Lesson Plan Asset Content Template (NEW Template)

Used by TRTs in Reformatting Lessons

Note: \*\*Starred\*\* are required for all lesson plans to be uploaded.

**\*\*Park or Program Name**

|  |
| --- |
| C&O Canal |

**\*\*Lesson Plan Title (255 characters maximum)**

|  |
| --- |
| <http://www.nps.gov/choh/forteachers/classrooms/journey.htm>A Journey on the C&O Canal |

**\*\*Essential Question and Objective(s)**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

|  |
| --- |
| Students will read and discuss A Journey on the C&O Canal in order to:1) Learn why the C&O Canal is an amazing accomplishment in Maryland's history;2) Learn why the C&O Canal is especially important to Washington County, Maryland; 3) Understand more about the genre of historical fiction and how it can teach us real information with characters who didn't actually live but could have; and4) Describe what a typical nine-year old canal boy and family were like in the late 1800's |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_x\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_x Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Please upload or provide URL**

|  |
| --- |
| Black and white image of the canal.  |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

|  |
| --- |
|  |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to <http://www.corestandards.org/>**

|  |
| --- |
| **Grade Level 3-5 Subject Area** **Common Core Standards:** Common Core English Language Arts, Reading Literature and Informational Texts RL.3.1, RL.3.3, RL.3.4, RI.3.7RL.4.1, RL.4.3, RL.4.4, RI.4.7RL.5.1, RL.5.4, RL.5.6, RI.5.7 |

**\*\*State Standards:**

|  |
| --- |
| **State Subject Grade Level** **State Standards** |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

|  |
| --- |
|  |

**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Remembering** – Recalling or recognizing information ideas, and principles

x\_\_\_ **Understanding** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

\_\_\_ **Applying** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

\_\_\_x **Analyzing** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_x\_ **Evaluating** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

x\_\_\_ **Creating** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, please upload or provide URL:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

|  |
| --- |
|  |

**Lesson Duration**

 **Time to complete this lesson plan in minutes (25 characters maximum)**

|  |
| --- |
| 60 mins |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

|  |
| --- |
| The lesson materials include a printable lesson plan, Power Point presentation and notes for the teacher, journal experts with a map for the students, and a vocabulary list. The lesson was designed for Washington County, Maryland, students who visit the Williamsport Visitor Center at the Cushwa Basin; but it is applicable for other locations along the canal as well. It is suited for students in third, fourth, or fifth grades. You might begin by discussing your upcoming field trip or show a photo from the power point or other resource.Ask: How would you like to live on a boat and travel up and down a canal for 8 months every year? Give some talking time and time to share. Explain that many families who lived and worked on the C&O Canal did just that. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students learn in the lesson? Lessons typically include 5 to 15 terms and definitions.**

|  |
| --- |
| **aqueduct** – a bridge filled with water allowing canal boats to cross rivers or other difficult terrain.**calico –** a colorful cloth that has black, cream, and orange markings, as in a *calico* cat. **canal** – an artificial waterway for navigation, for drainage, or for irrigating land.**coal** – a black stony form of fossil carbon that can be burned like wood. **cargo** – the different materials and objects carried by canal boats. **ferry –** (v.) to transport (people, vehicles, or goods) by boat across a body of water. (v.) to cross (a body of water) by a ferry. (n.) a boat used to transport people, vehicles, or goods by boat across a body of water. **hatch-** an opening, as in the deck of a ship, in the roof or floor; the cover for such an opening; a ship's compartment. **hinny** – the offspring of a male horse and a female donkey. **lock –** a part of a canal with gates at each end where boats are raised or lowered to different water levels. **lock house –** a house built near a boat lock in which the lock keeper lived. **lock keeper –** a person hired to open and close the gates when a boat passed through a lock. **mule** – the offspring of a female horse and a male donkey. **rudder –** a flat, movable piece that can be moved from side to side at the back of a boat to steer it. **sandstone -** a common sedimentary rock used for building, composed largely of sand grains, mainly quartz, held together by silica, lime, etc. **tiller –** a lever for turning the rudder of a boat. **towline** – a rope connecting mules or horses to boats for towing. **towpath –** a trail on the side of the canal where the mules walked towing the boat. |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

|  |
| --- |
|  |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

|  |
| --- |
| Use this lesson as a stand-alone or as a pre-activity to a canal visit. This lesson addresses a host of indictors and objectives in both reading and social studies. 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 materials include a printable lesson plan, Power Point presentation and notes for the teacher, journal experts with a map for the students, and a vocabulary list. The lesson was designed for Washington County, Maryland, students who visit the Williamsport Visitor Center at the Cushwa Basin, but it is applicable for other locations along the canal as well. It is suited for students in third, fourth, or fifth grades. You might begin by discussing your upcoming field trip or show a photo from the power point or other resource.Ask: How would you like to live on a boat and travel up and down a canal for 8 months every year? Give some talking time and time to share. Explain that many families who lived and worked on the C&O Canal did just that. |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc.**

|  |
| --- |
| 1) Begin with the power point to build students' background information (Note talking points and additional background information on the notes below each slide.)2) Give one copy of the journal, A Journey on the C&O Canal, and a map to each student. Ask them to write the location names on the map as they read the journal. You may wish to copy the vocabulary words on the back of the map. Cue students to other pieces of historical fiction they have read. Make sure they understand key elements of this genre, and have opportunities to self-select other pieces of historical fiction.3) The readability of the journal is early Grade 5; consider how you will support readers who are not able to read the text independently (shared reading, partner reading).4) Process through the text, sharing background information and allowing students to process information and make personal connections along the way.5) Review the key points of the stated objectives with questions such as, "Why is the C&O Canal an amazing accomplishment?" and "What have we learned about Michael that makes him a typical 9 year old boy?" |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoints should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

|  |
| --- |
| Michaels journal  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| Print version of fictional journal |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Please upload or provide URL)**

|  |
| --- |
|  |

**Material #2**

**Title (255 characters maximum):**

|  |
| --- |
| Journal Powerpoint |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| Fictional journal to be used in class. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Please upload or provide URL)**

|  |
| --- |
|  |

**Material #3**

**Title (255 characters maximum):**

|  |
| --- |
| Teacher notes for journal powerpoint |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| Slide notes to be used by teacher in class. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Please upload or provide URL)**

|  |
| --- |
|  |

**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

|  |
| --- |
|  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| When the journal has been completed, you may wish to have students respond in writing to any of the questions, or additional questions that you develop. Make other materials and websites available for students to continue to learn more about the C&O Canal. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Please upload or provide URL)**

|  |
| --- |
|  |

**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

|  |
| --- |
|  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
|  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint ((Please upload or provide URL)**

|  |
| --- |
|  |

**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

|  |
| --- |
|  |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

|  |
| --- |
|  |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

|  |
| --- |
| This lesson introduces students to the things they will see when they visit the canal—the towpath, lockhouses and locks, and aqueducts. It also describes the Paw Paw Tunnel. It helps students understand the daily life of families on board canal boats, including caring for the mules. |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

|  |
| --- |
|  |