

Low Bridge, Everybody Down

Recommended for Grade 4
Program Length: 2 Hours
Location: Canal Visitor Center

'Low Bridge, Everybody Down' is designed to help students learn about the history and importance of the Ohio & Erie Canal.

Learner Outcomes

Students will:

1. Explain why the Ohio and Erie Canal was built.
2. Name four products shipped on the canal.
3. Explain the purpose and operation of a lock.
4. Describe the working conditions of the canal workers.
5. Give the canal's length and terminal points.
6. Describe living conditions on a canal boat.
7. Explain the function of an aqueduct.
8. Name two reasons for the decline of the canal.

Program Description

The program begins with a large group welcome to the national park. Students will be given a brief explanation of the canal system and then divided into smaller groups for rotation through the program. (10-15 students per group)

The students will visit the restored Lock 38 beside Canal Visitor Center. They will learn about the importance of the canal and the reason for the locks. Time is spent on the history, purpose and mechanics of the lock system.

The towpath hike is the longest of the activities. Our staff will explain how and why the canal was built, the duration of the project, working conditions of the era, and some of the principal people involved. During the hike the students will be enlightened about life on the canal and canal etiquette for travelers going opposite directions. Time is spent picturing the landscape, trade, and putting in perspective how long it took to travel the canal.

Groups will spend a short time at the aqueduct and be given an explanation as to its purpose and how it worked. If time allows, students will head to the Cuyahoga River and discuss limitations for transportation on rivers. Students will also be able to see the railroad from this point and will learn about the effects of the rails system on the canal.

The students will participate in a Canal Boat Simulation where cones and rope are used to stake out the size of a typical canal boat. Each child is assigned an identity and will act as the crew, mule team, families and even the furniture found on canal boats. They will be able to see how much space was available for living quarters as compared to cargo space.

The program also includes time at the indoor canal model so students can get a feel for the whole canal system and how it fit into the landscape of the area.

***The following Ohio Academic Content Standards will be addressed during
Low Bridge, Everybody Down***

Social Studies Benchmarks:

3-5 History

C. Explain how new developments led to the growth of the United States.

3-5 Geography

C. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.

Grade Level Indicators:

Grade 3

History - Growth

3. Describe changes in the community over time including changes in:

- a. Businesses;
- b. Architecture;
- c. Physical features;
- d. Employment;
- e. Education;
- f. Transportation;
- g. Technology;
- h. Religion;
- i. Recreation.

Geography- Human Environmental Interaction

8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.

Grade 4

History - Growth

5. Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.

Geography - Location

4. Use maps to identify the location of major physical and human features of Ohio including:

- a. Lake Erie
- b. Rivers
- c. Plains
- d. The Appalachian Plateau
- e. Bordering states
- f. The capital city
- g. Other major cities

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Geography – Human Environmental Interaction

9. Identify ways that people have affected the physical environment of Ohio including:
- Use of wetlands
 - Use of forests
 - Building farms, towns, and transportation systems
 - Using fertilizers, herbicides and pesticides
 - Building dams

People in Societies - Interaction

3. Explain the reasons people came to Ohio including:
- Opportunities in agriculture, mining, and manufacturing
 - Family ties
 - Freedom from political and religious oppression

Grade 5

History – Growth

6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.

Geography – Human Environmental Interaction

8. Explain how the characteristics of different physical environments affect human activities in North America.

People in Societies - Interaction

5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.