

A Journey of the C & O Canal – Slide Notes for Teachers

Slide 1

Michael calls it a “diary”. Help students to understand how a diary and a journal are similar; these words are sometimes used synonymously, depending on who’s doing the defining!

Slide 2

Old C & O Canal At Georgetown by Paul McGehee

Slide 3

Make sure students know that this is the spot of the field trip!

Slide 4

Click slowly so that students can follow each statement and match to the location; clarify anything they may not know such as the names of the states

Slide 5

No notes

Slide 6

There is a great little book (a boy scout guide book) called *184 ½ Miles of Adventure!* Point out the stretch of 184 ½ miles to help to give them perspective.

Slide 7

Unfortunately, you have to imagine the mule, and the towline has been added to help students understand. Depending on your students’ understanding, you might discuss the concept of river elevation (the Potomac drops about 600 feet in elevation between Cumberland and Georgetown), and about how a canal compensates for differences in elevation. It may be helpful to draw a downward river line, and then draw “stairsteps” to show how the canal adjusts for the drop in elevation.

Slide 8

Closer to DC, at lower river levels

Slide 9

No notes

Slide 10

Building a gateway to the West was actually George Washington’s idea, but things didn’t happen until 1828. The railroad and the C and O were actually started on the same day – July 4, 1828! Help students understand the importance of finding a way to transport goods from the East Coast (Atlantic Ocean, Chesapeake Bay) to the West. Use a map to guide students across the timeline.

Slide 11

Reiterate for students how a historical fiction story can teach lots about history and geography, as well as teach them about characters that didn't actually live, but could have. Tell them that you'll move from the power point to having them read, think, and talk.

Show students how to count up from 1876 to 1900, and then from 1900 to 2000, and finally 2000 to 2011.

Slide 12

Orient students to the map.

Slide 13

No Notes

Slide 14

No Notes

Slide 15

The pen and paper will cue students to "read to find out" something in the journal/diary. It will help to bring students back to the text after some teaching in between segments.

Slide 16

This drawing will always appear after every entry. It offers some discussion questions. You may think of others. These are just some possibilities.

Slide 17

Mules are an interesting topic for students. Skip or move quickly if this slide is TMI☺

Slide 18

Make sure to point out this authentic photo from 1904 where someone has written, "In storm, in sunshine, or in rain?"

The comment at the top was added. Help students to understand it was a quote from a man named Jacob Myers who most likely drove mules on the C and O Canal.

Slide 19

These mules can be visited at Georgetown and Great Falls.

Slide 20

No Notes

Slide 21

Make sure students understand that this tunnel is only about an hour from Hagerstown, and would make a great family trip. They can actually walk through it if they're brave enough!

Slide 22

Before you click on the movable boat, orient students to the broken red line showing the tunnel, and the key in the upper left hand corner. Point out that this map shows only 18 miles of the total canal. Point out the windy river and how much of the river the tunnel cut off. Bring students back to the fact that this building occurred in the 1830's – 40's, and how amazing it was to undertake this project.

Slide 23
No Notes

Slide 24
No Notes

Slide 25
No Notes

Slide 26
This slide is self-explanatory. Go slow and allow students to absorb each detail.

Slide 27
A quick word work lesson – aque means water. If you’re curious about why it’s not aqua, it comes from Latin aquae.
Duct also comes from Latin – “to lead, or bring”. (Connect to air ducts). A *viaduct* is a bridge, esp. for carrying a road or railway across a valley, etc., consisting of a set of arches supported by a row of piers or towers [from Latin *via* way].
Help students to notice the man walking alongside the boat in the upper right hand corner. It looks like the white spot could be a mule.

Slide 28
This aqueduct is now missing its right hand wall. The part showing the water flowing out (upper right hand side) is no longer there. But it is the same aqueduct the students will see on their trip!
Note: Learn about Captain Myers bad day when the Conococheague Aqueduct was breached by downloading the Readers Theater script from [www.nps.gov/choh/For Teachers/Curriculum](http://www.nps.gov/choh/For_Teachers/Curriculum)

Slide 29
No Notes

Slide 30
No Notes

Slide 31
The ropes on the children are discussed in the next entry. You may decide to have students return to this slide to notice the ropes if they didn’t notice them the first time!

Slide 32
No Notes

Slide 33
The right photo is Burnside Bridge, a bridge that passes over the Antietam Creek. The Antietam Battlefield is about 6 miles east of the river and canal. This might be a great time to use a map to show students the battlefield and the Antietam Creek, and their proximity to the Potomac River and the C & O Canal.

Slide 34

Students may not know the “arsenal” means weapons. Help them to notice that the date of John Brown’s raid is just a few years before the Civil War began in 1861. You might display a larger map to show students how the Shenandoah and Potomac Rivers join at Harper’s Ferry.

Slide 35

No Notes

Slide 36

No Notes

Slide 37

Discuss the concept of “ferry” (see vocabulary list). This photo is obviously not from the 1800’s, but it does show the ramp. You may also want to point out how the Potomac gets wider and wider as it gets closer to Washington.

Slide 38

No Notes

Slide 39

No Notes

Slide 40

Make sure students see the kids jumping off the boat. (No rocks in the canal, so it’s not as critical to jump in feet first!)

Slide 41

No Notes

Slide 42

No Notes

Slide 43

Take time to discuss the amazing concept of a lock. Students will work a lock when they go to Williamsport. Without a full canal, it’s hard to understand how they really worked. Understanding this will make their lock experience much more meaningful! Review how a canal is level, and compensates for changes in elevation.

Slide 44

A good photo – lock name and number not available.

Slide 45

No Notes

Slide 46

No Notes

Slide 47

No Notes

Slide 48

The Tavern was named the *Crommelin House* in honor of a Dutch family instrumental in securing Dutch loans for the canal company.

Slides 49 – 55

No Notes

Slide 56

Students may notice that aqueduct is misspelled by the person who labeled this photograph!

Slides 57-end

No Notes