

Erie Canal Lesson Plan

Intended Audience/Grade Level: 4th, geared toward ESL (English Second Language) students with a wide range from minimal to average English reading and writing comprehension.

Time Required: 40-45 minutes (lesson can be shortened or extended if necessary).

Pre-Requisites/Background Knowledge Required

- A proper and thorough understanding of the geography of the state of New York as assessed by the unit test of the previous New York State unit and teacher evaluation of student progress and comprehension.
 - Basic vocabulary knowledge/understanding of standard tier one and two social studies words, also learned in the previous unit on New York State and assessed using a series of vocabulary tests administered by the teacher.
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Objectives

Students will:

- Be introduced to the Erie Canal through a series of informational and instructional videos.
 - Understand basic facts about the Erie Canal and have a thorough understanding of the Erie Canal and its history by viewing these videos and engaging in class wide discussions that utilize personal whiteboards and comprehension checks.
 - Be able to illustrate/construct a map of the Erie Canal with a key to ensure understanding.
 - Have a firm grasp and understanding as to how the geography of NYS affected the placement and overall effectiveness of the Erie Canal (trade and travel) that will be assessed through the use of the "Ticket To Board the Erie Canal".
 - Expand their vocabulary and comprehension of Erie Canal related words through the use of various fill-in-the-blank, word search, and word scramble activities.
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Essential Question(s):

- To what extent has the Erie Canal influenced your life thus far?
(Will be further addressed in a latter lesson, however, will be touched upon in this lesson)
 - To what degree did geography influence the construction/placement of the Erie Canal?
 - In your opinion, what was the single most rationale/reasoning that led to the creation of the Erie Canal?
 - If you were responsible for the construction of the Erie Canal, what would you have done differently and why? Justify your answer.
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Materials

- A computer with internet access and SMARTboard 11 software capability (software is optional)
- A SMARTboard with version 11 or higher (optional, yet highly encouraged)
- Handouts for each student that can be found at the end of the lesson plan (please note that not all activity sheets must be printed out, depending upon teacher preference and budget)
- Dictionaries, glossaries, geography/history textbooks, encyclopedias, and other resources if needed.
- Speakers (Either within the SMARTboard, or connected to the main computer)
- Colored pencils/crayons/markers, if time permits

Learning Outcome

Learning Activity	Core Curriculum	Research	Assessment	Learning Outcome
Introduction to the Erie Canal discussion/Visual Discovery Activity (Procedure #1)	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RI.4.7 • CCSS.ELA-Literacy.SL.4.5 • CCSS.ELA-Literacy.SL.4.1 	Howard Gardner's Theory of Multiple Intelligences: Verbal-Linguistic Visual Discovery	Their responses to the questions and overall insight and understanding of the material demonstrated throughout the discussion.	The learner will demonstrate his or her knowledge of the Erie Canal by engaging in a classroom discussion
Mapping Activity (Procedure #2)	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.4.1d • CCSS.ELA-Literacy.SL.4.2 • CCSS.ELA-Literacy.SL.4.5 • CCSS.ELA-Literacy.RI.4.7 	Howard Gardner's Theory of Multiple Intelligences: Visual-Spatial	The teacher will evaluate student's understanding of the content based upon the overall effectiveness of the classroom discussion and the knowledge presented during that time. Students will further be assessed using the "Ticket Abroad the Erie Canal" at the end of class.	The learner will illustrate and label major cities and waterways along the Erie Canal, using their background knowledge of NYS and the map provided.
True/False SMART board Activity (Procedure #3)	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RI.4.7 • CCSS.ELA-Literacy.SL.4.5 • CCSS.ELA-Literacy.SL.4.2 • CCSS.ELA-Literacy.SL.4.1c 	Howard Gardner's Theory of Multiple Intelligences: Visual-Spatial & Verbal-Linguistic	The teacher will assess student responses prior to and after watching the video on the history of the Erie Canal, looking for improvement and growth.	The learner will compare and contrast their knowledge prior to and following their viewing of a video on the Erie Canal using the SMART board true/false activity.
Erie Canal Song (Procedure #4)	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.4.5 • CCSS.ELA-Literacy.L.4.4 • CCSS.ELA-Literacy.L.4.4a • CCSS.ELA-Literacy.L.4.4c • CCSS.ELA-Literacy.RF.4.3 • CCSS.ELA-Literacy.RI.4.7 	Howard Gardner's Theory of Multiple Intelligences: Musical/Rhythmic & Visual Spatial	The teacher will evaluate the student's "Ticket Abroad The Erie Canal" to assess what information needs to be covered in successive lessons and what information the students seemed to "get".	The learner will listen to and evaluate the Erie Canal song demonstrating their knowledge by completing a fill-in-the-blank activity sheet.
Erie Canal Word Find/Word Scramble (Procedure #5)	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RF.4.3 • CCSS.ELA-Literacy.L.4.4c • CCSS.ELA-Literacy.L.4.4a 	Howard Gardner's Theory of Multiple Intelligences: Visual-Spatial Tier 1,2, and 3 vocabulary	The teacher will evaluate student's understanding of Erie Canal vocabulary and general tier 1,2, and 3 vocabulary terms based upon their completion and overall ease completing the word find and word scramble.	The learner will illustrate his or her knowledge of Erie Canal related vocabulary by completing a word find and word scramble.

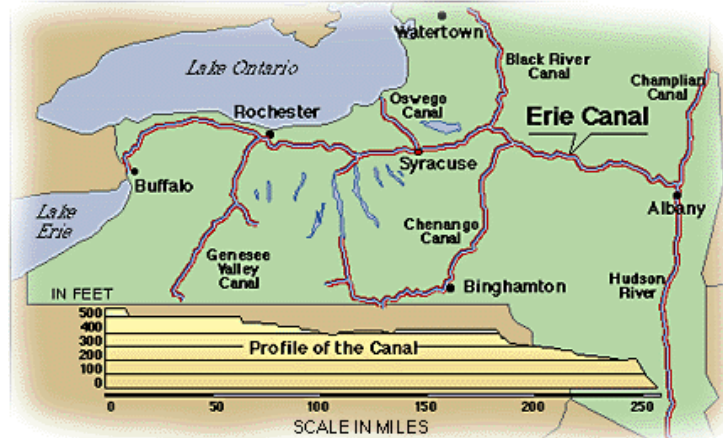
Procedures

1. Begin the lesson by introducing the Erie Canal through the visual discovery link below. You may wish to have a slideshow of the images displayed on the SMART board before the students come into class to get them all engaged in the images and wondering what is happening in them. Depending on how long the students have lived in America, specifically Rochester, some students may not be able to infer what the images are of, so it may be up to you as a teacher to facilitate discussion among the class. Possible prompts to ask students: What is a canal? What is the Erie Canal? Have you ever heard of the Erie Canal or visited the Erie Canal? What is a canal? What experiences or background knowledge do you have on the Erie Canal?
 - a. Visual Discovery:
http://books.google.com/books?id=hCNg1_H4cz0C&dq=Erie+Canal&printsec=frontcover&source=bll&ots=DpvTh0IJXp&sig=PUpfGKZbpFWB8icXylvqiUYyKfk&hl=en&ei=zKIDSunUJZPkMNXRwa0B&sa=X&oi=book_result&ct=result&resnum=17#v=onepage&q=Erie%20Canal&f=false
 - b. To further student intrigue, you may wish to have mini whiteboards or small scrap pieces of paper sitting face down on their desks when they walk in the classroom and have a prompt either on the board, or verbally ask them what they think the images displayed represent to see if they can figure out what the next social studies unit is going to be on! Do not allow students to show their responses until all students have had a chance to view the images and record their response.
 - c. Once students have answered these questions to the best of their ability (note that not all students will have heard of the Erie Canal) ask them what they want to know about the Erie Canal to see how engaged and interested they are in the topic.
2. Hand out maps of the Erie Canal, with blank spaces for students to label major cities, waterways, and landmasses, based off from their previous unit on New York State geography. Students should be able to fill in most blanks, with minimal assistance from the teacher. Once students have filled in what they know on their own, call on volunteers to come up to the smart board and erase above the blank line to reveal the correct answer.
 - a. Following this activity, briefly discuss with students the range of the Erie Canal (from Albany to Buffalo), while at the same time pointing out important cities and waterways.
 - b. Once students have completed the mapping activity and the geographic aspects of the Erie Canal have been discussed as a class, ask them to put their thinking caps on and begin thinking about why the Erie Canal was created, and why it spans/runs where it does.
 - c. Have the students read the following article (you may wish to print the article or simply have them read it from the SMART board) and see if it can help them answer the question in part c.
<http://www.eduplace.com/ss/hmss/8/unit/act4.1.1.html>
 - d. Once the class has made an educated guess as to why the Erie Canal was created and why it was placed where it was, have the students watch the following interactive video to figure out how the geography of NY truly influenced trade, trade routes, and the

growth of cities and how elevation, waterways, and landmasses affected the placement of the Erie Canal.

http://education.nationalgeographic.com/education/activity/the-erie-canal/?ar_a=1

- e. If time allots, have students color in the Erie Canal, land, and waterways, by creating their own key at the bottom of the page (optional).



3. To further expand student knowledge, have students complete the True/False SMARTboard activity, prior to watching the following video (which can be found by accessing the following link). Then, have the students watch the following video and take their own journey through the history of the Erie Canal, after viewing, have students complete the right hand side of the True/False activity as a class to illustrate what knowledge they have learned collectively. Students may work together to come to a consensus on the correct response. Go over the correct answers after each final answer.

Video: <http://www.epodunk.com/routes/erie-canal/start.html>

SMART board Activities: <http://peers-skit.weebly.com/smartboard.html> (If the SMART board activities do not open, you may wish to access them from an attachment sent to you via email)

- a. Following the video, ask students to reflect back on what they just viewed by raising their hand to point out interesting facts, questions that arose, any new knowledge gained, etc. You may wish to prompt questions related to the geography of and trade along the Erie Canal to help students build on their prior knowledge that was built in the previous activity.
4. Hand out the fill-in-the-blank activity sheet (which can be found at the end of this lesson plan), face down on each student's desk. Have students listen to the Erie Canal song (link below) once without flipping their paper over. Then, have students flip their paper over and fill in the blanks as they listen to the Erie Canal song for a second time. For students with English as a second language, you may wish to repeat this process so students can fill in any blanks they may have missed. Then, as a class go over the worksheet by using the SMARTboard activity provided by the link below, directions on how to use the SMARTboard activity can be found by clicking on the "?" button on the Erie Canal song slide :
- a. Erie Canal Song: <http://www.youtube.com/watch?v=HcNJ2RM0d3U>
- b. SMART board Activity: <http://peers-skit.weebly.com/smartboard.html>

(If difficulty opening the SMART board activity arises, you may wish to access the file in an attachment sent to you via email)

- c. If you find that you have extra time, you may wish to have students explore the following article on the basic geography/effects of the Erie Canal since it will assist them with the journal entries that they will create in the successive lessons.

http://www.archives.nysed.gov/projects/eriecanal/essays/ec_larkin5.shtml

After students have read the article above, have them create a "Ticket Aboard the Erie Canal" that states a minimum of three ways the geography of NYS affected the Erie Canal, along with three ways the Erie Canal affected trade and travel. This "Ticket Aboard the Erie Canal" will serve as their ticket for the Erie Canal trip simulation that is to come in a successive lesson. The student's responses will be assessed by the teacher to see where the students are at in terms of comprehension to see what instruction needs to take place (if any) before the students can take their virtual tour of the Erie Canal! To print the tickets, view the handout section at the end of the lesson plan!




5. If time allots, complete the following Erie Canal word find and word scramble by accessing the following SMARTboard presentation: <http://peers-skit.weebly.com/smartboard.html>
(If difficulty opening the SMART board presentation arises, you may access the file via an email attachment)
 - a. The word find is on slide 32, and the word scramble is on slide 33 of the presentation. Directions can be found by clicking the "?" button in the top left-hand corner of each slide. Activity sheets may be printed for the students, or student can just come up to the board and work collectively as a class. Have students use dictionaries/glossaries if necessary.

Learning Outcome/Goals for the Successive Lesson:

- Students should have a basic understanding of the Erie Canal, and the vocabulary associated with it.
- Students will be able to further examine the Erie Canal through the use of journal entries, canal trip simulations, jeopardy activities, and an array of other activities that are designed for a higher skillset and knowledge base.
- Students will use the knowledge gained in this lesson as a starting block/basis for the knowledge that is to come in the successive lessons that will be accompanied by a series of formal, informal, and pre-assessments.
- Students will be able to draw conclusions about the Erie Canal in lessons to follow, relating the Erie Canal to themselves as the content increases in difficulty.
- Students will be able to respond coherently to Essential Questions of higher difficulty, and expand upon these responses using evidence, drawing connections between knowledge gained both in the classroom and through personal experiences.

Evaluation:

Use the following rubric to assess student's work during the lesson:

	<ul style="list-style-type: none">• Students actively participated in the lesson, including class discussions.• Students received minimal teacher guidance, asking only for assistance when necessary. In other words, students did not rely on the teacher to "spoon-feed" them the answer.• Students produced thorough work, doing everything that was asked of them. Thus, reflective of their eagerness to learn and attentiveness to the lesson.• Students work was respectable/something student's should be proud of, demonstrating high academic integrity.• Students showed engagement throughout the entire lesson and were eager to learn and actively participate at all times.
	<ul style="list-style-type: none">• Students participated in classroom discussions and the lesson as a whole; however more participation could have easily been made.• More effort could have been shown by students; however, students were for the most part, actively engaged in the lesson and content at hand.• Students did not rely on teacher to give the answer. Instead, asking for guidance only when necessary to support/aid in student learning. Questions show eagerness to learn and drive to succeed.• Students produced average work, yet failed to go above and beyond.• Students did what was asked of them, yet they could have been more engaged and showed more eagerness to learn the material.
	<ul style="list-style-type: none">• Students rarely, if ever, participated in class discussions.• Students showed little effort, and relied on teacher assistance to complete all aspects of the lesson without any drive to work on their own and better oneself.• Students produced low quality work, non-reflective of their knowledge base.• Students work was below average expectations, showing poor work ethic and an overall lack of effort.• Students showed little to no engagement in the lesson and were not eager to learn the material.

Vocabulary:

Since vocabulary is crucial to all students, particularly ESL students, a mastery and/or improvement on the following vocabulary should be clearly demonstrated:

Tier 1: *Everyday words familiar to most students primarily learned through conversation.*

- Waterway:
 - Definition: A river, canal, or other route for travel by water.
 - Context: The Erie Canal was the first man made waterway.
- City:
 - Definition: A large town, high in population.
 - Context: Identify major cities that the Erie Canal runs through.
- Key:
 - Definition: A label. Text or symbols used to mark/label.
 - Context: Create your own key for your map of the Erie Canal.
- Mule:
 - Definition: The mix between a donkey and a horse.
 - Context: Mules were used to move boats down the canal before motors were invented.

Tier 2: *High-utility academic vocabulary found in many content texts, cross-curricular terms.*

- Population:
 - Definition: All of the inhabitants of a particular town, area, or country.
 - Context: How did the Erie Canal affect the population of New York State?
- Trade:
 - Definition: The action of buying and selling goods and services.
 - Context: The Erie Canal resulted in an increase in the trading of goods.
- Geography:
 - Definition: The study of physical features of the Earth.
 - Context: Use your knowledge of the geography of NYS to label the map of the Erie Canal.
- Transportation:
 - Definition: The action of transporting someone or something from one place to another.
 - Context: The Erie Canal served as one of the main means of transportation.

Tier 3: Domain-specific academic vocabulary.

- Canal:
 - Definition: An artificial waterway constructed to allow the passage of boats or ships inland.
 - Context: Why was the Erie Canal constructed?
 - Cargo:
 - Definition: Goods carried on a ship.
 - Context: Cargo was carried on the Erie Canal from Albany to Buffalo.
 - Dam:
 - Definition: A barrier to prevent water from flowing freely.
 - Context: Many dams were constructed along the Erie Canal to regulate water flow.
 - Aqueduct:
 - Definition: An artificial channel for conveying water, typically in the form of a bridge.
 - Context: Several aqueducts exist along the Erie Canal.
 - Lock:
 - Definition: A short confined section of a canal in which the water level can be changed and monitored by the use of gates that raise or lower the water level.
 - Context: Sailors had to use locks to go from areas with a low water level to areas with much higher water levels.
 - Hoggee:
 - Definition: A mule driver who was very poorly paid.
 - Context: Hoggees drove mules along the Erie Canal, for very little pay.
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Common Core/Standards:

National Council for the Social Studies (NCSS):

The National Council for the Social Studies (NCSS) framework consists of ten themes incorporating fields of study that correspond with one or more relevant disciplines. This particular lesson addresses the following themes/standards:

- Time, Continuity, and Change
- People, Places, and Environments
- Production, Distribution, and Consumption
- Science, Technology, and Society

Common Core Standards (Grade 4):

ELA Standards:

Speaking and Listening:

Comprehension and Collaboration:

- [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.4.1c](#) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- [CCSS.ELA-Literacy.SL.4.1d](#) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- [CCSS.ELA-Literacy.SL.4.2](#) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas:

- [CCSS.ELA-Literacy.SL.4.5](#) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Writing Standards:

Text Types and Purposes:

- [CCSS.ELA-Literacy.W.4.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Language Standards:

Vocabulary Acquisition and Use:

- [CCSS.ELA-Literacy.L.4.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.4.4a](#) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- [CCSS.ELA-Literacy.L.4.4c](#) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Reading: Foundational Skills:

Phonics and Word Recognition:

- [CCSS.ELA-Literacy.RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

Reading: Informational Text:

Integration of Knowledge and Ideas:

- [CCSS.ELA-Literacy.RI.4.7](#) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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Credits:

Common Core State Standards Initiative:

- <http://www.corestandards.org/>

National Council for the Social Studies:

- <http://www.ncss.org/>

Journey Through the History of the Erie Canal Video:

- <http://www.epodunk.com/routes/erie-canal/start.html>

Erie Canal YouTube Video:

- <http://www.youtube.com/watch?v=HcNJ2RMOd3U>

Mariah Strife, current St. John Fisher College student Weebly page:

- <http://peers-sskit.weebly.com/>

Visual Discovery Activity/Images:

- http://books.google.com/books?id=hCNg1_H4cz0C&dq=Erie+Canal&printsec=frontcover&source=bll&ots=DpvTh0IJXp&sig=PUpfGKZbpFWB8icXylvqiUYyKfk&hl=en&ei=zKIDSunUJZPkMNXRwa0B&sa=X&oi=book_result&ct=result&resnum=17#v=onepage&q=Erie%20Canal&f=false

Journal Entry/Low Bride Article:

- <http://www.eduplace.com/ss/hmss/8/unit/act4.1.1.html>

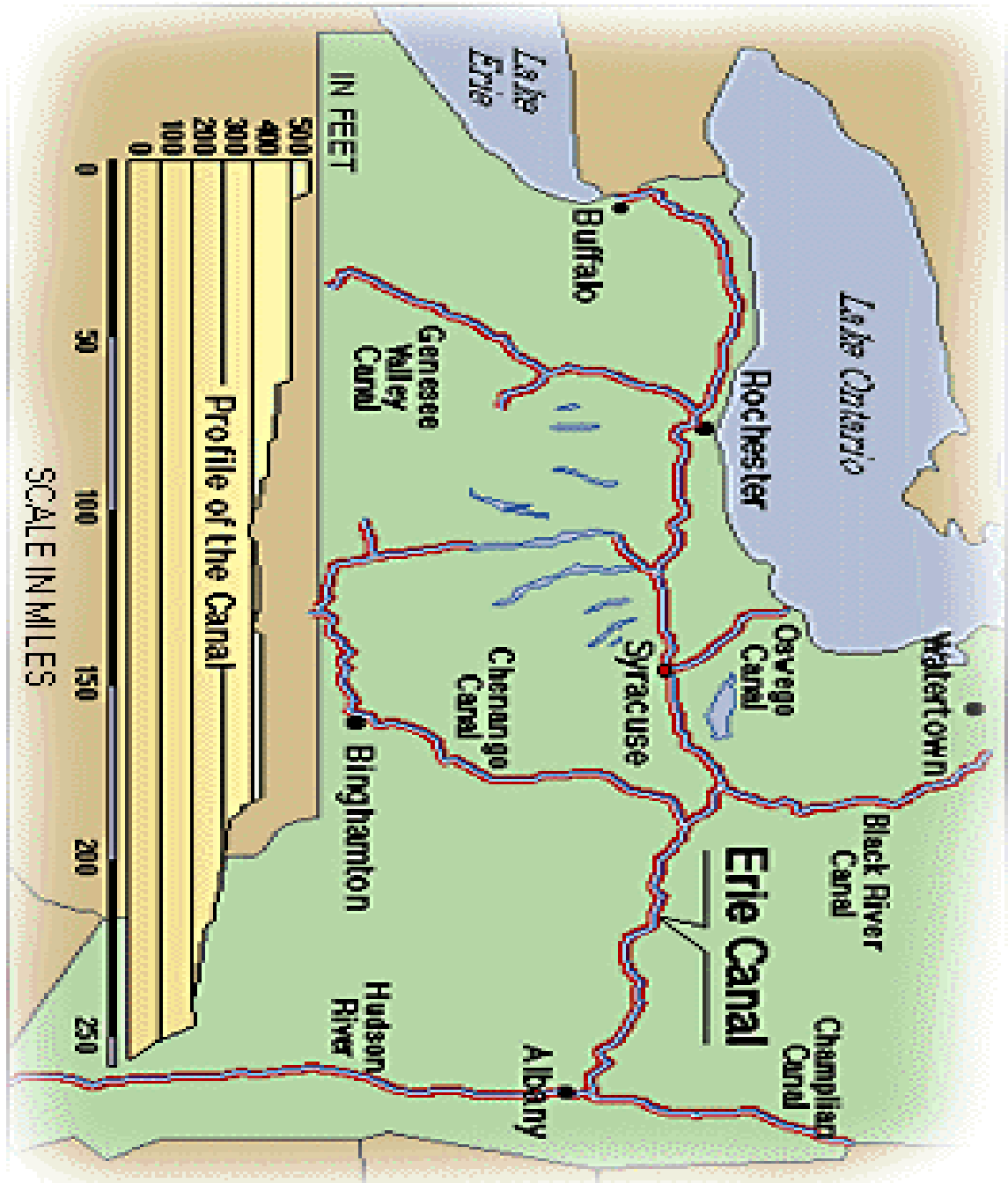
Erie Canal Time Machine Article:

- http://www.archives.nysed.gov/projects/eriecanal/essays/ec_larkin5.shtml

National Geographic Trade/Geography of the Erie Canal Video:

- http://education.nationalgeographic.com/education/activity/the-erie-canal/?ar_a=1

Student Activity Sheets (Printing Optional):



An Excerpt from the Journal of Thomas S. Woodcock

". . . These Boats have three Horses, go at a quicker rate, and have the preference in going through the locks, carry no freight, are built extremely light, and have quite Genteel Men for their Captains, and use silver plate. The distance between Schenectady and Utica is 80 Miles, the passage is \$3.50, which includes board. There are other Boats called Line Boats that carry at a cheaper rate, being found for 2/3 of the price mentioned. They are larger Boats, carry freight, have only two horses, and consequently do not go as quickly, and moreover have not so select a company. Some boats go as low as 1 cent per Mile, the passengers finding themselves.

The Bridges on the Canal are very low, particularly the old ones. Indeed they are so low as to scarcely allow the baggage to clear, and in some cases actually rubbing against it. Every Bridge makes us bend double if seated on anything, and in many cases you have to lie on your back. The Man at the helm gives the word to the passengers: "Bridge," "very low Bridge," "the lowest in the Canal," as the case may be. Some serious accidents have happened for want of caution. A young English Woman met with her death a short time since, she having fallen asleep with her head upon a box, had her head crushed to pieces. Such things however do not often occur, and in general it affords amusement to the passengers who soon imitate the cry, and vary it with a command, such as "All Jackson men bow down." After such commands we find few aristocrats."

Excerpt from a letter by Thomas S. Woodcock, a New York engraver, describing a trip on the Erie Canal between Schenectady and Buffalo in 1836, as found in *New York to Niagara, 1836: The Journal of Thomas S. Woodcock*, edited by Deoch Fulton, New York Public Library.

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Essay About the Erie Canal

The Canallers

by F. Daniel Larkin, SUNY Oneonta

They were known as canallers. They were the people who were part of the Erie Canal, made their living from the canal, and more often than not lived on the canal. Some of them crewed on the packet boats. Others drove the teams as they plodded along the towpaths.

Many owned or operated freight boats. If the freight boats were family owned, the family lived in quarters in the stern, behind the cargo hold. Since horses or mules pulled canal boats, boatbuilders located stables in the bow of freight boats. The stables provided shelter for the team at rest while another team pulled the canal boat. Packet boat companies kept replacement teams at various points along canal routes, so packet boats did not need stables on board.

Businesses sprang up along the banks to serve canallers. Establishments that catered to canal traffic included general stores, blacksmiths, saloons, hotels, and boatyards. At least one such general store survives along the old Erie Canal route a short distance east of Fort Hunter.

When several businesses located near the canal, they created a canal town. The short-lived Canal Village near Rome illustrates this pattern. The village of Rome existed long before the coming of the Erie Canal. It had been the location of the Western Inland Lock Navigation Company (WILNC) canal built in the 1790s.

The Erie Canal was not built through Rome because of the privately owned WILNC canal. The half-mile distance between the Erie Canal and Rome caused new businesses to cluster along the canal banks and not in Rome, since transferring goods from the canal to the village would have added to the total cost of the merchandise.

As early as 1820, at the spot where the Rome Turnpike (now South James Street) crossed the Erie Canal, an entrepreneur opened the first business, a tavern. Later that year, a toll collector's house was built near the tavern. Prior to the opening of the entire canal in 1825, a bakery and a coffeehouse followed.

The completion of the Erie Canal stimulated construction during the following five years of a grocery store, a blacksmith shop, a boot and shoe store, a butcher shop, a storehouse, and as many as 12 houses. By then the little community was known as Canal Village.

The buildings of Canal Village had a less permanent look than those of Rome. Many of the Canal Village structures were raised on piles or stilts because of the area's marshy soil. Also, few people from Rome went to live in Canal Village.

Nevertheless, the citizens of Rome were rightly concerned that their location a half-mile north of the canal would be detrimental to the prosperity of their village, so they petitioned the state legislature to make a change. When the Erie Canal's first enlargement began in 1836, the legislature rerouted the Erie Canal through Rome. As a result, Canal Village stagnated and Rome grew.

Life in the canal towns could be boisterous, particularly on Saturday nights, when the canallers sought relaxation after a long work week. It was not unusual to read in local newspapers of weekend fights and drownings. It was fairly common for someone to stagger out of a saloon, fall off a bridge, and drown in the canal on the way home. (Keep in mind that most canal bridges were relatively low and that the original Erie Canal was only four feet deep.)

It would have been difficult for most adults to drown in the early canals unless they had lost all control of their faculties.) It is not surprising that other residents in canal communities sometimes looked down on the canallers and their rough and transient lives.

Because many of the canallers moved along the canals as part of their jobs, it was difficult to formally educate their children. While working on the canal, many parents could teach their younger children the basics of reading, writing, and ciphering, as mathematics was called at the time. However, it was important for parents to decide before the annual canal closing whether to send the children to school.

Then the family could move its canal boat for the winter to a community in which schools were located. Often, the port of New York City was the winter destination of canallers. Steamboats towed the canal boats several at a time down the Hudson River from the Erie Canal Basin at Albany. Once the canallers arrived in New York, the children would have access to schools and their parents could find work for the winter season.



The boat workers' scenery changed with ice.

I've got me a _____ her name is Sal,
Fifteen miles on the _____.
She's a good old worker and good old pal,
_____ miles on the Erie Canal.
We've hauled some _____ in our day,
Filled with _____, _____, and hay
And we know ev'ry inch of the way we go
From _____ to _____.
_____ , everybody down,
Low bride for we're coming to a _____.
And you'll always know your _____,
And you'll always know your pal,
If you've ever _____ on the Erie Canal.



Help Sal the mule
unjumble the
vocabulary words
below!

CDUEQATU
ACALN
EEIR
LEUM
HAPWTOT
KOLC
AMD
GROCA
WBO
RABGE
GEGEOH
DNTEERCKOL

Word Bank |

Erie, Towpath, Lock, Aqueduct, Mule, Cargo, Bow,
Barge, Lock Tender, Hoggee, Canal, Dam.



Canal Word Find



(words are hidden in all directions - left, right, up, down and diagonal)

AQUEDUCT

CANAL

CARGO

COAL

CONCH SHELL

DAM

DASHER

HOGGEE

INCLINE PATH

LANTERN

LOCK

LOCKTENDER

MULES

NIGHTHAWKER

PACKET BOAT

TOWPATH



All Aboard the Erie Canal!

