also studied John Brown's raid at **Harpers Ferry** where he tried to get guns to the slaves.

I only get to go to school about three to four months a year when the canal is closed for the winter. The rest of the time I work with my family on the canal. Sometimes it's hard to keep up with the other children who are in school the full time. The boys who work on some of the nearby farms don't get a full school year either so it works out all right. I keep up pretty well with the other students, though. I'm going on McGuffey's Third Eclectic Reader this winter, only one behind the boys my age who go to school full time. Mother says keeping this diary is a good way for me to practice my penmanship and orthography (that means spelling). Tonight we are all going to gather together and listen to Father tell stories about the war.

couple of miles further downstream. The mules settled down right away and ate their grain. Nothing else unusual happened for the rest of the night. I don't know about Dad, but I sure believe in ghosts!

Wednesday June 9, 1876

I can hardly believe it! Dad let me steer the boat today. It was great. Once we got into **Hancock**, Dad called out, "Hey Michael, I think it's time you started learning a new job. How about taking a turn at the tiller?" I nearly jumped right over Frances and Ida to get on the boat. I didn't think I'd get to steer the "Turn Over" until I was ten, when most other boys start learning, but Dad thinks I'm big enough now.



I started out at Little Pool, since the canal's wide and straight there. I did a good job, too. You have to push the tiller arm to the left to make the boat go to the right, and push the tiller arm to the right to make the boat go to the

left. Seems backwards to me, but it works! I steered all the way until just before the **Licking Creek Aqueduct**. Then Dad took over again and I went back to the mules. We didn't want Elizabeth walking the mules over the aqueduct alone for her first time. An aqueduct is like a bridge which carries the canal, water and all, and towpath over a creek or a stream. The towpath is pretty narrow and high above the ground. No need getting the mules spooked for nothing. Elizabeth just needs practice. Maybe if I get her to be a good mule driver, Dad will let me steer some more.....

Thursday June 10, 1876

We passed through **Williamsport** today. Lots of warehouses. Seems like all we did today was chores. I gave the mule stables a good cleaning this morning before starting. Dad spliced a new towline since our old rope that leads from the boat to the mules was starting to get worn out. Mother and Elizabeth washed just about everything in sight. They scrubbed the cabin, top to bottom, trying to get rid of some of the coal dust. Then they washed clothes and hung them on a line Dad and I put up on the deck.

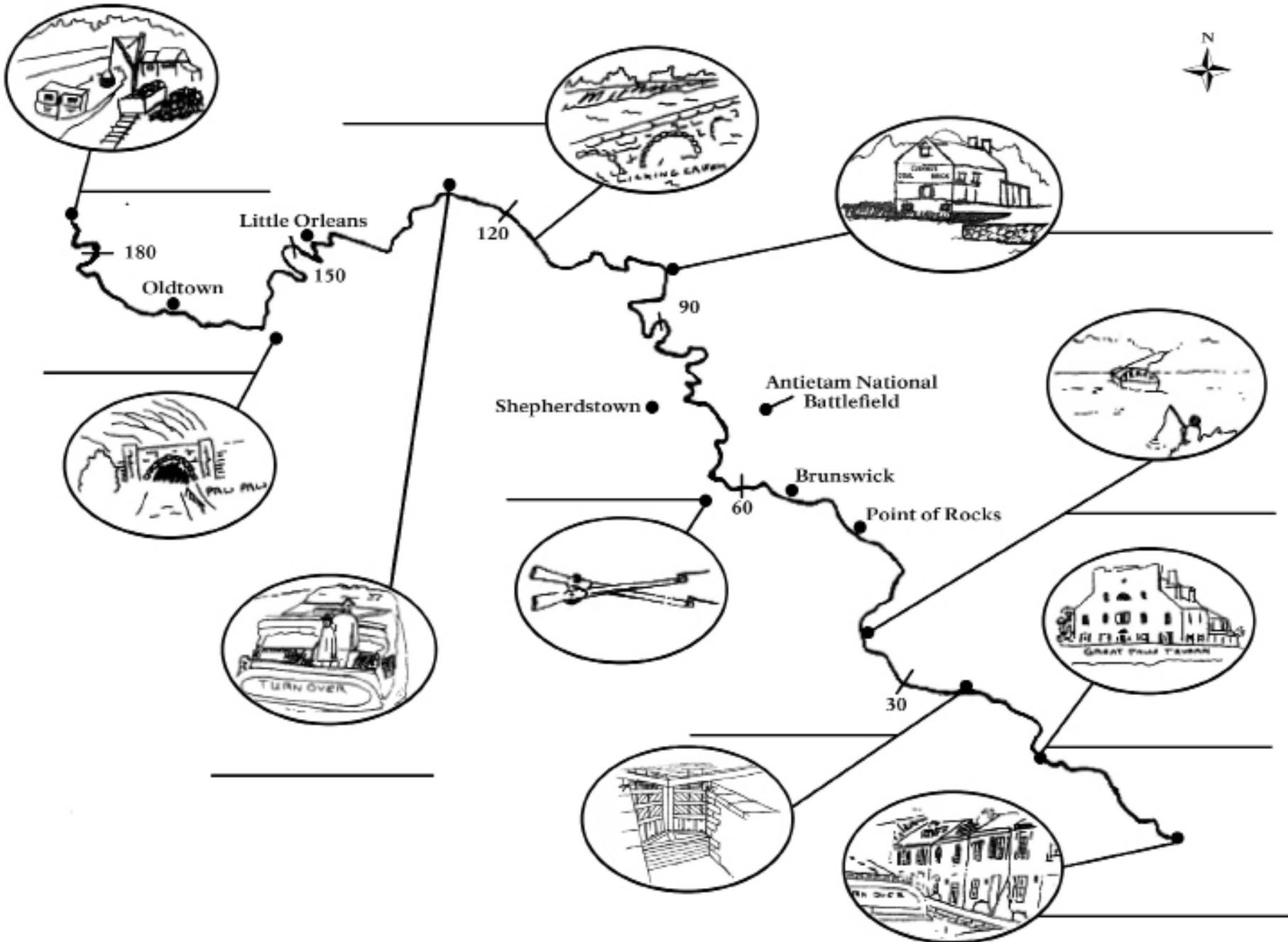
Jeffrey was tied to the roof all day today. We put him in a kind of harness with a long rope attached to a ring on the deck. That way he can wander around and play without any of us having to watch him too closely. If he falls off the boat, we just pull him in like a big fish.



Only he doesn't actually fall in the water. We made sure the line wouldn't reach the water so he can't drown. We all started calling Jeffrey "fish bait" today, though. He fell over at least three times, just dangling about two feet above the water teasing all the catfish.

Elizabeth sewed some buttons on Dad's shirts while Mother cooked up some bean soup and biscuits for supper tonight. Dad says when we return to Cumberland, he and I are going to do some painting on the "Turn Over" so she'll look fresh and new again. I'll sleep good tonight. I'm extra tired and Dad said I could sleep in the hay cabin tonight, since I worked so hard cleaning it and all. Plus we went 30 miles today, and I had to walk extra with the mules while everyone was busy with other chores.

Michael's Journey on the C & O Canal



Appendix B: STEAM Activity Computer-aided design of Native American Settlement



C&O Canal STEAM Activity: Computer-Aided Design of Native American settlement

Name: _____

You learned about Native Americans and basic needs during your field trip. Using a computer program of your choice, design a map of a Native American settlement. Be sure to include a map key that identifies basic needs including: food sources/storage, water sources, shelter, trees and plants. This settlement should be designed for 15 families.

This can be designed using Microsoft Word, if necessary, but you and/or your school may have a more sophisticated program to design this.

Once your design is complete, use the space below to write a short description of your Native American settlement.

If you were going to design a map of your neighborhood today, what are the major differences you would notice between your neighborhood and the Native American settlement?

Appendix C: Transportation Scholarship Application



Canal Classrooms Transportation Scholarship Fund

This grant is made possible through the park's partners in education, the C&O Canal Association and the C&O Canal Trust, by their generous members and donors. In addition, the National Park Foundation provided funding through the Ticket to Ride Grant Program. If you have questions, please contact cocanaleducation@nps.gov or call (301) 714-2213.

Eligibility

- Public, private, and charter schools.
- Students may be pre-kindergarten through grade 12. University and colleges are not eligible.
- Field trips must take place within the boundary of the C&O Canal National Historical Park and students must participate in curriculum-based (Canal Classrooms) programs or Bridging the Watershed (BTW) programs. Independent Teacher-led field trips are not eligible for funding.
- Schools will be required to complete pre-visit activities and/or post-visit activities to receive funding.
- Schools will be required to send a thank you letter, addressed to partner organizations (more details provided upon confirmation of funding).
- Funding is prioritized for Title I schools.
- Classes are eligible for reimbursement once per school year.

Deadlines

- Requests for reimbursement must be received at least two weeks prior to your field trip date. Confirmation of your application status will be sent via email within one week of submitting the application request.

Other information

- An invoice from the bus company, the district transportation office, the principal's office, or the school board is required as part of the reimbursement request.
- Reimbursement checks will be mailed within 30-days following the field trip and upon receiving the completed reimbursement request and invoice.
- As a condition of funding, park staff and partners may photograph students in the park. Park staff will contact you in advance of the field trip and send a photo release form.

Instructions

1. Complete the reimbursement request form before your field trip.
2. Attach an invoice.
3. Submit the form and invoice via email to cocanaleducation@nps.gov.
4. We will respond via email confirming or denying the reimbursement request within 5 business days.



Office Use Only

Date rec'd: _____
 Reviewed by: _____
 Approved by: _____
 CT
 CA
 NPF
 Check mailed: _____

Transportation Scholarship Application

Today's date _____

School name _____

Type Public school Private school Charter school

Title I? Yes No

Grade(s) _____

e-mail for bus reimbursement _____

Sponsoring teachers _____
 (list all homeroom or subject teachers participating in the field trip)

Program date _____
 (if the date is dependent on funding or has not been finalized, please provide the anticipated date)

Program location _____
 (must be in the park)

of students _____

	\$		=	\$	
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of buses X Cost per bus = Amount of reimbursement requested

(Contact your bus company or district transportation coordinator for an invoice. You must attach an invoice to this application.)

Check payable to _____

Mail check to _____

For marketing purposes only:

Has your school received a C&O Canal bus reimbursement in the past year?
 Yes No

How did you hear about this grant?
 Previous user NPS website Partner website Ranger
 Other: